SPRING ARBOR
UNIVERSITY

2009-2010
GRADUATE CATALOG

GAINEY SCHOOL OF BUSINESS

Master of Business Administration

SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES

Master of Arts in Counseling
Master of Arts in Family Studies
Master of Arts in Organizational Management
Master of Science in Nursing

SCHOOL OF ARTS AND SCIENCES

Master of Arts in Communication
Master of Arts in Spiritual Formation and Leadership

SCHOOL OF EDUCATION

Master of Arts in Education
Master of Special Education

THE SPRING ARBOR UNIVERSITY CONCEPT
Spring Arbor University is a community of learners distinguished
by our lifelong involvement in the study and application of the liberal arts,
total commitment to Jesus Christ as the perspective for learning,
and critical participation in the contemporary world.

FROM THE PRESIDENT

Welcome to Spring Arbor University. You have made one of the important decisions of your life by choosing to join this University for part of your educational journey. Prominently displayed in this book and on campus, you will see a statement we call the Spring Arbor University Concept. It expresses the core identity of the University community. By becoming part of this community, you bring your giftedness and join a committed cadre of professors, students, and staff, all of whom are dedicated to the ongoing advancement of knowledge and skills — yours and ours.

At Spring Arbor University, we specialize in the study of the liberal arts, and the accumulated wisdom of human arts and sciences, which forms the base for leadership in any specialized field. The University pursues excellence in every area in the Christian conviction that all truth is God's truth. Our goals are for you to achieve a mastery of life competencies and a personality grounded in a worldview reflecting a vibrant Christian faith.

The University serves students in several locations, including our attractive main campus in south central Michigan and regional centers in Michigan and northern Ohio. The University also offers degree programs through SAUonline. In every program, we offer degrees that are designed to enrich and further your professional and personal development. Our programs are carefully crafted to reflect the most current demands of the job market.

To all of this is added a special flavor, a world perspective that equips us to engage critically and productively with the contemporary world. We want Spring Arbor University graduates to be the salt and light of the world — working for good wherever they go.

Enjoy your time at Spring Arbor University. May this experience be rich and satisfying, and equip you for a lifetime of growth and joy. Your success will be our success; and your joy in accomplishment will be ours, as well.

May the Lord richly bless you.

Charles Webb, Ph.D.
President

FROM THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

Welcome to all graduate students. We welcome you to an enriching opportunity to continue your experiences as a learner.

Spring Arbor University's graduate programs provide high quality learning experiences and student-focused environments. Our graduate programs are grounded in the liberal arts and Christian worldview.

This catalog gives an overview of program content and degree requirements. It should be a valuable guide as you track your degree progress, work with your advisor, or consider matching program offerings to your learning needs and career aspirations. The policies and expectations set forth in the catalog are designed to assure program quality, consistency, accountability, and program match with the values and mission of the University.

We invite you to learn more about us through visiting our web site (www.arbor. edu). It is our pleasure to serve you.

We wish you much success and many blessings as you pursue your educational goals.

Sincerely,

Betty J. Overton-Adkins

Betty J. Overton-Adkins, Ph.D.
Vice President for Academic Affairs

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GENERAL INFORMATION

History of Spring Arbor University
Spring Arbor University is a liberal arts university located eight miles west of Jackson (the greater Jackson area has a population of 75,000), and is affiliated with the Free Methodist Church. More than 40 denominations are represented in its student body. While most students are from Michigan, the University also attracts students from over 20 states and several foreign countries. Spring Arbor University is coeducational, with approximately 1,600 undergraduate students on the main campus, over 1,000 undergraduate students at various other locations throughout the state and over 1,200 students in our graduate programs.

Spring Arbor University was founded in 1873 by leaders of the Free Methodist Church as a private academy with elementary and secondary grades. It evolved into an institution of higher learning in the 1920s and acquired four-year liberal arts status and accreditation from North Central Association of Colleges and Schools in 1963. Today, Spring Arbor University grants associate and bachelor degrees. The University also grants the following graduate degrees: Master of Arts in Communication, Master of Arts in Counseling, Master of Arts in Education, Master of Arts in Family Studies, Master of Arts in Organizational Management, Master of Arts in Spiritual Formation and Leadership, Master of Business Administration, Master of Special Education and Master of Science in Nursing. Graduate programs are available on campus, online, and at regional sites in Battle Creek, Bay City, Flint, Gaylord, Grand Rapids, Jackson, Kalamazoo, Lansing, Metro-Detroit, Metro-Toledo, Petoskey and Traverse City.

Spring Arbor University Concept
Spring Arbor University is an evangelical Christian university. The mission of the University — its purpose, its curriculum and the philosophical base for its community — is expressed in the Spring Arbor University Concept:

> *Spring Arbor University is a community of learners distinguished by our lifelong involvement in the study and application of the liberal arts, total commitment to Jesus Christ as the perspective for learning, and critical participation in the contemporary world.*

The balanced integration of faith, living and learning is the continuing educational goal of Spring Arbor University. The faculty and administration are committed to Jesus Christ as the foundation for their teaching, advising and leading. Their personal relationships with Christ provide a basis for evaluating information, forming a worldview and shaping their daily participation in the lives of those around them. The University strives to help its students develop as Christian men and women equipped to meet all aspects of life with confidence.

Community Expectations

As with all aspects of Spring Arbor University, graduate programs are dedicated to fostering academic, social, physical and spiritual growth for its students. Spring Arbor University trusts that students either share the Christian perspective of the University or are amenable to such perspectives while a student. As active participants in the community, students enrolled at Spring Arbor University are expected to govern their lives in a way that is pleasing to the Creator, enriching to others and self-rewarding.

Non-Discriminatory Statement

Spring Arbor University does not exclude any persons who are qualified applicants from participation in our graduate programs, activities and benefits by reason of race, color, national origin, gender, age or handicap. Applicants do not need to be professing Christians; however, students should know the program is delivered with a Christian worldview.

Diversity at Spring Arbor University

Spring Arbor University is a community of learners committed to reflecting the Kingdom of God in the diversity of our students, faculty, staff, trustees, and other associates. Valuing the dignity of every human being is part of the historic legacy of our founding denomination. The University's continued focus on creating a diverse learning environment reflects these values and honors our heritage.

The University is committed to being a place where ethnic and racial inclusiveness is a hallmark of the community we create. However, as an imperfect human organization, we must acknowledge and plan for the challenge that such diversity brings. But we boldly embrace this challenge, because as Christians, we know it is right. Jesus Christ is the perspective for our teaching and through Him, we are called to move beyond mere tolerance of each other to genuine acceptance and mutually transformative learning.

Becoming a diverse community of learners is consistent with our liberal arts tradition. It facilitates a healthy exchange of cultural, economic, social, religious, philosophical, and political views within the classroom and in campus activities.

Further, as an educational institution, we know we will ill-prepare students for personal and professional lives in a global society if we fail to expose them to the rich diversity of peoples and cultures. This exposure cannot solely come from books but needs to be tested and experienced through interactive and on-going personal relationships.

Therefore, we will seek ways to invite and welcome diversity into our community. We will be proactive and creative in integrating different cultural perspectives into the curriculum and community life, and we will strive to be always a community of love and respect.

Catalog Subject to Change

Courses and policies listed in this catalog are subject to change through normal University procedures. Policy revisions are normally implemented in the next academic year following their adoption by the graduate council and academic senate. However, occasionally a policy may be changed and implemented in the same academic year. A curriculum or policy change could be applied to matriculated students and for this reason, this catalog should not be construed as constituting a contract between the University and any person. To complete a degree, a student is normally expected to meet the requirements listed in the catalog which is in effect for the year of the student's admission or readmission to the University. Students may also need to meet additional degree requirements that have been officially published.

Important Catalog Note

Spring Arbor University has four schools: Gainey School of Business, School of Graduate and Professional Studies, School of Education, and School of Arts and Sciences. The requirements and expectations in this Catalog apply to all graduate students, regardless of the school in which the course or degree program is housed. Individual schools, however, may impose additional requirements or expectations. See specific degree for additional information.

