



Cornerstone

UNIVERSITY®

BUILD A LIFE THAT MATTERS

Professional & Graduate Studies

Grand Rapids, Michigan

Undergraduate Academic Catalog & Student Handbook

Effective May 1st, 2022 to April 30th, 2023 (published 7/14/22)

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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Last day to withdraw without Withdrawn Passing or Withdrawn Failing Grade	June 3
Last day to withdraw without Withdrawn Failing Grade	June 10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Last day to withdraw without Withdrawn Passing or Withdrawn Failing Grade	July 29
Last day to withdraw without Withdrawn Failing Grade	Aug 5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Last day to withdraw without Withdrawn Passing or Withdrawn Failing Grade	July 8
Last day to withdraw without Withdrawn Failing Grade	July 29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Last day to withdraw without Withdrawn Passing or Withdrawn Failing Grade	Sept 27
Last day to withdraw without Withdrawn Failing Grade	Oct 4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Last day to withdraw without Withdrawn Passing or Withdrawn Failing Grade	Nov 22
Last day to withdraw without Withdrawn Failing Grade	Nov 29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Last day to withdraw without Withdrawn Passing or Withdrawn Failing Grade	Nov 1
Last day to withdraw without Withdrawn Failing Grade	Nov 22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 2020)
- 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
- Merchants and Medical – collects on delinquent student accounts
- RMS – collects on delinquent Perkins loans, Institutional loans and 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](#)

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

UNDERGRADUATE PROGRAMS

Mission and Purpose

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

Overall Curricular Goals

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

I. Specialized Knowledge

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

II. Applied Knowledge and Collaborative Learning

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

III. Intellectual Skills

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

IV. Civic & Global Engagement

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

V. Biblical Worldview Integration

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

Educational Effectiveness

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

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

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

- 40 percent of students in associate degree programs and 71 percent of students in bachelor's degree programs graduate with their degree.
- 91 percent of PGS alumni believe that their education prepared them for the demands of their vocational life.
- 89 percent of associate degree program graduates are employed or continuing their education.
- 95 percent of bachelor's degree program graduates are employed or continuing their education.

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

Learning Model and Format

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

Program Format

The PGS division offers programs in multiple formats (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.

Undergraduate Degree Programs

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

Associate of Science

- Biblical Studies
- Business Studies
- Human Services

Bachelor of Science

- Business Administration & Leadership
- Communication
- Organizational Management
- Ministry Leadership
- Psychology

ASSOCIATE OF SCIENCE IN BIBLICAL STUDIES

The Associate of Science in Biblical Studies is an introductory level academic program designed to provide students with interdisciplinary knowledge focused on deepening knowledge of the Bible. The program integrates theory with practice in areas such as biblical interpretation, Old Testament and New Testament studies and ministry leadership. This program prepares students with the knowledge necessary to enter fields within Christian ministry or as a basis for a bachelor's degree completion program.

Admission Requirements

- Submission of a completed application and non-refundable \$50 tuition deposit
- Official transcripts from all previously attended colleges/universities (U.S. regionally accredited or equivalent) and a copy of official military transcripts, if applicable
- Graduation from high school or successful completion of GED
- Students whose primary language is not English must achieve a minimum TOEFL score of 550 (paper-based test), 213 (computer-based test), 79-80 (internet-based test) or a minimum IELTS score of 6.5 and have the results submitted to Cornerstone University.

Professional & Graduate Studies undergraduate students are exempt from traditional university student life activities and athletic programs.

Graduation Requirements

- Completion of all required courses in the associates program, including a specified subject concentration.
- Cumulative grade-point average of 2.0 or higher in all work
- A grade of C- or higher in ENG-118 and COM-112
- Credit from remedial or non-college level courses will not count toward graduation credit
- Payment of all tuition and fees
- Students must complete at least 24 semester hours at Cornerstone University
- Graduation application to the registrar's office filed no later than November 1 for December graduates and no later than February 1 for May/August graduates

Student Learning Outcomes

The **Associate of Science in Biblical Studies** 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 biblical studies.

- Describe the core theories and major terminology relevant to the study of biblical studies.
- Apply principles of biblical interpretation in understanding Scripture.
- Articulate the current issues related to the field of biblical studies.

II. Applied Knowledge and Collaborative Learning

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

- Demonstrate professional skills appropriate to the degree program.

- Analyze at least one concept from the field of biblical studies in light of a problem outside of the classroom.
 - Provide evidence of the ability to collaborate with others in achieving shared objectives.
 - Exhibit communication skills including written, oral and digital technology forms.
- III. **Intellectual Skills** - Cornerstone students will demonstrate their ability to integrate both traditional and non-traditional cognitive skills, including analytical inquiry, information literacy, quantitative fluency, and communicative fluency.
- IV. **Civic & Global Engagement** - Students will demonstrate intercultural competence in addressing civic, social, environmental and economic issues. This will include issues related to understanding diversity and developing cultural awareness in non-profit or ministry settings.
- V. **Biblical Worldview Integration** - Students will be able to articulate a Christ-centered worldview and its personal, professional, and communal embodiment through Christian virtues.

Required Courses

General Education Courses		Credits	Weeks
COM-112	Communication in Culture	3	7
IDS-100	Foundations of Inquiry	3	7
IDS-204	Personal Wellness.....	3	7
IDS-131	Digital Literacy.....	3	7
ENG-118*	Introduction to Writing and Research	3	7
ENG-223	Introduction to Literature.....	3	7
FAR-211	Introduction to Fine Arts	3	7
HIS-115	American Studies.....	3	7
MAT-120*	Contemporary Math.....	3	7
PHI-211	Philosophy in Culture	3	7
PSY-111	General Psychology.....	3	7
REL-231	Mosaic Literature	3	7
REL-232	Gospel Literature	3	7
SOC-211	Current Social Issues.....	3	7
SCI-119	Contemporary Issues in Science and Technology	3	7
	Total	45	105

*15-week version of this course is available

Concentration Courses		Credits	Weeks
REL-218	Introduction to the Bible	3	7
REL-242	Old Testament Survey I.....	3	7
REL-244	Old Testament Survey II.....	3	7
REL-246	New Testament Survey I	3	7
REL-248	New Testament Survey II.....	3	7
REL-247	The Bible & Contemporary Culture	3	7
	Total.....	18	42

ASSOCIATE OF SCIENCE IN BUSINESS STUDIES

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

Admission Requirements

- Submission of a completed application and non-refundable \$50 tuition deposit
- Official transcripts from all previously attended colleges/universities (U.S. regionally accredited or equivalent) and a copy of official military transcripts, if applicable
- Graduation from high school or successful completion of GED
- Students whose primary language is not English must achieve a minimum TOEFL score of 550 (paper-based test), 213 (computer-based test), 79-80 (internet-based test) or a minimum IELTS score of 6.5 and have the results submitted to Cornerstone University.

Professional & Graduate Studies undergraduate students are exempt from traditional university student life activities and athletic programs.

Graduation Requirements

- Completion of all required courses in the associate's program, including a specified subject concentration (business studies or human services)
- Cumulative grade-point average of 2.0 or higher in all work
- A grade of C- or higher in ENG-118 and COM-112
- Credit from remedial or non-college level courses will not count toward graduation credit
- Payment of all tuition and fees
- Students must complete at least 24 semester hours at Cornerstone University
- Graduation application to the registrar's office filed no later than November 1 for December graduates and no later than February 1 for May/August graduates

Student Learning Outcomes

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

- I. **Demonstrate Specialized Knowledge** of and proficiency in the terminology, theories, concepts, practices, and skills specific to business studies in the 21st century workforce. In accomplishing this objective, students will be able to:
 - Define basic business terminology as related to students' jobs.
 - Explain basic theoretical concepts and constructs important to the scope of business studies.
 - Classify and paraphrase core business theories and research.
 - Interpret business research applicable to business challenges.
- II. **Applied Knowledge and Collaborative Learning** – Students will exhibit competency in applying their knowledge to address real-life problems through both individual and group effort. At the end of this program, students will be able to:

- Demonstrate emotional intelligence and personal management skills germane to the needs of 21st century business employers.
- Collaborate with others in achieving shared objectives of the business studies program.
- Exhibit business writing and speaking skills desired by employers in the 21st century workplace.

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

IV. Civic & Global Engagement - Students will demonstrate intercultural competence in addressing civic, social, environmental, and economic issues with the 21st century business workplace.

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

Required Courses

General Education Courses		Credits	Weeks
COM-112	Communication in Culture	3	7
IDS-100	Foundations of Inquiry	3	7
IDS-204	Personal Wellness	3	7
IDS-131	Digital Literacy.....	3	7
ENG-118*	Introduction to Writing and Research	3	7
ENG-223	Introduction to Literature.....	3	7
FAR-211	Introduction to Fine Arts	3	7
HIS-115	American Studies.....	3	7
MAT-120*	Contemporary Math.....	3	7
PHI-211	Philosophy in Culture	3	7
PSY-111	General Psychology	3	7
REL-231	Mosaic Literature.....	3	7
REL-232	Gospel Literature	3	7
SOC-211	Current Social Issues.....	3	7
SCI-119	Contemporary Issues in Science and Technology	3	7
	Total	45	105

*15-week version of this course is available

Concentration Courses		Credits	Weeks
BUS-217	Introduction to Global Business	3	5
BUS-241	Personal Financial Planning.....	3	5
MGT-233	Leadership Studies	3	5
MKT-251	Principles of Marketing.....	3	7
MGT-232	Entrepreneurship.....	3	7
BUS-234	Current Problems in Business: Case Studies.....	3	7
	Total.....	18	36

ASSOCIATE OF SCIENCE IN HUMAN SERVICES

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

Admission Requirements

- Submission of a completed application and non-refundable \$50 tuition deposit
- Official transcripts from all previously attended colleges/universities (U.S. regionally accredited or equivalent) and a copy of official military transcripts, if applicable
- Graduation from high school or successful completion of GED
- Students whose primary language is not English must achieve a minimum TOEFL score of 550 (paper-based test), 213 (computer-based test), 79-80 (internet-based test) or a minimum IELTS score of 6.5 and have the results submitted to Cornerstone University.

Professional & Graduate Studies undergraduate students are exempt from traditional university student life activities and athletic programs.

