



Cornerstone
UNIVERSITY®

BUILD A LIFE THAT MATTERS

Professional & Graduate Studies

Grand Rapids, Michigan

Graduate Academic Catalog & Student Handbook

Effective May 1st, 2022 to April 30th, 2023 (published 7/22/22)

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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

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

2022-2023

ACADEMIC CALENDAR

Summer 2022

First 7 Week Session Begins	May 9
Drop/Add Period	May 9–13
Last day to withdraw without Withdrawn Passing or Withdrawn Failing Grade	June 3
Last day to withdraw without Withdrawn Failing Grade	June 10
First 7 Week Session Ends	June 24

Second 7 Week Session Begins	July 5
Drop/Add Period	July 5–11
Last day to withdraw without Withdrawn Passing or Withdrawn Failing Grade	July 29
Last day to withdraw without Withdrawn Failing Grade	Aug 5
Second 7 Week Session Ends	Aug 22

15 Week Session Begins	May 9
Drop/Add Period	May 9–13
Last day to withdraw without Withdrawn Passing or Withdrawn Failing Grade	July 8
Last day to withdraw without Withdrawn Failing Grade	July 29
Last day of classes	Aug 26

Fall 2022 *(registration opens for Spring 2023 term on October 19, 2022)*

First 7 Week Session Begins	Aug 31
Drop/Add Period	Aug 31 - Sept 7
Last day to withdraw without Withdrawn Passing or Withdrawn Failing Grade	Sept 27
Last day to withdraw without Withdrawn Failing Grade	Oct 4
First 7 Week Session Ends	Oct 19

Second 7 Week Session Begins	Oct 26
Drop/Add Period	Oct 26 - Nov 1
Last day to withdraw without Withdrawn Passing or Withdrawn Failing Grade	Nov 22
Last day to withdraw without Withdrawn Failing Grade	Nov 29
Second 7 Week Session Ends	Dec 15

15 Week Session Begins	Aug 31
Drop/Add Period	Aug 31 – Sept 7
Last day to withdraw without Withdrawn Passing or Withdrawn Failing Grade	Nov 1
Last day to withdraw without Withdrawn Failing Grade	Nov 22
Last day of classes	Dec 15

Spring 2023 (registration opens for Summer 2023 term on March 16, 2023)

First 7 Week Session Begins **Jan 17**
Drop/Add Period Jan 17 - 23
Last day to withdraw without Withdrawn Passing or Withdrawn Failing Grade Feb 14
Last day to withdraw without Withdrawn Failing Grade Feb 21
First 7 Week Session Ends **Mar 3**

Second 7 Week Session Begins **Mar 13**
Drop/Add Period Mar 13 - 17
Last day to withdraw without Withdrawn Passing or Withdrawn Failing Grade Apr 6
Last day to withdraw without Withdrawn Failing Grade Apr 14
Second 7 Week Session Ends **Apr 28**

15 Week Session Begins **Jan 17**
Drop/Add Period Jan 17 - 23
Spring Break Mar 4 - 12
Last day to withdraw without Withdrawn Passing or Withdrawn Failing Grade Mar 27
Last day to withdraw without Withdrawn Failing Grade Apr 17
Last day of classes **May 4**

Commencement **May 6**

Classes will not be held on the following holidays:

Martin Luther King Day Jan 16
Good Friday/Easter Break (campus closed) Apr 7 - 9
Memorial Day May 30
Independence Day July 4
Labor Day Sept 5
Thanksgiving Break Nov 23 - 25
Christmas Break Dec 23 - Jan 2

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 12th president, Dr. Gerson Moreno-Riaño. The university currently enrolls 2,047 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 the Accreditation of Educator Preparation (CAEP) (since 2021)
- 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 2022-2023 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:

Terrence King, M.A.

Vice President for Spiritual Formation & Christian Community | Title IX Coordinator

Corum Student Union | 2nd Floor

616.222.1423 or terrence.king@cornerstone.edu

For questions/complaints regarding issues and incidents involving students:

Kevin Hall

Director of Residence Life | Title IX Deputy Coordinator

Corum Student Union | 2nd Floor

616.222.1423 or kevin.hall@cornerstone.edu

For questions/complaints regarding issues and incidents involving employees:

Emilie Azkoul

Vice President for Human Resources & Administration | 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 by going to <https://my.cornerstone.edu/groups/48/feed>. At the Registrar’s site, under Resources,

click on Printable Forms and 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. The report can also be viewed at <https://cugoldeneagles.com/sports/2019/9/18/cornerstone-handbooks.aspx>.

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 Loan Clearinghouse – reports enrollment data to the NSLDS
- Reliant Capital Solutions – collects on delinquent Perkins Loans, Institutional Loans and student accounts
- Williams and Fudge – collects on delinquent Perkins Loans, Institutional Loans and student accounts
- RMS – collects on delinquent Perkins Loans, Institutional Loans and student accounts
- Merchants and Medical – collects on delinquent student accounts
- Agency of Credit Control – collects on delinquent student accounts
- Key 2 Recovery – collects on delinquent student accounts

In addition, the following third-party servicers provide non-Title IV financial responsibilities:

- West Michigan Document Shredding – securely destroys student information that is no longer required to be retained
- Tree of Life Bookstore, Inc. – allows students to charge bookstore purchases to student accounts
- TMS/Nelnet – administers student payment plans

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 director of student services in Professional & Graduate Studies, the counseling center or health services for more information.

Sexual Harassment and Discrimination

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

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

Definition of Harassment

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

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

- submission to such conduct is explicitly or implicitly made a term or condition of employment, instruction, or participation in any university activity;
- submission to or rejection of such conduct by an individual is used as the basis of evaluation in academic or employment decisions; or
- such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance, or of creating a hostile, intimidating or offensive environment.

Other forms of sexual harassment include:

- generalized sexist remarks or behaviors, such as demeaning remarks or actions that are directed at individuals or groups based on their gender;
- offensive sexual remarks or behaviors, such as lewd, obscene, or sexually suggestive remarks or actions which would be deemed offensive by a reasonable person in that situation, 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 director of adult and graduate advising 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 Cornerstone University students grant permission to the university to use their likeness as captured in videos and photographs obtained during university-sponsored events and photo shoots. These photos and videos may be used in a variety of print and digital publications and advertisements for the university. The university holds sole distribution rights to such photos and/or videos and will only use them for publications promoting the university. These photos and/or videos will not be sold or distributed to outside parties at any time. The university reserves the right to crop, edit or treat all photos or videos at its discretion and may discontinue use without notice.

Every effort is made to represent Cornerstone University students and their stories with integrity and authenticity. If for any reason a student does not wish to grant this permission, he/she must sign a form in the university's Marketing & Communications Office.

For further information on this policy, please contact the university's Marketing & Communications Office.

STUDENT RESOURCES

Students are encouraged to use the Student Resources to ensure they are prepared for the academic demands of their PGS program. PGS offers numerous resources to students online, onsite, and in blended formats, including the following:

[The PGS Center for Student Success](#) (online and My.Cornerstone.edu)

- Provides free one-on-one coaching for writing, technology, and career services to all PGS students
- Hosts free writing, Excel, and career services [workshops](#)

[PGS Student Resources Course](#) (Moodle)

- Appears in Moodle under “In Progress” courses
- Contains online resources and tutorials to help with the following:
 - Viewing grades, academic evaluation, and financial aid
 - [Navigating and using Moodle](#), Cornerstone email, and Cornerstone account
 - [Writing help](#) (APA, Grammar, Paragraphs, Punctuation)

[24/7 Moodle Support](#) (Moodle)

- Provides 24/7 technical support
- Assists with submitting assignments, accessing an account, miscellaneous Moodle issues

[Microsoft Office 365](#) (MyCornerstone)

- Connects students with a free copy of Microsoft Office 365
- Linked under “[Office 365](#)” icon under the “Tools” section on the left side of the page on [MyCornerstone](#)

[Net Tutor](#)

- Offers free online, on-demand tutoring service in a wide variety of subjects available to all PGS students
- Access from any [Moodle](#) classroom under the “Resources” tab

[Miller Library](#)

Miller Library strives to provide high-quality academic resources, community-focused service, and an environment that fosters intellectual, cultural, and spiritual growth. To accomplish this, the library staff provides:

- Scholarly resources including books, ebooks, streaming videos, DVDs, CDs, musical scores, and periodicals
- An easy-to-use discovery tool, Summon, to search all of the library’s print and electronic resources
- On-campus and online access to research databases such as ABI-Inform, ATLA, JSTOR, ProQuest, and many others
- Individual study areas for group collaboration
- Free access to other collections through partner libraries, Puritan Reformed Theological Seminary and Kuyper College, Michigan libraries through MeLCat, and U.S. libraries through interlibrary loan
- Research assistance and service to all students, faculty, and staff

Phone: 616-222-1458

Website: [library.cornerstone.edu](#)

Email: library.reference@cornerstone.edu

[Khan Academy](#)

- Provides online resources such as training videos, student forums, and quizzes that help students learn and then assess their progress in a wide variety of subjects, e.g., Math, Science, Economics, Finance, and Computing

GRADUATE PROGRAMS

Mission and Purpose

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

Overall Curricular Goals

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

I. Specialized Knowledge

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

II. Applied Knowledge and Collaborative Learning

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

III. Intellectual Skills

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

IV. Civic and Global Engagement

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

V. Biblical Worldview Integration

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

Educational Effectiveness

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

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

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

- 77 percent of students in master's programs graduate with their degree.
- 92 percent of master's level alumni rate their overall PGS experience as very good or excellent.

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

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

Learning Model and Format

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

Program Format

The PGS division offers programs in multiple formats (sometimes called “modalities”). Students can join class online asynchronously, join a live online session each week, or meet in person each week (depending on the program options). All programs are offered in an accelerated format with courses typically 7-weeks in length and with multiple starting points in a program each year. Students take one or two courses at a time, allowing them to complete their degree at a pace appropriate for their unique needs.

Nearly all courses are seven weeks in length and are offered during one of two sessions within a term. In person classes meet at the PGS building once a week for two hours. Students in online courses have the option to attend a virtual live class session for two hours each week or to watch the recording of the class session during each week of the course. Each course in the program is a required component. 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.

All courses require the use of Moodle, an online course-management system. 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, has been accounted for in the credit hour justification calculation.

Convenience of Time and Place

Programs are offered at times and in formats that are convenient to working adults. Classes are generally held in the evening when most adults are available.

Participative and Active Learning

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. 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.

Graduate Degree Programs

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

Master of Business Administration

Finance

Global Business

Health Care

Project Management

Master of Arts in Organizational Leadership

Master of Arts in Clinical Mental Health Counseling

Master of Arts in Design Thinking and Innovation

Master of Arts in Education

Curriculum and Instruction

Educational Leadership

Master of Public Administration

Nonprofit Leadership

Social Justice

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

Master of Science in Human Resource Leadership

Master of Science in Sport Management

Master of Science in Strategic Marketing

Doctor of Education in Organizational Leadership and Development

MASTER OF BUSINESS ADMINISTRATION

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

Admission Requirements

- A completed application and non-refundable \$50 tuition deposit
- An official transcript verifying a baccalaureate degree from a U.S. regionally accredited college/university or equivalent. Cornerstone University graduates need not request a Cornerstone University transcript. Official graduate transcripts from other schools are required only if course work will be transferred to meet program or course requirements.
- A minimum grade-point average of 2.7 in undergraduate course work at the institution from which the baccalaureate degree was received. Students not meeting this requirement may submit a written request to the admissions committee for acceptance to the graduate program explaining why they believe they can succeed in a master's program, and submit a written essay per instructions provided by the enrollment counselor.

In addition:

- A maximum of two courses (500 or higher course number) may be transferred to Cornerstone. Transfer courses must have been completed within the last seven years and deemed equivalent to a course in the program. If a three-credit course is deemed equivalent for a four-credit course, the student will be allowed to transfer an additional course to make up for the credit hour difference.
- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test), 233 (computer-based test), 90-91 (internet-based test) or a minimum IELTS score of 7.0 and have the results submitted to Cornerstone University.

Additional Program Information

Change of Degree Program

If a student wishes to change his or her program, he/she may do so by completing an *Application for Program Change*. Students are required to complete all courses for the degree, which are not duplicated from the previous program.

Graduation Requirements

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

Student Learning Outcomes

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

- I. Demonstrate **Specialized Knowledge** of and proficiency in the terminology, theories, concepts, practices, and skills specific to business administration in the 21st century workforce. In accomplishing this objective, students will be able to:
 - Demonstrate knowledge of the core business disciplines of economics, accounting, finance, statistics, marketing, organizational behavior, and entrepreneurship.
 - Exhibit knowledge of a specialized disciplinary concentration within business administration.

- II. **Applied Knowledge and Collaborative Learning** – Students will exhibit competency in applying their knowledge to address real-life business problems through both individual and group effort. At the end of this program, students will be able to:
 - Demonstrate emotional intelligence and personal management skills germane to the needs of 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 communication 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.
 - 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.
 - 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

Title	Credits	Weeks
BUS-505* Research Methods.....	3	7
BUS-503 Ethics, Values and Social Responsibility	3	7
BUS-507 Quantitative Analysis.....	3	7
MGT-531 Organizational Behavior and Change.....	3	7
ACC-525 Accounting for Decision Making	3	7
FIN-643 Managerial Finance (Prerequisite: ACC-525)	3	7
MKT-651 Marketing Strategies	3	7
ECN-530..... Economics.....	3	7
MGT-539..... Entrepreneurship and Innovation	3	7

Core Courses	27	63
Concentration Courses (choose one concentration)	9	21
Total	36	84

*15-week version of this course is available

M.B.A. Program Concentrations

In addition to taking the eight core courses, M.B.A. students will also choose a concentration in one of four relevant industries: Finance, Global Business, Health Care or Project Management. Each concentration, which consists of three courses, will be taken any time after students have completed their fifth required course. Additional information for each concentration is included on the following page.

FINANCE CONCENTRATION

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

Required Courses		Credits	Weeks
FIN-645	Advanced Managerial Finance (Prerequisite: FIN-643)	3	7
FIN-646	Global Finance (Prerequisite: FIN-645).....	3	7
FIN-647	Entrepreneurial Finance (Prerequisite: FIN-646).....	3	7
Total		9	21

GLOBAL BUSINESS CONCENTRATION

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

Required Courses		Credits	Weeks
BUS-509	International Business Practices	3	7
ECN-513	Global Economic Environment (Prerequisite: ECN-530).....	3	7
*BUS-516	Global Business Experience.....	3	7
*Students may substitute BUS-511 for BUS-516			
Total		9	21

HEALTH CARE CONCENTRATION

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

Required Courses		Credits	Weeks
MGT-534	Theory and Quality Outcomes Management.....	3	7
BUS-504	Ethical, Legal and Regulatory Issues for Health Care	3	7
MGT-697	Applied Health Care Project (Prerequisites: MGT-534 and BUS-504).....	3	7
Total		9	21

PROJECT MANAGEMENT CONCENTRATION

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

Required Courses		Credits	Weeks
BUS-530	Fundamentals of Project Management	3	7
BUS-531	Cost, Quality and Team Management (Prerequisite: BUS-530).....	3	7
BUS-532	Communications and Risk Management (Prerequisite: BUS-531).....	3	7
Total		9	21

PGS & Cornerstone University Traditional Undergraduate Articulation Agreements

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

Bachelor’s degree – M.B.A. degree

Program Description

The B.S./M.B.A. advanced standing agreement is a policy designed to prepare students to advance their skills and excel as leaders in the global marketplace. The B.S./M.B.A. advanced standing policy requires the successful completion of 158 credit hours, including 120 credit hours at the undergraduate level, 13 hours of advanced standing credit from courses taken at the undergraduate level that count for graduate credit and then 25 credits at the graduate level as part of the M.B.A. (see course substitutions below). At least 50% of the credits earned for the master’s degree must be completed at the graduate level.

Admissions Requirements

- Completed application accompanied by a non-refundable \$50 tuition deposit
- Have earned a bachelor’s degree within the past seven years from Cornerstone University’s Traditional Undergraduate Business Division with a minimum 3.0 GPA
- To receive credit for the advance standing courses in the M.B.A., students must have earned a “B” or higher in undergraduate courses taken at Cornerstone University that are included in the B.S./M.B.A. advanced standing agreement. Advanced standing will not be granted for undergraduate credits earned through testing.

Graduation Requirements

- Completion of the B.S. & M.B.A. course requirements with grade-point averages based on current catalog requirements for both degrees

Current Required Core Courses in M.B.A.

Courses	Credits	Weeks
BUS-505* Research Methods.....	3.....	7
BUS-503 Ethics, Values and Social Responsibility	3.....	7
BUS-507 Quantitative Analysis.....	3.....	7
MGT-531 Organizational Behavior and Change.....	3.....	7
ACC-525 Accounting for Decision Making.....	3.....	7
FIN-643 Managerial Finance (Prerequisite: ACC-525).....	3.....	7
MKT-651 Marketing Strategies.....	3.....	7
ECN-530 Economics	3.....	7
MGT-539 Entrepreneurship and Innovation	3.....	7
Core Courses.....	27.....	63
Concentration Courses (choose one concentration below)....	9.....	21
Total.....	36.....	84

*15-week version of this course is available

Required Core Courses for B.S. to M.B.A. Students

Courses	Credits	Weeks
BUS-505* Research Methods.....	3.....	7

BUS-503	Ethics, Values and Social Responsibility	3.....	7
FIN-643	Managerial Finance	3.....	7
MGT-539	Entrepreneurship and Innovation	3.....	7

*15-week version of this course is available

PGS Courses and TRAD Equivalents for Which 4+1 Students Receive Advance Standing Credit

ECN-530	Economics	3.....	7
	Undergraduate ECN-221 and 222 substitute for this M.B.A. course		
ACC-525	Accounting for Decision-Making	3.....	7
	Undergraduate ACC-221 and 222 substitute for this M.B.A. course		
MKT-651	Marketing Strategies.....	3.....	7
	Undergraduate MKT-251 and BUS-211 substitute for this M.B.A. course		
MGT-531	Organizational Behavior and Change.....	3.....	7
	Undergraduate MGT-335 substitutes for this M.B.A. course		

Students Then Choose One of Four Concentrations

FINANCE

Courses		Credits	Weeks
FIN-645	Advanced Managerial Finance (Prerequisite: FIN-643).....	3.....	7
FIN-646	Global Finance (Prerequisite: FIN-645).....	3.....	7
FIN-647	Entrepreneurial Finance (Prerequisite: FIN-646).....	3.....	7

GLOBAL BUSINESS

BUS-509	International Business Practices.....	3.....	7
ECN-513	Global Economic Environment (Prerequisite ECN-530).....	3.....	7
BUS-511 or BUS-516	Global Business Experience.....	3.....	7

(All concentration courses, except BUS-511 must be taken in the M.B.A program)

(ECN-215, BUS-215 (study abroad) or IDS-315 (Global Experience) would substitute for BUS-511 for global business concentration students)

HEALTH CARE

MGT-534	Theory and Quality Outcomes Management.....	3.....	7
BUS-504	Ethical, Legal and Regulatory Issues for Health Care	3.....	7
MGT-697	Applied Health Care Project (Prerequisites: MGT-532 and BUS-504)	3.....	7

PROJECT MANAGEMENT

BUS-530	Fundamentals of Project Management	3.....	7
BUS-531	Cost, Quality and Team Management (Prerequisite: BUS-530).....	3.....	7
BUS-532	Communications and Risk Management (Prerequisite: BUS-531).....	3.....	7

MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP

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

Admission Requirements

- A completed application and non-refundable \$50 tuition deposit
- An official transcript verifying a baccalaureate degree from a U.S. regionally accredited college/university or equivalent. Cornerstone University graduates need not request a Cornerstone University transcript. Official graduate transcripts from other schools are required only if course work will be transferred to meet program or course requirements.
- A minimum grade-point average of 2.7 in undergraduate course work at the institution from which the baccalaureate degree was received. Students not meeting this requirement may submit a written request to the admissions committee for acceptance to the graduate program explaining why they believe they can succeed in a master's program and submit a written essay per instructions provided by the enrollment counselor.

In addition,

- A maximum of two courses (500 or higher course number) may be transferred to Cornerstone. Transfer courses must have been completed within the last seven years and deemed equivalent to a course in the program.
- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test), 233 (computer-based test), 90-91 (internet-based test) or a minimum IELTS score of 7.0 and have the results submitted to Cornerstone University.

Additional Program Information

Change of Degree Program

If a student wishes to change his or her program, he/she may do so by completing an *Application for Program Change*. Students are required to complete all courses for the degree, which are not duplicated from the previous program.