BASIC GRADUATE INFORMATION

Graduate Programs of Study

Spring Arbor University offers the following master's degrees. For information, please call the regional site closest to you or the number shown below:

Master of Arts in Communication 517.750.6703
Master of Arts in Counseling 517.750.6703
Master of Arts in Education 517.750.6554
Master of Arts in Family Studies 517.750.6654
Master of Arts in Organizational Management 517.750.6763
Master of Arts in Spiritual Formation and Leadership 517.750.6703
Master of Business Administration 517.750.6763
Master of Science in Nursing 269.372.9754 ext. 4058
Master of Special Education 517.750.6554

Accreditation

All degrees offered by Spring Arbor University are accredited by the Higher Learning Commission, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602. Both graduate and undergraduate programs offered by the University's School of Education are approved by the Michigan Department of Education and the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue NW, Suite 500, Washington, D.C. 20036; telephone:

202.466.7496. The Master of Science in Nursing program is currently seeking accreditation from the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036.

Admissions

The following requirements are common to all Spring Arbor University graduate programs. Some programs specify a particular format for certain items and/or have additional requirements. Consult the individual program requirements. Admission must be approved prior to being considered for financial aid.

- A bachelor's degree from a regionally accredited college or university;
- A 3.0 GPA for at least the last two years of the bachelor's degree;
- An official transcript from all previous institutions attended;
- At least two recommendations from professional/academic individuals; and
- A completed application.

Expectations

All applicants should possess:

- graduate-level communication skills;
- computer competency;
- strong academic skills;
- strong motivation for learning;
- awareness of the time and effort required to successfully complete program requirements;
- a willingness to be part of a group learning process; and
- potential for growth and development in the student's chosen field.

Admissions Status

Admission status is determined and specified as follows:

- **Full**: all items are complete and admission requirements met
- **Probationary**: the admissions file is complete but the applicant's GPA does not meet the standard—there will be limits on the number of courses for which the applicant may enroll as well as closer monitoring of grades—the time limit that the student must come off probationary status will be the first six credits, not including residency (nine credits for MBAOL and MSN)
- **Conditional**: some part of the admission file is missing (i.e., missing writing sample or official transcript)—there may be limits on the number of courses for which the applicant may enroll as well as closer monitoring of grades— the time limit that the student must come off conditional status will be the end of the first course (excluding the residency for MBA and MBAOL).
- **Denial**: admission requirements are not met

Admissions Appeals

Students may only appeal denial of admissions. An appeal is initiated via written petition, which provides rationale and, where appropriate, includes supporting documentation. Appeals are presented to the program director, who will convene a review committee. The committee's decision is final.

International Student Admission

International students are subject to all admission requirements of the graduate program and additional requirements as outlined below:

- Hold a degree equivalent to a bachelor's from a regionally accredited academic institution in the United States. International applicants must submit official copies of their transcripts and certificates from each institution attended. For each school, one official transcript should be sent to Spring Arbor University and one must be submitted to one of the following services for evaluation: AACRAO (www.aacrao.org) or WES (www.wes.org). The service must send the evaluation(s) directly to Spring Arbor University. Degrees earned from institutions outside the United States must be equivalent to or higher than, a U.S. baccalaureate.
- Provide evidence of proficiency in the English language on the Test of English as a Foreign Language (TOEFL) **
- Provide a financial resources statement.
- Submit proof of medical insurance.

NOTE: To maintain student status with immigration a student must be full-time (a minimum of six credit hours per semester).

** Minimum TOEFL scores: Paper-based = 550, Computer-based = 220, Web-based = 80

Background Check

Spring Arbor University (SAU) values a reputation for honesty, integrity, and a safe environment for our community of learners and to the greater community in which we serve. To safeguard these standards, SAU may require a background check. The specific policy guidelines and final review processes are outlined by the individual school, program, office, or department.

Guest Student Admissions

Students may apply for permission to enroll in a limited number of classes as a guest. This process allows students to experience a graduate-level course or take a class to transfer to another program. Please request this application form from the program office.

Non-degree Student Admissions

This category includes students who wish to take classes but who have no desire to complete a degree. Contact the program office for further information.

Full-time Status

Enrollment in at least six graduate credits during any semester is considered full-time. Enrollment in at least three graduate credits during any semester is considered half-time. Grants and loans from state and/or federal governments are available for students who are enrolled at least half-time and who have been accepted in a degree program. Students should contact the Financial Aid Office for assistance.

Semester Credit Limits

Students may not enroll in more than 30 hours per 12-month period in any Spring Arbor University graduate program or combination of graduate programs, without the permission of the program director. Any schedule exceeding 10 hours per semester (traditional semester calendars) or 15 hours in a six-month period (non-traditional semester calendars) must have permission of the program director. A student wishing to register for more than three hours above these limitations must have the permission of the dean of the School of Graduate and Professional Studies.

Assessment

Spring Arbor University regularly assesses the effectiveness of all academic programs. Registration for classes constitutes agreement to participate in assessment exercises and permission to collect resulting data.

Transfer Credit

Programs may accept a maximum of 9 graduate credits by transfer from a regionally-accredited institution. The transferred course grade(s) must be a "B" or better. An official transcript from the institution must be submitted to the appropriate program office with the initial application. Transfer credits must be no more than 6 years old at the time of admission, but certain programs may allow exceptions, depending on the course. The program director has the discretion and the right to determine what is accepted and whether the course will substitute for a required course or elective credit. After admission to a Spring Arbor University graduate program, students wishing to complete coursework at another college or university, with the expectation of that coursework being applied toward a Spring Arbor University degree, must seek written advance approval from the program director.

Overlapping Courses

Students may apply credits successfully completed in one SAU master's degree towards degree requirements in another SAU master's degree, subject to a maximum of 25% of the credits in each degree and an overall maximum of nine (9) credits.

Grading System

Coursework will be assigned a letter grade that carries scholastic points according to the following scale:

A	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.67	D-	0.67
C+	2.33	U	0.00

Plus and minus grades are intended to reflect more accurately the student's actual performance in the classroom. Each weighted letter is defined as follows:

A = excellent achievement
B = good work
C = below average work
D = unsatisfactory work
U = unsatisfactory work—no credit is given—the number of hours is included when computing GPA
S = satisfactory work done (a grade of "B" or above)—credit is given—GPA is not affected
I = incomplete work in a regularly scheduled course at the time the final grade is due—given only when missing assignments are due to absences from classes for illness, or other emergencies—not given for unsatisfactory assignments or failure to submit assignments due to the student's negligence.

Note: A grade of "I'' must be removed within six weeks after the end of the term in which it is given or by a date officially agreed upon by the instructor and student—when an "I'' is given, the instructor will indicate what grade the student will receive if the completion date is not met—if no grade is received, the "I" grade becomes a grade of "U."

IP = work in progress at the time the final grade is due—given only for an independent study, internship, practicum, tutorial, exploratory experience or other special programs as approved by the registrar

Note: A grade of "IP" must be removed within six months of the close of the term—if no grade is received, the "IP" grade will become a "U."

Academic Integrity

Any community of teachers and scholars recognizes that truth and honesty are absolutely essential in academic work. The expectation at Spring Arbor

University is that these principles will be rigorously followed in all academic endeavors, including the preparation and presentation of lectures, preparation of class reports and papers, giving and taking of examinations, and in protecting the validity of assigned grades. This assumes that all work will be done by the person who purports to do the work, without unauthorized aids. Instructors will exercise due diligence in planning and supervising the academic program so that the principles of truth and honesty are upheld. Faculty will reserve the right to impose a penalty, including the right to fail any student in a course where the student has been engaged in cheating, plagiarism or other forms of academic dishonesty.

The Spring Arbor University Concept—the heart of this institution—is based on our common commitment to Jesus Christ as the perspective for learning. This means that the Spring Arbor University community seeks to live in close adherence to the example and teaching of Jesus Christ in our personal and scholarly pursuits. With the purpose of encouraging responsible conduct, this policy flows from the Concept and assumes these important community expectations:

· Everyone who is part of the Spring Arbor University community will seek to live a life of highest integrity, both personally and academically.
· Full truthfulness is essential from all those in the Spring Arbor University community.
· Faculty and students will carefully and diligently guard themselves from stealing material or intellectual property — whether physical or electronic in nature.
· Silence about others' disregard for these standards devalues and violates the principles and spirit of our faith, the Concept and this policy. With prayerful introspection and loving confrontation, we should strive to hold one another accountable to the standards of our faith.