Graduation Requirements

- Completion of all required courses in the associates program, including a specified subject concentration (business studies or human services)
- Cumulative grade-point average of 2.0 or higher in all work
- A grade of C- or higher in ENG-118 and COM-112
- Credit from remedial or non-college level courses will not count toward graduation credit
- Payment of all tuition and fees
- Students must complete at least 24 semester hours at Cornerstone University
- Graduation application to the registrar's office filed no later than November 1 for December graduates and no later than February 1 for May/August graduates

Student Learning Outcomes

The Associate of Science in Human Services program is designed to enable students to achieve the following learning outcomes:

- I. **Specialized Knowledge** - Students will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices, and skills specific to the field of human services.
 - Describe the core theories and major terminology relevant to the study of human services.
 - Apply principles from human services in solving problems.
 - Demonstrate the use of ethical decision-making in human services.
 - Articulate the current issues related to the field of human services.
- II. **Applied Knowledge and Collaborative Learning** - Students will exhibit competency in applying their knowledge to address real-life problems through both individual and group effort.
 - Demonstrate professional skills appropriate to the degree program.
 - Analyze at least one concept from the field of human services in light of a problem outside of the

- classroom.
- Provide evidence of the ability to collaborate with others in achieving shared objectives.
- Exhibit communication skills including written, oral, and digital technology forms.

- III. **Intellectual Skills** - Cornerstone students will demonstrate their ability to integrate both traditional and non-traditional cognitive skills, including analytical inquiry, information literacy, quantitative fluency, and communicative fluency.
- IV. **Civic & Global Engagement** - Students will demonstrate intercultural competence in addressing civic, social, environmental and economic issues. This will include issues related to understanding diversity and developing cultural awareness in human services professions.
- V. **Biblical Worldview Integration** - Students will be able to articulate a Christ-centered worldview and its personal, professional, and communal embodiment through Christian virtues. In particular, students will demonstrate understanding of the integration of Christian worldview and human services.

Required Courses

General Education Courses		Credits	Weeks
COM-112	Communication in Culture	3	7
IDS-100	Foundations of Inquiry	3	7
IDS-204	Personal Wellness.....	3	7
IDS-131	Digital Literacy.....	3	7
ENG-118*	Introduction to Writing and Research	3	7
ENG-223	Introduction to Literature.....	3	7
FAR-211	Introduction to Fine Arts	3	7
HIS-115	American Studies.....	3	7
MAT-120*	Contemporary Math.....	3	7
PHI-211	Philosophy in Culture	3	7
PSY-111	General Psychology.....	3	7
REL-231	Mosaic Literature	3	7
REL-232	Gospel Literature	3	7
SOC-211	Current Social Issues	3	7
SCI-119	Contemporary Issues in Science and Technology	3	7
	Total	45	105

*15-week version of this course is available

Concentration Courses		Credits	Weeks
SOC-101	Introduction to Human Services.....	3	7
SOC-111	Introduction to Sociology	3	7
MGT-233	Leadership Studies	3	7
SOC-201	Intercultural Relations	3	7
PSY-221	Interviewing and Counseling	3	7
SOC-229	Field Experience/Applied Project	3	7
	Total	18	42

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION & LEADERSHIP

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

Admission Requirements

- Submission of a completed application and non-refundable \$50 tuition deposit
- Official transcripts from all previously attended colleges/universities (U.S. regionally accredited or equivalent), CLEP and DANTES transcripts and a copy of official military transcripts, if applicable
- Students whose primary language is not English must achieve a minimum TOEFL score of 550 (paper-based test), 213 (computer-based test), 79-80 (internet-based test) or a minimum IELTS score of 6.5 and have the results submitted to Cornerstone University.

Professional & Graduate Studies undergraduate students are exempt from traditional university student life activities and athletic programs.

Graduation Requirements

- Completion of at least 120 semester hours, including a minimum 24 semester hour major and 30 semester hours of general education requirements with minimum credits in the areas listed below. Courses that count toward general education requirements must be at least two semester hours; and the total general education credit must not be less than 30 semester hours. General education credits can be earned through college coursework and credit by exam, or awarded through prior learning credit. Students enrolled in any of the PGS programs may “drop in” to many of the courses offered in the division to fulfill these requirements:
 - English Composition, one (1) course that includes production of a research paper
 - Speech, one (1) communication course with oral speech opportunities
 - Humanities, four (4) courses from at least two of the following categories: history, literature, modern foreign language (one year of college or above), philosophy/religion, art or music appreciation
 - Science, one (1) course with a lab component
 - Math, one (1) math course MAT-110 or higher
 - Social Science, two (2) courses from the following categories: sociology, psychology, economics, political science, geography
- A cumulative grade-point average of 2.0 or higher in all work with a 2.5 or more in the major
- A grade of C- or better in ENG-119 and COM-112
- Credit from remedial or non-college level courses will not count toward graduation credit

- A maximum of 30 credits through prior learning assessment and credit by exam may be awarded. All prior learning assessment petitions (LLE/PST) for credit must be submitted 30 days prior to any of the three graduation dates to allow time for evaluation.
- Students may receive a double major from the university if they have fulfilled all requirements for both majors. If there is an overlap of courses between the two majors, additional courses must be taken in that field of study. Students may also earn a minor by fulfilling additional credits in another area of study as prescribed by the university.
- Payment of all tuition and fees
- Students must complete at least 32 semester hours at Cornerstone University, including residency for at least 12 semester hours of the major. Prior Learning Assessment credit (PST/LLE) and credit by exam (CLEP, DANTES, or Berlitz language evaluation) do not apply to in-residence credit.
- Graduation application to the registrar's office filed no later than November 1 for December graduates and no later than February 1 for May/August graduates

Student Learning Outcomes

The **Bachelor of Science in Business Administration & Leadership** curriculum is designed to enable students to:

- I. Demonstrate **Specialized Knowledge** of and proficiency in the terminology, theories, concepts, practices, and skills specific to business administration in the 21st century workforce. In accomplishing this objective, students will be able to:
 - Explain key terms and concepts related to core business competencies and practices.
 - Demonstrate knowledge of fundamental business administration skills and their related disciplines.

- II. **Applied Knowledge and Collaborative Learning** – Students will exhibit competency in applying their knowledge to address real-life problems through both individual and group effort. At the end of this program, students will be able to:
 - Demonstrate emotional intelligence and personal management skills germane to the needs of 21st century business employers.
 - Collaborate with others in achieving shared objectives of the business administration program.
 - Exhibit business writing and speaking skills desired by employers in the 21st century workplace.

- III. **Intellectual Skills** - Students will demonstrate their ability to integrate traditional and normative skills expected of students in the liberal arts tradition, including analytical skills, information literacy, quantitative competency, and communicative fluency.
 - Provides evidence (through papers, projects, notebooks, computer files or catalogues) of contributing to, expanding, evaluating or refining the information base within the field of study.
 - Articulates and undertakes appropriate applications of quantitative methods, concepts and theories in a field of study related to business, leadership or management.
 - Creates sustained, coherent arguments or explanations synthesizing work of others in an area related to business, leadership or management.

- IV. **Civic & Global Engagement** - Students will demonstrate intercultural competence in addressing civic, social, environmental, and economic issues within the 21st century business workplace. In accomplishing this objective, students will be able to:
 - Demonstrate the ability to explain a significant civic, social, environmental, or economic issue that has local, national, and global significance from multiple perspectives.
 - Appraise the complexity of an issue by providing diverse interpretations drawn from relevant scholarly research.

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

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

Required Courses

Title		Credits	Weeks
IDS-302	Principles of Self-Management	3	7
ENG-119**	Professional Writing (<i>fulfills general education writing requirement</i>).....	3	7
COM-112	Communication in Culture	3	7
BUS-401	Business Ethics and Values	3	7
BUS-219	Business Technology	3	7
BUS-318+	Global Business Perspectives	3	7
	Total	18	42

**15-week version of this course is available

+IDS-315 Global Experience-3 credits, can be used to substitute for BUS-318

Required Major Courses		Credits	Weeks
ECN-311	Managerial Economics	3	7
MGT-314	Management and Leadership	3	7
MKT-351	Fundamentals of Applied Marketing Management.....	3	7
BUS-212	Statistics for Managers	3	7
BUS-362	Legal Business Environment.....	3	7
ACC-324	Principles of Financial Accounting.....	3	7
ACC-325	Managerial Accounting	3	7
FIN-345	Financial Management.....	3	7
MGT-433	Strategic Business Foundations	3	7
	Total	27	63

BACHELOR OF SCIENCE IN COMMUNICATION

The Bachelor of Science in Communication is an undergraduate level academic program designed to equip students with the essential foundation and theories in communication studies. Emphasis will be placed on the effective application of communication theory for a variety of professional settings along with the integration of a Christ-centered worldview.

Admission Requirements

- Submission of a completed application and non-refundable \$50 tuition deposit
- Official transcripts from all previously attended colleges/universities (U.S. regionally accredited or equivalent), CLEP and DANTES transcripts and a copy of official military transcripts, if applicable
- Students whose primary language is not English must achieve a minimum TOEFL score of 550 (paper-based test), 213 (computer-based test), 79-80 (internet-based test) or a minimum IELTS score of 6.5 and have the results submitted to Cornerstone University.

Professional & Graduate Studies undergraduate students are exempt from traditional university student life activities and athletic programs.

Graduation Requirements

- Completion of at least 120 semester hours, including a minimum 24 semester hour major and 30 semester hours of general education requirements with minimum credits in the areas listed below. Courses that count toward general education requirements must be at least two semester hours; and the total general education credit must not be less than 30 semester hours. General education credits can be earned through college coursework and credit by exam, or awarded through prior learning credit. Students enrolled in any of the PGS programs may “drop in” to many of the courses offered in the division to fulfill these requirements:
 - English Composition, one (1) course that includes production of a research paper
 - Speech, one (1) communication course with oral speech opportunities
 - Humanities, four (4) courses from at least two of the following categories: history, literature, modern foreign language (one year of college or above), philosophy/religion, art or music appreciation
 - Science, one (1) course with a lab component
 - Math, one (1) math course MAT-110 or higher
 - Social Science, two (2) courses from the following categories: sociology, psychology, economics, political science, geography
- A cumulative grade-point average of 2.0 or higher in all work with a 2.5 or more in the major
- A grade of C- or better in ENG-119 and COM-112
- Credit from remedial or non-college level courses will not count toward graduation credit
- A maximum of 30 credits through prior learning assessment and credit by exam may be awarded. All prior learning assessment petitions (LLE/PST) for credit must be submitted 30 days prior to any of the three graduation dates to allow time for evaluation.
- Students may receive a double major from the university if they have fulfilled all requirements for both majors. If there is an overlap of courses between the two majors, additional courses must be taken in that field of study. Students may also earn a minor by fulfilling additional credits in another area of study as prescribed by the university.
- Payment of all tuition and fees
- Students must complete at least 32 semester hours at Cornerstone University, including residency for at least 12 semester hours of the major. Prior Learning Assessment credit (PST/LLE) and credit by exam (CLEP, DANTES, or Berlitz language evaluation) do not apply to in-residence credit.