Graduation Requirements

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

Student Learning Outcomes

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

- I. **Specialized Knowledge-** Students will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices and skills specific to the field of organizational leadership. In accomplishing this objective, students will be able to:
- Synthesize leadership theories, concepts, and research that apply to everyday work relevant to managers, leaders, administrators, and supervisors in the 21st century organizations.
 - Analyze effective problem solving and decision making models in organizational leadership.
 - Explain the role of psychological and personality influences on leadership behavior. Appraise current issues related to organizational leadership, management, and administration.
- II. **Applied Knowledge and Collaborative Learning** – Students will exhibit competency in applying their knowledge to address real-life 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 organizational leadership.
 - Collaborate with others in achieving shared objectives of the organizational leadership program.
- 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.
- Locate, evaluate, incorporate & 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** - Cornerstone students will demonstrate intercultural competence in addressing civic, social, environmental and economic issues. They will:
- 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** - Cornerstone students will be able to articulate a Christ-centered worldview and 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

Title		Credits	Weeks
BUS-505*	Research Methods	3	7
MGT-532	Organizational Leadership.....	3	7

MGT-531	Organizational Behavior and Change	3.....	7
MGT-542	Organizational Decision-Making	3.....	7
MGT-536	Managing and Maximizing Diversity	3.....	7
MGT-543	Team Leadership and Conflict Management	3.....	7
BUS-661	Business Law for Managers, Supervisors and Organizational Leaders	3.....	7
MGT-638	Human Resource Leadership	3.....	7
MGT-640	Employee Development and Performance Management	3.....	7
FIN-644	Budgeting and Financial Resource Management	3.....	7
MGT-639	Strategic Leadership	3.....	7
MGT-540	Organizational Leadership Capstone (Prerequisites: All previous courses).....	3.....	7
	Total	36.....	84

*15-week version of this course is available

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

The Master of Arts in Clinical Mental Health Counseling is a 60-credit degree program offered in online or in-person formats. This degree program is designed to develop competency in foundational counseling theories and skills, present professional dispositions essential to the practice of counseling, and provide the academic base for professional licensure in the State of Michigan. All counseling students are required to attend professional development orientation in-person on two separate occasions and online students will complete two courses, over three days in-person, on the Cornerstone University campus. Optional concentration areas beyond licensure requirements are offered in marriage and family therapy, addictions counseling, and trauma counseling.

Admission Requirements

- A completed application and non-refundable \$50 tuition deposit
- An official transcript verifying a baccalaureate degree from a U.S. regionally accredited college/university or equivalent. Cornerstone University graduates need not request a Cornerstone University transcript. Official graduate transcripts from other schools are required only if course work will be transferred to meet program or course requirements.
- A minimum grade-point average of 2.7 in undergraduate course work at the institution from which the baccalaureate degree was received. Students not meeting this requirement may submit a written request to the admissions committee for acceptance to the graduate program explaining why they believe they can succeed in a master's program and submit a written essay per instructions provided by the enrollment counselor.
- Interview with Counseling Faculty.

In addition:

- A maximum of two courses (500 or higher course number) may be transferred to Cornerstone. Transfer courses must have been completed within the last seven years and deemed equivalent to a course in the program. If a three-credit course is deemed equivalent for a four-credit course, the student will be allowed to transfer an additional course to make up for the credit hour difference.
- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test), 233 (computer-based test), 90-91 (internet-based test) or a minimum IELTS score of 7.0 and have the results submitted to Cornerstone University.

Additional Program Information

Change of Degree Program

If a student wishes to change his or her program, he/she may do so by completing an *Application for Program Change*. Students are required to complete all courses for the degree, which are not duplicated from the previous program.

Professional Development Gates

The Department of Graduate Counseling performs comprehensive evaluations of student development, learning, and application across four Professional Development Gates. Each Professional Development Gate is structured throughout a

student's degree timeline, where key areas of student development are evaluated by Department of Graduate Counseling faculty.

Gate 1 – Admissions Process

Applicants' readiness for graduate work and entrance into the Clinical Mental Health Counseling field of study. Assessment of candidate's knowledge and disposition as follows:

- Knowledge - Undergraduate GPA of 2.7 or higher.
- Disposition - Disposition average of 3 or higher on the PDCA-RA with no areas of concern noted as rated by Department of Graduate Counseling faculty based on admissions interview. All other required admission application completed.

Gate 2 – Professional Development: New Student Orientation / Residency #1

Students are evaluated based on knowledge and disposition by the Department of Graduate Counseling faculty during the New Student Orientation and during Residency #1 (Introduction to Clinical Mental Health Counseling Residency) as follows:

- Knowledge / Disposition - Disposition quotient of 3 or higher on the PDCA-RA across New Student Orientation and Residency #1 with no areas of concern as noted by Department of Graduate Counseling faculty.

Gate 3 – Professional Development: Pre-Practicum Orientation / Residency #2 / Group Techniques

This gate evaluates knowledge, skills, and disposition of Department of Graduate Counseling students prior to beginning entry-level clinical work (Practicum) as follows:

- Knowledge/Skills/Disposition – Students must meet academic requirements as mentioned in the Student Handbook for each course with no areas of concern. Students attend the Pre-Practicum Orientation and Residency #2, and complete Group Techniques, where knowledge, skills for clinical practice, and student disposition will be evaluated by Department of Graduate Counseling faculty.

Gate 4 - Pre-Graduation

Students in their last semester of the counseling program are evaluated for their "readiness" (knowledge, skills, and disposition) to graduate and begin the licensing process as a post-graduate for clinical work as follows:

- Knowledge/Skills/Disposition - Students must meet academic requirements as mentioned in the Student Handbook for each course with no areas of concern noted by Department of Graduate Counseling faculty. Students must complete any remediation plans and fulfill all degree requirements as indicated in the Student Handbook.
- Knowledge – Complete degree requirements and complete the CPCE.

Practicum and Internships

For comprehensive information regarding Practicum and Internships, please refer to the MA Clinical Mental Health Counseling Practicum/Internship Manual on the PGS section of my.cornerstone.edu.

Graduation Requirements

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

Student Learning Outcomes

The Master of Arts in Clinical Mental Health Counseling curriculum is designed to equip students in these areas:

- I. **Specialized Knowledge** – Students will demonstrate specialized knowledge of and proficiency in the terminology, concepts, practices, and skills specific to clinical mental health counseling. In accomplishing this objective, students will be able to:
 - State a personal philosophy of counseling that reflects awareness of personal beliefs, foundational theories, and worldview integration.
 - Exhibit understanding and compliance with the legal requirements and ethical codes of the counseling profession.

- II. **Applied Knowledge and Collaborative Learning** – Students will exhibit competency in applying their knowledge to address real-life clinical mental health counseling problems through both individual and group effort. At the end of this program, students will be able to:
- Facilitate the counseling process for individuals, groups and/or families by providing consultations that foster awareness, growth and restoration that is based on established client centered goals and a sound systemic framework.
 - Articulate and apply effective counseling strategies reflecting practical techniques and multicultural applications.
 - Demonstrate understanding and competency in the use of testing instruments and research interpretation in appraisal and diagnosis, and the basic competency in career development counseling.
- III. **Intellectual Skills** – Students will demonstrate their ability to integrate traditional and normative skills expected of students in the liberal arts tradition, including analytical skills, information literacy, quantitative competency, and communication fluency.
- IV. **Civic & Global Engagement** – Students will demonstrate intercultural competence in addressing civic, social, environmental, and economic issues within clinical mental health counseling.
- 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 Major Courses

Title	Credits	Weeks
COU-503 Introduction to Counseling and Professional Development	3	15
COU-502 Counseling Ethics and Issues.....	3	15
COU-501 Counseling Theories.....	3	15
COU-521 Foundations of Marriage and Family Counseling	3	15
COU-525 Social and Cultural Foundations in Counseling	3	15
COU-602 Clinical Assessments.....	3	15
COU-610 Counseling Techniques	3	15
COU-611 Career Development	3	15
COU-612 Group Techniques	3	15
COU-643 Trauma Informed Advocacy and Crisis Intervention	3	15
COU-653 Addictions Counseling: Treatment and Intervention.....	3	15
COU-661 Psychopathology and Diagnosis	3	15
COU-662 Human Growth and Development	3	15
COU-672 Treatment of Mental and Emotional Disorders	3	15
COU-675 Technology-Assisted Counseling.....	1	7
COU-680 Psychopharmacology and Neuroscience in Counseling	2	7
COU-700 Research Methodology	3	15
COU-782 Practicum: Counseling Field Experience	3	15
COU-784 Internship I: Counseling Field Experience	3	15
COU-785 Internship II: Counseling Field Experience	3	15
Core Courses	57	284
Counseling Elective Course.....	3	15
Total	60	299

Counseling Elective (Choose one)

COU-520 Child and Adolescent Counseling	3	15
COU-720 Advanced Marriage and Couples Therapy: Assessment, Skills, & Practice	3	15
COU-730 Advanced Family Therapy: Assessment, Skills, & Practice	3	15
COU-642 Sociology of Trauma	3	15
COU-652 Sociology of Addictions	3	15
COU-651 Clinical Diagnosis Assessment of Addictions.....	3	15

Marriage and Family Therapy Concentration (*optional; allows for Dual Licensure in Michigan*)

COU-520	Child and Adolescent Counseling	3	15
COU-720	Advanced Marriage and Couples Therapy: Assessment, Skills, & Practice	3	15
COU-730	Advanced Family Therapy: Assessment, Skills, & Practice	3	15
COU-788	Internship III: Counseling Field Experience	3	15
COU-789	Internship IV: Counseling Field Experience (<i>if needed</i>)	3	15

Addictions Counseling Concentration (*optional*)

COU-652	Sociology of Addictions	3	15
COU-651	Clinical Diagnosis Assessment of Addictions	3	15

Trauma Counseling Concentration (*optional*)

COU-642	Sociology of Trauma	3	15
COU-644	Trauma Counseling and Recovery	3	15

MASTER OF ARTS IN DESIGN THINKING & INNOVATION

The Master of Arts in Design Thinking and Innovation is an accelerated 20-22 month, 36-credit program offered in a HyFlex format. Students develop collaboration, design, and creativity skills while expanding their influence through studies in ethics, entrepreneurship, project management, and organizational leadership. Using the toolsets of design thinking, human-centered design, service design, and creative problem solving, students will develop the distinctively competitive knowledge, skills, and abilities needed to bring innovation to business, non-profit, and volunteer environments in the 21st century.

Admission Requirements

- A completed application and non-refundable \$50 tuition deposit
- An official transcript verifying a baccalaureate degree from a U.S. regionally accredited college/university or equivalent. Cornerstone University graduates need not request a Cornerstone University transcript. Official graduate transcripts from other schools are required only if course work will be transferred to meet program or course requirements.
- A minimum grade-point average of 2.7 in undergraduate course work at the institution from which the baccalaureate degree was received. Students not meeting this requirement may submit a written request to the admissions committee for acceptance to the graduate program explaining why they believe they can succeed in a master's program, and submit a written essay per instructions provided by the enrollment counselor.

In addition:

- A maximum of two courses (500 or higher course number) may be transferred to Cornerstone. Transfer courses must have been completed within the last seven years and deemed equivalent to a course in the program. If a three-credit course is deemed equivalent for a four-credit course, the student will be allowed to transfer an additional course to make up for the credit hour difference.
- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test), 233 (computer-based test), 90-91 (internet-based test) or a minimum IELTS score of 7.0 and have the results submitted to Cornerstone University.

Additional Program Information

Change of Degree Program

If a student wishes to change his or her program, he/she may do so by completing an *Application for Program Change*. Students are required to complete all courses for the degree, which are not duplicated from the previous program.

Graduation Requirements

- Completion of the master's program curriculum with a cumulative grade-point average of 3.0 or higher. Any course with a grade of less than a C- will not count toward graduation and must be repeated
- Payment of all tuition and fees
- Completion of all degree requirements within five years of beginning the program

- Graduation application to the registrar’s office filed no later than November 1 for December graduates and no later than February 1 for May/August graduates
- A minimum of 24 semester hours necessary for graduation must be completed at Cornerstone

Student Learning Outcomes

The Master of Arts in Design Thinking and Innovation curriculum is designed to enable students in these areas:

- VI. **Specialized Knowledge** – Students will demonstrate specialized knowledge of and proficiency in the terminology, concepts, practices, and skills specific to collaborative design. In accomplishing this objective, students will be able to:
 - Demonstrate knowledge of the core disciplines of design thinking, human centered design and service design.
 - Exhibit understanding of disciplines and issues related to collaborative design, such as ethics, leadership, culture, and entrepreneurship.

- VII. **Applied Knowledge and Collaborative Learning** – Students will exhibit competency in applying their knowledge to address real-life collaborative design problems through both individual and group effort. At the end of this program, students will be able to:
 - Successfully use tools of design thinking, human-centered design, and service design to innovate in corporate, non-profit, and volunteer environments.
 - Demonstrate creative and problem-solving skills and habits for ongoing impact in personal and professional spheres.

- VIII. **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.

- IX. **Civic & Global Engagement** – Students will demonstrate intercultural competence in addressing civic, social, environmental, and economic issues within collaborative design.

- X. **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

Title	Credits	Weeks
DES-511 Creative Habits	3	7
MGT-532 Organizational Leadership.....	3	7
BUS-530 Fundamentals of Project Management	3	7
DES-513 Design Thinking and Human Centered Design	3	7
DES-521 Team and Group Dynamics for Design	3	7
DES-523 Service Design and Innovation	3	7
BUS-503 Ethics, Values and Social Responsibility	3	7
BUS-505* Research Methods	3	7
MGT-539..... Entrepreneurship and Innovation	3	7
DES-615 Project Managing the Design & Innovation Process I	3	7
DES-625 Project Managing the Design & Innovation Process II	3	7
DES-630* Collaborative Design Applied	3	15
Total	36	92

*15-week version of this course is available

PGS & Cornerstone University Traditional Undergraduate Articulation Agreements

Cornerstone University has established a special agreement for traditional undergraduate students who wish to earn their

master’s degree through the CU Professional & Graduate Studies unit of the university. Students can earn their Master of Arts in Design Thinking and Innovation degree with one year of additional study upon graduation from their undergraduate program in this “4+1” agreement. At least 50% of the credits earned for the master’s degree must be completed at the graduate level. Interested students should contact their undergraduate advisor or the PGS enrollment office at (800) 947-2382 for more information.

B.S. in Business degree – M.A. Design Thinking and Innovation degree

Program Description

The B.S./M.A. Design Thinking and Innovation (MADT) advanced standing agreement is a policy designed to prepare students to advance their skills and excel as collaborators and innovators in the global marketplace. The B.S./MADT advanced standing policy requires the successful completion of 156 credit hours, including 120 credit hours at the undergraduate level and 36 credits at the graduate level. Students admitted to the MADT under this agreement may use up to 15 credits of their undergraduate course work for required degree credit in the MADT program (see course substitutions below).

PGS Courses and TRAD Equivalent for Which 4+1 Students Receive Advanced Standing Credit

BUS-530	Fundamentals of Project Management.....3.....7
	Undergraduate MGT-231 and MGT-336 substitute for this MADT course
DES-511	Creative Habits.....3.....7
	Undergraduate IDS-202 substitutes for this MADT course (Prerequisite for IDS-202 is either IDS-101 or acceptance into the CIHI Program)
DES-513	Design Thinking and Human Centered Design.....3.....7
	Undergraduate IDS-205 substitutes for this MADT course
MGT-532	Organizational Leadership.....3.....7
	Undergraduate MGT-231 and MGT-335 substitute for this MADT course

Creativity & Innovation Honors Institute – M.A. Design Thinking and Innovation degree

Program Description

The Creativity & Innovation Honors Institute (CIHI)/M.A. Design Thinking and Innovation (MADT) advanced standing agreement is a policy designed to prepare students to advance their skills and excel as collaborators and innovators in the global marketplace. The CIHI/MADT advanced standing policy requires the successful completion of 156 credit hours, including 120 credit hours at the undergraduate level and 36 credits at the graduate level. Students admitted to the M.A. Design Thinking and Innovation program under this agreement may use up to 15 credits of their undergraduate course work for required degree credit in the M.A. Design Thinking and Innovation program (see course substitutions below).

PGS Courses and TRAD Equivalent for Which 4+1 Students Receive Advanced Standing Credit

BUS-530	Fundamentals of Project Management.....3.....7
	Undergraduate MGT-231 and MGT-336 substitute for this MADT course
DES-511	Creative Habits.....3.....7
	Undergraduate IDS-141 substitute for this MADT course
DES-513	Design Thinking and Human Centered Design.....3.....7
	Undergraduate IDS-205 substitutes for this MADT course
DES-615	Project Managing the Design & Innovation Process I.....3.....7
	Undergraduate IDS-450 substitutes for this MADT course
MGT-532	Organizational Leadership.....3.....7
	Undergraduate MGT-231 and MGT-335 substitute for this MADT course

Creativity & Innovation minor – M.A. Design Thinking and Innovation degree

Program Description

The Creativity & Innovation minor/M.A. Design Thinking and Innovation (MADT) degree advanced standing agreement is a policy designed to prepare students to advance their skills and excel as collaborators and innovators in the global marketplace. The Creativity & Innovation minor/M.A. Design Thinking and Innovation advanced standing policy requires the successful completion of 156 credit hours, including 120 credit hours at the undergraduate level and 36 credits at the graduate level. Students admitted to the M.A. Design Thinking and Innovation program under this agreement may use up to 15 credits of their undergraduate course work for required degree credit in the M.A. Design Thinking and Innovation program (see course substitutions below).

PGS Courses and TRAD Equivalents for Which 4+1 Students Receive Advanced Standing Credit

BUS-530	Fundamentals of Project Management.....3.....7
	Undergraduate MGT-231 and MGT-336 substitute for this MADT course
DES-511	Creative Habits.....3.....7
	Undergraduate IDS-101 substitute for this MADT course
DES-513	Design Thinking and Human Centered Design.....3.....7
	Undergraduate IDS-205 substitutes for this MADT course
DES-615	Project Managing the Design & Innovation Process I3.....7
	Undergraduate IDS-450 substitutes for this MADT course
MGT-532	Organizational Leadership3.....7
	Undergraduate MGT-231 and MGT-335 substitute for this MADT course

B.S. in Engineering: Design & Innovation – M.A. Design Thinking and Innovation degree

Program Description

The B.S. in Engineering: Design & Innovation/M.A. Design Thinking and Innovation (MADT) advanced standing agreement is a policy designed to prepare students to advance their skills and excel as collaborators and innovators in the global marketplace. The B.S. in Engineering: Design & Innovation/M.A. Design Thinking and Innovation advanced standing policy requires the successful completion of 156 credit hours, including 120 credit hours at the undergraduate level and 36 credits at the graduate level. Students admitted to the M.A. Design Thinking and Innovation program under this agreement may use up to 15 credits of their undergraduate course work for required degree credit in the M.A. Design Thinking and Innovation program (see course substitutions below).

PGS Courses and TRAD Equivalents for Which 4+1 Students Receive Advanced Standing Credit

BUS-530	Fundamentals of Project Management3.....7
	Undergraduate MGT-231 + MGT-336 substitute for this MADT course
DES-511	Creative Habits3.....7
	Undergraduate IDS-101 substitute for this MADT course
DES-513	Design Thinking and Human Centered Design3.....7
	Undergraduate IDS-205 substitutes for this MADT course
DES-615	Project Managing the Design & Innovation Process I3.....7
	Undergraduate IDS-450 substitutes for this MADT course
MGT-532	Organizational Leadership
	Undergraduate MGT-231 and MGT-335 substitute for this MADT course3.....7

Design Thinking and Innovation Certificate

A graduate-level certificate in Design Thinking and Innovation is 9 credits (3 courses, 3 credits each) in length.

Required Courses

DES-521Team and Group Dynamics for Design37
DES-523Service Design and Innovation37
DES-513Design Thinking and Human Centered Design37

MASTER OF ARTS IN EDUCATION

The Master of Arts in Education is a graduate level academic program that is offered in a completely online format to equip K-12 teachers and administrators. Students select an area of specialization in either curriculum & instruction or in educational leadership. The program is designed to meet the Michigan Department of Education standards for building-level administrators (educational leadership concentration). The Master of Arts in Education - Educational Leadership degree program is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Admission Requirements

- A completed application and non-refundable \$50 tuition deposit
- An official transcript verifying a baccalaureate degree from a U.S. regionally accredited college/university or equivalent. Cornerstone University graduates need not request a Cornerstone University transcript. Official graduate transcripts from other schools are required only if course work will be transferred to meet program or course requirements.
- A minimum grade-point average of 3.0 in undergraduate course work at the institution from which the baccalaureate degree was received. Students not meeting this requirement may submit a written request to the admissions committee for acceptance to the graduate program explaining why they believe they can succeed in a master's program.
- One letter of recommendation on form provided. The form should be completed by a professional educator qualified to judge the applicant's professional expertise, character and capacity for graduate-level study.
- A copy of teacher's certification document
- A minimum of one year of successful classroom teaching experience (not to include student teaching). In order for an exception to be granted, prospective students not meeting the one year requirement must provide evidence of significant educational experience with children which will be reviewed by the program dean.

In addition:

- A maximum of two courses (500 or higher course number) may be transferred to Cornerstone. A course to be transferred must have been completed within the last seven years.
- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test), 233 (computer-based test), 90-91 (internet-based test) or a minimum IELTS score of 7.0 and have the results submitted to Cornerstone University.

Additional Program Information

Master's Project

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

Graduation Requirements

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

Student Learning Outcomes

- I. **Specialized Knowledge** - Students will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices, and skills specific to the field of education.
 - Identify the major theories and terminology relevant to the study of K-12 education.
 - Articulate approaches to curriculum development, assessment of learning, and instructional theory.
 - Demonstrate knowledge of using technology effectively in K-12 education.
 - Analyze the current issues related to K-12 education.
 - Exhibit knowledge of educational leadership within the K-12 setting.

- II. **Applied Knowledge and Collaborative Learning** - Students will exhibit competency in applying their knowledge to address real-life problems through both individual and group effort.
 - Demonstrate professional skills appropriate to the degree program.
 - Provide evidence of the ability to collaborate with others in achieving shared objectives.
 - Exhibit communication skills, both in written and oral forms, appropriate for their professional field.
 - Apply research to addressing issues in professional educational practice.