Acknowledging the call in the principles above, we challenge ourselves to maintain integrity in all we do academically. There shall be no cheating, misrepresentation, or plagiarism (borrowing ideas, images, facts, stylistic phrasing, or quoted material without credit) on assignments, tests, lectures, handouts or any other written materials. SAU s Academic Integrity policy is available electronically on its web site.

ACADEMIC POLICIES

Academic Advising
In each graduate program an academic advisor is available to assist students with planning and implementing their academic careers. The University provides the Academic Planner for all students to use for planning, registering, and dropping

and adding courses. The Academic Planner is available through the MySAU Portal (http://mysau.arbor.edu) and is a tool that all students are expected to use. For support in using the Academic Planner, please refer to instructions provided online. If further assistance is needed, contact your advisor.

Student Responsibilities

While Spring Arbor University will provide assistance in planning academic programs, students are ultimately responsible for the completion of their program. Students are expected to become familiar with degree requirements and expectations, as well as take the initiative for requesting academic advising assistance.

Probation

A student will be placed on probation if his/her GPA falls below 3.0. The time limit that the student must come off probationary status will be the end of the next semester or a minimum of six credits, whichever comes first

Auditing a Course

Students who wish to register to audit a class (i.e., attend the class but not receive credit) need to secure permission from the program director. Students must pay the applicable audit fee and any course fees. To have the audit placed on their permanent record, students must meet the regular attendance policy of the course. Registration for audit may not be changed to credit after that term's drop/add period. If credit is subsequently needed or desired, the student must retake the course for credit, paying the applicable tuition and fees.

Auditing students will not be required to complete assignments and exams unless the instructor requests that assignments be completed as a necessary part of attending the class. An instructor has no obligation to meet with an auditing student after class or to correct assignments submitted by an auditing student, unless the instructor has requested that the student complete the materials.

Adding a Course

Students may add courses during the authorized drop/add period by utilizing the Academic Schedule Planner on the MySAU Portal.

Dropping a Course

Students who wish to drop a course during the authorized drop/add period, must use the Academic Schedule Planner on the MySAU Portal. It is important that students check with the program office to learn the applicable deadlines and tuition charges. Students dropping a course after the first week (or the authorized drop/add period, if different) will be charged tuition for the course.

Withdrawing from a Course
Students may withdraw up to the halfway point of a course and receive a grade of "W," which remains part of the student's permanent record. Withdrawal after the halfway point will result in a grade of "U."

Repeating a Course
There is no limit to the number of repeated courses, but any given course may only be repeated twice. When computing GPA, a higher grade replaces the lower grade and the credit hours only count once. All entries remain part of the student's permanent academic record. Regular tuition charges and fees will be assessed for repeating a course. Courses with a grade lower than "C" will not be counted toward graduation requirements.

Course Cancellation
The University reserves the right to cancel a scheduled course for reasons it deems appropriate, including (but not limited to) staffing, low enrollment, or program changes.

Class Cancellation
In the event of bad weather or other unforeseen circumstances, a scheduled class session may be canceled. There will be an attempt to reschedule the canceled class session and notify students of the change.

Withdrawing from a Program
Students who need to withdraw from a program must notify their program office in writing. Students need to check with their advisor or the Financial Aid Office to understand the consequences of withdrawal and how it may jeopardize state or federal financial aid.

Readmission to a Program
Students who have withdrawn from a program or have not been actively enrolled for more than one year and wish to re-enter will be required to submit an application for readmission. Approval of that application is determined by the program director. Official transcripts for any subsequent coursework taken at another institution must be sent to the program's office for evaluation.

Time Limits for Completing a Degree
Student must complete all degree requirements within six years of the date of enrollment in the first class after the student is admitted to the program. A student may petition the program director for an extension.

Academic Probation
Students must have an overall 3.00 GPA to graduate from any master's programs. If a student falls below that overall 3.00 GPA at the end of a semester, the student

will be placed on academic probation. Students on academic probation who have been unable to raise their overall GPA to 3.00 after taking six additional credit hours will be dismissed from the program.

Dismissal
Students who have been dismissed may apply for readmission after one year has elapsed. Evidence to support the request for readmission must be submitted in writing.

Dismissal may also occur for disciplinary reasons as a result of violating standards of academic integrity or legal, professional and ethical standards.

Appeals

Grade Appeals
Student wishing to appeal a final grade must do so within 30 days after the grade has been posted. At all times, the burden of proof is on the student. The following procedures must be followed.

Step 1: The student should confer with the instructor, stating his/her objections to the assigned grade and providing any relevant evidence. If both parties reach an agreement, the instructor has the right (but not the obligation) to change the submitted grade.

Step 2: If the student makes at least two unsuccessful attempts to contact the instructor and provides documentation of those efforts, or if contact is made but an agreement is not reached, the student may appeal to the program director in writing or by e-mail. The program director may consult with the school dean.

Step 3: If the matter remains unresolved, the student may contact the Academic Affairs Office for the appropriate forms. Upon receipt of properly completed forms by the student, the Academic Affairs Office will convene a committee to review all materials and make a recommendation to the Academic Affairs Office. The final (and non-appealable) decision rests with Academic Affairs. If the appeal is upheld, the originally submitted grade will be changed to "S" (satisfactory), which will remove that course from GPA calculations.

Note: The appeal process can take up to three months. Because this is a private university administrative hearing, legal counsel or representation is inappropriate.

Academic Policy Appeals
If a student believes that the university has not followed published policies

regarding academic decisions, the student may appeal the decision. The student must initiate the process within 30 days of the decision. At all times, the burden of proof is on the student. The following procedures must be followed.

Step 1: The student should confer with the individual who made the decision for a full explanation of the policy and how it was followed.

Step 2: If the matter remains unresolved, the student may appeal to the program director in writing or by e-mail. The program director may consult with the associate dean for graduate programs.

Step 3: If the matter remains unresolved, the student may contact the Academic Affairs Office for the appropriate forms. Upon receipt of properly completed forms by the student, the Academic Affairs Office will consider the appeal and render a final (and non-appealable) decision.

Note: The appeal process can take up to three months. Because this is a private university administrative hearing, legal counsel or representation is inappropriate.

Graduate Attendance Policy
Regular attendance and participation is expected in all graduate programs. Refer to specific program guidelines for details.

Tuition and Fees
Cost of tuition and fees for each graduate program can be obtained from the Spring Arbor University business office. Fees for special materials may be required for some courses. All fees are nonrefundable. In addition to tuition and fees, each course will require textbooks and other materials. If any additional fees or costs must be assessed, they will be explained at the time the fees or costs go into effect. Tuition and fee changes will be published each year.

NOTE: Spring Arbor University reserves the right to adjust tuition, books, and fees.

Payments
Students are expected to pay tuition and fees before class begins. Most programs require payment at least three weeks in advance. A third-party payment plan is available, details of which can be obtained through the business office. Failure to meet financial obligations may result in the referral of the delinquent account to an outside agency for collection of the total amount due plus all applicable collection costs.

Financial Aid
Financial aid may be available to students if appropriate criteria are met. Grants and loans for full-time or part-time students may be requested from the federal and/or state government. Students should work with appropriate staff and the Financial Aid Office. Early filing of the Free Application for Federal Student Aid (FAFSA) is encouraged to meet specific deadlines. Standards of academic progress must be met in order for students to receive federal (Title IV funds) and/or state aid.

Refunds
If a refund is due to the student and the student received financial aid from federal student loans or the Michigan Tuition Grant, part of the refund must be returned to those programs. Proportionate amounts of the total refund will be returned by the University to the respective programs in the following order:

1. Federal Unsubsidized Stafford Loans
2. Federal Subsidized Stafford Loan
3. Federal Graduate PLUS Loan
4. Michigan Tuition Grant

The remaining refund will be given to the student when all incurred costs at Spring Arbor University have been paid.

Transcripts
Transcripts will not be released to students who have not paid their University bills or who are delinquent in loan payments. Transcript requests must be made on-line at www.arbor.edu.