Graduation application to the registrar’s office filed no later than November 1 for December graduates and no later than February 1 for May/August graduates

Student Learning Outcomes

The **Bachelor of Science in Communication** curriculum is designed to enable students in these areas:

- I. **Specialized Knowledge** - Students will analyze a variety of communication situations and identify the components using theories, perspectives, principles and concepts specific to the communication discipline.
 - Explain major theories and concepts of the communication discipline, including but not limited to, those in the areas of interpersonal communication, group communication, organizational communication, intercultural communication and mediated communication..
 - Identify multiple features of the participants (including self), context and modality in a given communication situation and the effects those features could/did have on communication.
 - Articulate the characteristics and behaviors exhibited by an effective communicator in a variety of communication contexts.

- II. **Applied Knowledge and Collaborative Learning** – Students will create effective and appropriate messages in a variety of contexts and situations.
 - Identify, locate and use information on goals, audience, purpose and contexts and situations.
 - Choose and utilize language, nonverbal symbols and modality to deliver effective and appropriate messages in a variety of situations.
 - Identify communication problems and suggest and/or implement appropriate adjustments.

- 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.

- 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-302	Principles of Self-Management	3	7
ENG-119*	Professional Writing (<i>fulfills general education writing requirement</i>)	3	7
	Total	6	14

*15-week version of this course is available

Required Major Courses

		Credits	Weeks
COM-112	Communication in Culture	3	7
COM-212	Interpersonal Communication	3	7
COM-311	Intercultural Communication	3	7
COM-312	Persuasion.....	3	7
COM-315	Communication Theory	3	7
COM-321	Group Communication.....	3	7
COM-322	Innovative Message Presentation	3	7
COM-339	Social Media	3	7
COM-369	Communication Research Methods	3	7
COM-400	Capstone Seminar.....	3	7
COM-433	Nonverbal Communication.....	3	7
COM-435	The Aversive Side of Communication	3	7
	Total	36	84

BACHELOR OF SCIENCE IN ORGANIZATIONAL MANAGEMENT

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

Admission Requirements

- Submission of a completed application and non-refundable \$50 tuition deposit
- Official transcripts from all previously attended colleges/universities (U.S. regionally accredited or equivalent), CLEP and DANTES transcripts and a copy of official military transcripts, if applicable
- Students whose primary language is not English must achieve a minimum TOEFL score of 550 (paper-based test), 213 (computer-based test), 79-80 (internet-based test) or a minimum IELTS score of 6.5 and have the results submitted to Cornerstone University.

Professional & Graduate Studies undergraduate students are exempt from traditional university student life activities and athletic programs.

Graduation Requirements

- Completion of at least 120 semester hours, including a minimum 24 semester hour major and 30 semester hours of general education requirements with minimum credits in the areas listed below. Courses that count toward general education requirements must be at least two semester hours; and the total general education credit must not be less than 30 semester hours. General education credits can be earned through college coursework and credit by exam, or awarded through prior learning credit. Students enrolled in any of the PGS programs may “drop in” to many of the courses offered in the division to fulfill these requirements:
 - English Composition, one (1) course that includes production of a research paper
 - Speech, one (1) communication course with oral speech opportunities
 - Humanities, four (4) courses from at least two of the following categories: history, literature, modern foreign language (one year of college or above), philosophy/religion, art or music appreciation
 - Science, one (1) course with a lab component
 - Math, one (1) math course MAT-110 or higher
 - Social Science, two (2) courses from the following categories: sociology, psychology, economics, political science, geography
- A cumulative grade-point average of 2.0 or higher in all work with a 2.5 or more in the major
- A grade of C- or better in ENG-119 and COM-112
- Credit from remedial or non-college level courses will not count toward graduation credit
- A maximum of 30 credits through prior learning assessment and credit by exam may be awarded. All prior learning assessment petitions (LLE/PST) for credit must be submitted 30 days prior to any of the three graduation dates to allow time for evaluation.
- Students may receive a double major from the university if they have fulfilled all requirements for both majors. If there is an overlap of courses between the two majors, additional courses must be taken in that field of study. Students may also earn a minor by fulfilling additional credits in another area of study as prescribed by the university.
- Payment of all tuition and fees

- Students must complete at least 32 semester hours at Cornerstone University, including residency for at least 12 semester hours of the major. Prior Learning Assessment credit (PST/LLE) and credit by exam (CLEP, DANTEs, or Berlitz language evaluation) do not apply to in-residence credit.
- Graduation application to the registrar's office filed no later than November 1 for December graduates and no later than February 1 for May/August graduates

Student Learning Outcomes

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

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

- II. **Applied Knowledge and Collaborative Learning** – Students will exhibit competency in applying their knowledge to address real-life problems through both individual and group effort. At the end of this program, students will be able to:
 - Demonstrate emotional intelligence and personal management skills germane to the needs of 21st century business employers.
 - Collaborate with others in achieving shared objectives of the organizational management program. Use knowledge of empirical and theoretical research to solve 21st century management issues, challenges and problems.
 - Exhibit business writing and speaking skills desired by employees in the 21st century workplace.

- III. **Intellectual Skills** - Students will demonstrate their ability to integrate traditional and normative skills expected of students in the liberal arts tradition, including analytical skills, information literacy, quantitative competency, and communicative fluency. They will:
 - Locate, evaluate, incorporate, and properly cite multiple information resources in different media.
 - Use quantitative information in support of the argument or purpose of the work.
 - Exhibit business writing and speaking skills desired by employers in the 21st century workplace.
 - Use knowledge of empirical and theoretical research to solve 21st century business issues, challenges and problems.

- IV. **Civic & Global Engagement** - Students will demonstrate intercultural competence in addressing civic, social, environmental, and economic issues within the 21st century business workplace. At the end of this program, they will be able to:
 - Describe a significant civic, social, environmental, or economic issue that has local, national and global significance.
 - Analyze the complexity of an issue by providing diverse interpretations drawn from multiple sources.
 - Evaluate the strengths and weaknesses of options presented to address an issue that has local, national and global significance.

- V. **Biblical Worldview Integration and Action** - Students will articulate a Christ-centered worldview to include its personal, professional, and communal embodiment through Christian values. They will:
 - Describe a biblical worldview in relation to an issue of professional significance.

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

Required Courses

Title		Credits	Weeks
IDS-302	Principles of Self-Management	3	7
ENG-119*	Professional Writing (<i>fulfills general education writing requirement</i>).....	3	7
COM-112	Communication in Culture	3	7
BUS-401	Business Ethics and Values	3	7
BUS-219	Business Technology	3	7
BUS-318+	Global Business Perspectives	3	7
	Total.....	18	42

*15-week version of this course is available

+IDS-315 Global Experience-3 credits, can be used to substitute for BUS-318

Required Major Courses		Credits	Weeks
MGT-314	Management and Leadership	3	7
MGT-317	Organizational Behavior and Processes.....	3	7
MGT-315	Negotiation and Conflict Resolution.....	3	7
FIN-351	Financial Fundamentals for Managers	3	7
BUS-362	Legal Business Environment.....	3	7
MGT-332	Human Resource Management	3	7
MGT-438	Organizational Strategic Management	3	7
MGT-441	Management Project.....	3	7
	Total.....	24	56

BACHELOR OF SCIENCE IN MINISTRY LEADERSHIP

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

Admission Requirements

- Submission of a completed application and non-refundable \$50 tuition deposit
- Official transcripts from all previously attended colleges/universities (U.S. regionally accredited or equivalent), CLEP and DANTES transcripts and a copy of official military transcripts, if applicable
- Students whose primary language is not English must achieve a minimum TOEFL score of 550 (paper-based test), 213 (computer-based test), 79-80 (internet-based test) or a minimum IELTS score of 6.5 and have the results submitted to Cornerstone University.
- Ministry Leadership applicants must also submit a signed Cornerstone Confession, which is the foundational doctrinal statement of Cornerstone University.

Professional & Graduate Studies undergraduate students are exempt from traditional university student life activities and athletic programs.

Additional Program Information

Bible Survey Courses

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

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

Graduation Requirements

- Completion of at least 120 semester hours, including a minimum 24 semester hour major and 30 semester hours of general education requirements with minimum credits in the areas listed below. Courses that count toward general education requirements must be at least two semester hours; and the total general education credit must not be less than 30 semester hours. General education credits can be earned through college coursework and credit by exam, or awarded through prior learning credit. Students enrolled in any of the PGS programs may “drop in” to many of the courses offered in the division to fulfill these requirements:
 - English Composition, one (1) course that includes production of a research paper
 - Speech, one (1) communication course with oral speech opportunities
 - Humanities, four (4) courses from at least two of the following categories: history, literature, modern foreign language (one year of college or above), philosophy/religion, art or music appreciation
 - Science, one (1) course with a lab component
 - Math, one (1) math course MAT-110 or higher
 - Social Science, two (2) courses from the following categories: sociology, psychology, economics, political science, geography
- A cumulative grade-point average of 2.0 or higher in all work with a 2.5 or more in the major
- A grade of C- or better in ENG-119 and COM-112
- Credit from remedial or non-college level courses will not count toward graduation credit

- A maximum of 30 credits through prior learning assessment and credit by exam may be awarded. All prior learning assessment petitions (LLE/PST) for credit must be submitted 30 days prior to any of the three graduation dates to allow time for evaluation.
- Students may receive a double major from the university if they have fulfilled all requirements for both majors. If there is an overlap of courses between the two majors, additional courses must be taken in that field of study. Students may also earn a minor by fulfilling additional credits in another area of study as prescribed by the university.
- Ministry Leadership degree candidates must also complete two additional Bible survey courses. See the Additional Program Information section for further details.
- Payment of all tuition and fees
- Students must complete at least 32 semester hours at Cornerstone University, including residency for at least 12 semester hours of the major. Prior Learning Assessment credit (PST/LLE) and credit by exam (CLEP, DANTES, or Berlitz language evaluation) do not apply to in-residence credit.
- Graduation application to the registrar’s office filed no later than November 1 for December graduates and no later than February 1 for May/August graduates

Student Learning Outcomes

The **Bachelor of Science in Ministry Leadership** program is designed to enable students to achieve the following learning outcomes:

- I. **Specialized Knowledge** - Students will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices and skills specific to the field of ministry leadership.
 - Describe the core principles and terminology relevant to the study of biblical studies, theology, and ministry leadership.
 - Apply principles from biblical studies, theology, and ministry leadership in leading a ministry or non-profit organization.
 - Demonstrate the use of ethical decision-making in ministry leadership.
 - Understand the current issues related to the field of ministry leadership.

- II. **Applied Knowledge and Collaborative Learning** - Students will exhibit competency in applying their knowledge to address real-life problems through both individual and group effort.
 - Demonstrate professional skills appropriate to the degree program.
 - Apply concepts from the field of ministry leadership in light of a problem outside of the classroom.
 - Provide evidence of the ability to collaborate with others in achieving shared objectives in ministry leadership.
 - Exhibit communication skills, both in written and oral forms, appropriate for ministry leadership.