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

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

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

Required Courses

Title	Credits	Weeks
EDU-511 Issues in Education.....	3	7
EDU-573 Technology	3	7
EDU-522 Curriculum, Assessment and Instructional Theory	3	7
EDU-553 Research.....	3	7
EDU-593 Master’s Project A.....	2	4
EDU-566* Reading Diagnostic Tools and Remediation.....	3	7
EDU-524 Community Building and Educational Leadership	3	7
EDU-595† Master’s Project B	3	15
Core Courses	23	61
Concentration Courses (choose one concentration below)	12/15	28/35
Total	35/38	89/96

*Course is not required for Educational Leadership M.A.Ed.

†Course is evaluated as credit or no credit.

Master of Arts in Education Program Concentrations

The Master of Arts in Education offers two concentrations for today’s educators: Curriculum & Instruction and Educational Leadership.

CURRICULUM AND INSTRUCTION CONCENTRATION

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

Required Courses	Credits	Weeks
EDU-513 Student Motivation and Behavior	3	7
EDU-521 Instructional Strategies for Diverse Classrooms.....	3	7
EDU-525 Assessment for K-12 Students.....	3	7
EDU-527 Instructional Strategies for Students with Learning Disabilities	3	7
Total	12	28

EDUCATIONAL LEADERSHIP CONCENTRATION

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

Required Courses	Credits	Weeks
EDU-695 Educational Leadership Internship	3	7
EDU-531 Organizational Leadership.....	3	7
EDU-533 Educational Supervision and Evaluation	3	7
EDU-535 Educational Finance	3	7
EDU-537 Educational Law and Ethics.....	3	7
Total	15	35

MASTER OF PUBLIC ADMINISTRATION

The Master of Public Administration (MPA) is a graduate level academic program with concentrations in nonprofit leadership and social justice. Offered in an online format with live class sessions, courses emphasize the philosophy and strategy for nonprofit leadership and proficiency to effectively oversee people, resources, and nonprofit organizations. Contemporary justice issues will be identified and analyzed from a multidisciplinary perspective. Students will be equipped to work in a variety of agencies and nonprofit organizations.

Admission Requirements

- A completed application and non-refundable \$50 tuition deposit
- An official transcript verifying a baccalaureate degree from a U.S. regionally accredited college/university or equivalent. Cornerstone University graduates need not request a Cornerstone University transcript. Official graduate transcripts from other schools are required only if course work will be transferred to meet program or course requirements.
- A minimum grade-point average of 2.7 in undergraduate course work at the institution from which the baccalaureate degree was received. Students not meeting this requirement may submit a written request to the admissions committee for acceptance to the graduate program explaining why they believe they can succeed in a master's program and submit a written essay per instructions provided by the enrollment counselor.

In addition:

- A maximum of two courses (500 or higher course number) may be transferred to Cornerstone. A course to be transferred must have been completed within the last seven years and deemed equivalent to a course in the program.
- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test), 233 (computer-based test), 90-91 (internet-based test) or a minimum IELTS score of 7.0 and have the results submitted to Cornerstone University.

Additional Program Information

Change of Degree Program

If a student wishes to change his or her program, he/she may do so by completing an Application for Program Change. Students are required to complete all courses for the degree, which are not duplicated from the previous program.

Graduation Requirements

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

Student Learning Outcomes

- I. **Specialized Knowledge** - Students will demonstrate knowledge of and proficiency in the terminology, concepts, practices, and skills specific to the field of public administration.

- Demonstrate knowledge of the core theories, principles, and practices specific to nonprofit leadership/social justice.
- Analyze approaches to effectively address issues related to nonprofit organizations/social justice.
- Articulate a philosophy of organizational leadership for leading organizations.
- Evaluate organizational structures and behavior for leading nonprofit organizations.

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 the ability to apply theories and concepts for nonprofit leadership/social justice.
- Exhibit communication skills that prepare students to be successful nonprofit employees and leaders.

III. Intellectual Skills - Students will demonstrate their ability to integrate traditional and normative skills including analytical skills, information literacy, quantitative competency, and communication fluency.

IV. Civic & Global Engagement - Students will demonstrate intercultural competence in addressing civic, social, environmental and economic issues within public administration.

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

Required Courses

Title	Credits	Weeks
PAD-501 Foundations of Public Policy	3	7
PAD-503 Organizational Leadership	3	7
PAD-505 Diversity, Equity & Inclusion	3	7
PAD-601 Research Methods.....	3	7
PAD-603 Organizational Behavior.....	3	7
NPL-601 Financial Management	3	7
Core Courses	18	42
Concentration Courses (choose one concentration below).....	18	42
Total	36	84

Master of Public Administration Program Concentrations

Students select one of two concentrations: Nonprofit Leadership or Social Justice.

NONPROFIT LEADERSHIP CONCENTRATION

Courses	Credits	Weeks
NPL-501 Nonprofit Strategic Leadership	3	7
NPL-503 Marketing and Outreach	3	7
NPL-505 Human Resource Management	3	7
NPL-603 Advancement and Fundraising	3	7
NPL-607 Governance: Boards and Structures	3	7
NPL-790 Capstone: Assessment, Planning and Change Management.....	3	15
Total	18	50

SOCIAL JUSTICE CONCENTRATION

Courses	Credits	Weeks
BBL-509 Biblical Theology of Justice	3	7
BBL-519 American Christianity and Biblical Justice.....	3	7

IDS-642	Contemporary Issues in Social Justice I.....3	7
IDS-643	Contemporary Issues in Social Justice II.....3	7
IDS-660	Cultural Intelligence.....3	7
NPL-791	Social Justice Capstone.....3	15
	Total	50

MASTER OF ARTS IN TESOL

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) is a graduate level academic program designed to equip students with the knowledge and skills to teach English to speakers of other languages in both local and international environments. Courses emphasize the practical aspects of teaching and ministry in a cross-cultural setting. Students may select one of four concentrations, with the option to earn a micro-credential in Second Language Writing Instruction, Culturally and Linguistically Responsive Teaching, or Academic Coaching. Students are prepared to work in areas such as education, curriculum development, program administration, business, healthcare and cross-cultural ministry.

Admission Requirements

- A completed application and non-refundable \$50 tuition deposit
- An official transcript verifying a baccalaureate degree from a U.S. regionally accredited college/university or equivalent. Cornerstone University graduates need not request a Cornerstone University transcript. Official graduate transcripts from other schools are required only if course work will be transferred to meet program or course requirements.
- A minimum grade-point average of 2.7 in undergraduate course work at the institution from which the baccalaureate degree was received. Students not meeting this requirement may submit a written request to the admissions committee for acceptance to the graduate program explaining why they believe they can succeed in a master's program.

In addition:

- A maximum of two courses (500 or higher course number) may be transferred to Cornerstone. A course to be transferred must have been completed within the last seven years.
- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test), 233 (computer-based test), 90-91 (internet-based test) or a minimum IELTS score of 7.0 and have the results submitted to Cornerstone University.

Additional Program Information

Online Program

This fully online format provides maximum flexibility for adult students while still creating community through the shared learning platform, Moodle.

TESOL Conferences

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

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

- [ESL Conference at Cornerstone University](#)
- [TESOL International Convention and Expo Center](#)
- [TESOL affiliate conference, such as a state-wide Michigan \(MITESOL\) conference](#)
- [Christian English Language Teaching \(CELT\) Conference](#)

For more conference suggestions, contact Michael Pasquale at michael.pasquale@cornerstone.edu.

Capstone Requirements

All students must complete the TESOL Capstone (LIN-594), in which students may choose between a thesis or non-thesis track. If a thesis is preferred, it should be declared early in the program so that plans can be made to help the student successfully complete the thesis within the program's time frame. In addition to the thesis project, the thesis option includes textbook readings, teaching reflection and a 20 hour teaching experience in an English as a Second Language (ESL)/English as a Foreign Language (EFL) classroom. The non-thesis option includes textbook readings, teaching reflection, teaching portfolio construction and a 60 hour teaching experience in an ESL/EFL classroom. Those with extensive ESL/EFL classroom experience

may be exempt from the classroom teaching experience with approval from the TESOL program director. Practicum requirements may be done in a formal ESL/EFL classroom, regular tutoring session or a combination of the two. Students who complete the classroom experience will submit a log of teaching hours signed by a supervisor and a letter from the supervisor evaluating the teaching experience.

Graduation Requirements

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

Student Learning Objectives

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

- I. **Specialized Knowledge** - Students will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices, and skills specific to the field of TESOL.
 - Identify the major theories and terminology relevant to the study of TESOL.
 - Articulate approaches to curriculum development, assessment of learning, and instructional techniques for TESOL.
 - Demonstrate knowledge of using technology in TESOL.
 - Understand the current issues related to TESOL.
 - Exhibit knowledge of the structure of languages and connections to social contexts.
 - Develop materials demonstrating mastery of the essential principles of TESOL.

- II. **Applied Knowledge and Collaborative Learning** - Students will exhibit competency in applying their knowledge to address real-life problems through both individual and group effort.
 - Demonstrate professional skills appropriate to the degree program.
 - Provide evidence of the ability to collaborate with others in achieving shared objectives.
 - Exhibit communication skills, both in written and oral forms, appropriate for their professional field.
 - Provide evidence of integrating research into addressing an issue in educational practice.

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

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

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

Required Courses

Title	Credits	Weeks
LIN-565 TESOL Methodology I	3.....	7
LIN-525 Introduction to Linguistics	3.....	7
LIN-555 Sociolinguistics	3.....	7
LIN-556 Second Language Acquisition	3.....	7
LIN-566 TESOL Methodology II	3.....	7
LIN-568 TESOL Methodology III.....	2.....	4

LIN-557	Action Research	3	7
LIN 594	TESOL Capstone.....	3	15
	Total	23	61

Choose One of Four Concentrations

Title **Credits Weeks**

Curriculum and Instruction Concentration

SECOND LANGUAGE WRITING INSTRUCTION

LIN-571	Pedagogy of L2 Writing Instruction and Assessment*.....	2	4
LIN-572	Grammar and Vocabulary Instruction for L2 Writers*.....	2	4
LIN-558	Materials Development and Integration	3	7
LIN-559	TESOL Lab.....	3	7
	Total	10	22

OR

CULTURALLY AND LINGUISTICALLY RESPONSIVE TEACHING

LIN-573	Culturally Responsive Teaching*	2	4
LIN-574	Linguistically Responsive Teaching*	2	4
LIN-558	Materials Development and Integration	3	7
LIN-559	TESOL Lab.....	3	7
	Total	10	22

English for Healthcare Concentration

LIN-575	Language and Communication Skills for Healthcare*	2	4
LIN-576	Introduction to Academic Coaching*	1	2
LIN-577	Issues in Healthcare for ESL Professionals*	1	2
LIN-558	Materials Development and Integration	3	7
LIN-559	TESOL Lab.....	3	7
	Total	10	22

English for Business & Organizations Concentration

LIN-578	Language and Communication Skills for Business and Organizations*.....	2	4
LIN-576	Introduction to Academic Coaching*	1	2
LIN-579	Business and Organization English Field Praxis*	1	2
LIN-558	Materials Development and Integration	3	7
LIN-559	TESOL Lab.....	3	7
	Total	10	22

Cross-cultural Ministry Concentration

LIN-582	Language and Communication Skills for Cross-Cultural Ministry*	2	4
LIN-576	Introduction to Academic Coaching*	1	2
LIN-583	Cross-Cultural Ministry English Field Praxis*	1	2
LIN-558	Materials Development and Integration	3	7
LIN-559	TESOL Lab.....	3	7
	Total	10	22

*Indicates courses that are included in a micro-credential

Micro-credentials

Students can earn a micro-credential in the following specific areas of expertise, either as part of their concentration courses in the MA TESOL program or Endorsement, or as a separate credential Academic Coaching, Second Language Writing Instruction, or Culturally & Linguistically Responsive Teaching. Each micro-credential is 4 credits in length.

TESOL Graduate Diploma

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

Required Courses		Credits	Weeks
LIN-501	Issues in TESOL	2	3
LIN-565	TESOL Methodology I	3	7
LIN-525	Introduction to Linguistics	3	7
LIN-535	Advanced English Grammar	3	7
LIN-555	Sociolinguistics	3	7
LIN-556	Second Language Acquisition	3	7
LIN-566	TESOL Methodology II	3	7
LIN-594	TESOL Capstone	3	15
Total		23	60

ESL Endorsement

The ESL Endorsement program is designed for certified Michigan teachers who wish to earn an endorsement to teach ESL in Michigan’s public schools. Teachers can use the knowledge gained in this program to take the English as a Second Language (ESL) 086 or similar testing for other states for their ESL endorsement.

Required Courses		Credits	Weeks
LIN-565	TESOL Methodology I	3	7
LIN-525	Introduction to Linguistics	3	7
LIN-555	Sociolinguistics	3	7
LIN-556	Second Language Acquisition	3	7
LIN-559	TESOL Lab.....	3	7
LIN 594	TESOL Capstone.....	3	15
Core Courses		18	50
Micro-Credential Courses (choose one micro-credential below)		4	8
Total		22	58

Students Choose One of Two Micro-Credentials

Courses		Credits	Weeks
Second Language Writing Instruction Micro-Credential			
LIN-571	Pedagogy of L2 Writing Instruction and Assessment	2	4
LIN 572	Grammar and Vocabulary Instruction for L2 Writers	2	4
Total		4	8
Culturally and Linguistically Responsive Teaching Micro-Credential			
LIN-573	Culturally Responsive Teaching.....	2	4
LIN 574	Linguistically Responsive Teaching.....	2	4
Total		4	8

PGS & Cornerstone University Traditional Undergraduate Articulation

Agreements

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

Bachelor’s degree (TESOL minor) – M.A. TESOL degree

Program Description

The CU-PGS M.A. TESOL advanced standing articulation agreement is designed to prepare students to gain advanced education to teach English in a variety of contexts. The agreement requires the successful completion of 147 credit hours, including 126 credit hours at the undergraduate level and 21 credits at the graduate level. Students admitted to the M.A. TESOL program under this agreement may use up to 12 credits of their undergraduate course work in their TESOL minor or Linguistics programs for required degree credit in the M.A. TESOL program (see course substitutions summarized below). In addition, students may use 3 credits from their M.A. TESOL program to count towards 3 credits of their undergraduate work. At least 50% of the credits earned for the master’s degree must be completed at the graduate level.

Admissions Requirements

- Completed application and a non-refundable \$50 tuition deposit
- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test) or 233 (computer-based test) or 90-91 (Internet-based test)
- **To receive credit for the advanced standing courses in the M.A. TESOL program, students must have earned a “B” or higher in undergraduate courses that count as graduate credit**

Graduate Requirements

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

Required Courses for Bachelor’s degree (TESOL Minor)-to-M.A. TESOL Students

Title		Credits	Weeks
LIN-565	(To be taken in the summer between 3 rd and 4 th year of B.A. program, or prior to bachelor’s degree completion)		
	TESOL Methodology I.....	3	7
LIN-566	TESOL Methodology II.....	3	7
LIN-568	TESOL Methodology III.....	2	4
LIN-557	Action Research.....	3	7
LIN-558	Materials Development & Integration.....	3	7
LIN-594	TESOL Capstone.....	3	15
	Total.....	17	47

Courses Bachelor’s degree (TESOL Minor)-to-M.A. TESOL Students Receive Advanced Standing Credit for from TRAD degree

LIN-525	Introduction to Linguistics.....	3	7
	<i>Undergraduate LIN-225 & ENG-319 substitute for this M.A. course</i>		
LIN-555	Sociolinguistics.....	3	7
	<i>Undergraduate LIN-372 substitutes for this M.A. course</i>		
LIN-556	Second Language Acquisition.....	3	7
	<i>Undergraduate LIN-371 substitutes for this M.A. course</i>		

Bachelor’s degree (TESOL Minor)-to-M.A. TESOL Students Receive Credit from PGS Degree

LIN-465	Methods of Teaching Foreign Language.....	3	7
	<i>Graduate LIN-565 substitutes for this B.A. course</i>		

MASTER OF SCIENCE IN HUMAN RESOURCE LEADERSHIP

The Master of Science in Human Resource Leadership is a 2 year, 36-credit program offered in a HyFlex format. This degree program is built around a shared master's business core with human resource leadership courses focused on current issues and needs related to the human resources industry. Students will develop specific leadership strategies for workforce management.

Admission Requirements

- A completed application and non-refundable \$50 tuition deposit
- An official transcript verifying a baccalaureate degree from a U.S. regionally accredited college/university or equivalent. Cornerstone University graduates need not request a Cornerstone University transcript. Official graduate transcripts from other schools are required only if course work will be transferred to meet program or course requirements.
- A minimum grade-point average of 2.7 in undergraduate course work at the institution from which the baccalaureate degree was received. Students not meeting this requirement may submit a written request to the admissions committee for acceptance to the graduate program explaining why they believe they can succeed in a master's program, and submit a written essay per instructions provided by the enrollment counselor.

In addition:

- A maximum of two courses (500 or higher course number) may be transferred to Cornerstone. Transfer courses must have been completed within the last seven years and deemed equivalent to a course in the program. If a three-credit course is deemed equivalent for a four-credit course, the student will be allowed to transfer an additional course to make up for the credit hour difference.
- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test), 233 (computer-based test), 90-91 (internet-based test) or a minimum IELTS score of 7.0 and have the results submitted to Cornerstone University.

Additional Program Information

Change of Degree Program

If a student wishes to change his or her program, he/she may do so by completing an *Application for Program Change*. Students are required to complete all courses for the degree, which are not duplicated from the previous program.

Graduation Requirements

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

Student Learning Outcomes

The Master of Science in Human Resource Leadership curriculum is designed to equip students in these areas:

- I. **Specialized Knowledge** – Students will demonstrate specialized knowledge of and proficiency in the terminology, concepts, practices, and skills specific to human resources. In accomplishing this objective, students will be able to:
 - Synthesize human resource theories, concepts, and research that apply to the work of human resource leaders in modern organizations.
 - Demonstrate knowledge of the core human resources disciplines, along with strategy, organizational development, change management, talent management, and data analytics.
 - Exhibit understanding of concepts and issues related to the ethical, legal, and regulatory elements of human resources.

- II. **Applied Knowledge and Collaborative Learning** – Students will exhibit competency in applying their knowledge to address real-life human resources problems through both individual and group effort. At the end of this program, students will be able to:
 - Successfully use skills and competencies to demonstrate proficiency in organizational consulting and human resource centered data analytics.
 - Collaborate with others in applying and evaluating strategic approaches to human resource leadership challenges.

- III. **Intellectual Skills** – Students will demonstrate their ability to integrate traditional and normative skills expected of students in the liberal arts tradition, including analytical skills, information literacy, quantitative competency, and communication fluency.

- IV. **Civic & Global Engagement** – Students will demonstrate intercultural competence in addressing civic, social, environmental, and economic issues within human resources.

- 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

Title	Credits	Weeks
IDS-510..... Introduction to Graduate Studies.....	3	7
BUS-505* Research Methods.....	3	7
MGT-542 Organizational Decision-Making	3	7
MGT-639 Strategic Leadership	3	7
FIN-644 Budgeting and Financial Resource Management	3	7

Required Major Courses

	Credits	Weeks
MGT-638 Human Resource Leadership.....	3	7
MGT-531 Organizational Behavior and Change	3	7
MGT-640 Employee Development and Performance Management.....	3	7
MGT-536 Managing and Maximizing Diversity	3	7
MGT-544 Organizational Culture & Values	3	7
MGT-635 Human Resource Analytics	3	7
MGT-644 Organizational Consulting	3	7
Total	36	84

*15-week version of this course is available

PGS & Cornerstone University Traditional Undergraduate Articulation Agreements

Cornerstone University has established a special agreement for traditional undergraduate students who wish to earn their master's degree through the CU Professional & Graduate Studies unit of the university. Students can earn their Master of Science in Human Resource Leadership degree with approximately one year of additional study upon graduation from their undergraduate program in this "4+1" agreement. At least 50% of the credits earned for the master's degree must be completed at the graduate level. Interested students should contact their undergraduate advisor or the PGS enrollment office at (800) 947-2382 for more information.

B.S. in Business degree – M.S. Human Resource Leadership degree

Program Description

The B.S./M.S. Human Resource Leadership (MSHRL) advanced standing agreement is a policy designed to prepare students to advance their skills and excel in the human resources industry. The B.S./MSHRL advanced standing policy requires the successful completion of 156 credit hours, including 120 credit hours at the undergraduate level and 36 credits at the graduate level. Students admitted to the MSHRL under this agreement may use up to 9 credits of their undergraduate course work for required degree credit in the MSHRL program (see course substitutions below).

PGS Courses and TRAD Equivalents for Which 4+1 Students Receive Advanced Standing Credit

IDS-510	Introduction to Graduate Studies.....3.....7 Completion of a TRAD Business degree substitutes for this MSHRL required course
MKT-638	Human Resource Leadership.....3.....7 Undergraduate MGT-238 and either MGT-330 or MGT-332 substitute for this MSHRL course
MGT-639	Strategic Leadership.....3.....7 Undergraduate MGT-231 and MGT-335 substitute for this MSHRL course

Bachelor's of Science in Organizational Management – M.S. Human Resource Leadership degree

Program Description

The B.S. in Organizational Management (BSOM)/M.S. in Human Resource Leadership (MSHRL) advanced standing agreement is a policy designed to prepare students to advance their skills and excel in the human resources industry. The BSOM/MSHRL advanced standing policy requires the successful completion of 156 credit hours, including 120 credit hours at the undergraduate level and 36 credits at the graduate level. Students admitted to the M.S. Human Resource Leadership program under this agreement may use up to 9 credits of their undergraduate course work for required degree credit in the M.S. Human Resource Leadership program (see course substitutions below).