Veteran's Benefits
Veterans should contact the Office of Registration and Records for certification with regional Veterans' Offices at least one month prior to beginning the degree program. The Office of Registration and Records maintains all veteran academic records. To receive veteran's benefits, a student must remain in good standing according to the academic policies of the University and the specific program in which the student is enrolled.

Graduation
Students who have completed all degree requirements are invited to participate in commencement on the University's main campus, where diplomas will be awarded. Students must complete a graduation/diploma application approximately three months prior to the ceremony. When applications are received a graduation fee is assessed.

If an application for graduation has been made and requirements are not finished as stated, a re-application fee will be charged. Students who cannot complete

their requirements by the anticipated date should send written notification to their respective program offices.

Diplomas will not be issued to students whose financial obligations to the University are not met.

STUDENT SERVICES

All graduate students who are currently enrolled at Spring Arbor University may use on-campus facilities, including the library, computer labs, academic student connection, career center, physical education complex and dining and snack facilities.

Library Services
Spring Arbor University has online library services to aid students in their learning. Pass codes will be given to enrolled students. This will allow access to library resources from home or work. A computer is located at each regional center if students choose to do their research there.

UNIVERSITY ADMINISTRATION

EXECUTIVE TEAM

Charles H. Webb, Ph.D.
President

Jeffrey E. Edwards, MBA
Vice President and CIO - Technology Services

Kimberly Hayworth, M.B.A.
Vice President for Student Development & Learning

Jay E. Mansur, C.F.S.
Vice President for University Advancement

Matthew S. Osborne, M.A.
Vice President for Enrollment Management

Betty J. Overton-Adkins, Ph.D.
Vice President for Academic Affairs

Jerry L. White M.S.E., C.P.A.
Vice President for Business and Finance

Damon M. Seacott, M.A.
Chief of Staff

OTHER ADMINISTRATION

Rodney M. Stewart, M.B.A.
Associate Vice President for Academic Affairs

Geoffrey A. Marsh, BS
Director of Financial Aid

Roy B. Meador III, M.L.S.
Library Director

Darlene T. Mefford, M.A.
Dean for Academic Services and Registrar

Terry L. McClintic, M.A.
Graduate Records Coordinator

Gordon M. Eccles B.B.A.
Director of Student Financial Services

James Coe, Ph.D.
Dean of the Gainey School of Business

Linda Sherrill, Ed.D.
Dean of the School of Education

Naomi J. Larsen, Ph.D.
Dean of the School of Arts and Sciences

Robert P. Hamill, Ph.D.
Dean of the School of Graduate and Professional Studies

Carl E. Pavey, D.Min.
Associate Dean of Graduate Studies

Sharon E. Norris, M.B.A.
Director of Master of Business Administration

Terri L. Pardee, Ph.D., LPC
Director of Master of Arts in Counseling

Martin A. Covey, Ph.D., CFLE
Director of Master of Arts in Family Studies

George E. Griffin, Ed.D.
Director of Master of Arts in Organizational Management

Cindy E. Meredith, M.S.N., R.N.
Director of Master of Science in Nursing

Kathryn E. Bell, Ph.D.
Director of Graduate Programs of the School of Education

Donna M. Bergman Ed.D.
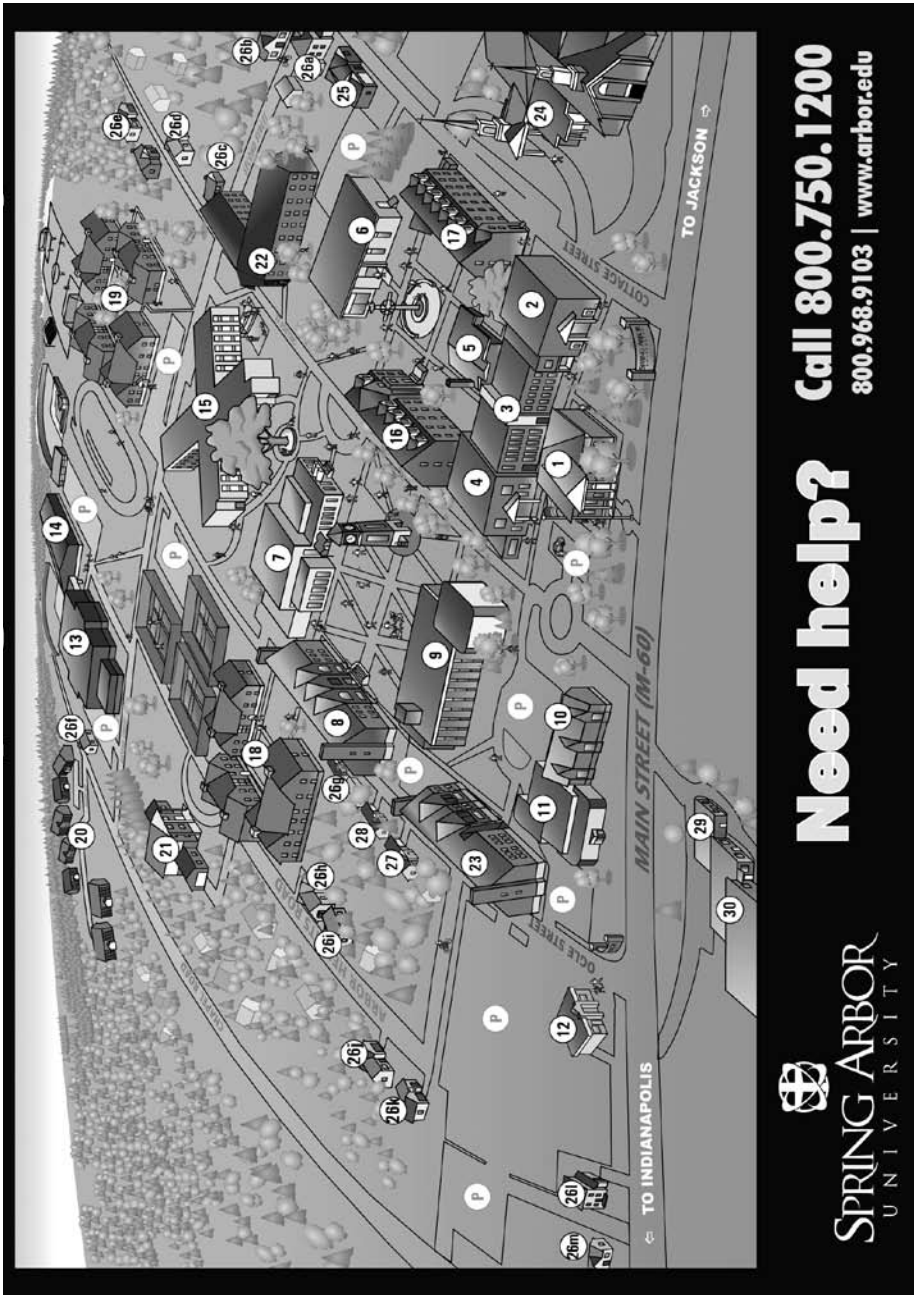*Director of Master of Special Education*

Wallis C. Metts, Jr., Ph.D.
Director of Master of Arts in Communication

Brent Ellis, M.Div., Ed.D.
Director of Master of Arts in Spiritual Formation and Leadership

Campus Map Legend

1. CHAPMAN WELCOME CENTER
   Admissions Office

2. WHITE AUDITORIUM

3. SAYRE DECAN HALL (SDH)
   SAU Radio (WSAE)
   Learning Center

4. SMITH MUSIC CENTER (SMC)
   Band Room
   Choral Room

5. BUSINESS OFFICE
   Student Accounts

6. DIETZMAN HALL
   Alumni Relations (upper level)
   Financial Aid (lower Level)
   School of Education (upper level)
   Technology Services (lower level)

7. KRESGE STUDENT CENTER
   Academic Affairs
   Bookstore
   Holton Health Center
   President's Office
   Ralph Carey Forum (RCF)
   Registrar
   Student Development
   Dorrice Ogle Dining Commons

8. WHITE LIBRARY
   Sacred Grounds Coffee Shop

9. WHITEMAN GIBBS SCIENCE CENTER (WG)
   Natural Science Office
   Philosophy-Religion Office
   School of Arts and Sciences