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

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

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

Required Courses

Title	Credits	Weeks
ENG-119* Professional Writing (<i>fulfills general education writing requirement</i>).....	3	7

COM-112	Communication in Culture	3	7
MGT-315	Negotiation and Conflict Resolution.....	3	7
MGT-316	Managing the Not-for-Profit Organization	3	7
MGT-317	Organizational Behavior and Processes.....	3	7
IDS-302	Principles of Self-Management	3	7
	Total.....	18	42

*15-week version of this course is available

Required Major Courses		Credits	Weeks
CMI-312	Personal Growth for Effective Leadership	3	7
REL-228	Principles of Biblical Studies	3	7
REL-237	Interpretive Analysis of New Testament Literature	3	7
CMI-338	Ministry Ethics and Values.....	3	7
REL-238	Christian Doctrine I.....	3	7
REL-345	Christian Doctrine II.....	3	7
CMI-331	Philosophy of Leadership.....	3	7
CMI-433	Systems for Cultural Impact	3	7
REL-233	Interpretive Analysis of Old Testament Literature	3	7
CMI-442	Applications in Organizational Leadership	3	7
	Total.....	30	70

BACHELOR OF SCIENCE IN PSYCHOLOGY

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

Admission Requirements

- Submission of a completed application and non-refundable \$50 tuition deposit
- Official transcripts from all previously attended colleges/universities (U.S. regionally accredited or equivalent), CLEP and DANTES transcripts and a copy of official military transcripts, if applicable
- Students whose primary language is not English must achieve a minimum TOEFL score of 550 (paper-based test), 213 (computer-based test), 79-80 (internet-based test) or a minimum IELTS score of 6.5 and have the results submitted to Cornerstone University.

Professional & Graduate Studies undergraduate students are exempt from traditional university student life activities and athletic programs.

Graduation Requirements

- Completion of at least 120 semester hours, including a minimum 24 semester hour major and 30 semester hours of general education requirements with minimum credits in the areas listed below. Courses that count toward general education requirements must be at least two semester hours; and the total general education credit must not be less than 30 semester hours. General education credits can be earned through college coursework and credit by exam, or awarded through prior learning credit. Students enrolled in any of the PGS programs may “drop in” to many of the courses offered in the division to fulfill these requirements:
 - English Composition, one (1) course that includes production of a research paper
 - Speech, one (1) communication course with oral speech opportunities
 - Humanities, four (4) courses from at least two of the following categories: history, literature, modern foreign language (one year of college or above), philosophy/religion, art or music appreciation
 - Science, one (1) course with a lab component
 - Math, one (1) math course MAT-110 or higher
 - Social Science, two (2) courses from the following categories: sociology, psychology, economics, political science, geography
- A cumulative grade-point average of 2.0 or higher in all work with a 2.5 or more in the major
- A grade of C- or better in ENG-119 and COM-112
- Credit from remedial or non-college level courses will not count toward graduation credit
- A maximum of 30 credits through prior learning assessment and credit by exam may be awarded. All prior learning assessment petitions (LLE/PST) for credit must be submitted 30 days prior to any of the three graduation dates to allow time for evaluation.
- Students may receive a double major from the university if they have fulfilled all requirements for both majors. If there is an overlap of courses between the two majors, additional courses must be taken in that field of study. Students may also earn a minor by fulfilling additional credits in another area of study as prescribed by the university.
- Payment of all tuition and fees
- Students must complete at least 32 semester hours at Cornerstone University, including residency for at least 12 semester hours of the major. Prior Learning Assessment credit (PST/LLE) and credit by exam (CLEP, DANTES, or Berlitz language evaluation) do not apply to in-residence credit.

- Graduation application to the registrar’s office filed no later than November 1 for December graduates and no later than February 1 for May/August graduates

Student Learning Outcomes

The **Bachelor of Science in Psychology** program is designed to enable students to achieve the following learning outcomes:

- I. **Specialized Knowledge** - Students will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices, and skills specific to their field of study.
 - Identify the major theories and terminology relevant to the study of psychology.
 - Articulate the foundational approaches to psychology, including the major scholarship in the discipline, and the historical development of the field.
 - Understand the ethics and issues related to the practice of psychology.
 - Demonstrate knowledge of the latest trends and specializations in psychology.
 - Provide evidence of relating the field of psychology to personal growth and lifelong learning.

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

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

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

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

Required Courses

Title	Credits	Weeks
ENG-119* Professional Writing (<i>fulfills general education writing requirement</i>).....	3	7
COM-112 Communication in Culture	3	7
IDS-302 Principles of Self-Management	3	7
IDS-402 Christian Foundations in Psychology – Issues and Ethics	3	7
Total.....	12	28

*15-week version of this course is available

Required Major Courses	Credits	Weeks
PSY-241 Introduction to Psychological Theories, History and Systems.....	3	7
PSY-332 Cross-Cultural Psychology	3	7
PSY-447 Current Trends and Specialties in Psychology	3	7
PSY-425 Organizational Psychology	3	7
PSY-424 Introduction to Counseling	3	7
PSY-354 Research Methodology and Statistics	3	7
PSY-335 Lifespan Development Psychology	3	7

PSY-446	Introduction to Relationships in Psychology	3	.....	7
PSY-423	Abnormal Psychology	3	.....	7
PSY-441	Physiological Psychology	3	.....	7
PSY-455	Psychology Capstone	3	.....	7
	Total.....	33	.....	77

BACHELOR DEGREE

MINORS

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

BUSINESS ADMINISTRATION & LEADERSHIP MINOR

<i>Required Courses</i>		<i>Credit Hours</i>
ECN-311	Managerial Economics	3
BUS-212	Statistics for Managers	3
MKT-351	Fundamentals of Applied Marketing Management	3
ACC-324	Principles of Financial Accounting	3
ACC-325	Managerial Accounting	3
FIN-345	Financial Management.....	3
Total		18

HUMAN SERVICES MINOR

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

<i>Required Courses</i>		<i>Credit Hours</i>
SOC-101	Introduction to Human Services	3
SOC-111	Introduction to Sociology	3
SOC-201	Intercultural Relations	3
MGT-233	Leadership Studies	3
PSY-221	Interviewing and Counseling	3
SOC-211	Current Social Issues	3
SOC-229	Field Experience/Applied Project.....	3
Total		21

ORGANIZATIONAL MANAGEMENT MINOR

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

MINISTRY LEADERSHIP MINOR

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

PSYCHOLOGY MINOR

Required Courses

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

Two courses from the following.....6

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

An upper level elective in psychology worth at least 3 credits

Total 18

PROJECT MANAGEMENT TRAINING

The Project Management Training is a three-course specialization that provides knowledge, tools and experience to help the student excel as a project manager. These courses equip students with a highly demanded skill set in areas such as fundamentals of project management, conflict management, and risk management. Through practical coursework and in-depth discussions with fellow industry participants, students are equipped to add value to their career and workplace.

In addition, these courses meet the learning and training prerequisites that allow students to earn their Project Management Professional (PMP) certification. This industry-recognized credential comes with valuable benefits applicable to a wide range of career paths.

Entry Requirements

- Current students
 - Completed 45 credits prior to starting these courses
 - A drop-in course form submitted to their academic advisor
- New students
 - A completed non-degree application

Required Courses	Credits	Weeks
BUS-463 Fundamentals of Project Management	3	7
BUS-461 Cost, Quality and Team Management.....	3	7
BUS-462 Communications and Risk Management	3	7
Total.....	9	21

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 *Undergraduate Academic Catalog & Student Handbook* can also be found online at

<https://www.cornerstone.edu/adult/resources/>.

COURSE LEVELS

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

100 – Freshman

200 – Sophomore

300 – Junior

400 – Senior

COURSE TYPES:

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

COURSE DESCRIPTION EXAMPLE

<u>Course Type - Level</u>	<u>Course Name</u>	<u>Credits / Weeks</u>
SOC-211	Current Social Issues	3/7
An examination of current social issues in light of classical and contemporary theories. Emphasis is placed on the implications of these issues for American society.		

ACCOUNTING

ACC-324 Principles of Financial Accounting 3/7
An examination of the development and use of accounting information for the purposes of planning, control and decision-making. Topics include accounting cycles, asset valuation, liabilities, forms of owner's equity and income determination.

ACC-325 Managerial Accounting 3/7
A focus on managerial accounting, cost accounting, managerial performance reports, segment reporting, variable costs, cost, profit and volume analysis, capital budgeting and interpretation of published financial statements. Prerequisites: ACC-324 and ECN-311.

BUSINESS

BUS-113 Excel 3/7
A study of the features of Microsoft Excel™ by applying it to authentic workplace scenarios. Course material will provide students with the preparation needed to sit for the Microsoft Office Specialist 77-240 certification exam.

BUS-212 Statistics for Managers 3/7
A study of the descriptive and inferential data analysis tools necessary for managers and leaders to make data-driven decisions in the 21st-century knowledge economy. Emphasis will be given to central tendencies, variation, probability, the standard error, and basic data analysis tools for problems managers will face in the performance of their professional practice.

BUS-217 Introduction to Global Business 3/7
A study of globalization and its impact on the world and the individual. A variety of topics is explored including culture, regional trading-blocks and challenges and opportunities facing business today.

BUS-219 Business Technology 3/7
A study of emerging technological issues facing management in order to enable students to integrate technology with business strategy. Topics include E-commerce, management information systems, strategic information systems, decision support systems, executive information systems and issues of technology and culture.

BUS-234 Current Problems in Business: Case Studies 3/7
A case study course in which students integrate current social issues with functional business strategies. Students analyze problems faced by specific companies and thereby learn to understand the causes for these problems, the many alternative solutions available and the impact of solutions on both the company and society in general. General topics may include strategic management of social issues, political and community responsiveness, human investment, consumer welfare, the environment and multi-national corporations.

BUS-241 Personal Financial Planning 3/7
A study of the principles and practices of personal financial management. Topics covered include budgeting, taxes, banking, credit, investments, insurance, goal setting, retirement and estate planning.

BUS-242 Biblical Principles of Personal Finance 3/7
A survey of the relationships between biblical principles and personal finances. Using materials from Crown Financial Ministries®, topics covered include stewardship, debt counsel, honesty, giving, work, investing perspectives, budgeting and eternity from a biblical perspective.

BUS-302 Principles of Self-Management in Business 3/7
An examination of personal strengths and identification of areas that may assist in personal and professional growth, particularly in a business setting. Self-management includes the development of communication and management of individual and professional priorities. Emphasis is also placed on the nurture and development of personal faith and Christ-centered worldview. Other topics include communication processes within teams and cross-functional groups, goal setting and time and project management.

BUS-315 Global Business as Missions Experience 3/7
A first-hand observation of the business practices and operations of various global "business as missions" organizations.