PGS Courses and TRAD Equivalents for Which 4+1 Students Receive Advanced Standing Credit

IDS-510	Introduction to Graduate Studies.....3.....7 Undergraduate IDS-302 and MGT-314 substitute for this required MSHRL course
MKT-638	Human Resource Leadership.....3.....7 Undergraduate MGT-332 substitutes for this required MSHRL course
MGT-531	Organizational Behavior and Change.....3.....7 Undergraduate MGT-317 substitutes for this required MSHRL course

MASTER OF SCIENCE IN SPORT MANAGEMENT

The Master of Science in Sport Management is a 2 year, 36-credit program offered in a HyFlex format. This degree program is designed to prepare students to advance their skills and to excel in the sport management industry with curriculum that encompasses sport law, ethics, marketing, communication, and management. Students have the opportunity to synthesize information received throughout the sport management program and to create a plan for applying best practices to a specific scenario within the sport context.

Admission Requirements

- A completed application and non-refundable \$50 tuition deposit
- An official transcript verifying a baccalaureate degree from a U.S. regionally accredited college/university or equivalent. Cornerstone University graduates need not request a Cornerstone University transcript. Official graduate transcripts from other schools are required only if course work will be transferred to meet program or course requirements.
- A minimum grade-point average of 2.7 in undergraduate course work at the institution from which the baccalaureate degree was received. Students not meeting this requirement may submit a written request to the admissions committee for acceptance to the graduate program explaining why they believe they can succeed in a master's program, and submit a written essay per instructions provided by the enrollment counselor.

In addition:

- A maximum of two courses (500 or higher course number) may be transferred to Cornerstone. Transfer courses must have been completed within the last seven years and deemed equivalent to a course in the program. If a three-credit course is deemed equivalent for a four-credit course, the student will be allowed to transfer an additional course to make up for the credit hour difference.
- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test), 233 (computer-based test), 90-91 (internet-based test) or a minimum IELTS score of 7.0 and have the results submitted to Cornerstone University.

Additional Program Information

Change of Degree Program

If a student wishes to change his or her program, he/she may do so by completing an *Application for Program Change*. Students are required to complete all courses for the degree, which are not duplicated from the previous program.

Graduation Requirements

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

Student Learning Outcomes

The Master of Science in Sport Management curriculum is designed to equip students in these areas:

- I. **Specialized Knowledge** – Students will demonstrate specialized knowledge of and proficiency in the terminology, concepts, practices, and skills specific to sport management. In accomplishing this objective, students will be able to:
 - Demonstrate knowledge of the core disciplines of sport management, including management, marketing, facilities, operations, and communications.
 - Exhibit understanding of disciplines and issues related to the ethical and legal elements of sport management.

- II. **Applied Knowledge and Collaborative Learning** – Students will exhibit competency in applying their knowledge to address real-life sport management problems through both individual and group effort. At the end of this program, students will be able to:
 - Successfully use skills and competencies to demonstrate proficiency in sport event planning/management.
 - Apply and evaluate principles of interpersonal communication, mass communications, and public relations as they are related to sport organizations.
 - Apply fundamental marketing concepts to the sport industry, and the unique aspects of sport, its consumers and sport product markets.

- III. **Intellectual Skills** – Students will demonstrate their ability to integrate traditional and normative skills expected of students in the liberal arts tradition, including analytical skills, information literacy, quantitative competency and communication fluency.

- IV. **Civic & Global Engagement** – Students will demonstrate intercultural competence in addressing civic, social, environmental, and economic issues within sport management.

- 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

Title	Credits	Weeks
IDS-510..... Introduction to Graduate Studies.....	3	7
BUS-505* Research Methods.....	3	7
MGT-542..... Organizational Decision-Making	3	7
MGT-639..... Strategic Leadership.....	3	7
FIN-644..... Budgeting and Financial Resource Management	3	7

Required Major Courses

	Credits	Weeks
MGT-551..... Foundations and Governance in Sport Management	3	7
MGT-553..... Sport Law	3	7
MGT-555..... Ethics in Sport.....	3	7
MGT-557..... Sport Marketing	3	7
MGT-559..... Sport Communications	3	7
MGT-561..... Sport Operations	3	7
MGT-642..... Sport Management Applied.....	3	7
Total.....	36	84

*15-week version of this course is available

PGS & Cornerstone University Traditional Undergraduate Articulation Agreements

Cornerstone University has established a special agreement for traditional undergraduate students who wish to earn their master’s degree through the CU Professional & Graduate Studies unit of the university. Students can earn their Master of Science in Sport Management degree with approximately one year of additional study upon graduation from their undergraduate program in this “4+1” agreement. At least 50% of the credits earned for the master’s degree must be completed

at the graduate level. Interested students should contact their undergraduate advisor or the PGS enrollment office at (800) 947-2382 for more information.

B.S. in Business degree – M.S. Sport Management degree

Program Description

The B.S./M.S. in Sport Management (MSSM) advanced standing agreement is a policy designed to prepare students to advance their skills and excel in the sport industry. The B.S./MSSM advanced standing policy requires the successful completion of 156 credit hours, including 120 credit hours at the undergraduate level and 36 credits at the graduate level. Students admitted to the MSSM under this agreement may use up to 12 credits of their undergraduate course work for required degree credit in the MSSM program (see course substitutions below).

PGS Courses and TRAD Equivalents for Which 4+1 Students Receive Advanced Standing Credit

IDS-510	Introduction to Graduate Studies.....3.....7 Completion of a TRAD Business degree substitutes for this MSSM required course
MGT-551	Foundations and Governance in Sport Management.....3.....7 Undergraduate MGT-215 and MGT-231 substitute for this MSSM course
MGT-553	Sport Law3.....7 Undergraduate MGT-321 and BUS-361 substitute for this MSSM course
MKT-557	Sport Marketing3.....7 Undergraduate MKT-251 and MKT-362 substitute for this MSSM course

Bachelor’s of Science in Organizational Management – M.S. Sport Management degree

Program Description

The B.S. in Organizational Management (BSOM)/M.S. in Sport Management (MSSM) advanced standing agreement is a policy designed to prepare students to advance their skills and excel in the sport management industry. The BSOM/MSSM advanced standing policy requires the successful completion of 156 credit hours, including 120 credit hours at the undergraduate level and 36 credits at the graduate level. Students admitted to the M.S. Sport Management program under this agreement may use up to 9 credits of their undergraduate course work for required degree credit in the MSSM program (see course substitutions below).

PGS Courses and TRAD Equivalents for Which 4+1 Students Receive Advanced Standing Credit

IDS-510	Introduction to Graduate Studies.....3.....7 Undergraduate IDS-302 and MGT-314 substitute for this required MSSM course
MGT-531	Organizational Behavior and Change.....3.....7 Undergraduate MGT-317 substitutes for this required MSSM course

MASTER OF SCIENCE IN STRATEGIC MARKETING

The Master of Science in Strategic Marketing is a 2 year, 36-credit program offered in a HyFlex format. This degree program is built around a shared master's business core and technical, digital and strategic marketing courses. Students have the opportunity to synthesize information received throughout the marketing program and to create a plan for applying best practices in their workplace or area of interest.

Admission Requirements

- A completed application and non-refundable \$50 tuition deposit
- An official transcript verifying a baccalaureate degree from a U.S. regionally accredited college/university or equivalent. Cornerstone University graduates need not request a Cornerstone University transcript. Official graduate transcripts from other schools are required only if course work will be transferred to meet program or course requirements.
- A minimum grade-point average of 2.7 in undergraduate course work at the institution from which the baccalaureate degree was received. Students not meeting this requirement may submit a written request to the admissions committee for acceptance to the graduate program explaining why they believe they can succeed in a master's program, and submit a written essay per instructions provided by the enrollment counselor.

In addition:

- A maximum of two courses (500 or higher course number) may be transferred to Cornerstone. Transfer courses must have been completed within the last seven years and deemed equivalent to a course in the program. If a three-credit course is deemed equivalent for a four-credit course, the student will be allowed to transfer an additional course to make up for the credit hour difference.
- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test), 233 (computer-based test), 90-91 (internet-based test) or a minimum IELTS score of 7.0 and have the results submitted to Cornerstone University.

Additional Program Information

Change of Degree Program

If a student wishes to change his or her program, he/she may do so by completing an *Application for Program Change*. Students are required to complete all courses for the degree, which are not duplicated from the previous program.

Graduation Requirements

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

Student Learning Outcomes

The Master of Science in Strategic Marketing curriculum is designed to equip students in these areas:

- I. **Specialized Knowledge** – Students will demonstrate specialized knowledge of and proficiency in the terminology, concepts, practices, and skills specific to marketing. In accomplishing this objective, students will be able to:
 - Demonstrate knowledge of the core disciplines of marketing, including strategy, analytics, consumer behavior, and sales.
 - Exhibit understanding of concepts and issues related to the ethical and legal elements of marketing.

- II. **Applied Knowledge and Collaborative Learning** – Students will exhibit competency in applying their knowledge to address real-life marketing problems through both individual and group effort. At the end of this program, students will be able to:
 - Successfully use skills and competencies to demonstrate proficiency in digital marketing and analytics.
 - Apply and evaluate strategic approaches to marketing using both case study and simulation approaches.

- III. **Intellectual Skills** – Students will demonstrate their ability to integrate traditional and normative skills expected of students in the liberal arts tradition, including analytical skills, information literacy, quantitative competency, and communication fluency.

- IV. **Civic & Global Engagement** – Students will demonstrate intercultural competence in addressing civic, social, environmental, and economic issues within marketing.

- 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

Title	Credits	Weeks
IDS-510..... Introduction to Graduate Studies.....	3	7
BUS-505* Research Methods.....	3	7
MGT-542..... Organizational Decision-Making	3	7
MGT-639..... Strategic Leadership.....	3	7
FIN-644..... Budgeting and Financial Resource Management	3	7

Required Major Courses

	Credits	Weeks
MKT-515..... Strategic Marketing Management	3	7
MKT-517..... Marketing Ethics	3	7
MKT-520..... Professional Sales Management	3	7
MKT-522..... Digital Marketing	3	7
MKT-613..... Consumer Behavior.....	3	7
MKT-611..... Marketing Analytics	3	7
MKT-625..... Strategic Marketing Applied.....	3	7
Total	36	84

*15-week version of this course is available

PGS & Cornerstone University Traditional Undergraduate Articulation Agreements

Cornerstone University has established a special agreement for traditional undergraduate students who wish to earn their master’s degree through the CU Professional & Graduate Studies unit of the university. Students can earn their Master of Science in Strategic Marketing degree with approximately one year of additional study upon graduation from their undergraduate program in this “4+1” agreement. At least 50% of the credits earned for the master’s degree must be completed at the graduate level. Interested students should contact their undergraduate advisor or the PGS enrollment office at (800) 947-2382 for more information.

B.S. in Business degree – M.S. Strategic Marketing degree

Program Description

The B.S./M.S. in Strategic Marketing (MSMK) advanced standing agreement is a policy designed to prepare students to advance their skills and excel in the marketing industry. The B.S./MSMK advanced standing policy requires the successful completion of 156 credit hours, including 120 credit hours at the undergraduate level and 36 credits at the graduate level. Students admitted to the MSMK under this agreement may use up to 12 credits of their undergraduate course work for required degree credit in the MSMK program (see course substitutions below).

PGS Courses and TRAD Equivalent for Which 4+1 Students Receive Advanced Standing Credit

IDS-510	Introduction to Graduate Studies.....3.....7 Completion of a TRAD Business degree substitutes for this MSMK required course
MGT-639	Strategic Leadership.....3.....7 Undergraduate MGT-231 and MGT-335 substitute for this MSMK course
MKT-515	Strategic Marketing Management.....3.....7 Undergraduate MKT-251 and MKT-350 substitute for this MSMK course
MKT-522	Digital Marketing3.....7 Undergraduate MKT-342 and MKT-353 substitute for this MSMK course

Bachelor's of Science in Organizational Management – M.S. Strategic Marketing degree

Program Description

The B.S. in Organizational Management (BSOM)/M.S. in Strategic Marketing (MSMK) advanced standing agreement is a policy designed to prepare students to advance their skills and excel in the marketing industry. The BSOM/MSMK advanced standing policy requires the successful completion of 156 credit hours, including 120 credit hours at the undergraduate level and 36 credits at the graduate level. Students admitted to the M.S. Strategic Marketing program under this agreement may use up to 9 credits of their undergraduate course work for required degree credit in the MSMK program (see course substitutions below).

PGS Courses and TRAD Equivalent for Which 4+1 Students Receive Advanced Standing Credit

IDS-510	Introduction to Graduate Studies.....3.....7 Undergraduate IDS-302 and MGT-314 substitute for this required MSMK course
MGT-531	Organizational Behavior and Change.....3.....7 Undergraduate MGT-317 substitutes for this required MSMK course
MKT-515	Strategic Marketing Management.....3.....7 Undergraduate MKT-351 substitutes for this required MSMK course

DOCTOR OF EDUCATION

The Doctor of Education (Ed.D.) in Organizational Leadership and Development degree is intended as a “scholars of practice” program that will empower current and emerging organizational leaders to flourish as effective and strategic decision makers and influencers in education, non-profit and business. Courses are fifteen weeks long and are completed two at a time in an online format. Each summer, students enrolled in the CU Doctor of Education in Organizational Leadership and Development program are expected to attend a one-day, face-to-face intensive residency on the Cornerstone University campus. This expectation applies to every year students are enrolled in the CU doctoral program. The curriculum comprises 60 credits, including 15 courses (53 credits) and a capstone research project (7 credits). The final capstone project (instead of traditional dissertation) is designed for students to conduct theory-informed program evaluation or action research associated with a problem or opportunity within their jobs or industry.

Admission Requirements

- A completed application and non-refundable \$50 tuition deposit
- Official academic transcripts from the regionally accredited colleges and universities where baccalaureate and master’s degrees were earned. Minimum 3.0 grade-point average required. *Cornerstone University graduates need not request a Cornerstone University transcript.*
- A professional resume or CV, demonstrating evidence of at least five years of full-time work experience
- Three recommendations from professional sources that attest to academic abilities, character and professional excellence
- A 500-1,000 word Statement of Interest in the organizational leadership and development program addressing the personal and vocational aspirations for pursuing a doctoral program.
- An academic writing sample from prior graduate-level coursework (e.g., master’s program assignment). This writing sample should aim to demonstrate excellence in written communication, the ability to present an argument persuasively, and integrate other scholarly sources effectively. The writing sample should provide 5 – 6 pages of content and must include a references page/bibliography.
 - A scholarly publication will be accepted (sole authorship) in place of a writing sample.
 - If an applicant has completed the GRE, GMAT or MAT within the past 5 years (or intends to complete one), CU would accept this in place of a writing sample.
 - If an applicant does not have a writing sample and they have not completed the GRE, GMAT or MAT within the past 5 years, they can provide a writing sample based on a topic provided by CU. This writing sample must follow the same guidelines as indicated in the first point above.
- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test), 233 (computer-based test), 90-91 (internet-based test) or a minimum IELTS score of 7.0 and have the results submitted to Cornerstone University.
- A maximum of 8 semester hours (2 courses) of previously earned and equivalent doctoral-level credit will be allowed as transfer credit, if applicable, upon receipt of official academic transcripts. The following courses cannot be transferred into the Ed.D. program: EDL-900, EDL-901, RES-910, RES-915, RES-920, and RES-925. All transfer credit must have been completed in the last seven years.

Additional Program Information

Capstone Project

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

Graduation Requirements

- Complete the program's core requirements, comprised of 60 credit hours including research methods, comprehensive exams, and the final project (i.e. organizational leadership and development project), with a cumulative GPA of 3.0 or higher overall and within seven years from program start date.
- Any course with a grade of less than a C will not count toward graduation and must be repeated
- Satisfy the residency requirements by attending each one-day intensive offered during the summers while doctoral students are enrolled in the core courses of the CU Doctor of Education in Organizational Leadership and Development program
- Payment of all tuition and fees
- Graduation application to the registrar's office filed no later than November 1 for December graduates and no later than February 1 for May/August graduates

Student Learning Outcomes

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

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

Title	Credits	Weeks
EDL-900	4	15
EDL-901	4	15
RES-901	4	15
EDL-909	4	15
EDL-904	3	15
EDL-903	3	15
RES-905	4	15
EDL-908	4	15
RES-910	4	15
EDL-907	4	15
EDL-910	3	15
EDL-905	3	15
RES-915	4	15
RES-917	1	2
RES-920	4	15
RES-925	7	15
Total		60
		227

COURSE DESCRIPTIONS

Interpretive Aid

Course descriptions indicate the general content of the course, prerequisites for the course, credits and length of the course. The PGS Graduate Academic Catalog & Student Handbook can also be found online at <https://www.cornerstone.edu/graduate/resources/>.

COURSE LEVELS

500 and 600 – Graduate

900 – Doctoral

COURSE TYPES

ACC	Accounting
BBL	Exegetical/Biblical Theology
BUS	Business
COU	Counseling
DES	Design Thinking & Innovation
ECN	Economics
EDU	Education
EDL	Org. Leadership & Development
FIN	Finance
IDS	Interdisciplinary
LIN	Linguistics
MGT	Management
MKT	Marketing
NPL	Nonprofit Leadership
PAD	Public Administration
RES	Research

COURSE DESCRIPTION EXAMPLE

<u>Course Type - Level</u>	<u>Course Name</u>	<u>Credits/Weeks</u>
BUS-531	Cost, Quality and Team Management	3/7
An exploration of a variety of project management principles necessary to manage the resources of a project. Specific topics include project budgeting, cost estimation and control, quality assurance and control, acquiring, developing, and managing a project team, conflict management and negotiation skills. Prerequisite: BUS-530.		

ACCOUNTING

ACC-525 Accounting for Decision Making 3/7
An examination of contemporary accounting issues for managers, such as principles, techniques and uses of accounting in the planning and decision making of organizations. The use of information technology plays a key role in this course. Areas of emphasis include the budgetary process, performance evaluation techniques, product costing methods, constraint management and ethics.

BUSINESS

BUS-503 Ethics, Values and Social Responsibility 3/7
A theoretical and practical overview of ethics theory, values formation and ethical decision making within the context of management and leadership. Ethics and values are presented from a Judeo-Christian perspective with emphasis on workable models for ethical decision-making and social responsibility at both the professional and personal level.

BUS-504 Ethical, Legal and Regulatory Issues for Health Care 3/7
A study of the historical and current views of ethics and regulations of health care delivery and the impact of the regulatory environment on availability of services. Students examine principles and practical applications of ethics and laws that affect operational decisions of health care providers, health plans, third-party payers and managers. Additional topics include a discussion of the for-profit and not-for-profit delivery models.

BUS-505 Research Methods* 3/7
An examination of research methods available for the 21st century organization and statistical concepts useful for data-driven decision making. Focus is placed on the systematic process of collecting, analyzing and interpreting research articles and data to answer a specific research question. The course will also introduce students to basic descriptive and inferential statistical tools within the context of a business related problem. (*15-week version of this course is available.)

BUS-507 Quantitative Analysis 3/7
A study of quantitative techniques useful in business decision-making. Topics include research design, data collection, exploratory analysis, descriptive statistics, and inferential statistics: *t*-tests, analysis of variance, correlation, regression, and chi-square analysis.

BUS-509 International Business Practices 3/7
An examination of the environmental and cultural issues facing global organizations. Emphasis is given to global business operations and processes in practice. Additional issues covered include allocation of global resources, theoretical foundations surrounding global trade and financial management, and the challenges and opportunities of developing strategies for the global organization.

BUS-511 Global Business Experience 3/7
An examination of opportunities and conflicts facing global business and/or health care. Topics explored include elements of culture, changes in the global business and/or health care environment, as well as the effects of education, religion, customs and values on international business and/or health care organizations. The self-directed study is fulfilled by participation in an overseas trip.

BUS-516 Global Business Leadership 3/7
Global Business Leadership will allow students to comprehend, apply, synthesize, analyze and evaluate concepts, models, theories and ideas related to the complexities of cultural differences within a globalized business environment. Topics will include cultural differences, cultural intelligences, the effects of culture on ethical decision-making, and Hofstede's classic model and typology of national cultures, along with critiques of this model, critiques of cultural intelligence, and what empirical research indicates about solving business problems in a multi-cultural, multi-ethnic, multi-religions society, both in the United States and internationally.

BUS-530 Fundamentals of Project Management 3/7
An exploration of the framework and fundamental methodologies of project management. Topics include foundational concepts such as requirements gathering, scope management, change control and time management, as well as an introduction to common tools, techniques and the process required to become a certified Project Manager.

BUS-531 **Cost, Quality and Team Management** 3/7
An exploration of a variety of project management principle necessary to manage the resources of a project. Specific topics include project budgeting, cost estimation and control, quality assurance and control, acquiring, developing, and managing a project team, conflict management and negotiation skills. Prerequisite: BUS-530.

BUS-532 **Communications and Risk Management** 3/7
A study of the principles of effective communication, including managing risks, issues and stakeholder expectations. Topics include the methodology for identifying, measuring and responding to risks and issues, as well as the professional and social responsibilities of project management. Prerequisite: BUS-531.