10. GANTON ART GALLERY

11. OGLE ART CENTER
    Classrooms & Studios
    Mailing & Duplicating Services

12. THE PROP SHOP
    Performance Facility

13. FIELDHOUSE (PEC)

14. DUNCKEL GYM

15. LOWELL HALL

16. MUFFITT HALL

17. ORMSTON HALL

18. POST VILLAGE

19. OGLE VILLAGE

20. APARTMENTS

21. VOLLER HOUSE (PRESIDENT'S HOME)

22. GAINEY HALL

23. POLING CENTER FOR GLOBAL LEARNING AND LEADERSHIP
    Gainey School of Business
    Ada's Kitchen

24. SPRING ARBOR FREE METHODIST CHURCH

25. HUMAN RESOURCES

26. KOINONIA HOUSES
    a. McDonald House
    b. Taylor House
    c. Gallagher House
    d. Wesley House
    e. Trevan House
    f. Gregory House
    g. Roberts House
    h. Bishop House Triplex
    i. Snyder House
    j. Maddux House
    k. Warner House
    l. Jones House
    m. Hart House

27. UNIVERSITY COMMUNICATIONS

28. INSTITUTIONAL RESEARCH AND ASSESSMENT / ROTC

29. SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES

30. PHYSICAL PLANT

P. PARKING

SPRING ARBOR UNIVERSITY

GAINEY SCHOOL OF BUSINESS
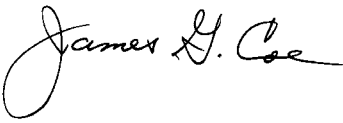
MASTER OF BUSINESS ADMINISTRATION

FROM THE DEAN

Welcome to the Master of Business Administration (MBA) program. We are excited about the outstanding faculty and curriculum we have assembled to create the MBA program. While investigating classical MBA academic theories, students will have their learning facilitated by investigating "living case studies" and by applying their new knowledge.

As a cohort of learners, students will find that they not only learn from the professors, but also from one another. This multidimensional curriculum emphasizes traditional and new business practices, in addition to Christian biblical faith, international awareness, entrepreneurship, and leadership in making successful decisions. This combination of factors constitutes a viable and dynamic MBA program that will provide a solid foundation for future successes.

Students will discover that our professors and the MBA administration team model what we teach. We listen carefully to our students and their employers so we can best serve both, and equip our graduates for critical participation in the modern world.

We wish you much success in the pursuit of your MBA.

Dr. James Coe

PROGRAM DESCRIPTION

The MBA program seeks to combine the best of conventional academic training with the best of field-based learning. Most typical business disciplines are represented in the curriculum because we feel that a successful manager must be conversant using a variety of decisions making models. The MBA curriculum addresses decision-making found in accounting, information systems, operations, finance, human resources, marketing, and law. The MBA Program incorporates ethical considerations, entrepreneurial leadership, as well as the integration of faith and learning in the curriculum.

Program Delivery Options: Online or Face-to-Face

The MBA program is comprised of 36 credit hours, and the MBA curriculum is offered in a cohort delivery model. Students may complete the program in 26-28 months in a face-to-face classroom setting or 18 months online. The online MBA program incorporates two residencies. Courses in both models will enhance and develop a learning community environment where relationships are created and honored.

Students with an undergraduate business degree and prior learning in key business areas (accounting, finance, economics, marketing, management, and decision sciences such as statistics) will discover that this program utilizes and expands upon that basic business knowledge.

Students must complete the 36-credit hour curriculum with a minimum 3.00 GPA to graduate.

Core courses: .... 33 hours
Electives: .... 3 hours
Total credit: .... 36 hours

CORE COURSES - 33 hours
MGT 606 Management & Human Resources (3)
MGT 607 International Business (3)
MGT 609 Competitive Strategy (3)
MGT 611 Business Law for Managers (3)
MGT 617 Entrepreneurial Leadership (3)
MGT 622 Statistics for Managers (3)
MGT 631 Managerial Accounting (3)
MGT 641 Managerial Finance (3)
MGT 661 Marketing Management (3)
MGT 686 Living Case Study: Final Thesis I (3)
MGT 687 Living Case Study: Final Thesis II (3)

ELECTIVE COURSES – select one:
MGT 624 Management Information Systems (3)
MGT 626 Production and Operations Management (3)

Preparatory Learning Courses - 12 hours
After admission to the MBA program, student will participate in advising
self-assessments to determine if preparatory learning courses are needed. The
four preparatory learning courses are as follows:

MGT 508 Building Communication Skills in Writing (3)
MGT 521 Accounting for Managerial Analysis (3)
MGT 550 Processing with Information Technologies and Microcomputer
    Systems (3)
MGT 551 Decision-Making through Quantitative Analysis (3)

ADMISSIONS

The following are requirements for admission into the MBA programs. Admission
must be approved prior to being considered for financial aid.

Requirements
- Bachelor's degree from a regionally-accredited college or university
- An overall 3.0 GPA for all undergraduate coursework
- An official transcript from all previous institutions attended
- At least two recommendations from professional/academic individuals
- Resume or vita of work experience
- A completed application
- Photo ID (copy of driver's license or other government issued picture
  identification)
- Approval by the MBA Admissions Committee

Please see *www.arbor.edu* for more information.

POLICIES

Attendance
Class attendance is expected for successful completion of any course. Students who accumulate absences (excused or unexcused) for more than one-third of the number of class sessions in a course, may be administratively withdrawn from that course with a grade of "U."

Advising
The MBA program coordinator will be available for advising assistance.

Living Case Study Client Assessment
At the end of the living case study, the host organization for the student's Living Case Study will provide an assessment of the student's conduct of the project.

MBA Fees
Fees for special materials may be required for some courses (such as the Living Case Study).

CURRICULUM

Preparatory Learning Courses

MGT 508 Building Communication Skills in Writing (3)
This course focuses on writing communication skills including formal and informal communication structures, electronic communication, and the development of business letters, research papers utilizing APA style, and business reports.

MGT 521 Accounting for Managerial Analysis (3)
This course focuses on introducing students to basic financial accounting and reporting in preparation for MBA coursework. This course is designed for students who do not have a proficient background in accounting.

MGT 550 Processing with Information Technologies & Microcomputer Systems (3)
This course focuses on methods of processing data, modern communications, and visual display of information for business such as designing spreadsheets and slide shows using Microsoft Office.

MGT 551 Decision-Making through Quantitative Analysis (3)
This course focuses on analyzing quantitative data using mathematics and statistics. Students will review basic math and algebra skills necessary for business analysis including accounting and financial reporting along with a review of statistical elements necessary for business decision-making.

MASTER OF BUSINESS ADMINISTRATION

Core Courses

MGT 606 Management and Human Resources (3)
This course explores the major issues of organizational behavior and human resources. The intent is to develop better understanding and skills in diagnosing and treating organizational problems. Students will explore human resource topics and issues such as hiring/firing, assessment, compensation, training, safety, and promoting within high-performance organizations.

MGT 607 International Business (3)
This course canvasses key aspects of contemporary international management, and it includes an international experience through a trip to an international business center. Topics in the course include international trade theory, trading patterns, foreign exchange rates and markets, strategic alliances, direct foreign investments, regional business issues, cultural, political and economic influences, as well as trade management practices. It may also include special topics in international business such as diversity issues in international business, legal issues in international business, international marketing, and international finance.

MGT 609 Competitive Strategy (3)
This course provides students the opportunity to integrate many aspects of the MBA curriculum into solving problems and making strategic decisions in a complex and interrelated simulated business environment. After this course, students should realize a greater ability to recognize the nature of a problem with the many component variables, and consider the various issues and concerns when working toward effective organizational solutions.

MGT 611 Business Law for Managers (3)
The course provides the knowledge of the legal institutions necessary for a manager or entrepreneur to function effectively in relationship to purchasing, sales, and labor negotiating. Topics include fundamentals of corporate law, major regulatory agencies and corporate responsibility and contract law. This course will explore the art and science of negotiating toward mutually beneficial outcomes.