Topics explored include elements of logistics and quality standards in a global context. Additionally, students explore the impacts of culture, education, religion, customs and values on global business operations. This course includes an overseas Global Business as Missions Experience and the completion of a written paper on the experience.

BUS-318 Global Business Perspectives 3/7

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

BUS-339 Creating Workplace Spirituality 3/7

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

BUS-362 Legal Business Environment 3/7

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

BUS-401 Business Ethics and Values 3/7

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

BUS-461 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.

BUS-462 Communications and Risk Management 3/7

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

BUS-463 Fundamentals of Project Management 3/7

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

CHRISTIAN MINISTRY

CMI-214 Personal Spiritual Growth 3/7

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

CMI-302 Principles of Self-Management in Ministry 3/7

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

CMI-312 Personal Growth for Effective Leadership 3/7

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

CMI-331 Philosophy of Leadership 3/7

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

CMI-338 Ministry Ethics and Values 3/7

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

CMI-432 Principles of Administration and Team Building 3/7

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

CMI-433 Systems for Cultural Impact 3/7

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

CMI-442 Applications in Organizational Leadership 3/7

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

COMMUNICATION

COM-112 Communication in Culture 3/7

An introduction to the purposes, theory and practice of human communication. Students will develop knowledge, skills and attitudes needed to communicate confidently, effectively and charitably as wise citizens in interpersonal, small group, public speaking and mediated contexts. Prerequisite for all COM courses except COM-212. Requires grade of C- or higher.

COM-212 Interpersonal Communication 3/7

Study of the theory and practice of interpersonal communication. This course emphasizes the cultural, social, psychological, semantic, developmental and practical variables which influence communication in significant relationships. Students develop competence through a variety of learning experiences.

COM-311 Intercultural Communication 3/7

An investigation into the many variables extant among people and groups with different cultural backgrounds, including the study of similarities and differences across cultures. Prerequisite: COM-112

COM-312 Persuasion 3/7

A study of the major theories, principles and strategies associated with persuasion and social influence. The course examines how a variety of factors impact attitudes, beliefs and behaviors, with a focus on applying the understanding of those factors to the design of persuasive messages. Prerequisite: COM-112

COM-315 Communication Theory 3/7

Examination and evaluation of general, thematic, and contextual theories of communication. The course includes philosophical assumptions that impact the theoretical development of a Christian perspective for communication studies. Prerequisite: COM-112

COM-321 Group Communication 3/7

The study of general and specific group communication theories and their relationship to communication in a variety of group settings. Topics include group formation, cohesiveness, groupthink, norms, leadership, decision-making and conflict. Students become better leaders and participants through a variety of experiential learning opportunities. Prerequisite: COM-112

COM-322 Innovative Message Presentation 3/7
Advanced training in the effective and appropriate design and oral presentation of ideas. While the course focuses on oral presentation, its emphasis on innovative message design extends to many communication contexts. Prerequisite: COM-112

COM-335 Greatest Speeches 3/7
A study of speeches that made a difference. This may include historical speeches, contemporary speeches and business presentations that had a great impact on the audience. Speeches examined include those of Martin Luther King, Bill Clinton, George W. Bush, Sojourner Truth, Michael Eisner and others.

COM-339 Social Media 3/7
The course aims to provide students majoring in communication and other fields with knowledge about finding and distributing information in conversations over social media. Students will be introduced to common platforms, techniques and ethical considerations. Prerequisite: COM-112

COM-369 Communication Research Methods 3/7
Students learn qualitative and quantitative approaches in conducting and analyzing research in communication. Students gain “hands-on” research experience and analytical, scientific writing, and oral presentation skills. They become familiar with public opinion polling, survey techniques, focus groups, external research services and consultants, media and clipping analysis, and other research methods, including the ethical considerations in conducting research with human subjects. Course focuses are results-based decision making, measuring program effectiveness, measuring staff and counselor performance, and evaluation and reporting on results. This course will prepare students for graduate work as well as many job options in communication and business involving research, analysis, and documentation. Prerequisites: COM-112, COM-315

COM-400 Capstone Seminar: Communication Studies 3/7
Examines, from a Christian worldview, the ethical and vocational issues associated with the study of human symbolic interaction. The interactions between philosophy, theory and practice will be analyzed. Prerequisite: COM-112

COM-433 Nonverbal Communication 3/7
This course focuses on the cultural, social, psychological and practical variables relating to nonverbal communication. Students will become familiar with the classic and contemporary research and scholarship of nonverbal communication. In addition, students will understand the impact of nonverbal behavior in professional and personal contexts and will develop their own nonverbal competence through a variety of practical learning experiences. Prerequisite: COM-112

COM-435 The Aversive Side of Communication 3/7
A study of the research and theories on various negative, destructive and harmful aspects of communication. Topics such as aggression, coercion, revenge and transgressions are discussed. Prerequisite: COM-112

ECONOMICS

ECN-311 Managerial Economics 3/7
A survey of microeconomic/macroeconomic theory as related to the manager’s environment. Topics include an introduction to theories of consumer behavior, product demand, cost and supply, production, the firm and its markets, capital and pricing factors, theories of national income determination, consumption, investment, savings, business cycles and monetary and fiscal policy.

ECOLOGY

ECO-243 Natural Resources Management 3/7
An exploration of the role of natural resource agencies in developing, sustaining and protecting natural resources. Emphasis is placed on the history of natural resource management in Michigan, management philosophies, politics that impact natural resources, species and ecology management, sustainability and carrying capacity.

ENGLISH

ENG-118 Introduction to Writing and Research 3/7
A course designed to develop critical thinking, reading and writing skills with an emphasis on APA documentation style and research writing.

ENG-119 Professional Writing 3/7
The study and practice of the various writing styles and skills required in a professional setting with emphasis on clear, concise expression aimed at a specific audience for a specific purpose. The course includes a library and research component, writing of professional letters, compilation of reports and graphs, use of computer technology and the writing of a research paper documented by APA standards. (Satisfies general education English requirement.)

ENG-223 Introduction to Literature 3/7
The study and application of various methods of literary interpretation and evaluation to develop critical and analytical skills in the various genres of imaginative literature.

ENG-363 C.S. Lewis and His Life of Faith 3/7
A focus on the life and philosophy of C.S. Lewis through analysis of selections from his fiction and nonfiction works.

FAMILY

FAM-212 Parenting 3/7
A study of parenting and child development with a special focus on biblical parenting. The physical and spiritual development of the child from birth through the teen-age years is also emphasized.

FINE ARTS

FAR-211 Introduction to Fine Arts 3/7
Introduction, survey and development of an appreciation for the fine arts including music, painting, sculpture and architecture. The course includes an introduction to the field of aesthetics, a study of components and techniques of the fine arts and a broad historical survey of artistic trends. Emphasis is placed upon the development of value judgment skills within the context of a Christ-centered worldview.

FINANCE

FIN-345 Financial Management 3/7
A basic theoretical framework for decision making in financial management and the role of the financial manager in achieving liquidity and profitability. Ratio analysis, working capital management, capital project evaluation, valuation, risk and financial environment are covered. Prerequisites: ECN-311 and either ACC-324 and ACC-325 or ACC-221, ACC-223 and ACC-224.

FIN-351 Financial Fundamentals for Managers 3/7
A study of the fundamentals of finance as they relate to management. Through fast-paced discussion, students will review basic concepts of accounting, finance, economics and international monetary issues. Specific topics will include review of basic organizational financial statements, ratio analysis, debt and equity securities, security valuation and time value of money.

HISTORY

HIS-115 American Studies 3/7
A study of American culture using a thematic approach and including topics such as Puritanism, colonization, the Native American experience, industrialization, religious trends, technology, reform movements, the role of women, the impact of war on American life, economic development and contemporary issues.

HIS-225 Modern World History 3/7
An exploration of modern history addressing five regions that cover the entire world over the time period from the 1950's

until today. Emphasis is on how the ending of the Second World War as well as the Cold War, industrialism, religious conflict, terrorism and modern technology are affecting the world today.

HIS-326 The American Civil War 3/7
A study of the Civil War focusing on topics such as Civil War medical practice, prisons, African Americans in the Civil War, constitutional issues, conscientious objectors, Copperhead activity, desertion and the life of the common soldier rather than on generals and battles.

INTERDISCIPLINARY

IDS-100 Foundations of Inquiry 3/7
An introductory course emphasizing the knowledge and skills necessary for academic and personal success in a Christian framework. Topics include goal setting, decision making, time management, computer and information retrieval skills, learning skills, relationships and personal health.

IDS-131 Digital Literacy 3/7
A competency-based course designed to ensure that students have basic technology skills that will enable them to be successful in their academic and professional lives. Foundational principles of computing and digital literacy are covered. This course also challenges those with existing competency in technology to further develop their knowledge and skills, preparing them to make use of emerging technologies and to be responsible citizens in our increasingly connected world.

IDS-204 Personal Wellness 3/7
A study of an individual's personal psychological, physical, emotional, social and spiritual well-being. Students will find ways to help enhance their ability to live a balanced life within areas such as family, work, church and school.

IDS-220 Christian Worldview 3/7
An introduction to the development and function of the Christian worldview, which includes an examination of the philosophical and theological foundations for a Christian view of reality, knowledge, ethics and aesthetics. The course compares and contrasts the Christian worldview with those of naturalism, humanism and transcendentalism.

IDS-302 Principles of Self-Management 3/7
An examination of personal strengths and identification of areas of adjustment that may assist in personal growth. Self-management includes the development of group interaction skills and management of individual and professional priorities. Topics include communication processes within groups, goal setting, prioritizing, identifying personal values and time management.

IDS-315 Global Experience 3/7
An exploration of the culture, education, religion, customs and values through an international experience. The course will include pre-trip readings, videos, assessments and/or meetings, attendance in a PGS-sponsored global trip, and completion of a written paper/project.

IDS-401 Christian Foundations in Business 3/7
An emphasis on the nurture and development of personal faith and Christian worldview. Students are challenged to develop and defend personal viewpoints relating to economic justice, the responsibility of the corporation to society, the environment and questionable business practices.

IDS-402 Christian Foundations in Psychology - Issues and Ethics 3/7
A study of the nurture and development of personal faith and Christ-centered worldview in which students are challenged to develop and defend a Christ-centered worldview relating to diversity, society, the environment and questionable psychological practices. How to demonstrate love with truth and justice is emphasized.

IDS-415 Leading Community Based Ministry 6/11
An exploration of a systems approach to community based ministry for clergy leadership. Consideration will be given to theological foundations, theories of leadership and theories of change.

IDS-416 Urban Youth Ministry 9/15
A facilitation of the students' knowledge and understanding of five core values essential in building blocks for developing

and sustaining a healthy professional and personal life. The course is organized to enable students to identify obstacles to growth.