BUS-661 **Business Law for Managers, Supervisors and Organizational Leaders** 3/7
An examination of the legal environment and its effect on business decisions and operations. Contracts, commercial and consumer law, and ethical awareness in corporate life are studied, along with guidelines for executive actions that produce a moral organizational culture.

COUNSELING

COU-503 **Introduction to Counseling and Professional Development** 3/15
This course provides an introduction to counseling, professional development, and consultation. This course aids the student in developing an understanding of the essential elements of the counseling profession, including history and philosophy of counseling and systemic work; responsibilities, functions, and roles of the professional counselor; collaboration and consultation skills with other professionals, groups and organizations; theories of supervision and consultation; and various professional practice settings. Students will articulate personal model of counseling that includes the development of multicultural counseling competencies and integration of a Christian worldview.

COU-502 **Counseling Ethics and Issues** 3/15
This course is a study of the professional roles, legal requirements, and ethical codes for professional counselors. Discussions include legal and ethical problems commonly encountered within the counseling profession. Students will engage an ethical decision- making model to effectively utilize the ACA Code of Ethics (2014), AAMFT Code of Ethics (2015). This course must be taken within the first 15 credits of enrollment at PGS.

COU-501 **Counseling Theories** 3/15
This course provides a history, survey, and the development of various theoretical approaches to counseling. Through study, interaction, and research of the diverse linear and systemic theoretical models, students are given the opportunity to evaluate the models and establish a personal theoretical orientation to counseling.

COU-520 **Child and Adolescent Counseling** 3/15
This course is designed to provide an understanding of the unique developmental issues of the child and adolescent years. Included are strategies, theories, and methodologies necessary to successfully counsel these important groups.

COU-521 **Foundations of Marriage and Family Counseling** 3/15
The purpose of this course is to provide historical, theoretical, conceptual, ethical, and practical foundation for counseling diverse couples and families from a systemic perspective. Students will explore a variety of theories, including a systems approach perspective to address the needs of couples and families in counseling. Students will also learn how to engage in the family assessment process to effectively treatment plan and implement therapeutic interventions to assist with promoting optimal wellness and growth with couples and families.

COU-525 **Social and Cultural Foundations in Counseling** 3/15
This course will examine substantive and theoretical constructs concerning the inherently complex dynamics involved in counseling people from diverse cultural contexts. An emphasis will be placed on expanding awareness about diverse cultures, personality theory development, and counselor personal bias in the effort to enhance cultural sensitivity and diffuse potential barriers in the counseling relationship and process. Current research about specific cultural issues will be addressed, including race, ethnicity, socioeconomic class, gender, age, marital status, sexual orientation, and disability.

COU-602 **Clinical Assessments** 3/15
This course will examine the purpose of clinical assessments in counseling and how the usage of assessments can enhance the

mental health services provided to clients. Students will become familiar with statistical concepts as well as ascertain basic competency in the selection, administration, scoring, interpreting, and relaying the results generated from psychological, educational, and vocational assessments utilized in clinical practice. Students will gain the necessary skills to effectively utilize information gathered through standardized and non-standardized instruments to serve as a supportive indicator for diagnosing, intervention planning and clinical recommendations that contribute to symptom reduction, behavioral change, and client wellness.

COU-610 Counseling Techniques 3/15

This course provides an exploration of counselor characteristics and behaviors that influence the counseling process. Students will explore various counseling methodologies, techniques, and strategies useful in the change process when working with an individual, marital, couple, and/or family. Students will study specific techniques for effective risk assessment and crisis/trauma intervention.

COU-611 Career Development 3/15

This course prepares the student to facilitate a client's career and personal development. Relevant career development theories, models and approaches will be explored. Students will gain competency in the use of assessment tools related to career and life decision making. Students will be charged an additional course fee for course materials.

COU-612 Group Counseling Techniques 3/15

This course is designed to expose students to the theories and dynamics of group counseling. A variety of group settings and formats will be explored. Students will learn about group formation, therapeutic factors and effective group leadership techniques that impact the group process. Students will gain direct experience as a member and leader of a counseling group.

COU-642 Sociology of Trauma 3/15

This course provides an in-depth exploration of the sociological aspects associated with the context of traumatic events from a local and global perspective. Extensive consideration is given to the elements that contribute to natural and human-generated disasters from a systemic theoretical construct. Various aspects of society, the existing infrastructure in an environment and culture will be studied, including barriers, challenges, resources, corruption, oppression, poverty, disease, depravity, and other factors that impact a community's ability to prevent and respond to traumatic related events.

COU-643 Trauma Informed Advocacy and Crisis Intervention 3/15

This course is designed to prepare students to become aware of diverse critical incidents that are potentially traumatic, with specific attention given to how to respond and intervene in crisis situations. These circumstances can include situations with homicidal or suicidal clients, school shootings, natural disasters (such as earthquakes or fires), terrorism, war, sex/drug trafficking and other dangerous instances. The ethical guidelines and professional protocol will be emphasized for the purpose of preparing students for effective immediate response to the psychological impact of life-threatening situations from a professional counseling perspective to serve individuals, families, marriages/couples, and communities.

COU-644 Trauma Counseling and Recovery 3/15

This course provides an opportunity to explore the current research about traumatology from a Christian worldview, which includes the most effective counseling theories and techniques for counseling children and adults that are recovering from traumatic events. These include instances of physical, sexual abuse and domestic violence as well as natural disasters that could cause a client to experience the symptoms of post-traumatic stress disorder or complex trauma. There will be an emphasis on helping clients increase their capacity for emotional/ cognitive restoration, coping skills, resiliency, and ability to optimize functioning. There will also be considerable attention given to issues associated with vicarious trauma and compassion fatigue, which can promote healthy stress management for the counselor and clients that are served.

COU-651 Clinical Diagnostic Assessment of Addictions 3/15

This course will provide the clinical knowledge that is necessary to facilitate an initial intake and diagnostic orientation for the client in the counseling process. Students will learn the diagnostic skills necessary to administer a comprehensive and thorough evaluation for the purpose of determining effective treatment plans for clients who are suffering from diverse addictive and compulsive disorders. An emphasis will be placed on integrating and analyzing current research in the field of addictions counseling assessment from a Christian worldview.

- COU-652 Sociology of Addictions 3/15**
 This course introduces sociological and systems perspectives of addictions counseling from a Christian worldview. The environmental context of the client will be considered to promote cultural competence and an awareness of the sociopolitical and economic aspects of addictions. Special attention will be devoted to expanding awareness about collaboration, consultation, case management, client education, service coordination and how to develop a referral network in the community.
- COU-653 Addictions Counseling: Treatment and Intervention 3/15**
 This course is designed to help the student become more knowledgeable about counseling philosophy, techniques, theory, and professional/ethical standards that are most effective in counseling clients who have been diagnosed with an addictive or compulsive disorder. Current research about the most effective and practical theoretical counseling models that foster personal growth, recovery, healing, and change are studied. There will be a concentration on documentation/record keeping, crisis intervention, treatment planning and the important aspects of clinical supervision. Students will also have an opportunity to learn and critically examine how their intrapersonal awareness can enhance the counseling process.
- COU-661 Psychopathology and Diagnosis 3/15**
 This course will examine the neurobiological and medical etiology of mental health, co-occurring and addiction disorders and normalcy across the lifespan. Students will gain experience in making efficient diagnoses using the Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR) and the International Classification of Diseases (ICD). Relevant cultural factors, differential diagnosis and evidence-based approaches will be emphasized to make appropriate diagnoses.
- COU-662 Human Growth and Development 3/15**
 This course is designed to introduce students to a meaningful exploration of human development throughout the lifespan. Core themes from the disciplines of individual and family developmental psychology will be emphasized with consideration to a multicultural context. Special attention will be devoted to studying broad theoretical perspectives about the various aspects of optimal human development as well as factors that impede or diminish a person's ability to thrive and flourish.
- COU-672 Treatment of Mental and Emotional Disorders 3/15**
 Students will become knowledgeable in the development of measurable client outcomes, effective treatment plans and biopsychosocial/spiritual case conceptualizations. Consideration will be given to relational, systematic, trauma-informed, and community-based strategies that impact treatment planning. Students will be exposed to classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral.
- COU-675 Technology-Assisted Counseling 1/7**
 This course is designed to inform students about telemental/telehealth counseling, ethical and legal requirements to ensure competency and best practices to serve clients. This course provides an overview of technology requirements needed for HIPAA compliance, to ensure effective assessment competencies to manage emergency situations, and appropriateness of services with diverse individuals, relationships, and families.
- COU-680 Psychopharmacology and Neuroscience in Counseling 2/7**
 This course is a presentation of basic neuroscience competencies, theory, research, practice issues, and the psychological and physiological implications of psychopharmacology when treating mental disorders as a non-medical professional.
- COU-700 Research Methodology 3/15**
 This course is a presentation of the basic research designs used by counselors. The student will be introduced to quantitative, qualitative, and mixed research methodologies. The course will explore research ethics, statistical analysis, needs assessment, evidence-based practice, and program evaluation.
- COU-720 Advanced Marriage and Couples Therapy: Assessment, Skills, and Practice 3/15**
 The study, application, and development of premarital, marital, and couple's theories, diagnosis/assessments, treatment planning, techniques, and interventions from a systemic methodology. Additional focus will include human sexuality and sex therapy, affair work, and other relevant topics when working with premarital, marital, and couples. This course is an extension of the Foundations of Marriage and Family Therapy with a focus on clinical skill development.

COU-730 Advanced Family Therapy: Assessment, Skills, and Practice 3/15
The study, application, and development of family therapy theories, diagnosis/assessments, treatment planning, techniques, and interventions from a systemic methodology. This course is an extension of the Foundations of Marriage and Family Therapy with a focus on clinical skill development.

COU-782 Practicum: Counseling Field Experience 3/15
An introductory supervised field experience that provides students the opportunity to practice clinical counseling skills in an established professional counseling setting. Students will have the opportunity to develop competencies in interviewing, clinical assessment, case conceptualization and documentation when working with individuals, couples and marital, family, and/or groups. Students' clinical counseling abilities will be evaluated by both self- assessment and supervisory assessment throughout the placement. *Prerequisites: COU-501, COU-502, COU-503, COU-525, COU-602, COU-610, COU-661 and COU-672. Registration for this course requires faculty supervisor approval and the submission of the PGS Special Enrollment Form with a signed CU Ethics Agreement and attached proof of student liability insurance.*

COU-784 Internship I: Counseling Field Experience 3/15
An extended supervised field experience that provides students the opportunity to practice clinical counseling skills in an established professional counseling setting. Students will have the opportunity to develop competencies in interviewing, clinical assessment, case conceptualization and documentation when working with individuals, couples and marital, family, and/or groups. Students' clinical counseling abilities will be evaluated by both self- assessment and supervisory assessment throughout the placement. *Prerequisites: COU-501, COU-502, COU- 503, COU-525, COU-602, COU-610, COU-661, COU-672 and COU-782. Registration for this course requires faculty supervisor approval and the submission of the PGS Special Enrollment Form with attached proof of student liability insurance.*

COU-785 Internship II: Counseling Field Experience 3/15
An extended supervised field experience that provides students the opportunity to practice clinical counseling skills in an established professional counseling setting. Students will have the opportunity to develop competencies in interviewing, clinical assessment, case conceptualization and documentation when working with individuals, couples and marital, family, and/or groups. Students' clinical counseling abilities will be evaluated by both self-assessment and supervisory assessment throughout the placement. *Prerequisites: COU-501, COU-502, COU- 503, COU- 525, COU-602, COU-610, COU-661, COU-672, COU-782 and prior completion or simultaneous enrollment in COU-784. Registration for this course requires faculty supervisor approval and the submission of the PGS Special Enrollment Form with attached proof of student liability insurance.*

COU-786 Internship Completion: Counseling Field Experience 1/15
A continued supervised field experience that provides students the opportunity to practice clinical counseling skills in an established professional counseling setting. Students will have the opportunity to develop competencies in interviewing, clinical assessment, case conceptualization and documentation when working with individuals, couples and marital, family, and/or groups. This course is intended for students who completed all course assignments for COU-784 Internship I and COU-785 Internship II but need to complete outstanding hours remaining for COU-785 Internship II. *Prerequisites: COU-784 and COU-785. Registration for this course requires faculty supervisor approval and the submission of the PGS Special Enrollment Form with attached proof of student liability insurance.*

COU-788 Internship III: Counseling Field Experience (Marriage and Family Concentration Only) 3/15
An extended supervised field experience that provides students the opportunity to practice clinical counseling skills in an established professional counseling setting. Students will have the opportunity to develop competencies in interviewing, clinical assessment, case conceptualization and documentation when working with individuals, couples and marital, family, and/or groups. Students' clinical counseling abilities will be evaluated by both self-assessment and supervisory assessment throughout the placement. *Prerequisites: COU-501, COU-502, COU- 503, COU- 525, COU-602, COU-610, COU-661, COU-672, COU-782 and prior completion or simultaneous enrollment in COU-784. Registration for this course requires faculty supervisor approval and the submission of the PGS Special Enrollment Form with attached proof of student liability insurance.*

COU-789 Internship IV: Counseling Field Experience (Marriage and Family Concentration Only) 3/15
An extended supervised field experience that provides students the opportunity to practice clinical counseling skills in an established professional counseling setting. Students will have the opportunity to develop competencies in interviewing, clinical assessment, case conceptualization and documentation when working with individuals, couples and marital, family, and/or groups. Students' clinical counseling abilities will be evaluated by both self-assessment and supervisory assessment throughout the placement. *Prerequisites: COU-501, COU-502, COU- 503, COU- 525, COU-602, COU-610, COU-661, COU-672,*

ECN-530 Economics 3/7
A study of the decision-making skills necessary for managers and entrepreneurs in the context of the macroeconomic environment and the application of microeconomic price theory as it pertains to human capital issues. Readings include essays by several Nobel prize-winning economists. Further, the course challenges students to develop a Christ-centered worldview regarding economic issues pertinent to managers.

EDUCATION

EDU-511 Issues in Education 3/7
An overview of the philosophy of education. The course introduces the Christ-centered worldview as it relates to education within the context of educational leadership, global issues, diversity and choice, technology, learning disabilities, literacy, curriculum, etc. Specific emphasis is placed on how issues impact decision making at the administrative and classroom levels.

EDU-513 Student Motivation and Behavior 3/7
A review of current research and best practice in the areas of educational psychology, student motivation, brain research, multiple intelligences, learning styles and classroom management. The course also reviews developmental psychology concepts necessary to understanding children and adolescents.

EDU-521 Instructional Strategies for Diverse Classrooms 3/7
A study of issues relating to the education of diverse populations within the classroom including socioeconomic considerations, at-risk and ethnic and racial groups. Students study issues in the context of a Christ-centered world and life view, developing plans to meet the needs of all children in the classroom.

EDU-522 Curriculum, Assessment and Instructional Theory 3/7
A review of current professional organization and governmental curriculum standards. The course also provides guidance in developing objectives, assessments and strategies in working with a variety of student populations in the inclusive classroom.

EDU-524 Community Building and Educational Leadership 3/7
An investigation of institutional structures (including technology), managing and creating change, administrative/teacher cooperation, teacher/teacher cooperation and community involvement. Ways to help teachers and administrators remain successful, such as stress management and conflict management, are explored.

EDU-525 Assessment for K-12 Students 3/7
A study of standardized and authentic assessments used in K-12 classrooms. Students review research and interpret its contribution to the field from a Christ-centered worldview. Methods used to assess student success include consideration of educational tests and measurements, alternative assessments, portfolio assessment and performance assessments.

EDU-527 Instructional Strategies for Students with Learning Disabilities 3/7
A study of best-practices in remediation for students with learning disabilities. Students review research and interpret its contribution to the field from a Christ-centered worldview. Students learn teaching strategies and their relationship to cultural and linguistic differences, developing plans to meet the needs of all children in the classroom.

EDU-531 Organizational Leadership 3/7
A focus on ways to advance the student's knowledge and competency in the area of organizational leadership with particular emphasis upon developing public relations: specifically those with parents, the community, business leaders, intermediate school districts, and county, state, national, and local governments. Additionally, various public relations strategies are considered.

EDU-533 Educational Supervision and Evaluation 3/7
An emphasis on understanding the process of human resource management, including supervision and evaluation of staff and programs within the school system. Ways in which to improve communication, the use of technology, and opportunities to reach the diverse student body is addressed. Additionally, the role of the principal and his/her responsibilities to the community is provided.

EDU-535 Educational Finance 3/7

An emphasis on understanding the financial principles of operating a school relating to federal, state, and local requirements. Application of Christian principles of stewardship is examined. Topics include budgeting, fund-raising, safeguards in financial management, and more.

EDU-537 Educational Law and Ethics 3/7

An emphasis on understanding legal principles along with the origin and development of laws governing American schools at the local, state, and federal level. Consideration is given to aligning biblical standards for practice within the school. Topics include the school environment, constitutional issues, student matters, personnel guidelines and accountability.

EDU-553 Research 3/7

A review of current best practice methods as indicated by meta-research. The course reviews data related to student achievement (local and beyond) and provides direction on how to use teacher/administrator-developed data to improve student learning. Finally, it provides a framework to use data as a basis for professional reflection.

EDU-566 Reading Diagnostic Tools and Remediation: 3/7

An introduction to diagnostic tools and remediation strategies within the context of the differentiated instruction model. The course incorporates instruction in the following areas: interest inventories; English language learning; visual and auditory discrimination tools; language expression and processing screening; phonemics, phonics, vocabulary, fluency, comprehension, spelling, writing and writing assessment tools; and best practice instructional strategies in all areas of literacy.

EDU-573 Technology 3/7

An emphasis on providing a conceptual framework for technology and a means of using technology as a tool in the educational setting. Administrators and teachers find ways to become leaders in the use of technology within the school. Instruction is given in the areas of using technology to facilitate inquiry-based learning, finding and developing resources, using computers in the classroom and exploring ways to use the internet as an instructional tool.

EDU-593 Master's Project A 2/4

An identification of an area of need in the educational system that the student would like to create and develop a solution to through a master's project in EDU-595. The master's project is generally done in the area of educational leadership or curriculum development, assessment and school management, dependent on the M.A.Ed. concentration. In EDU-593, students propose a master's project and complete a literature review. Prerequisite: EDU-553.

EDU-595 Master's Project B 3/15

A continuation of the EDU-593 master's project that fills an area of need in the educational system. Throughout the program, the student continues to refine and develop their proposal, adding useful resources in order to complete the project. The master's project is generally done in the area of educational leadership, curriculum development, assessment and school management, depending on the M.A.Ed. concentration. Prerequisite: EDU-593.

EDU-695 Educational Leadership Internship 3/7

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

BIBLICAL THEOLOGY

BBL-509 Biblical Theology of Justice 3/7

This course will aid students in constructing and enacting a biblical theology of public justice by critically examining various hermeneutical approaches to Scripture, engaging the Bible's vision of God's justice in the Old and New Testaments, and discerning how this vision relates to Christian embodiment of justice in contemporary culture.

BBL-519 American Christianity and Biblical Justice 3/7

This course will explore the history of American Christianity from the perspective of a biblical theology of public justice, surveying the historical and cultural forces that have shaped the development of evangelical Christianity in America, its various conceptions of justice, and how Scripture was interpreted to address a range of public issues.

ORGANIZATIONAL LEADERSHIP AND DEVELOPMENT

- EDL-900 Doctoral Studies Seminar 4/15**
This course provides an orientation to the Ed.D. program and the expectations and requirements for doctoral study. Learners will focus on and enhance their library research and academic writing skills. Emphasis will be given to organizational behavior and development issues that lead to problem formation and solution development by synthesizing theory-based, practical research. Important and current leadership issues and management dilemmas will be emphasized so that learners can connect academic writing and research to problem-solving within organizations. Special emphasis will be given to finding potential issues within a student's vocational context that will lead to the doctoral program's culminating capstone project. The first residency requirement will occur and be met upon successful completion of this course.
- EDL-901 Organizational Behavior, Theory and Leadership 4/15**
This course presents an overview of seminal leadership concepts and theories with an emphasis on their applications within 21st century organizations. Special emphasis will be given to individual differences at work, motivation, and the role of personality in leadership style, as well as the influence of work environment, teamwork, and social behavior on decision-making, communication and leadership effectiveness within organizations. Prerequisite: EDL-900.
- EDL-903 Leadership, Human Resources Management and Diversity 3/15**
This course will emphasize relevant employment law issues for leaders and organizations within the context of human resources leadership. Central to this focus, learners will understand the legal foundation for diversity but also understand how cognitive diversity within organizations improves decision-making and organizational performance. This course examines the legal and regulatory aspects of HR and diversity, but will also highlight theoretical, research-based, and practical information related to employee and organizational development, staffing, recruitment, selection, training, and other key features of human resources administration, management, and leadership. A major emphasis in the course will be structuring the HR function as a strategic component of organizational leadership and development. Prerequisite: EDL-900.
- EDL-904 Organizational Planning, Assessment and Quality Improvement 3/15**
This course examines strategic thinking and planning to maximize organizational value, improve decision-making, and enhance leadership. Learners will comprehend and be able to apply concepts and information related to program quality and assessment. The course will emphasize specific planning models and actionable decisions made by leadership to set and implement an intentional direction for organizations in a way that also recognizes the need for reactive, emergent planning strategies. The course will include current systems for ensuring quality and establishing accountability. Prerequisite: EDL-900.
- EDL-905 Organizational Governance and Strategy 3/15**
This course examines the basic structural forms and functions of organizational governance with an emphasis on the external and internal stakeholder constituent forces which shape organizational life. Systems thinking is used in conceptualizing all relationships including the tensions inherent between the external stakeholders, the Board of Directors, senior leadership, structures of governance, standards of monitoring system performance and organizational culture. Multiple models of behavioral understanding are offered, providing the student with a framework to observe, analyze, synthesize and have the capacity to take appropriate action regarding the functioning of an organization in multiple forms. Particular focus is given to strategic governance systems including governing and advisory board development and communication, along with issues in recruiting, selecting and evaluating boards. Prerequisite: EDL-900.
- EDL-907 Organizational Marketing and Communication 4/15**
This course explores marketing and public relations as activities that create value for clients, customers and stakeholders. This course will examine competitive advantage, branding, and market orientation in traditional marketing structures in addition to the opportunities and issues associated with social media. The course will also emphasize role judgment, emotions, and choice play in consumer behavior with an emphasis on theory-informed research from behavioral economics that apply to individual and group decision-making along with practical marketing and communication strategies to increase an organization's viability in the marketplace. Prerequisite: EDL-900.
- EDL-908 Organizational Culture and Change Management 4/15**
This course includes an overview of change theories, concepts and models with a focus on understanding organizational and international culture and how proactive, deliberate strategies along with reactive, emergent strategies shape organizational functions and behavior. Learners in this course will comprehend how climate and culture influence structure, organization and behavior and how change can be understood and managed to produce sustainable competitive advantages for companies and organizations. The course will emphasize practical tools and strategies that can be implemented across organizations.