MGT 617 Entrepreneurial Leadership (3)
This course, intended as an opening course in the MBA program. Students will study both theories and practices of leadership. The course incorporates Christian ethics drawing from sources including the Bible, historical accounts of Christian leaders and case studies of involving ethical issues. Here we seek to provide students with an appreciation for the mastery of fundamental management and leadership skills in the corporate arena. Students will also be introduced to APA style guidelines in the course.

MGT 622 Statistics for Managers (3)

Students will learn how to apply statistical thinking concepts, statistical thinking problem solving strategies, and statistical tools to enhance their problem solving skills. The emphasis will be on learning strategies for problem sensing, diagnosing and decision making through collecting, organizing and interpreting appropriate data. Students will also learn how to apply statistical computer software to facilitate data analysis. Students will be introduced to both qualitative and quantitative research methods, and they will be introduced to the master's thesis elements in order for students to begin making preparations for the final thesis work in MGT 686 and MGT 687. By the end of the course, students will have identified their host organization for the Living Case Study program, and they will have defined the context of the organization they plan to study for the Living Case Study program.

MGT 631 Managerial Accounting (3)

This course is an advanced course in accounting stressing the development of understanding in contemporary accounting techniques and tools. Students will learn to use appropriate computer software and to interpret and request various accounting reports. Students may explore accounting systems in the context of management's need for business planning, control and decision-making. Special topics may focus on operating and capital budgets, cash flow projections, cost accounting systems, cost behavior, and cost allocations.

MGT 641 Managerial Finance (3)

The goal of the course is to equip students to develop realistic financial plans for business enterprise. Students develop familiarity with fundamental concepts and contemporary approaches, include financial calculator skills. Special topics in the course may focus on examination of financial objectives relative to investment and management, lease financing, securities portfolios, dividend policies, risk/return trade-offs, cost of capital, and cash management.

MGT 661 Marketing Management (3)

This course focuses on concepts, principles and techniques of effective, high-performance companies through marketing management. Topics include customer value and satisfaction, TQM, market segmentation, market offer differentiation, market positioning, and corporate strategic planning. Emphasis is placed on how these areas relate to the student's work environment. Special topics in the course may include market research and surveys, how they work, their strengths and weaknesses, their appropriateness for various settings, and their approximate cost. The course may also focus on proven sales techniques.

MGT 686 Living Case Study: Final Thesis, Part I (3)

Students need to have secured a host organization for the Living Case Study program before the start of the course. Building on their understanding of the context of the host organization, students will engage in a needs assessment of the host organization. Students will identify problems that need to be solved using concepts and theories to explain those phenomena. Students will go beyond studying the organization, and the Living Case Study project will involve proposing a solution to the problem, implementing that solution, measuring and reporting results. Outcomes in MGT686 include the development of a project proposal and project management plan. Students will need to obtain permission from the host organization and the faculty to implement the proposed project by the end of the course.

MGT 687 Living Case Study: Final Thesis, Part II (3)

Based on the implementation of the project management from MGT 686, the student completes the implementation of the final thesis project and follows the project through to completion. Students actually implement the full improvement plan and assess the outcomes of the project. Students will present their results through a detailed assessment and interpretation to both the host organization and the MBA faculty. Student will present their project results to the host organization, and the host organization will provide assessment input to the faculty through a client assessment of the student's implementation of the Living Case Study project. The student will defend the design, development, implementation and results of the Living Case Study project in a final written report to the faculty.

Elective Courses

MGT 624 Management Information Systems (3)

This course surveys the principles and concepts of information systems as they are applied in the business world. Various types of information systems and how they enhance personal and organizational productivity, as well as competitiveness, will be examined. Students will be required to demonstrate computer proficiency to begin the course, and a computer proficiency skills outcome assessment may also be incorporated into the final examination of the course. Modern information technology that supports business enterprises will also be surveyed as well as in the incorporation of information systems into entrepreneurial organizations.

MGT 626 Productions and Operations Management (3)

This course introduces the student to the challenges of complex production and operations systems and the array of contemporary tools currently employed to meet those challenges. Students encounter both the best of current theory and modeling techniques, as well as exposure to these techniques as they are used by actual corporations.

FACULTY

Gary W. Britten
B.B.A., University of Michigan
J.D., University of Detroit

K. Caleb Chan
B.A., King College
Ph.D., Georgia State University

James G. Coe
B.S., Indiana University
M.S., National-Louis University
Ph.D., Regent University
Postgraduate study, Oxford University, U.K.

David Globig
B.A., Cedarville College
M.B.A., University of Akron

Gregory Kaufinger
B.S., Lehigh University
M.B.A., Geneva College

Randall J. Lewis
B.S., Tri-State University
M.B.A., Central Michigan University
Ph.D., Michigan State University

Beverly J. Nemecek
B.A., Spring Arbor University
M.S.A., Central Michigan University

Sharon E. Norris
B.A., Spring Arbor University
M.B.A., Spring Arbor University

Richard C. Wallace
B.S., University of Michigan
M.A., Temple University
Ph.D., Yale University

SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES

Master of Arts in Counseling
Master of Arts in Family Studies
Master of Arts in Organizational Management
Master of Science in Nursing

FROM THE DEAN

Welcome to the graduate programs in the School of Graduate and Professional Studies. I am pleased you are interested in one of our master's programs. We have carefully designed each major to offer outstanding educational experiences for students.

We currently offer degrees in counseling, family studies, organizational management, and nursing. These degree programs fit the mission of the University, with their emphasis on professional growth, integration of faith with experiential learning, and Christian scholarship. Please contact a site near you for more information or to enroll in one of these dynamic majors.

We wish you all God's best in your studies.

Dr. Robert P. Hamill

SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES

MASTER OF ARTS IN COUNSELING

PROGRAM DESCRIPTION

The Master of Arts in Counseling (MAC) provides comprehensive academic instruction and clinical experience for students interested in helping others in a counseling setting. The MAC program is a 48-credit hour degree program, which includes a 100-hour practicum and a 600-hour internship. This program helps students integrate professional ethics, multiculturalism, interpersonal skills, and counseling theory and practice within a Christian perspective.

Mission Statement
To prepare competent professionals who are committed to ethical practice and critical participation in a global society.

Program Objectives
The MAC program will assist students to:
1. Integrate a Christian faith perspective for personal and professional development as a basis for counseling practice.
2. Demonstrate a working knowledge of the *Code of Ethics and Standards* of Practice of the American Counseling Association. Students in the school counseling track will also demonstrate a working knowledge of the American School Counselor Association's *Ethical Standards for School Counselors.*
3. Develop an awareness of, and sensitivity for, social and cultural influences on human behavior and recognize the impact of individual differences on the counseling process.
4. Create a professional identity through coursework, post-graduate trainings, supervision, and active membership in professional organizations.
5. Establish a foundation for understanding both normal and abnormal behavior of human development across the life span, based on theories of human development and counseling theory and techniques.
6. Describe the major theories of career development in the context of the person's diverse needs, unique life roles, and life factors.
7. Establish a therapeutic relationship where "best practice" in counseling theories and techniques are utilized as a basis for case conceptualization, intervention, and on-going evaluation of client/ student progress.
8. Demonstrate effective group leadership techniques, based upon knowledge of group theory, dynamics, and developmental tasks with diverse clients/students.
9. Demonstrate knowledge of social, cultural, and ethical factors that influence selection, administration, and interpretation of standardized and non-standardized assessments for both individuals and groups.

10. Serve as effective consumers of research, being knowledgeable of research methodology and statistical analysis that inform evidence-based practice for both client/student intervention and program development/evaluation.

Tracks

The MAC program offers 2 tracks: Community Counseling and School Counseling. Both tracks have a common core curriculum (42 credits) with separate requirements for elective courses (6 credits) and the clinical experience. The Community Counseling track is designed to help students with preparation for Michigan licensure as a Licensed Professional Counselor (LPC). LPCs may be employed in mental health settings, churches, clinics, other agencies, or a private practice setting. The School Counseling track is designed to assist students with preparation for becoming a K-12 Licensed School Counselor (LSC) in Michigan. LSCs may be employed in local school districts, career centers, or intermediate school districts to work with K-12 students. The school counseling track is also intended to assist students with preparation for Michigan licensure as an LPC.