MATH

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

MANAGEMENT

MGT-232 Entrepreneurship 3/7
A survey of fundamental management principles, problems and procedures unique to small businesses. Topics include ownership, competition, financing, marketing, personnel, long- and short-term planning and governmental regulations.

MGT-233 Leadership Studies 3/7
An overview of the fundamentals of leadership. Using a combination of both theory and practical applications from case studies, students explore issues involved with solving business problems, group interactions and techniques of group presentations.

MGT-314 Management and Leadership 3/7
An examination of current leadership theories and their application to management problems. Leadership behavior and its relationship to both organizational structure and individual personality style is discussed, with an emphasis on the application of leadership theories to actual situations.

MGT-315 Negotiation and Conflict Resolution 3/7
A study of the development of communication and management skills necessary for successfully resolving conflict situations.

MGT-316 Managing the Not-for-Profit Organization 3/7
An examination of the role of management in the not-for-profit organization. Topics include marketing, legal issues, insurance, finance, fundraising, human resources and technology.

MGT-317 Organizational Behavior and Processes 3/7
An examination of organizational behavior, structure and processes. The course focuses on individual and group roles in the organization and the effects of cultural elements on motivation and productivity.

MGT-318 Creating and Implementing the E-enterprise 3/7
An exploration of the theories, concepts, practices and technologies available to plan, implement and manage product and service-based E-enterprises. The course focuses on how ethical decision-making impacts E-business operations.

MGT-319 Strategy and Planning for Ministry Organizations 3/7
An examination of the successful and unsuccessful strategic planning practices in organizations with emphasis on strategic planning's role in strengthening the ministry organization. Practical applications direct leaders in creating a planning process for their organizations.

MGT-325 Creating and Managing Diversity Programs 3/7
A focus on assessing diversity within an organization, designing a diversity plan, implementing the plan and measuring success. Leaders examine the impact Christian worldview and global strategies have on their diversity program.

MGT-332 Human Resource Management 3/7
An exploration of the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training, development and compensation of employees.

MGT-433 Strategic Business Foundations 3/7

A case study course with application made to major functions of business within the context of social, technological, economic, political and physical environment. Completion of all courses in the Bachelor of Science in Business Administration & Leadership program is necessary for the successful completion of this course.

MGT-438 Organizational Strategic Management 3/7

The study and application of tools and methodologies for strategic management of organizations. Course topics include SWOT analysis, internal and external factor analysis, competitive matrices and the development of appropriate organizational strategies.

MGT-441 Management Project 3/7

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

MARKETING

MKT-252 Introduction to Marketing 3/7

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

MKT-351 Fundamentals of Applied Marketing Management 3/7

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

MUSIC

MUS-262 Exploring Western Music 3/7

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

PHILOSOPHY

PHI-211 Philosophy in Culture 3/7

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

PSYCHOLOGY

PSY-111 General Psychology 3/7

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

PSY-221 Interviewing and Counseling 3/7

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

PSY-241 Introduction to Psychological Theories, History and Systems 3/7

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

- PSY-332 Cross-Cultural Psychology** 3/7
 A study of the relationship between culture and psychological processes affecting human behavior. Emphasis is placed on developing self-awareness through an examination of culture, values and biases. Other topics include an investigation of diversity and inclusion (historical context and contemporary issues), and a survey of research traditions studying dimensions of culture.
- PSY-335 Lifespan Development Psychology** 3/7
 An exploration of developmental changes in the physical, cognitive, social and emotional dimensions of the development of human behavior from birth to adulthood. Physical characteristics and psychological concepts of learning, memory, motivation, perception, personality and thinking are examined from the standpoint of how they develop and change during an individual's life.
- PSY-354 Research Methodology and Statistics** 3/7
 An overview of major research designs and an introduction to basic statistical techniques using MS Excel™ and APA style for documentation. Focus is placed on research methodologies, conceptualization, hypothesis and measurement of sampling techniques, and evaluation and synthesis of data using statistical measurements, tools and software.
- PSY-421 Theories in Counseling** 3/7
 An overview of current approaches to psychological counseling, including psychodynamic, person-centered, behavior, cognitive and reality therapy. Major Christian approaches to counseling are also examined with emphasis placed on theory and practical application. Prerequisite: PSY-241.
- PSY-423 Abnormal Psychology** 3/7
 An examination of the causes, dynamics, classifications and treatment of major psychological disorders. Utilizing the *Diagnostic and Statistical Manual of Mental Disorders* to classify abnormal behavior by identifying the incidence, frequency and various types of dysfunctions that occur, as well as the classification of these disorders, theories used and potential treatments. Prerequisite: PSY-241.
- PSY-424 Introduction to Counseling** 3/7
 An introduction to counseling psychology theory and techniques. Topics include a specific emphasis on the practical application of counseling theory and techniques from a Christ-centered worldview, along with a consideration of the required professional and ethical standards of counseling.
- PSY-425 Organizational Psychology** 3/7
 A study of human behavior within organizations and the workplace. Topics include leadership styles and development, the evaluation, management and development of employees, job satisfaction and motivation, organizational culture and change management.
- PSY-441 Physiological Psychology** 3/7
 An exploration of the complex interplay between physiological structures/processes and human behavior with emphasis given to gaining a basic understanding of neurological disorders. Topics include biopsychological development, the neurological basis of psychological disorders, visual-spatial and auditory processing, motor function, language, memory, learning and emotion. Prerequisite: PSY-241.
- PSY-446 Introduction to Relationships in Psychology** 3/7
 A study of the formation, maintenance and termination of relationships. Topics include friendship, courtship and marriage across cultures with an emphasis on currently changing values and cultural, social, cognitive and emotional bases of intimacy, commitment and family roles.
- PSY-447 Current Trends and Specialties in Psychology** 3/7
 An exploration of current trends and specialties in psychology including personal life coaching, art therapy, music therapy, play therapy, sports and exercise. Focus is on the investigation of careers and competencies needed to practice psychology in various fields.
- PSY-452 Techniques in Counseling** 3/7
 An advanced course designed to acquaint students intending to become counselors with biblically and psychologically sound techniques. Required reading and learning activities fulfill both practical and theoretical requirements.

Prerequisite: PSY-241.

PSY-455 Psychology Capstone 3/7

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

RELIGION

REL-102 Christian Foundations 3/7

A study of the biblical concepts of creation, fall, redemption, consummation, stewardship and humanity as divine image bearers. These concepts provide a basis for all knowledge, insisting that "all truth is God's truth," and for the absolutes of biblical truth and morality.

REL-218 Introduction to the Bible 3/7

A general introduction to the Bible and the principles of biblical interpretation.

REL-226 Inductive Study of Ephesians 3/7

An analysis of the epistle to the Ephesians designed to put into practice the inductive study skills learned in REL-228. The course reviews background, theme and analytical study of the epistle to understand and apply principles that are relevant in ministry leadership. Prerequisite: REL-228.

REL-228 Principles of Biblical Studies 3/7

An introduction to various methods of Bible study. Emphasis is placed upon inductive study with the intent to provide a method by which ministry leaders become independent students of Scripture. The inductive method is applied to various literary genres of both the Old and New Testaments.

REL-231 Mosaic Literature 3/7

A study of the history of redemption from Adam to Moses as set forth in the Pentateuch. Special attention is given to God's purposes in the call of Abraham and the establishment of the Mosaic economy.

REL-232 Gospel Literature 3/7

A study of the four Gospels including their backgrounds, themes, outlines and distinguishing features, distinctive portrayals of Christ and His life and ministry as set forth in the Gospel of Mark.

REL-233 Interpretive Analysis of Old Testament Literature 3/7

A study of the basic principles of biblical interpretation. Emphasis is placed upon the cultural, historical, grammatical and theological method of interpretation. The application of these principles is drawn specifically from the Old Testament scriptures. The course is designed to provide ministry leaders with a method to properly interpret the Bible.

REL-234 Writings of Paul 3/7

A survey of the writings of Paul including backgrounds, themes, outlines and distinguishing features with special attention given to the book of Romans.

REL-235 Introduction to Old Testament Wisdom Literature 3/7

An introductory survey of the Old Testament books of wisdom including a study of major themes, characteristics of Hebrew poetry and principles that can be applied to Christian living.

REL-237 Interpretive Analysis of New Testament Literature 3/7

A study of the basic principles of biblical interpretation. Special emphasis is given to the method of reading Scripture through a range of New Testament texts. Aspects of this method include attention to cultural, historical, grammatical and theological interpretation.

REL-238 Christian Doctrine I 3/7

A systematic study of the basic biblical doctrines of Christianity including revelation, God, humanity, Christ and sin. The course reviews relevant Bible passages and emphasizes the practical application of biblical teachings in Christian living.

REL-242 Old Testament Survey I 3/7

An overview of the Old Testament from Genesis to Job, noting its historical perspective and spiritual application.

REL-244 Old Testament Survey II 3/7

An overview of the Old Testament from Proverbs to Malachi, noting its historical perspective and spiritual application.

REL-246 New Testament Survey I 3/7

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

REL-247 The Bible & Contemporary Culture 3/7

A study of contemporary issues from a biblical perspective. Particular emphasis is given to the way in which systemic study of the Bible can provide a basis for addressing issues as part of a Christian worldview.

REL-248 New Testament Survey II 3/7

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

REL-345 Christian Doctrine II 3/7

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

SCIENCE

SCI-119 Contemporary Issues in Science and Technology 3/7

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

SOCIOLOGY

SOC-101 Introduction to Human Services 3/7

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

SOC-111 Introduction to Sociology 3/7

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

SOC-201 Intercultural Relations 3/7

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

SOC-211 Current Social Issues 3/7

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

SOC-229 Field Experience/Applied Project 3/7

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

SOC-232 Marriage and Family 3/7

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

SOC-261 Grief and Loss, Death and Dying

3/7

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

ADMISSION & REGISTRATION

Admission Process

Cornerstone University accepts students on the basis of their academic record and work experience. Students are required to complete and submit the appropriate application and tuition deposit. Refer to the admission requirements for each undergraduate program in the Undergraduate Academic Catalog & Student Handbook.

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

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

International Students

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

Non-Degree Admission

Persons interested in enrolling at Cornerstone University on a part-time, non-degree basis must complete a non-degree application through the Cornerstone website. A maximum of 24 total credit hours may be taken as a non-degree undergraduate student. Non-degree students are not eligible for federal, state or institutional financial assistance.

Readmission to a Program

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

1. Students must complete a regular application for admission available at www.cornerstone.edu/apply/adult-graduate/. 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. Official transcripts from each post-secondary institution attended since the student was last enrolled at Cornerstone University must be submitted at the time of application for readmission. An updated transfer-credit evaluation and assessment profile will be completed and distributed to the student.
3. Any delinquent payments must be resolved before the student can be considered for readmissions.
4. Students readmitted after 12 months have elapsed will follow the university catalog and policies in force at the time of readmission.
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. No fee is required with this application.