Prerequisite: EDL-900.

EDL-909 Adult Learning in Organizational Contexts 4/15
This class introduces students to theories of adult learning and development relevant to organizational contexts. Students will analyze formal, informal, and nonformal modes of learning and consider best practices for training, teaching, and developing adults in a variety of organizational contexts. Prerequisite: EDL-900.

EDL-910 Organizational Ethics, Law and Finance 3/15
This course will highlight the role of specific ethical theories for organizational decision making in legal and financial matters. Course content will also focus on legal issues such as constitutional, statutory, and case law concerning public and private organizations, as well as finance competencies such as analyzing financial issues and developing financial strategies. Special attention will be given to developing organizational policies, financial planning, budgeting, and resource development. Prerequisite: EDL-900.

FINANCE

FIN-643 Managerial Finance 3/7
A study of essential concepts of financial management including working capital management, capital budgeting, capital structures, planning, time value of money and dividend policy. Prerequisite: ACC-525.

FIN-644 Budgeting and Financial Resource Management 3/7
A study of the key accounting and finance principles that provide managers with a better understanding of the financial aspects of organizations. Topics include interpretation and analysis of financial statements, budgeting, time value of money and investment alternatives.

FIN-645 Advanced Managerial Finance 3/7
An exploration of advanced methods and techniques important to the financial success of an organization. Topics include cash management, capitalization issues, risk management, ethical and legal issues in financial decision-making and approaches to financial planning. Students learn to assess the financial operations and positions of an organization using various analysis methods. Prerequisite: FIN-643.

FIN-646 Global Finance 3/7
A study of crucial concepts and tools to strategically manage international financial activities. Students will develop an understanding of policy issues affecting international trade and finance. Other topics covered include the role and impact of international trade policies on the global economy and financial markets, currency markets, international financial systems and management and macroeconomic policies. Prerequisite: FIN-645.

FIN-647 Entrepreneurial Finance 3/7
An introduction to current thinking in the areas of valuation, real options such as mergers and acquisitions, and the economics of contracts to a new venture decision. Topics include investment analysis, financing the entrepreneurial firm, harvesting, the role of angel investors, incubators, venture capital and financial contracts. Prerequisite: FIN-646.

INTERDISCIPLINARY

IDS-510 Introduction to Graduate Studies 3/7
An introduction to graduate-level coursework with particular emphasis on effective writing & technology skills for academic success. Students will also explore foundational concepts in leadership and management as a basis for the program.

IDS-642 Contemporary Issues in Social Justice I 3/7
Meaningful responses to human suffering are grounded in acknowledging the inherent complexity and enduring presence of injustice along with understanding the ways in which injustice shapes individuals and communities. Students will engage in reading, reflection, and discussion to develop a broader understanding of a variety of contemporary social justice issues, including but not limited to racial justice, gender equity, and poverty. Using perspectives from contemporary social justice theory, students will explore what it means to champion just systems and practices in various contexts. Based on a problem-based learning approach, students will examine current issues and develop a response based on current research and best practice. This course serves as the first of a two-course sequence culminating in IDS-643 Contemporary Issues in Social Justice II.

IDS-643 **Contemporary Issues in Social Justice II** 3/7
Building on the foundations laid in IDS-642 Contemporary Issues in Social Justice I, students will engage in reading, reflection, and discussion to develop an advanced understanding of a variety of contemporary social justice issues including but not limited to immigration, healthcare, and disability. Using perspectives from contemporary social justice theory, students will explore what it means to champion just systems and practices in various contexts. Based on a problem-based learning approach, students will examine current issues and develop a response based on current research and best practice. Prerequisite: IDS-642 Contemporary Issues in Social Justice I.

IDS-660 **Cultural Intelligence** 3/7
This course is designed to give nonprofit leaders an introductory grasp of cultural intelligence, a person's ability to adapt successfully to different national, organizational, and professional cultures. Literature from the fields of anthropology and sociology are used as well as studying cultural engagement in light of the biblical narrative, as a way to effectively enact the organizational mission within an increasingly diverse society.

LINGUISTICS

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

LIN-525 **Introduction to Linguistics** 3/7
An introduction to the nature and structure of human language. Students focus on the goals, techniques and subject matter of modern linguistics.

LIN-535 **Advanced English Grammar** 3/7
An exploration of the descriptive and prescriptive grammar of English, which is analyzed according to traditional, structural and transformational methods. Emphasis is also placed on preparing students to teach grammar. Students survey grammar teaching methodology in conjunction with the different areas of grammar studied.

LIN-555 **Sociolinguistics** 3/7
An examination of language in its social and cultural contexts. This course presents the basic socio-cultural variables (such as gender, age and social status) and shows their relation to language use and language learning. Areas covered in the course include bilingualism, dialectology, language variation and style with their relation to multilingual educational situations.

LIN-556 **Second Language Acquisition** 3/7
An examination of the process of learning a second language. This course surveys current SLA theory and learning models. Emphasis is given to the ways these theories and models shape pedagogical practices in ESL classrooms. Linguistic, cognitive, affective, cultural and social factors influencing the acquisition of another language are explored.

LIN-557 **Action Research** 3/7
An evaluation of claims based on research by reviewing current best practices as indicated by meta-research and discussing implications for TESOL. Action research that can be implemented in a TESOL setting and used for professional reflection and improvement of instruction is emphasized. Among the methods included are local data collection, structured interview, open-ended interview, case study, reflective case study, portfolio assessment and use of technology for self-assessment.

LIN-558 **Materials Development and Integration** 3/7
An application of second language learning and teaching principles to the analysis, adaptation, development and integration of materials for the ESL/EFL classroom. Among the resources explored are media, realia, computers and the Internet for all language skills including reading, writing, speaking, listening and grammar. Pedagogic rationale for materials and their use with a specific group of learners is emphasized.

LIN-559 **TESOL Lab** 3/7
In this course participants will apply their theoretical learning within their own classroom environments via a lab course. This course will follow a 3 or 4-member peer-coaching format through which students will choose focus areas of instruction that they would like to grow. They will then work through a teach, record, reflect, share, and peer-coach process with their team. The goal is individual growth through peer-encouragement and accountability.

LIN-565 **TESOL Methodology I** 3/7

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

LIN-566 TESOL Methodology II

3/7

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

LIN-568 TESOL Methodology III

2/3

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

LIN-571 Pedagogy of L2 Writing Instruction and Assessment

2/4

This course will provide K-6 and 7-12 grade teachers with a theoretical and pedagogical framework for (1) identifying and addressing the needs of second language writers in their classrooms and (2) establishing assessment strategies that effectively provide feedback to L2 writers and assessment washback for teachers. This course framework will build on recommended evidence-based teaching strategies related to writing fluency and the writing process development, including writing for a variety of purposes, using a Model-Practice-Reflect instructional style, and using student assessment to inform instruction.

LIN-572 Grammar and Vocabulary Instruction for L2 Writers

2/4

This course will provide K-6 and 7-12 grade teachers with the theoretical and pedagogical framework for (1) identifying the structural and lexical needs of their second language writers and (2) developing instructional strategies and assessment that effectively target and assess these needs. This course framework will build on recommended evidence-based teaching strategies [from What Works Clearinghouse] related to word-level and sentence-level issues of second language writers including learners' orthographic, lexical, and grammatical instructional needs.

LIN-573 Culturally Responsive Teaching

2/4

This course prepares educators in all grade levels and content areas with culturally responsive teaching strategies for learners at all levels. The course covers the value of identifying the needs of diverse learners and then adapting instruction in a culturally appropriate way to support groups and individuals. This course is based on current best practices and evidence-based instructional strategies.

LIN-574 Linguistically Responsive Teaching

2/4

This course prepares educators in all grade levels and content areas with linguistically responsive teaching strategies for learners at all levels. The course covers the value of identifying the needs of diverse learners and then adapting instruction in a linguistically appropriate way to support groups and individuals. This course is based on current best practices and evidence-based instructional strategies.

LIN-575 Language and Communication Skills for Healthcare

2/4

This course will focus on developing needs analyses, individual development plans, and a curriculum that is designed to meet required English, communication, and testing competencies. The course will focus on graduate level healthcare professionals, but the principles and methods discussed will provide insight and application to other healthcare professions.

LIN-576 Introduction to Academic Coaching

1/2

This course will explore and define academic coaching. Some of the topics will include the benefits of coaching, characteristics of a coach, coaching relationships, guidelines, communication with students, healthy boundaries, protocols for conducting coaching sessions, learning theories and styles, and the academic coaching process.

LIN-577 Issues in Healthcare for ESL Professionals

1/2

This course will overview of the scope of medical education and professional development of healthcare professionals. It will address the growing trend of international medical graduates, and other health professionals, in the United States. This trend

has created a need for increased awareness, education, and training. Students will have a broad understanding of the practice of medicine and its training, competencies, and licensing. Research and employment opportunities will be discussed.

LIN-578 Language and Communication Skills for Business and Organizations 2/4
Business and Organization communication skills range from basic writing, speaking, reading and listening to planning and negotiation and everything else in between. This course is designed to take knowledge from TESOL methods and apply them to specific teaching settings in providing a needs analysis of an English Language Learner (ELL), including language level and learning goals, and to create a learning plan to match those goals.

LIN-579 Business and Organization English Field Praxis 1/2
This course draws learning into authentic application and continues in the TESOL Lab course. In this course students will network and establish contact with the ELL with whom they will work in the TESOL Lab course. After connecting with the ELL, students will create and perform a full needs analysis that will translate into the creation and implementation of a learning plan in the Lab course.

LIN-582 Language and Communication Skills for Cross-Cultural Ministry 2/4
This course is designed to take knowledge from TESOL methods and apply them to specific teaching settings in providing a needs analysis of an English Language Learner (ELL), including language level and learning goals, and to create a learning plan to match those goals.

LIN 583 Cross-Cultural Ministry English Field Praxis 1/2
This course draws learning into authentic application and continues in the TESOL Lab course. In this course students will network and establish contact with the ELL with whom they will work in the TESOL Lab course. After connecting with the ELL, students will create and perform a full needs analysis that will translate into the creation and implementation of a learning plan in the Lab course.

LIN-594 TESOL Capstone 3/15
A capstone course designed to allow students to integrate various principles of the TESOL program. This course includes two possible tracks: Thesis or Non-Thesis. Students seeking a Michigan Department of Education endorsement are required to choose the Non-Thesis option, which includes 60 hours of practicum. Prerequisite: LIN-565.

MANAGEMENT

MGT-531 Organizational Behavior and Change 3/7
The study of the behavior of individuals and teams within organizations based on current management theory. Emphasis is given to understanding, predicting, motivating and changing work-related behaviors in organizations. Key topics include organizational structure, understanding culture, power, diversity, leadership and communication within the organization.

MGT-532 Organizational Leadership 3/7
A survey of current literature on the topic of leadership. A foundation of research and theory is laid to form the context for more specific topical study throughout the program. Special emphasis is placed on the knowledge, skills, attitudes and values in servant leadership.

MGT-534 Theory and Quality Outcomes Management 3/7
A study of lean quality management principles, theories and application to the health care environment. Focusing on managing health care quality, safety and outcomes, the course emphasizes the use of tools and techniques to manage and lead quality improvements and drive successful clinical outcomes.

MGT-536 Managing and Maximizing Diversity 3/7
A study of the knowledge and skills necessary to manage and maximize the potential of an increasingly diverse workforce. Emphasis is placed on the benefits of a systematic and systemic approach to assessment, measurement, design and implementation of a sustainable diversity initiative. Students identify values and beliefs about people who are different from themselves and develop specific leadership strategies for managing a diverse workforce.

MGT-539 Entrepreneurship and Innovation 3/7
A focused study of the tools needed in identifying and capitalizing on entrepreneurial business opportunities, methods for managing those opportunities and critical thinking skills needed for innovation and growth. Students work with a team to

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

MGT-540 Organizational Leadership Capstone 3/7

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

MGT-542 Organizational Decision-Making 3/7

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

MGT-543 Team Leadership and Conflict Management 3/7

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

MGT-544 Organizational Culture & Values 3/7

An exploration of the strategic process involved in garnering senior leader ownership, accountability and buy-in developing sustainable organizational culture and values programs. Topics include organizational assessment, values alignment, marketing, training, and sustainability. Emphasis is given to theories, models, and methods for aligning culture to the organizational mission and vision.

MGT-551 Foundations and Governance in Sport Management 3/7

This course will provide a fundamental framework for sport management by examining how governance issues provide oversight and control in secondary, collegiate, and professional sports. It will further examine this governance and its impact on the development, structures, and functions of sport related organizations.

MGT-553 Sport Law 3/7

This course will explore the foundational knowledge in law and sport as a strategic tool to understand critical topics ranging from contract law, negotiations, negligence, risk identification, mitigation, and constitutional protection for the sport management professional.

MGT-555 Ethics in Sport 3/7

This course will investigate ethics as it relates to the context of sport. It will include a critical exploration of a myriad of ethical arenas in sport such as fair play, Title IX, the use of performance enhancing drugs, gambling, and sport agents.

MGT-557 Sport Marketing 3/7

Includes promotions, sales, fundraising, advertising, branding and sponsorship. Strategies need to be created for individuals, teams and/or events, depending on the marketing needs and projections.

MGT-559 Sport Communications 3/7

This course will explore the communication landscape in the sport industry. This includes fostering two-way communication with key stakeholders across a wide berth of platforms. This communication includes, but is not limited to social media, all aspects of media guides, press releases, websites, statistical archives, record keeping and game-day obligations.

MGT-561 Sport Operations 3/7

This course will explore event and venue operations ranging from single to multi-day events. Focus will include strategic planning, situational analysis, emergency and risk management, execution and controlling of the operational functions by sport management professionals.

- MGT-635 Human Resource Analytics** 3/7
Exploration and application of core Human Resources business metrics, how they are measured, and how they support business strategy. Students will learn how to create key performance indicators, use regression analysis to identify impact areas, and develop strategic planning outcomes.
- MGT-638 Human Resource Leadership** 3/7
A focus on current issues in the field of human resource management emphasizing legal issues, career development, job definition and job qualification. Labor/management conflict from behavioral and institutional viewpoints is also examined.
- MGT-639 Strategic Leadership** 3/7
An in-depth analysis and evaluation of corporate and business strategies. Students are expected to demonstrate that they have the ability to integrate the various disciplines in the program and practical management experience for the purpose of solving a management and leadership problem through case analysis and critique. Topics include crafting an executive strategy, managing diversification, global market competition and analysis of resources and competitive position.
- MGT-640 Employee Development and Performance Management** 3/7
An extension of information presented in the human resource course. This course focuses on supervisory responsibilities of developing employees through the entire performance management process, which includes coaching and caring for others, developing those for whom one is responsible, and utilizing an appraisal process that includes feedback, expectations and evaluation. The role of feedback, listening and humble inquiry are emphasized. Complications in employee development and performance management are highlighted as are practical strategies for effectively carrying out these functions from a supervisory perspective.
- MGT-642 Sport Management Applied** 3/7
A capstone that is designed for students to synthesize information received throughout the sport management program. Students will create a plan for applying best practices to a specific scenario within the sport context. Once that plan is established, they will develop a realistic and pragmatic solution that will incorporate the integration of theory and practice within the sport industry. Further, the application of biblical principles of leadership and ethics to the sport industry will be included. Prerequisites: All prior courses in the program.
- MGT-644 Organizational Consulting** 3/7
A focus on the critical role of Human Resources leaders as organizational development and change management consultants within their organizations. As an extension of information presented in the Organizational Behavior & Change course, students will use organizational development theories and models to assess, develop, and facilitate strategic solutions. Students will explore the role of curiosity, open-ended questions, and diagnostic inquiry in ensuring clarity and focus on the right issues. Emphasis will be given to developing both qualitative and quantitative tools to measure outcomes. An experiential learning project will be required as part of this course. Prerequisite: MGT-531.
- MGT-697 Applied Health Care Project** 3/7
A project-based capstone course in which the student will demonstrate the ability to integrate health care education and practical experience by selecting a problem of practice at work and implementing a plan for improvement and/or action research or a program evaluation to solve the problem or improve the issue. Prerequisites: MGT-534 and BUS-504.

MARKETING

- MKT-515 Strategic Marketing Management** 3/7
An introduction to marketing management concepts, including the theory of service dominant logic, brand and product management, customer relationship management strategy, marketing leadership and decision making.
- MKT-517 Marketing Ethics** 3/7
Students will have the opportunity to wrestle through hot button issues in marketing, analyze complex situations with data privacy, customer security, phishing, etc., with an intentional Christian worldview focus.
- MKT-520 Professional Sales Management** 3/7
Students will explore the sales funnel concept, and learn about needs analysis tools, and practice sales skills, such as pitching

and presenting, active listening, and effective communication.

MKT-522 Digital Marketing 3/7
Exploration and application of the digital marketing arena, including SEO/SEM, website design & management, email marketing, customer journey & retargeting, social media marketing, certification & simulation.

MKT-611 Marketing Analytics 3/7
Critical knowledge and application regarding marketing data analytics. Topics include cleaning data integration, cluster analysis, A/B testing, budgeting decisions, and report analysis. Prerequisite: MKT-613 Consumer Behavior.

MKT-613 Consumer Behavior 3/7
A hands-on approach to understanding the individual decision-making model using a student simulation. Exposure to the process of influencing purchase decisions, conducting focus groups, retooling marketing for a new target market, developing personality trait quizzes, and building buyer personas while aligning spending and resources to the decision-making model. Prerequisite: MKT-522 Digital Marketing.

MKT-625 Strategic Marketing Applied 3/7
A capstone designed for students to synthesize information received throughout the marketing program, create a plan for applying best practices in their workplace or area of interest, and develop a relevant project or implementation plan. Emphasis will be placed on integration of theory and practice and application of biblical principles of leadership and ethics to the marketing industry. Prerequisites: This must be the final course to be completed in the program.

MKT-651 Marketing Strategies 3/7
A case-method course using real marketing issues as a means to learn how to synthesize marketing fundamentals into effective and practical solutions.

NONPROFIT LEADERSHIP

NPL-501 Nonprofit Strategic Leadership 3/7
This course explores the theories and practice of nonprofit leadership. Topics include strategies for improved leadership within a team-based context, managing interpersonal conflict, and effective mission-based strategy.

NPL-503 Marketing & Outreach 3/7
This course focuses on marketing strategies and principles necessary for nonprofit growth in today's economy. Emphasis will be placed on developing a marketing strategy, brand development, collaborative partnerships and digital communications.

NPL-505 Human Resource Management 3/7
A survey course that examines the concepts and practices of human resource management. Topics include recruitment, training and development, compensation, managing volunteers, and employee relations.

NPL-601 Financial Management 3/7
A study of the key accounting and finance principles that provide leaders with a better understanding of the financial aspects of organizations. Topics include interpretation and analysis of financial statements, budgeting, time value of money and financial planning.

NPL-603 Advancement & Fundraising 3/15
This course covers the principles and best practices of fundraising including fundraising strategy and sources of funds. It will also consider the importance of donor relations, confidentiality, and legal and ethical considerations in fundraising.

NPL-607 Governance: Boards & Structures 3/7
This course discusses the elements of board governance in nonprofit organizations and the structures of these types of organizations. This includes understanding the roles of the board, executive director, and other staff, along with an examination of the ways in which organizational structure shapes these roles.

NPL-790 Capstone: Assessment, Planning, & Change Management 3/15
This course is the capstone for the program and provides an emphasis on experiential learning within an organization. The focus of the class will center on a project connected to an organizational need related to assessment, planning, and change management. Pre-requisites: all other courses in the program except for NPL607: Governance: Boards & Structures.

NPL-791 Social Justice Capstone 3/15
This course is the capstone for the program and provides an emphasis on experiential learning within an organization. The focus of the class will center on applying theories and principles for social justice within an organizational context. Prerequisites: all other courses in the program except for IDS660: Cultural Intelligence.