Licensure

Students desiring to become LPCs must first apply for licensure as a Limited Licensed Professional Counselor (LLPC), complete the necessary 3,000 post-degree hours supervised by a LPC, and pass a licensing exam. Please refer to the *MAC Student Handbook* for specific Michigan licensure requirements. Students who are considering licensure in other states are encouraged to contact the Board of Counseling or State Education Department of that state to learn about the requirements for licensure. This should be done prior to enrolling in the MAC program.

Ohio Licensure Concentration

The SAU Master of Arts in Counseling (MAC) degree can be completed with 48 semester hours, including a 100-hour Practicum and a 600-hour Internship field experiences. The state of Ohio requires a minimum of 60 semester hours of coursework to be eligible for state licensure. SAU has designed an Ohio community counseling concentration that meets the requirements of Professional Counselor (PC) or Professional Clinical Counselor (PCC) licensure in the state of Ohio.

Students seeking Ohio licensure in community counseling need to take an additional 18 hours of coursework beyond the required 42 hours of core courses. The 60 semester hours of coursework must include at least 20 semester hours of clinical coursework with at least one course in each of the five clinical areas: (1) clinical psychopathology, personality, and abnormal behavior; (2) evaluation of mental and emotional disorders; (3) diagnosis of mental and emotional disorders; (4) methods of intervention and prevention of mental and emotional disorders; (5) treatment of mental and emotional disorders.

All of the required coursework beyond the 48 semester hours for the MAC degree is offered by the MAC program of Spring Arbor University. Students choosing to graduate with the 48 semester hours in community (agency) counseling are not eligible for licensure in the state of Ohio.

Program Format
The MAC program is designed to be completed by a cohort group that begins and ends core coursework together. This group format is intended to facilitate learning and provide support for all members of the group.

ADMISSIONS

The MAC program intentionally recruits students who are representative of a multicultural and diverse society. Applicants from a variety of undergraduate disciplines may apply to this program, although a degree in counseling or psychology may be the best preparation for the program. The MAC program is taught from a Christian perspective.

Admission Requirements
General Admission Requirements (see also the general admissions portion of this catalog):
- A bachelor's degree from a regionally accredited college or university;
- A 3.0 GPA for at least the last two years of the bachelor's degree;
- An official transcript from all previous institutions attended;
- At least two recommendations from professional/academic sources using the provided recommendation forms;
- Successful interview with the Director of the MAC Program and/or designees;
- Successful completion of an on-site writing assessment, demonstrating proficient computer and writing skills;
- Misdemeanor and Felony Disclosure Form;
- Submission of a Statement of Purpose (1-2 pages) detailing the reasons for pursuing this counseling degree, relevant career goals, and the track to which the individual is applying – School Counseling applicants should include relevant experience with school-aged youth (e.g., Scouts, 4-H, youth group); and
- A completed application.

Note: A resume or vita outlining volunteer/professional work-related experiences pertinent to the counseling field is recommended for the admission process. Please see *www.arbor.edu* for more information.

Guest Student Admissions

Graduate students from other programs may enroll with special permission from the program director. Approved guest students may take up to six credit hours. Because of class size restrictions, preferences will be given to students admitted to the program. Guest student status does not guarantee future admission into the program nor does it guarantee that the credits will apply toward a graduate degree.

Misdemeanor and Felony Disclosure

Due to state employment and reporting regulations, applicants must answer questions regarding past or pending misdemeanors or felonies as an adult or juvenile to assist graduate education students in complying with state employment and reporting regulations. Falsification of information will be considered fraud and grounds for denial of admission to or for revoking prior admission to the University.

Misdemeanor and/or felony conviction could impact approval to begin a clinical experience or acceptance at an internship site. Misdemeanor/and or felony conviction could also result in denial of licensure as an LLPC (by the State of Michigan Board of Counseling) or a Licensed School Counselor (by the Michigan Department of Education).

Background Check

MAC students are required to complete a background check. See the MAC Student Handbook for specific information.

POLICIES

Expectations of a MAC Student

· Demonstrates professional ethics and personal integrity.
· Actively contributes to the learning environment of the class.
· Takes ownership for his/her own educational experience.
· Remains open to self-awareness, personal reflection, personal and professional growth.
· Is receptive to feedback from other students, instructors, and site supervisor.
· Maintains a high level of respect for self and others, as demonstrated by. appropriate language, tone of voice, and attitude in verbal/written communication.
· Demonstrates appropriate interpersonal interactions with site personnel, instructors, fellow students, clients, supervisor, and colleagues at clinical site.
· Refrains from the use of substances – does not come to class or clinical site under the influence of drugs or alcohol.
· Handles conflict in an appropriate manner.
· Takes responsibility for his/her own thoughts, actions, and words.

- Values the client/student from a holistic perspective – mind, body, spirit.
- Shows effective communication skills – listening, speaking, writing.
- Manages the inherent stress of the program and demonstrates positive self-care.
- Values content of learning more than a grade point average.

Course Attendance

Attendance is required and considered an important aspect of student assessment in the course content and in the personal and small group relationships facilitated in the class sessions. The learning that occurs during class interactions cannot be fully realized through make-up assignments. Absence, arriving late, and/or leaving early can adversely affect the final grade. See the *MAC Student Handbook* for more information.

Professional Standards

A career as a Professional Counselor requires the individual to possess personal and professional qualities that are reflected in personality, behavior, knowledge, and skills. It is our ethical responsibility to assure that our students in the MAC program possess the desired competencies necessary to provide quality services to future clients. Due to the clinical nature of this program, the professional competencies are considered academic standards. The instrument used to assess these competencies is the *Professional Competencies Profile (PCP)*, which will be completed in designated courses and by an instructor or staff member at any time to document concern(s) regarding a student.

Students must meet the acceptable level of professional behavior as outlined in the *PCP*. In addition, students must display academic integrity, meet ethical standards of the counseling profession, and abide by University expectations. Any unacceptable PCP rating (below 2.0) or violation of the aforementioned standards will be brought to the attention of Director of the MAC Program. Intervention will be dependent on the nature and/or frequency of the infraction and may include (but not limited to) requiring academic remediation, personal counseling, academic probation, postponement of the clinical experience, or dismissal from the MAC program. Refer to the *MAC Student Handbook* for more information.

Eligibility for Clinical Experience

Consistent with ethical standards for counselor education programs, faculty take seriously the responsibility to place students in clinical settings who have consistently demonstrated the personal and professional qualities necessary to be effective with clients. Each student must make application to begin the clinical component of the counseling program (*CNS 658* and *CNS 680*). Approval to begin the clinical experience is based on a comprehensive review of the student's academic performance, attendance, evaluations on the PCP, and a background check. Refer to the *MAC Student Handbook* and the *MAC Student Clinical Manual* for more information.

Electives

In addition to core courses, 6 credit hours of elective courses are required. Students should contact the graduate academic advisor about course availability or other questions in planning electives. Elective credit is not given in the MAC program for attending professional/continuing education workshops or submitting prior learning experiences.

Transfer Credits

A maximum of 9 semester hours of graduate credit may be accepted from other regionally accredited institutions. The content of the course must directly relate to counseling. Only credits with a minimal grade of "B" (3.0) or higher will be accepted.

Graduation Requirements

· Successful completion of the 48 credit-hour program, including a 100-hour practicum and a 600-hour internship
· A 3.0 minimum cumulative GPA
· Demonstration of professional competencies as assessed on the PCP
· Completion of the *Counselor Preparation Comprehension Examination (CPCE)*

Endorsement Policy

Graduation from the MAC program does not guarantee recommendation for licensure or employment. Endorsement for licensure and/or employment will be based on academic performance of counseling knowledge and skills, demonstration of professional competencies, and display of personal integrity. Endorsement will be withheld for any student who has acted in a way that suggests that s/he may pose a threat to the well-being of future clients or the counseling profession.

CURRICULUM

The required 42-credit core for both Community and School Counseling are as follows:

CNS 602 The Counselor and Diversity (2)

The goal of this course is to introduce graduate students to the field of counseling. Students will engage in self-exploration to better understand themselves on both a personal and professional level as well as how they relate to others from diverse backgrounds. Students will also begin to learn the basic skills necessary to become effective counselors.