2. All delinquent payments must be resolved before the student can be considered for readmission.
3. 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.
4. Tuition and fees will be charged at the current rate at the time of readmission. The student will be charged at the current rate for any course repeated.

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

Reservation Procedure

New and re-admitting students are notified five weeks prior to orientation regarding class reservation. Students must complete the class reservation form located at <https://www.cornerstone.edu/admissions/pgs-apply-now/adult-and-graduate-tuition-and-fees/> along with 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 \$480/credit hour

Non-Refundable Fees

Tuition Deposit.....	\$50
Student Support Services Fee	\$300
Official Transcripts*	\$7.50*
Professional & Life Learning Credits per petition	\$50
Late Payment Fee (up to)	\$100
Payment Plan Set-up Fee per Semester (up to).....	\$55
NSF Check Fee (up to)	\$25

**Transcripts are available to purchase online through the National Student Clearinghouse (studentclearinghouse.org). (cash/check) at the registrar's office.*

PGS Global Trip

Global Experience Fee.....\$2,600 to \$3,500*

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

- For Federal Title IV aid, if a student withdraws before completing 60 percent of the 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 Agreement, 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 all 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 the associate director of student financial services and attempt to resolve the issue. In the event the issue is not resolved, the student moves to step 2.

Step 2: The student presents his/her appeal in writing to the Financial Appeals Committee. The committee consists of the 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 and/or state aid programs must file the Free Application for Federal Student Aid (FAFSA). Students must complete the required financial aid forms each year.

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

Requirements to Receive Federal Financial Aid

Statement of Educational Purpose

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

Statement of Refund and Default

To receive federal financial aid, a student must not owe a refund on a federal student grant or be in default on a federal student loan.

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
Incoming Freshman	No Minimum
1-57	1.85
58+	2.00

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 undergraduate 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
1-57	70%
58+	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, F/W, W, W/E, W/P, & 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 before the end of the Drop/Add Period, the course will not be included in attempted credits. If a student withdraws from a course after the end of the Drop/Add Period, the credits for the course will be considered attempted credits but not completed credits.

Repeated Courses: A student may receive federal aid for a repeated course as long as he has not previously passed the course. Once a student passes a course, he is eligible for only one further retake, regardless of the grade that he receives in that retake. 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 undergraduate level are included in the calculation of pace, regardless of change of major or seeking a second degree.

150% Rule

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

Credits to include in the 150% calculation:

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

Financial Aid Warning

All regularly accepted and continuing students who do not meet SAP standards for the first time will be placed on Financial Aid Warning for the next 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 both re-admission and 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 semesters.

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

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

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

Federal Financial Aid Programs

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

Federal Pell Grant

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

Federal Direct Loan Program

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

Federal Supplemental Educational Opportunity Grant

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

Federal TEACH Grant

This grant is available to students in certain education programs. This grant provides up to \$3,764 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families.

State Financial Aid Programs

Persons who are legal residents of the State of Michigan as determined by the Michigan Department of Education may receive aid from state programs. Eligibility for state student financial aid is determined through the submission of the Free Application for Federal Student Aid (FAFSA). The current state application deadline for priority consideration is March 1st for all students.

Michigan Tuition Grants

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

Michigan Competitive Scholarship

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

ACADEMIC POLICIES & PROCEDURES

Academic Advising

After acceptance, each student is assigned an academic advisor who is available to meet and discuss an educational plan leading to graduation. While the school offers help with planning a student's program, each student is responsible for meeting his or her graduation requirements.

Academic Placement

All incoming students with less than 56 credits are required to take IDS-100, IDS-131, and ENG-118 at the beginning of their program at PGS. Exceptions will apply for students who:

- Transfer ENG-118 (or equivalent) credits completed within the five years prior to admission at PGS. Students can seek to transfer ENG-118 (or equivalent) credits completed beyond the five years prior to admission by meeting the minimum threshold on the writing assessment,
- Students who score above the minimum threshold on applicable screening assessments will not be required to take IDS-131 (technology assessment) or ENG-118 (writing assessment) but will not be granted PGS credit for IDS-131 or ENG-118, or
- Students who transfer more than 45 credits with a cumulative GPA of 3.5 or higher.

Academic and Grade Review Process

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

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

- Step 1* The student approaches the instructor within six weeks from the time the instructor issued the grade and attempts to resolve the issue. In the event the issue is not resolved, the student moves to step 2.
- Step 2* The student presents the grievance and supporting data in writing to the appropriate dean of the course within two months from the time the instructor issued the grade. If the issue is not resolved at this level, the student moves to step 3.
- Step 3* The student presents the grievance and supporting data in writing to the executive vice president for academics within four months from the time the instructor issued the grade. The academic and grade review committee will be convened by the appropriate program dean within three weeks after the appeal is received. A written response will be sent to the student. If the student is not satisfied with the review process, the student can present the case to the PGS appeals committee. The decision of the appeals committee is final.

Academic Integrity

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

- **Plagiarism:** Willfully submitting as part or all of one's own work material that is copied or paraphrased from another source, including online sources, without proper acknowledgment of that source.
- **Cheating:** Using unauthorized material or study aids for assistance on examinations or other academic work. Examples include but are not limited to looking at a peer's exam, altering a graded exam and using notes without permission.
- **Fabrication:** Submitting altered or contrived information in any academic assignment. Examples include but are not limited to falsifying data, text material, or sources.
- **Facilitating academic dishonesty:** Helping another student violate this policy. Examples include but are not limited to allowing one's work to be copied, working together on an assignment where collaboration is not allowed and doing work for another student.
- **Self-Plagiarism:** Self-plagiarism is submitting written papers or other work in a current class that students have previously submitted in a previous class. Once a student has received a grade and academic credit for work submitted in one class, a student may not re-use that assignment, in its same form, for another class. Exceptions to this policy: (1) If a student completed work for a class but did not receive official credit for that class and is re-taking the course, he or she may, with prior faculty approval, submit the former work for credit in the current class. (2) Faculty may allow students to use previous work in prior classes or previous work in the current class for assignments due in the current class based on developmental educational purposes. An example of this would be a literature review completed for the first class in a doctoral program that is later used (and built on) in subsequent classes within a program. Other examples would include using developmental, rough draft narratives submitted for earlier assignments in the current class for later assignments in the same class. A third example would be work submitted for discussion forums that faculty approve to be used in current or future papers. Even these instances, though, should require a change to the assignment in some way so that the student is not simply submitting a previously-submitted assignment in a current class for the purpose of avoiding work. Finally, students should always ask their current professor for permission before submitting previously written and completed work unless this approval is explicitly stated in the course materials, thus obviating the need for such approval.

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

First offense

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

Second offense

- The faculty member will file a written report with the PGS program dean and send a copy to the student.
- The PGS dean will update the student's file recording the violation of the academic integrity policy. Written notification will be given to the faculty member who reported the policy violation indicating that the student who violated the academic integrity policy should receive no credit for the assignment or fail the course.
- The student must provide a written account of the academic integrity violation and the steps they will take to prevent future instances.

Third offense

- The faculty member will file a written report with the PGS program dean and send a copy to the student.
- The dean will update the student's file to reflect a third violation of the academic integrity policy. Written notification will be given to the faculty member who reported the policy violation indicating that the student who violated the academic integrity policy should fail the course and may face a suspension or dismissal from the university, depending on the severity of the violation.
- If a student is permitted to continue in their program, they must provide a written account of the academic integrity violation and the steps they will take to prevent future instances.

Appeal Process

A student who feels that he or she has been unfairly accused or unjustly treated may appeal the decision to the vice president for academics. 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 Academic Catalog and 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 a prerequisite for student success 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.

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 the PGS dean. 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.

Classification of Students

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

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

Course Repetition and Retake Policy

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

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

Credit by Exam

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

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

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

Enrollment Status

For federal financial aid calculations, all students are considered to be enrolled full-time if they are enrolled in 12 or more credits. Aid is calculated based on formulas related to a student's academic year, federal payment periods and the federal award year.

For state financial aid calculations, enrollment status is based on the number of credits for which a student is enrolled for a given term. The full-time enrollment status for state programs is 12 or more credits per term.

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

General Graduation Requirements

Participation in Commencement

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

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

Grade Point Average (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.

Grade Reports

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

Grading System and Honor Points

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

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

A – Indicates superior quality work.

B – Indicates above average work.

C – Indicates satisfactory or average work.

D – Indicates passing but below average work.

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

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

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

CR – Indicates credit received.

NC – Indicates no credit.

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

Graduation (Latin) Honors

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

Cum Laude	3.6 GPA
Magna cum Laude	3.7 GPA
Summa cum Laude	3.85 GPA

Grade-point average will be calculated on work completed at Cornerstone University only. Grade-point average for honor recognition is determined no later than April 1. Students graduating with a bachelor's degree must have completed 60 semester hours of credit in residence for purposes of fulfilling residence requirements for honor recognition. In addition, any student who earns a 3.85 GPA (or higher) in a PGS bachelor's degree program will be eligible for Latin Honors (Summa Cum Laude)."

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

Incomplete Grade

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

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

This grade cannot be given for unsatisfactory work. 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. This also applies to incomplete grades from the receipt of the initial incomplete. However, incompletes may not be granted for a 12-month timeframe.

Late Paper Policy

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

Letter Grade Equivalencies

- A = Student illustrates excellent performance. Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well. Writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.
Example: "A" work should be of such a nature that it could be put on reserve for all students to review and emulate. The "A" student is an example for others to follow.
- B = Student demonstrates a solid comprehension of the subject matter and accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for the degree that the student is earning.

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

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

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

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

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

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

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

Prior Learning Assessment Credit

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

Adult students interested in pursuing prior learning assessment credit should contact their academic advisor to enroll in the online Prior Learning Seminar. A non-refundable \$50 tuition deposit is required. You will have access to the Prior Learning Seminar for six months from the date of payment.

Appeal Process

The appeal process may be enacted when a student feels that his/her LLE or PST submission has not been evaluated fairly. This process will not be initiated until after the original petition has been revised and resubmitted and must begin within 30 days of the initial evaluation.

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

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 each term, 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:

1-57 semester hours completed	1.85 GPA
58+ semester hours completed	2.0 GPA

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

Student Disability Services (SDS)

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

Students with documented disabilities may apply for accommodations online through student disability services. Student disability services is part of the Cornerstone University Center for 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 an application found on the website and submit appropriate documentation, which will be reviewed by the accommodations officer and the Accommodations Review Committee. Upon acceptance, the student will meet with the director of student success to develop an Individualized Student Accommodation Plan (ISAP) based on the committee recommendations. On-site students will be given a green verification form to give to their professors and should schedule a meeting with each professor at or prior to the first class session to discuss their needs. Students attending classes online will provide a PDF copy of the verification form to the professor before the class begins.