PUBLIC ADMINISTRATION

PAD-501 Foundations of Public Policy 3/7
This foundational course introduces students to the concept of the nonprofit sector in America and to the sector's development over time. This is the social and legal environment surrounding nonprofit organizations, which provides both support and restrictions. Emphasis is given to the public policy framework of government partnerships with nonprofit organizations, and to similarities and differences between secular and faith-based nonprofits.

PAD-503 Organizational Leadership 3/7
This course presents an overview of leadership concepts and theories with an emphasis on their applications within organizations. Special emphasis will be given to motivation, leadership styles, work environment, teamwork, and social behavior on decision-making, communication and leadership effectiveness within organizations.

PAD-505 Diversity, Equity & Inclusion 3/7
This course focuses on the importance of diversity, equity, and inclusion in the workplace with attention to a critical analysis of the systemic realities shaping these areas. Emphasis is placed on understanding the individual and organizational needs related to sustainable diversity, equity, and inclusion work.

PAD-601 Research Methods 3/7
An examination of research methods available for data-driven decision making within organizations. Focus is placed on the systematic process of collecting, analyzing and interpreting data to answer a specific organizational issue. The course will also introduce students to basic descriptive and inferential statistical tools.

PAD-603 Organizational Behavior 3/7
The study of the behavior of individuals and teams within public organizations based on current theory. Emphasis is given to understanding, predicting, motivating and changing work-related behaviors in organizations. Key topics include organizational structure, understanding culture, power, diversity, leadership and communication within the organization.

RESEARCH

RES-901 Introduction to Social Science Research Methods 4/15
This class introduces students to social science research methods. Students will explore how empirical research contributes to knowledge, how their worldview can shape their approach to research, and what role theory can play in a research study. The class will focus on engaging social science literature as a means to building a strong foundation for a research study. Students will learn about the role of literature reviews, especially those that support empirical research. The final deliverable for the class will be a small-scale literature review on a topic of interest to the student. Prerequisite: EDL-900.

RES-905 Research Methods and Modes of Inquiry 4/15
Building on the foundation laid in RES-901, this class introduces students to two forms of social science inquiry: empirical research and program evaluation. Students will receive a high-level overview of three research designs: qualitative, quantitative, and mixed methods. Each of these will receive particular attention in future research classes. In this class, students develop a purpose statement and research/evaluation questions to guide their study. They will select a research methodology that is responsive to their research questions and develop a plan for collecting and analyzing data. The final deliverable for the class will be a basic research proposal. Prerequisites: EDL-900 and RES-901.

RES-910 Qualitative Inquiry and Organizational Action Research 4/15
This course will focus on using classic qualitative research methods to address organizational problems. Along with narrative, phenomenological, case study, ethnographic, and grounded theory research, this course will also emphasize program evaluation and action research strategies. Learners will understand what qualitative research choices are available to help inform organizational decision making and problem solving. Specific emphasis will be given to conceptual understanding of the various qualitative techniques from a menu of choices so as to inform the culminating organizational leadership and development capstone. The second residency requirement will occur during this course. Prerequisite: RES-905.

RES-915 Quantitative Analysis I**4/15**

This class prepares students for quantitative and mixed methods studies by introducing them to statistical analysis and reasoning. Students will learn how to generate research questions and hypotheses that correspond with quantitative research designs. Students will learn how to analyze quantitative data using descriptive and inferential statistics with emphasis on correlation, t-tests, ANOVA, regression, and chi-square tests. Students will also learn how to use SPSS, a quantitative analysis software. This class will also teach students how to conduct quantitative research studies using a survey research design. Students will learn best practices for survey development and design and then will propose and conduct a small survey study in class. Students will also be introduced to mixed methods research and will consider how mixed methods might add breadth or depth to their study. The major course deliverables will be a midterm exam on statistical analysis and a survey research project and mixed methods research plan. Prerequisites: RES-910, as well as a grade of B or better in a master's level statistics class or a passing score on the PGS Quantitative Reasoning Proficiency Exam.

RES-917 Comprehensive Examination**1/2**

In this course students will demonstrate competency in analyzing organizational and leadership issues and applying program concepts and skills to those organizational issues. Students will conduct a case study analysis and an organizational issue analysis. They will present their analysis in two papers that will be submitted to program faculty for evaluation. The papers will demonstrate doctoral level analysis and synthesis. This course will be graded on a pass/fail basis. Prerequisites: RES-915 and a minimum of five of the following courses: EDL-901, EDL-903, EDL-904, EDL-905, EDL-907, EDL-908, EDL-909, EDL-910.

RES-920 Project/Research Proposal I**4/15**

This course is designed to provide students the opportunity to complete a comprehensive literature review of current (within the last five years) and noteworthy older sources relevant to the theoretical and practical background for the student's project focus. Emphasis will be given to ensuring that all important research has been reviewed, integrated thoroughly into a unique discussion, and properly cited. This literature review should make clear the importance of the problem, clear explanation of what is known, and a clear demonstration of the need for further research. The culminating project will form Chapter Two of the capstone project and must be presented following the organization and style requirements of the Ed.D. Capstone Project Guide. Pre-requisites: all previous courses in the program.

RES-925 Organizational Leadership and Development Project**7/15**

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

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 and tuition deposit. Refer to the admission requirements for each graduate program in the Graduate Academic Catalog & Student Handbook.

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

Students interested in degree completion programs may obtain information by contacting an enrollment counselor. For information about admission to programs, access the Professional & Graduate Studies' website at: cornerstone.edu/admissions/pgs-apply-now/.

Continuous Enrollment for Ed.D. Program

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

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

International Students

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

Non-Degree Admission

Persons interested in enrolling at Cornerstone University on a part-time, non-degree basis must complete a non-degree application for admission. A non-degree application is available online at <https://www.cornerstone.edu/admissions/pgs-apply-now/>. A maximum of 12 total credit hours may be taken as a non-degree graduate 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/. 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 tuition deposit of \$50.00.
2. All delinquent payments must be resolved before the student can be considered for readmission.

3. 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. Any delinquent payments must be resolved before the student can be considered for readmission.
4. Students readmitted after 12 months have elapsed will follow the university catalog and policies in force at the time of readmission. For the Ed.D. program, all original, first-time admission requirements apply.
5. Tuition and fees will be charged at the current rate at the time of readmission. The student will be charged for any course that is repeated.

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

1. The student must complete the *Application for Readmission* form available from the student services office or online. No fee is required with this application.
2. All delinquent payments must be resolved before the student can be considered for readmission.
3. Student services will contact the registrar's office to verify the student has no incomplete grades from the previous enrollment at Cornerstone University. Incomplete grades must be made up before a student may be re-admitted.
4. The student must be at full admission status before he/she can be re-admitted. The student will be notified in writing and may then join the group following the last course successfully completed.
5. Tuition and fees will be charged at the current rate at the time of readmission. The student will be charged at the current rate for any course repeated.
6. For the Ed.D. program, all original, first-time admission requirements apply.

A student that has been academically suspended from Cornerstone University or was on probation at the time of withdrawal must be approved by the director of adult and graduate advising prior to readmission.

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 tuition deposit of \$50.00 before he or she is officially enrolled. The tuition deposit is due three weeks prior to 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 2022-2023

Tuition

M.A. Clinical Mental Health Counseling	\$590/credit hour*
M.A.	\$565/credit hour
M.P.A.	\$565/credit hour
M.B.A.	\$610/credit hour
Ed.D. in Organizational Leadership and Development	\$745/credit hour

Non-Refundable Fees

Tuition Deposit	\$50
Student Support Services Fee	\$300
Official Transcripts*	\$7.50**
Late Payment Fee (up to)	\$100
Payment Plan Set-up Fee Per Semester (up to)	\$55
NSF Check Fee (up to)	\$25

*Additional fees may apply to individual courses.

**Transcripts can be purchased online through National Student Clearinghouse (studentclearinghouse.org).

PGS Global Trip

Global Experience Fee	\$2,600 to \$3,500*
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*Final cost subject to be confirmed based on travel expenses.

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

Student Support Services

The Student Support Services Fee is designed to cover the cost associated with providing program technology resources and software, academic advising and registration support, academic success services workshops, writing center, disability services as well as technology support and the help desk.

Payment of Bills

- The balance for total tuition and fees is reduced by all financial aid awards a student receives for that semester.
- Bills will be sent to students prior to the beginning of each semester provided the student registers in a timely manner.
- Students have two choices for paying the balance due:
 - Pay in Full: Full payment is due by the first day of the semester.
 - Payment Plan: Students may choose to pay the balance due in four or five monthly installments. Payment must be made by the 25th of the month and paid in full before the end of the semester. A payment plan fee will be charged for each plan, each semester.
- Students who do not make payments as required may have CU network access suspended. Further failure to pay may result in all classes being dropped.
- Late payment fees may be added to accounts not paid as arranged. Accounts are expected to be paid in full before obtaining transcripts, receiving diplomas, or registering for subsequent term. All prior balances must be paid in full before starting the next semester. Accounts not paid as arranged may be submitted to a collection agency. Students are responsible for all collection costs if an account is submitted to a collection agency.
- 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 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.

- Readmitted students who have filed for bankruptcy where we are listed as a creditor must pay all applicable outstanding balances in full and the first course with all fees upfront. One class charge and associated fees are due in full prior to the semester starting as shown on the billing statement. If the payment is not made on time, the student will be dropped from the classes.
- We, Cornerstone University, will permit any covered veteran (a student who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits) to attend or participate in the course of education during the period beginning on the date on which the individual provides to us a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a “certificate of eligibility” can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs’ (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:
 1. The date on which payment from VA is made to the institution.
 2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.
 We will not impose to a covered veteran any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities. We will not require that a covered individual borrow additional funds because of the individual’s inability to meet his or her financial obligations to us due to the delayed disbursement funding from VA under chapter 31 or 33.

Payment Options

Payments may be made by cash, check, credit/debit card, cashier’s check or money order at the PGS reception desk or at the accounting office on the main campus. Off-campus students may mail their payments to the attention of the PGS student financial services office, Cornerstone University, 1001 E Beltline Ave. NE, Grand Rapids, MI 49525. Electronic check payments can be made through My.Cornerstone.edu>Self-Service. Students may also make credit card payments through My.Cornerstone.edu>Self-Service 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.studentaid.gov/h/apply-for-aid/fafsa. 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, www.studentaid.gov/mpn/, and entrance counseling at www.studentaid.gov/entrance-counseling/. 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.

Any change in the student’s schedule may affect the financial aid award. Students desiring to know how aid will be affected prior to making a change in schedule should contact student financial services.

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 from the 7-week program</i>	<i>will be refunded</i>
One week or less	100%
Second week	70%
Third week	55%
Fourth week	40%
More than 4 weeks	0%

<i>Students who withdraw from the 15-week program</i>	<i>will be refunded</i>
One week or less	100%

Second week	86%
Third week	80%
Fourth week	73%
Fifth week.....	66%
Sixth week	60%
Seventh week.....	53%
Eighth week	46%
Ninth week.....	40%
After nine weeks	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 financial aid who withdraw prior to the end of a semester may be required to return some of those funds to the financial aid program. To determine the portion of financial aid a student is eligible to receive, a calculation will be made based on the amount of time from the student’s enrollment to the student’s withdrawal date. It is important that the student consult with the student financial services office when considering withdrawal.

- For Federal Title IV aid, if a student withdraws before completing 60 percent of the semester for which aid was received, the institution must determine the percentage of Title IV assistances the student has earned. The percent earned is determined by dividing the total number of calendar days in the semester into the number of calendar days completed as of the withdrawal date. Any unearned amount must be returned to the Title IV program(s) and the student could owe a balance to Cornerstone. Contact the student financial services office for a copy of the full policy.

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 40.00% 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 director of adult and graduate advising or 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 dean of PGS, the director of adult and graduate advising, 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 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.

Satisfactory Academic Progress Policy

Federal regulations require that in order for a student to be eligible for financial aid, the student must earn Satisfactory Academic Progress (SAP) toward the completion of a degree. SAP, as defined below, is evaluated at the end of each semester (including summer) for which a student is enrolled.

Student Academic Progress Standards

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

A student must meet the following cumulative GPA requirements:

CREDITS COMPLETED	MINIMUM GPA
1-49+	3.0

Incompletes: An incomplete does not have a grade point attached to it and is therefore not included in the calculation of GPA.

Repeated Courses: If a student repeats a course, the higher grade replaces the lower grade in determining GPA.

Transfer Credits: Because Cornerstone University does not transfer in GPA, transfer credits do not count toward cumulative GPA. All courses taken at the graduate level are included in the calculation of GPA, regardless of change of major or seeking a second degree.

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

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

Cumulative Credits COMPLETED	Minimum Percentage COMPLETED
1 - 24	65%
25 - 48	70%
49+	75%

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

Incompletes: An incomplete is considered an attempted credit until the student has met the criteria for successfully completing the course.

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

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

Transfer Credits: Transfer credits are included in the total number of credit hours successfully completed.

All courses taken at the graduate level are included in the calculation of pace, regardless of change of major or seeking a second degree.

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 semester. During Financial Aid Warning, a student is eligible for financial aid. If a student fails to meet SAP standards at the completion of his semester on Financial Aid Warning, he will be placed on Financial Aid Suspension.

Financial Aid Suspension

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

Financial Aid Suspension Appeals

A student may appeal a Financial Aid Suspension if he has suffered extenuating circumstances. To appeal, a student must submit to the Academic Appeals Committee 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 Academic Appeals Committee by the deadline indicated in the suspension letter. Late appeals may be considered at the discretion of the committee.

The Academic Appeals Committee will review the appeal and determine the student's academic status and financial aid eligibility. In considering the appeal, the committee will consider:

1. What are the circumstances that the student states made it impossible for him to succeed academically? Is there supporting documentation, either provided by the student or the knowledge of someone on campus (specifically, Student Development). Factors to be considered may be student physical or mental health challenges, illness or death of a family member or close friend, other trauma, or other life event.
2. Has the student demonstrated that the circumstances have changed so that he will be able to succeed again?
3. Has the student succeeded academically in the past? Is it reasonable to expect that he has the academic ability to complete the degree?

If the student is granted financial aid eligibility, he must be placed in one of the following statuses.

Financial Aid Probation

If a student placed on Financial Aid Suspension has been granted financial aid eligibility by the Academic Appeals Committee, the student is placed on Financial Aid Probation for one semester. If SAP is not met at the end of the probation semester, the student will be placed on Financial Aid Suspension without the opportunity to appeal unless the student encountered different extenuating circumstances during the semester.

Financial Aid Plan

If the committee wishes to allow the student more than one semester to regain good standing, the student may be placed on an academic plan. Generally this will involve a minimum GPA requirement for each semester until the student is back in good standing.

Denial of Appeal

If the committee finds that the student's circumstances are not sufficient to grant the appeal, the student will be notified of the decision, generally by phone and letter. All pending federal aid will be removed from the student's account, and the Student Billing Specialist will be notified so that payment arrangements can be made. The student will not be eligible for any federal financial aid unless he reestablishes eligibility by one of the means below.

Regaining Eligibility

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

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

1. Complete the necessary coursework to satisfy the GPA 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 Direct Loan Program

This federal loan program is available to all students. The maximum loan eligibility each year is based on total credit hours earned and dependency status. For those who qualify for a subsidized (need-based) loan, the government pays the interest while the student is in school. The student is responsible for the interest while in school with the unsubsidized loan. Repayment of both principal and interest begins six months after the student graduates or ceases to be enrolled at least half time. The lifetime limit on Direct Loans for graduate students is \$138,500, including all loans taken as an undergraduate.

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.

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. 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.
- If students are permitted to continue in their program, they must provide a written account of the academic integrity violation and the steps they will take to prevent future instances.

Appeal Process

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

Students are expected to attend all classes. Regular attendance in an accelerated degree completion program is directly related to a student's performance and academic 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

Attendance in a course is determined by activity during the first week of the course either through attending class in-person or virtually, participation in an online discussion forum, or submission of academic assignments. A student is reported absent if he/she does not participate in one of the activities listed above.

Students are allowed one absence in each course. If a second absence occurs, a deduction in grade is possible, with or without a make-up assignment. Participating in online discussions or attending class in-person or virtually does not guarantee full participation points. The criteria for full participation points will be determined by the faculty member.

Ed.D. Residencies

Students are expected to attend and be present at all doctoral residencies. This includes showing up on-time, being present for all class sessions, and staying through the last class session (i.e., not leaving early). Only in the most extenuating circumstances might an exception be made. Any exceptions or absences from a residency must be approved by the Ed.D. program director and must include a formal request with documentation for the extenuating circumstance.

Children/Guests/Pets

In order to promote a learning environment free of distraction, children are not permitted in the classroom during class time. Adult guests are generally not allowed to attend during class time unless permission is given by the faculty member or one of the PGS deans. The only pets allowed in class are those required for physical and/or cognitive assistance. These requests and approvals will need to be processed through the student disability services office.

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.

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.

Course Retake Policy

Students are permitted to retake a course in which an unsatisfactory grade was achieved during a previous period of enrollment. In such situations, registration for the course and payment of the related tuition and fees at the current tuition rates are required. The grade achieved by the retake course replaces the initial grade in relation to the grade-point average calculation, though the initial grade will remain on the permanent transcript record. A student is only allowed to receive federal financial aid once for repeating a course they previously passed, even if that grade does not meet the minimum grade requirements for the student's program.

For students in the Ed.D. program, any course with a final grade below a C must be retaken and all repeated courses must be taken at Cornerstone University. To successfully complete the program, students must earn a minimum 3.0 GPA overall.

Enrollment Status

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

General Graduation Requirements

Participation in Commencement

Commencement participation will be limited to those who have completed their degree program or have no more than six credit hours to complete by the end of August of that same year. Graduate students may have up to nine credits outstanding, with a plan in place to complete the credits by the end of August.

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 if those credits will be used to determine commencement eligibility.

Graduation Dates & Diplomas

- Degrees are posted three times each year: May, August and December. Student's degrees will be posted on the next available degree date, after all requirements have been completed.
- Students must submit a graduation/diploma application to the registrar's office by November 1 for May and August graduates. The application 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.

Grade Point Average (GPA)

GPA 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.

Grading System and Honor Points

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

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

A – Indicates superior quality work.

B – Indicates above average work.

C – Indicates satisfactory or average work.

D – Indicates passing but below average work.

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

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

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

CR–Indicates credit received.

NC–Indicates no credit.

Graduation (Latin) Honors

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

Incomplete Grade

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

- i. A student is unable to complete his/her work due to illness or other physical impairment or other unavoidable circumstances; and

- ii. 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. Grade changes for incompletes from the spring semester must be turned in to the Registrar's Office no later than Aug. 15, grades from summer session must be turned in no later than Nov. 15, and grades from the fall semester must be turned in no later than March 15. Every effort should be made to have the work completed in the shortest time possible following the close of the academic term in which the work is taken. Incompletes will be assigned an "F" grade after the above dates. A "change of grade" is possible if it is processed within one calendar year from receipt of initial Incomplete.

Grade Change

A student grade change is possible if it is processed within one calendar year from the date of the initial grade posting.

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.

Letter Grade Equivalencies

A = Student illustrates excellent performance. Has unusually sharp insight into material and initiates thoughtful questions. Understands the complexity and alternative views of a given issue. Communicates effectively in multiple situations. Writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates the next steps in the progression of ideas.

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

B = Student demonstrates a solid comprehension of the subject matter and accomplishes all course requirements. The student is an active participant and listener and communicates orally and in writing at an acceptable level for a graduate student.

Example: "B" indicates a good quality of performance and is given in recognition for solid work; a "B" is considered a good grade and is awarded to those who submit work somewhat less than exemplary.

C = Student produces a quality and quantity of work in and out of class that are below average and minimally acceptable for a graduate student, but only for a class or two. Has marginal comprehension, communication skills, or initiative.

Example: "C" work is passing by a slim margin but is unacceptable if repetitive in nature.

D or F = Student produces a quality and quantity of work in and out of class that are unacceptable for a graduate student.

Example: This work does not qualify the student to gain credit for the course. Coursework must be repeated.

Registration Procedure

After acceptance, each student is assigned to an academic advisor who offers counsel and direction and assists with registration throughout the student's degree program. Registration dates and current course schedules are available on the CU Website and in Self-Service on MyCornerstone.

While the school offers help with planning a student's program, each student is responsible for meeting his or her graduation requirements. All students must register during the scheduled registration dates and cannot be admitted to courses unless registered. Students unable to complete their registration during scheduled registration dates may register late through the end of the drop/add period. Failure to register during scheduled registration dates may result in students being placed on a wait list for courses which have reached maximum enrollment. Academic records and transcripts are maintained by the Registrar's Office. Each student has access to his or her own personal file.

Scholastic Probation, Academic Suspension and Dismissal

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

Graduate	3.0 GPA
Doctoral*	3.0 GPA

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

*For students in the Ed.D. program, any course with a final grade below a C must be retaken and all repeated courses must be taken at Cornerstone University. To successfully complete the program, students must earn a minimum 3.0 GPA overall.

Student Disability Services (SDS)

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

Students with documented disabilities may apply for accommodations online through student disability services. Student disability services is part of the Cornerstone University Center for Academic Success and is located in Miller Hall on the main campus. Disability accommodations for students from the Cornerstone University traditional undergraduate program, Professional & Graduate Studies programs and Grand Rapids Theological Seminary are addressed centrally in student disability services. Accommodations are granted on the basis of determined need and appropriate documentation of disabilities. Students must complete the application online 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. Onsite 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 their professor before the class begins.