In the event that students have questions regarding whether they are eligible for accommodations or how they might provide appropriate documentation of disabilities, the director of student success should be contacted immediately at (616) 222-1596 or at student.success@cornerstone.edu. If a disagreement arises surrounding eligibility for services or the manner in which a specific accommodation is being implemented, the student has a right to informal and formal grievance procedures. A copy of the grievance procedures is available at the center for student success in Miller Hall or online at: www.cornerstone.edu/academics/student-disability-services/grievance-policy/.

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

Student Grievance/Complaint Procedure

Occasions may develop in which students feel they have exhausted their efforts to resolve a concern they have experienced at Cornerstone University. Should this occur, students have the option of registering a formal complaint with the 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 takes 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	128 MB	128 MB

**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

Bachelor of Science in Ministry Leadership

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

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

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

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 meetings(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

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.

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

1. Cornerstone University agrees to participate in the Michigan Transfer Agreement as a receiving institution. For more information, visit www.macrao.org or contact the PGS admissions office at 1.800.947.2382.
2. All regionally accredited institutions.
3. All Accrediting Association of Bible colleges, accredited institutions or institutions with a G listing or higher in the AACRAO Information Bulletin
4. Non-accredited institutions, if those institutions supply three letters of acceptance from regionally accredited institutions to the registrar's office. Credits from non-accredited institutions are limited as follows:
 - 75 semester hours from a 4-year institution
 - 62 semester hours from a 3-year institution
 - 40 semester hours from a 2-year institution
 - 25 semester hours from a 1-year institution
 - 30 semester hours in practical nursing

5. The following non-accredited institutions due to the nature of their relationship to Cornerstone: Bob Jones University, Grand Rapids School of Bible and Music, Spurgeon Baptist College and Word of Life Bible Institute. Transfer credit will not be given for remedial or non-college level work or for any course in which a grade lower than a C- (1.7) was received. GPA does not transfer with the credit transferred.

Recommendations for credit as written in published guides by the American Council on Education will be recognized and accepted as transfer credit. Credit transferred from schools that are on a quarter system will be transferred as .66 (2/3) semester hours for every quarter hour.

If a student wishes to take a course at another institution after transcript evaluation is complete, he/she should 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

Technical Credit

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

Military Credit

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

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

Nursing Credit

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

Prior Learning Assessment Credit

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

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

Veterans

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

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

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

Verification of enrollment for VA benefits is processed when the student has submitted the Application of Education Benefits form or the Request for Change of Program or Place of Training form to the student financial services office. 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 the 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, located 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. – 6p.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 and from attending classes. 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 the cohort or of collaborative learning groups. His or her role is that of the facilitator. The faculty member is responsible for establishing a positive tone, monitoring implementation and guiding the team process. A positive tone concerning the cohort and collaborative learning groups must be established. Students will take their responsibilities more seriously when they understand the importance of collaborative learning.

Monitoring Implementations

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

“Splintering”

One team behavior that must be avoided is “splintering.” This happens when a learning group splits up the work on its project in the first meeting and works on its tasks as individuals without group involvement. While teams inevitably assign certain tasks to individuals to support the team process, the give-and-take of the process itself, carried out in a series of meetings, forms the essence of the learning group learning experience. “Splintering” negates this valuable aspect of learning group interaction and deprives students of the primary value inherent in group interaction. “Splintering” can be discouraged by advising students that the project must flow together conceptually. This is possible only when the group builds its strategies and solutions as a cohesive, problem-solving unit.

Grading

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

Group Rules

Clear Roles

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

Team Size

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

Group Expectations

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

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

GENERAL INFORMATION

Career

Handshake

To begin using the university career services offered through Handshake, please visit 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 for Student Success (see Student Resources) also offers career resources.

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 students in the Bachelor business programs by either taking the required BUS-318 course or substituting the IDS-315 course as an elective. The Associate of Science in Business students can also take IDS-315 and join the Global trip. All students may choose to audit* the global trip, not earning credit toward the completion of their program. (*Auditing the trip adds a specific audit fee of \$99 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 is located on the 2nd floor in the reception area. On the main campus in Grand Rapids, the primary lost and found is located in the Student Development office in the upper level of the Corum Student Union. All unclaimed items are disposed of at the end of each traditional semester. Miller Library, Bernice Hansen Center and the campus safety office in Warren Faber Hall also maintain lost and found items.

Posting of Signs

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

Recreational Facilities

The gym, racquetball courts and fitness center are located in the Bernice Hansen Athletic Center on the Cornerstone University campus in Grand Rapids and are available to current students 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 equipment, 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 page.

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 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; D.Ed. (ABD), Walden University

John S. Johnson, *Special Appointment Faculty of Business*

B.A. (1982), Bible Missionary Institute; M.A. (1989), Azusa Pacific University; Ph.D. (1998), Biola University

Gary B. Kuyper, *Special Appointment Faculty of Business*

B.S. (2007), Cornerstone University; M.B.A. (2010), Cornerstone 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

Gerald Longjohn, *Professor of Organizational Leadership & Development*

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

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

CU ADMINISTRATION & BOARD OF TRUSTEES

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Alicia Wyant, M.A., *Executive Director of WCSG*
Aaron Sagraves, B.A., *Athletic Director*
Shafter Roble, M.A., *Campus Pastor*

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Joseph F. McDonald (B.A. '07), *Partner, JoNa Capital Partners, Ada, MI*
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Dr. Gerson Moreno-Riaño, *President, Cornerstone University, Grand Rapids, MI*
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Dr. Kristy R. Taylor, *Dean of Students and Instruction, West Michigan Christian H.S., Norton Shores, MI.*
Daniel R. Wielhouwer (B.R.E. '68, R.A.M.), *President/CEO, Club & Community Corporation, Boca Raton, FL*
Dr. Lee D. Zuidema, Secretary, D.D.S., *Zuidema & Hess Family & Cosmetic Dentistry, Kentwood, MI*

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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. Doverman Hall
4. De Witt Center for Science & Technology
5. Family Office Building
6. Gordon Hall
7. Grand Rapids Theological Seminary
3000 Leonard NE
 - Matthews Performing Arts Center
 - Pirsig-DeBruyn Chapel
 - Urban Church Leadership Center
8. Miller Library
9. Sanao 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/Kaccham

STUDENT LIFE

18. Christ Chapel
 19. Corum Student Union
 20. Gaiety Conference Center
 21. Hansen Athletic Center/Mal 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

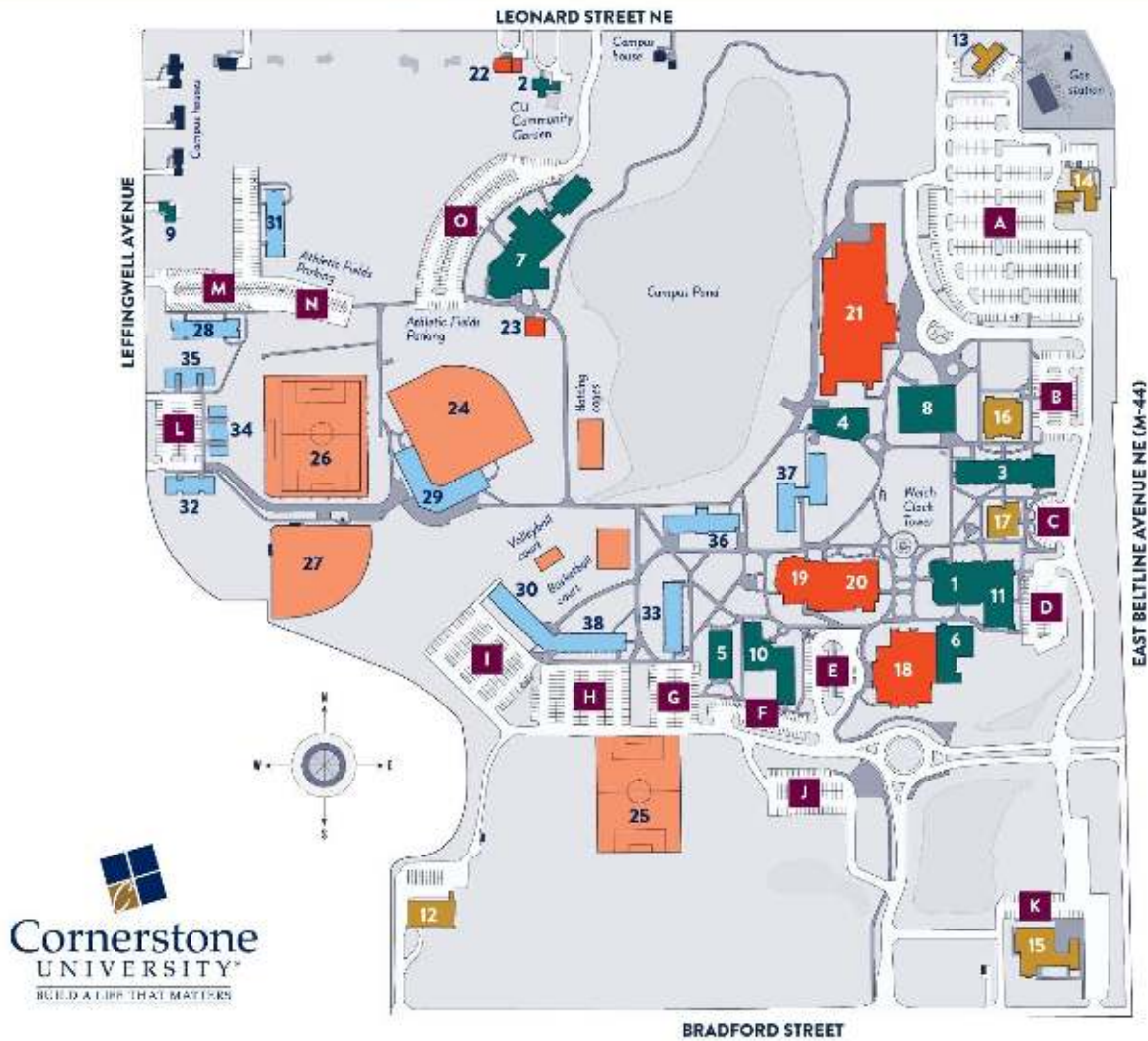
RESIDENCE HALLS

28. Babcock Hall
29. Central Hall
30. Cook Hall
31. Crawford Hall
32. Fuller Hall
33. Keithley Hall
34. Knal Hall
35. Morris Hall
36. Peckitt Hall
37. Quincer Hall
38. Van Ossel 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 Ossel Hall
- I. Cook Hall
- J. Commuter Parking*
- K. Future WCSG Parking
- L. Fuller, Knal & 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 Meijer 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.