In the event that students have questions regarding whether they are eligible for accommodations, how they might provide appropriate documentation of disabilities, or how they might handle a disagreement with a professor over questions of accommodation, the director of student success should be contacted immediately at (616) 222-1596 or at student.success@cornerstone.edu. 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 Academic 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 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 copy of the complaint including notification that the document constitutes a formal complaint
2. The nature and description of the complaint including all parties involved
3. Efforts taken so far to resolve the complaint

(It is expected that the student will have made every effort to resolve the complaint informally with the appropriate faculty member, staff member, supervisor, director, or dean, before submitting a formal complaint to the vice president for academics. If this effort has not been made, the complainant may be asked to do so before the vice president for academics makes effort to resolve the complaint.)

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

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. If you are taking an online course, it is expected that you will own a computer that meets the requirements below and that you have access to the Internet from your home. 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. Please review your computer's specifications to determine whether they meet or exceed the minimum requirements listed below.

Recommended Browsers

Google Chrome

Microsoft Edge

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	Microsoft Windows 10	OS High Sierra 10.13.6 or newer
Computer Memory	>8 GB is recommended	>8 GB is recommended
Available Disk Space	120 GB	120 GB
Graphics Hardware	128MB	128MB

* Tablet devices, such as the Apple iPad, are great supplemental tools but 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 My Cornerstone >Tools>Office 365 for installation instructions).

Additional Technology Requirements by Degree Program

Ed.D. in Organizational Leadership & Development

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

All Online Degree Programs

Select online courses include a requirement for live or recorded presentations conducted via the web (i.e. Google Meet or Microsoft Teams). **A webcam, microphone and speakers/headphones will be required to participate in these assignments.** When there is a live web-based presentation or online meeting required in an asynchronous online course, professors schedule the meeting(s) in advance with multiple options so students can make the necessary arrangements to participate.

Textbooks

Textbooks required for courses at PGS are available for purchase through the Slingshot bookstore in partnership with CU. Textbooks can be rented, purchased used or purchased new depending on the student's preference and resource availability. New students are automatically enrolled to receive their textbooks via the rental format and must opt-out from textbook rental or switch to the purchase option if they desire this instead of renting them each semester.

In compliance with the Higher Education Opportunity Act of 2008, a listing of the textbooks used in PGS programs is located at cornerstone.slingshotedu.com, which is accessible to all students.

Transcripts

The official Cornerstone University transcript can be requested online through the National Student Clearinghouse (studentclearinghouse.org). The Registrar's Office processes transcript requests within 2-3 business days. No transcript will be released if there is an unpaid balance on the student's account.

Enrollment verification letters are available to currently enrolled students by contacting the Registrar's Office (registrar@cornerstone.edu).

Transfer Credit

Ed.D. Transfer Credit:

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

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

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

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

Non-Ed.D. Transfer Credit:

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

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

1. Cornerstone University agrees to participate in the Michigan Transfer Agreement as a receiving institution. For more information, visit www.macrao.org or contact the PGS admissions office at 1.800.947.2382.

2. All regionally accredited institutions.
3. All Accrediting Association of Bible colleges, accredited institutions or institutions with a G listing or higher in the AACRAO Information Bulletin.
4. The following non-accredited institutions due to the nature of their relationship to Cornerstone: Bob Jones University, Grand Rapids School of Bible and Music, Spurgeon Baptist College and Word of Life Bible Institute.

If a student wishes to take a course at another institution after transcript evaluation is complete, he/she should work with their advisor to obtain pre-approval before the beginning of the class.

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

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 a copy of the Application of Education Benefits form or the Request for Change of Program or Place of Training form to the student financial services office. 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.

We, Cornerstone University, will permit any covered veteran (a student who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits) to attend or participate in the course of education during the period beginning on the date on which the individual provides to us a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

We will not impose to a covered veteran any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities. We will not require that a covered individual borrow additional funds because of the individual's inability to meet his or her financial obligations to us due to the delayed disbursement funding from VA under chapter 31 or 33.

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 semester. Veterans who are placed on academic probation and fail to change this status within one additional semester will be reported to the Department of Veterans Affairs. This action may result in the termination of benefits by the Department of Veterans Affairs. If benefits are terminated, a veteran may reapply to the university for recertification of veteran's benefits after the probationary status has been removed.

Certification 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. For more information, refer to the Refund of Tuition section.

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 home page at my.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, under 'Tools' along the left hand side of the webpage. If you would like to log into Moodle directly, access Moodle at moodle.cornerstone.edu and click [My Cornerstone] to log in using your account, where indicated.

Users may reset their password by calling Technology Support (616.222.1510, Monday to Friday during normal business hours). 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 My Moodle Dashboard web page will be displayed which lists 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 My 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. – 10 p.m.
Friday	8:00 a.m. – 8 p.m.
Saturday	12 p.m. – 8 p.m.
Sunday	5 p.m. – 8 p.m.

Summer

Monday – Thursday	10 a.m. – 6 p.m.
Friday	10 a.m. – 6 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
- Access to additional 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, <https://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. **Live Chat** – Contact Librarians and staff directly using the chat feature on the home page and subject guides

Research Help

Miller Library is committed to helping students, faculty, and staff with their research needs by providing research assistance through chat, email, or scheduled appointment. Subject specialist librarians are available for in-person or virtual appointments during the weekdays. Visit the staff page (<https://library.cornerstone.edu/about/staff>) on the library website to find a list of subject specialists and their contact information.

Borrowing Materials

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. Reference books must be used in the library and cannot be checked out

Renewals

If materials are needed longer than the normal borrowing period, they may be renewed at Miller Library or online at the Miller Library website. In unusual circumstances, materials may be renewed 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. 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 director 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 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. 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

Career

Handshake

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

Available resources within Handshake include:

- Guide to creating a resume and cover letter
- A list of professional organizations to consider joining for networking purposes
- A guide to developing a LinkedIn profile
- Information about how to create a personal website to build your brand
- A guide to conducting informational interviews

PGS Center for Student Success

The PGS center (see Student Resources) also offers career help.

Reframing Work Curriculum

The Reframing Work Curriculum is a ten-unit study to help students develop professionally (e.g. identifying individual calling; understanding God’s view of work; resume, interview, and networking resources).

Change of Address/Personal Information

Applicants and enrolled students must notify their academic advisor 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.

Counseling Services (The Well)

The Well has an extensive referral base of counselors we personally know from Grand Rapids and the surrounding areas. Many are counselors that we have directly worked with when they practiced their internship at The Well. Our referral list is categorized by counseling, specialized needs and which counselors take insurance vs. low cost sessions. Links to their websites are included on a referral list that may be requested when you email the.well@cornerstone.edu. For questions concerning referrals, please feel welcome to email them or request a phone consult and we would be happy to discuss steps in choosing a counselor.

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 Office in the Welch Administration Building at the main campus for \$7.00 or by cash/credit at the Cashier Stand of the Dining Hall for \$10.00.

Dinner Hours:

Monday – Thursday 4:30 p.m. – 7:00 p.m.
Friday 4:30 p.m. – 6:30 p.m.

Global Trip

The Global trip is open to all students at PGS. The trip can be taken as a required course (BUS-511) in the M.B.A or M.B.A 4+1 program, or as an audit* course for the MA. Org. Leadership, MA TESOL, MA.Ed or Ed.D. programs, not earning credit towards the completion of your program.

(*for an audited course, a specific audit fee of \$99 is added to the cost of the trip)

Golden Eagle Café

The Café, located in the Corum Student Union, features a variety of coffeehouse style beverages along with sandwiches, salads, cookies, hummus, salsa, and chips. The Café is open September through April (except during undergraduate seasonal breaks).

Hours:

Monday – Thursday 11:00 a.m. – 7:30 p.m.
Friday 11:00 a.m. – 5:00 p.m.

Identification Cards

Students will be issued a Cornerstone University identification card upon request. 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, classes will be held virtually through MS Teams at the normal class time. Students should check announcements on My Cornerstone > Notices after 4 p.m. the day of class to see if classes will only meet virtually.

Tornado Watch

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

Tornado Warning

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

Lost and Found

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

Posting of Signs

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

Recreational Facilities

The gym, racquetball courts and fitness center are located in the Bernice Hansen Athletic Center on the Cornerstone University campus in Grand Rapids and are available to current students with a valid CU student ID. Availability, hours, and complete facility policies 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. Note that hours are subject to change with little notice for athletic home event rescheduling.

Fitness Center

The fitness center contains Cybex and free weight equipment along with aerobic machines, such as treadmills and exercise bikes. The weight room is open to all currently enrolled students. Please be sure to bring your student ID when entering the weight room.

Lockers

Locker rooms and showers are available to the campus community on the lower level of the Hansen Athletic Center during regularly scheduled hours. Students are welcome to store personal items in lockers and secure them with a lock while utilizing the Hansen facility. However, Cornerstone is not responsible for lost or stolen items. Locks and other personal items left in the locker room will be removed at the end of each semester.

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 My Cornerstone>PGS.

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



Connie Sattler, M.S.M, M.B.A.

Dean of PGS

Education: Bachelor of arts, business administration and psychology (Hope College); master of science in management and master of business administration (Cornerstone University)

Career Path: Connie serves as dean for Cornerstone University's Professional & Graduate studies (PGS) division. In her role she provides various aspects of academic leadership. She has trained university faculty in the efficient and effective use of the learning management system. She has joyfully assisted faculty in setting up courses, troubleshooting systems issues and resolving grade book conundrums. Fueled by a passion to see students and faculty thrive, she serves on a variety of committees, including the areas of educational technology, faculty development and academic council. As an adjunct faculty member, she draws upon her 20 years of business systems consulting and project management experience when instructing adult students in undergraduate Business Division courses.



Carol Carpenter, B.S.

Director of Student Financial Services

Education: Bachelor of science in metallurgical engineering (Michigan Technological University)

Career Path: Carol has worked in financial aid for over 25 years, spending the first 15 years of her career serving Professional and Graduate Studies students. She has been in her current position since 2012, overseeing financial aid, billing, and student accounts for the entire university.

Certifications: National Association of Student Financial Aid Administrators (NASFAA) credentials in Return of Title IV Funds, Professional Judgement, and Verification.



Lisa Link, M.S.

Associate Vice President for Enrollment Management

Education: Bachelor of arts in elementary education/language arts (Cornerstone University); Master of science in management (Cornerstone University)

Career Path: Lisa has served in Cornerstone University's Traditional Undergraduate Admissions Office since 2004. In her more than 10 years at Cornerstone, Lisa has served as an admissions counselor, transfer admissions counselor, director of admissions, executive director of enrollment, and now as associate vice president for enrollment management. Lisa enjoys maximizing people's strengths by recognizing each person's unique talents and abilities. She's a member of the 2014-15 CCCU Women's Leadership Development Institute and is an adjunct professor in the Communication, Media & Music Division at CU. In 2007, she received the Cornerstone University Outstanding Service Award.



West Loveland, Ph.D.

Assistant Dean of PGS

Education: Bachelor of science, psychology and family and human services (John Brown University); master of science, marriage and family therapy and in counseling (John Brown University); Ph.D., counselor education and supervision (University of Arkansas)

Career Path: Dr. Loveland continues to integrate his private practice clinical experience within the classroom environment. He serves as the program director of counseling where he continually evaluates programmatic changes to prepare students for licensure and future concentrations. He has published many works and his research interests include marital vulnerability/connection, cancer patient mental health, attachment theory, and faith-integration within counseling.

Professional Certifications: LPC-S (AR, MI, MO), LCPC-S (KS), LMFT (AR, MO); Prepare-Enrich Facilitator and Trainer; Ordained Minister (AR); Memberships (ACA, ACES, ACES-NR, MCA, MACSE, WMCA, AAMFT, CSI, ICEEFT, PsiChi).

PGS FACULTY

Kai Ton Chau, *Adjunct Professor of Business*

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

Tim Detwiler, *Faculty of Business*

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

Gary Ellens, *Special Appointment Faculty of Business*

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

Jill Ellens, *Special Appointment Faculty of Interdisciplinary Studies*

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

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

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

Ron Foster, *Special Appointment Faculty of Business*

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

Tonya Fountain, *Special Appointment Faculty of Business*

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

Andrea Fryling, *Faculty of English*

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

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

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

Brian Hazeltine, *Special Appointment Faculty of Interdisciplinary Studies*

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

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

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

Donna Larner, *Assistant Professor of Business*

B.A. (1984), Michigan State University; M.B.A. (2007), Davenport University; D.B.A. (2021), Anderson University

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

West Loveland, *Assistant Dean of Professional & Graduate Studies, Program Director of Counseling, Assistant Professor of Counseling*

B.S. (2008), John Brown University; M.S. (2014), John Brown University; Ph.D. (2019), University of Arkansas

Graham McKeague, *Associate Professor of Educational Leadership*

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

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

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

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

B.A. (1995), Cedarville University; M.A. (1998), Michigan State University; Ph.D. (2001), Michigan State University

Connie Sattler, *Dean, Adjunct Professor of Business*

B.A. (1986), Hope College; M.S.M. (2013), Cornerstone University; M.B.A. (2016), Cornerstone University

Jeffrey S. Savage, *Adjunct Professor of Organizational Leadership*

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

Jeannette Taylor, *Special Appointment Faculty of Business*

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

Chad Tuttle, *Special Appointment Faculty of Business*

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

Scott Vanderberg, *Special Appointment Faculty of Business*

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

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

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

Chad Wight, *Special Appointment Faculty of Business*

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

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CAMPUS MAP 1001 E. BELTLINE AVE NE • GRAND RAPIDS MI 49525

ACADEMIC BUILDINGS

1. Bellhouse Hall
2. CU Experimental Psychology Lab & Hesse Archeology Lab
3. Davenport Hall
4. De Witt Center for Science & Technology
5. Faculty Office Building
6. Gordon Hall
7. Grand Rapids Theological Seminary
3000 Leonard NE
 - Matthews Performing Arts Center
 - Pirig-DeBruyn Chapel
 - Urban Church Leadership Center
8. Miller Library
9. Sanoa 139: Art/Play Studio
10. Verna Miller Center for Student Success
11. Warren Faber Hall
 - Bookstore
 - Campus Safety

ADMINISTRATIVE BUILDINGS

12. Campus Services
13. Multi-Purpose Building
14. WCSG
15. Future home of WCSG
16. Welch Administration Building
17. Welcome Center/Ketchum

STUDENT LIFE

18. Christ Chapel
 19. Corum Student Union
 20. Gaiway Conference Center
 21. Hanson Athletic Center/Mall Arena
 22. Theatre Club House & Rentals
 23. Theatre Greenrooms & Storage
- Athletic Fields**
24. De Witt (Baseball) Field
 25. Practice Soccer Field
 26. Soccer Field
 27. Softball Field

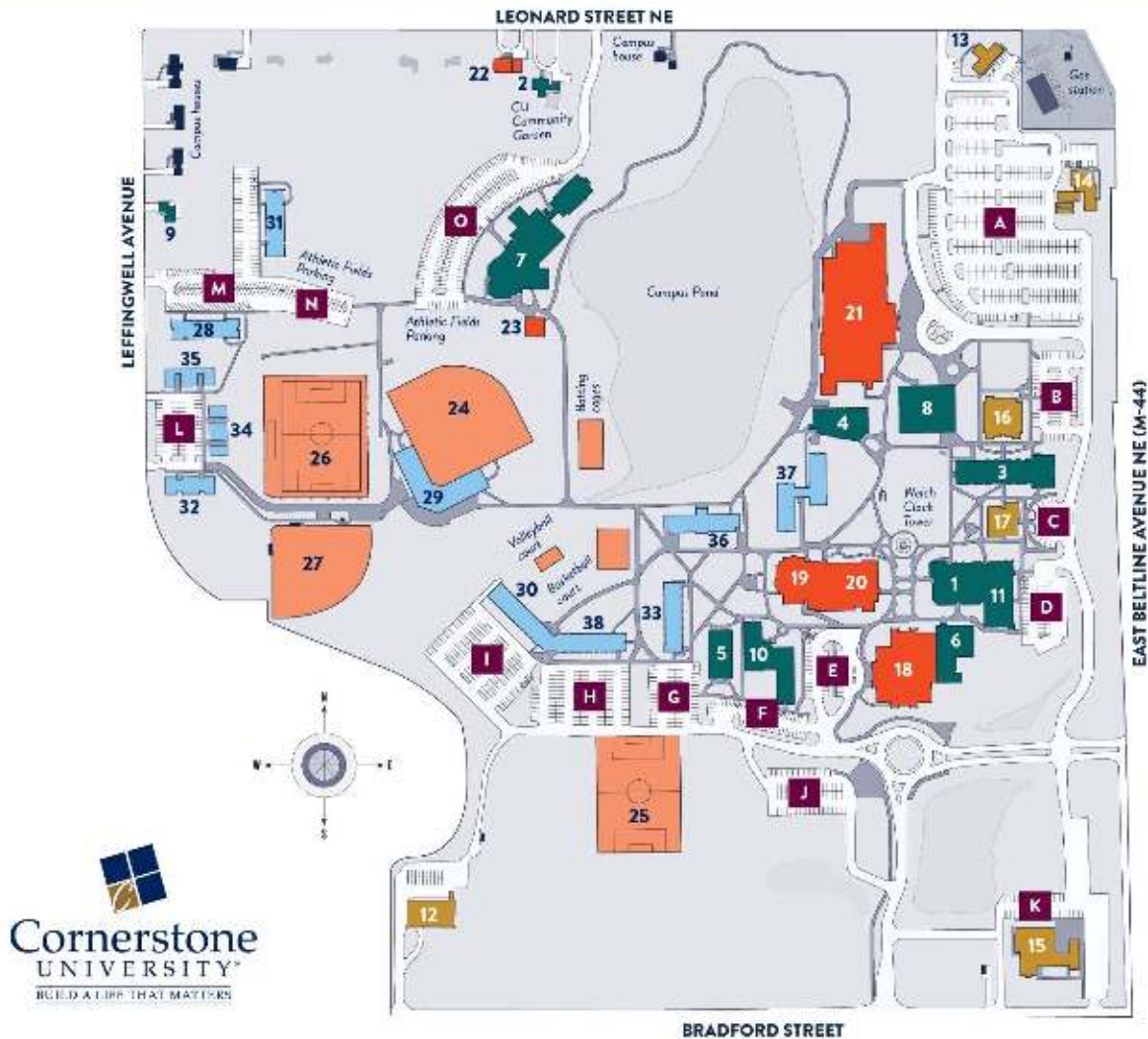
RESIDENCE HALLS

28. Babcock Hall
29. Central Hall
30. Cook Hall
31. Crawford Hall
32. Fuller Hall
33. Keithley Hall
34. Knol Hall
35. Morris Hall
36. Peckitt Hall
37. Quincer Hall
38. Van Osdal Hall

PARKING

- A. Hansen Athletic Center*
- B. Welch Administration Building
- C. Welcome Center/Traditional Undergraduate Admissions
- D. Warren Faber Hall/Campus Bookstore*
- E. Christ Chapel*
- F. Faculty Parking
- G. Keithley Hall
- H. Van Osdal Hall
- I. Cook Hall
- J. Commuter Parking*
- K. Future WCSG Parking
- L. Fuller, Knol & Morris Parking
- M. Babcock & Crawford Parking
- N. Athletics Fields Parking*
- O. GRTS & Athletics Fields Parking*

*Indicates open parking.



DIRECTIONAL INFORMATION

FROM CU MAIN CAMPUS

TO GRTS: From the Welcome Center/Ketcham Building (#17), turn left onto the service drive. Turn left towards the Hansen Athletic Center and follow the curve around until you reach LEONARD ST. NE. Turn left onto LEONARD ST. NE and travel 0.2 miles. The entrance to Grand Rapids Theological Seminary will be on your left.

TO PGS: From the Welcome Center/Ketcham Building (#17), turn right onto the service drive. Turn left towards E. BELTLINE AVE NE (M-44). Turn right onto E. BELTLINE AVE NE and travel 0.9 miles. Once you pass MICHIGAN ST. NE, take the first median U-turn on E. BELTLINE AVE NE and travel 0.1 miles. The entrance to Cornerstone University's Professional & Graduate Studies will be on your right.

FROM GRTS

TO MAIN CAMPUS: Turn right onto LEONARD ST. NE and travel 0.3 miles. Turn right onto E. BELTLINE AVE NE (M-44) and travel 0.4 miles. Turn right into Cornerstone University's main entrance. To visit the Welcome Center/Ketcham Building (#17), turn right onto the service drive and park in Lot C.

TO PGS: Turn right onto LEONARD ST. NE and travel 0.3 miles. Turn right onto E. BELTLINE AVE NE (M-44) and travel 1.3 miles. Once you pass MICHIGAN ST. NE, take the first median U-turn on E. BELTLINE AVE NE and travel 0.1 miles. The entrance to Cornerstone University's Professional & Graduate Studies will be on your right.

FROM PGS

TO MAIN CAMPUS: Turn right onto E. BELTLINE AVE NE (M-44) and travel 1.0 mile. Once you pass Frederik Mejer Gardens, take the first median U-turn on E. BELTLINE AVE NE and travel 0.2 miles. Cornerstone University's main entrance will be on your right. To visit the Welcome Center/Ketcham Building (#17), turn right onto the service drive and park in Lot C.

TO GRTS: Turn right onto E. BELTLINE AVE NE (M-44) and travel 1.2 miles. Once you pass LEONARD ST. NE, take the first median U-turn on E. BELTLINE AVE NE and travel 0.1 miles. Turn right onto LEONARD ST. NE and travel 0.3 miles. The entrance to Grand Rapids Theological Seminary will be on your left.