CNS 605 Research in Counseling (3)

This course provides an overview of basic statistics and research designs/ techniques utilized in the field of counseling. Primary emphasis will be on

developing the skills necessary to be good consumers of research and to be able to effectively conduct program evaluation.

CNS 611 Legal Issues and Ethics in Counseling (3)
Major legal and ethical issues in the field of counseling, including familiarization with the ethical principles of relevant professional organizations are emphasized. Case studies will be used to highlight current legal and ethical areas.

CNS 645 Developmental Issues in Counseling (3)
This course emphasizes counseling implications for assessing and enhancing human development across the life span. Particular focus will be on theories of human development and the predictable stages and tasks at various points in the developmental process.

CNS 672 Psychopathology (3)
The DSM IV-TR classification system is used to help students understand the criteria for assessment of mental disorders. Students will also learn to conduct diagnostic assessment interviews and write intake summaries. *Prerequisite: Abnormal Psychology at the undergraduate level.*

CNS 636 Assessment and Testing (3)
This course will assist students to develop skills in using qualitative and quantitative assessment methods. The course will also involve training in administering, scoring, and interpreting standardized tests.

CNS 664 Career Counseling (2)
This course emphasizes career development theory and its application to counseling, including identifying possible resources related to career choice and exploring the career needs and concerns of clients from differing cultural backgrounds.

CNS 621 Counseling Theory in Multi-Cultural Contexts (3)
This course will detail the rationale, background and research that underlie selected theories of counseling. Emphasis is placed on the implication of each theory for counseling practice. Students will develop a theoretical basis for their own counseling practice.

CNS 622 Counseling Techniques in Multi-Cultural Settings (3)
This course will focus on developing basic counseling skills and techniques. Special attention will be given to various topics relevant to the counseling setting, including gender, age, culture and ethnicity. Videotaping of simulated counseling sessions will be used to provide specific feedback to students.

CNS 641 Group Process and Counseling (3)
This course focuses on understanding group process and skill development in leading group counseling sessions. Students will gain experiential knowledge of group dynamics through participation as members of a group.

CNS 654 Conceptualization and Treatment in Counseling (3)
Students will bring together the knowledge and skills learned in previous coursework. Emphasis will be placed on conducting diagnostic interviews, developing case conceptualizations, writing intake summaries, and developing treatment plans. Students must demonstrate competencies in the basic counseling skills. The role of supervision is also discussed. This course prepares student for the clinical experience. *Prerequisites:* All courses in the core curriculum with the exception of *CNS 668 Consulting in the Helping Professions* and *CNS 678 Capstone in Counseling with a Christian Perspective.*

CNS 658 Practicum in Counseling (3)
This course emphasizes practical application of counseling principles. Counseling experiences are provided in a clinical setting providing the opportunity for students to apply previously acquired knowledge and skills. A total of 100 hours is required with a minimum of 40 hours direct client contact. A student must file application and receive approval to begin the clinical experience. *Prerequisites:* Current MAC student, all courses in the core curriculum with the exception of *CNS 668 Consulting in the Helping Professions* and *CNS 678 Capstone in Counseling with a Christian Perspective.*

CNS 680 Internship (2)
This is an intensive, 300-hour, field-based experience in which students will apply counseling knowledge and professional competencies in an approved setting. Possible internship sites include schools, colleges, and community agencies. With the exception of students seeking Ohio licensure, internship placements must be completed in the State of Michigan.
This is a repeatable course. **_A student must complete this course two times for a total of 600 hours and 4 credits._** *Prerequisite:* Current MAC student, *CNS 658 Practicum in Counseling.*

CNS 668 Consulting in the Helping Professions (2)
The content of this course emphasizes the process of consultation with a primary focus on methods and strategies commonly used in both agencies and schools.

CNS 678 Capstone in Counseling with a Christian Perspective (2)
This course will focus on integrating a Christian perspective into counseling practice. Each student is required to take the *Counselor Preparation Comprehension Examination (CPCE)* as scheduled during this course. This comprehensive exam is needed to complete course requirements and serves as an excellent practice test for the NCE.

ELECTIVES

CNS 525 Art Therapy (1)

This course offers an overview of the history and growth of art therapy as a discipline, along with an overview of the leading theoretical approaches that have evolved from the founding practitioners in the field. Students develop a clear understanding of the role of an art therapist within the various work settings. Students will have the opportunity to discuss clinical and practical applications of art therapy based on their readings, videotapes, and lecture. These applications are discussed in relation to providing optimum patient care and exploring a variety of treatment approaches and facilities. Current development and future directions within the field are also explored.

CNS 627 Sexual Abuse Recovery (3)

This course reviews relevant literature investigating incidence, etiology, and a variety of treatment approaches to facilitate adult recovery from childhood sexual abuse. Also examined are interventions helpful in reducing present symptoms and effecting long-term relief from unresolved prior trauma. *Prerequisite: CNS 645 Developmental Issues in Counseling*

CNS 629 Cognitive Therapy: (3)

This course is designed to give advanced masters students an understanding of the application of cognitive theory and techniques in counseling. They will gain an understanding of the treatment strategies and techniques of cognitive therapy and they will develop skills in the use of cognitive therapy. *Prerequisites: CNS 621 Counseling Theory in Multi-Cultural Contexts* and *CNS 622 Counseling Techniques in Multi-Cultural Settings*

CNS 633 Theories and Techniques of Play Therapy (3)

The purpose of this course is to provide students with an understanding of a variety of play therapy theoretical orientations and specific skills which can be used when working with children and their families using the developmentally appropriate setting of play. *Prerequisite: CNS 611 Legal Issues and Ethics in Counseling*

CNS 634 Play Therapy: The Parent-Child Relationship (2)

This course consists of didactic and experiential training in Filial Therapy and Theraplay – two effective interventions that emphasize the parent-child relationship and the inclusion of the parent(s) in the treatment process. In addition, assessment and treatment techniques of children with autism, Asperger's and attachment disorders will be considered. *Prerequisite: CNS 633 Theories and Techniques of Play Therapy*

CNS 635 Group Play Therapy and Sandtray (2)

The course is comprised of didactic and experiential training in group play therapy, sandtray, as well as treatment interventions for working with teens. *Prerequisite: CNS 633 Theories and Techniques of Play Therapy*

CNS 646 The Psychology of Death and Dying (3)

This course is designed for the student to become familiar with the subject of death and to personally identify far reaching implications. Specifically, death awareness, death attitudes, death and life transitions, and various types of death are examined. The stages of death and legal issues surrounding the dying patient will also be discussed.

CNS 647 Psychosocial Aspects of Grief (3)

This course is designed for the student to become familiar with the subject of grief and to personally identify with its many aspects. The specific focus will be on understanding the tasks of grief, factors influencing grief, contrasting reactions to loss via death, why some people do not grieve, therapeutic strategies for the bereaved, the functions of the funeral, grief conflicts within the family system, and children making sense of death.

CNS 674 Introduction to Counselor Supervision (2)

The course will focus on the development of supervision skills on both a conceptual and an experiential basis. During the class, issues relating to the process of supervising counselors and being a supervisee will be addressed theoretically and practically. Self-exploration and awareness is a critical professional piece for the development of a supervisor-in-training and is emphasized. *Prerequisite: Completed internship or currently attending internship.*

CNS 690 Individualized Advanced Research (1)

This course is designed to permit the student to research a topic of interest on an individualized basis. Prior to registration, a topic and outline for investigation must be approved by the supervising faculty member and program director. As a result of this investigation, students will produce a 15-20 page paper reflecting their analysis of the professional literature. Students will be issued a letter grade for this course. *Prerequisite: Completion of first two semesters in the counseling program. See the Master of Arts in Counseling Student Handbook for more information.*

SCHOOL COUNSELING TRACK

Students in this track are required to complete the 42-credit counseling core, *CNS 673,* and *CNS 683.* These credits will fulfill the elective requirement for completion of the degree. Students without a teaching certificate are required

to take *CNS 643*. This course should be taken in the spring of the first year of the program. A student may petition to waive this course if s/he possesses or has possessed a teaching certificate. If a prerequisite is waived, credit is not earned. This course is a prerequisite for this track only and will <u>not</u> count toward the required 6 credits of electives in the MAC program. Refer to the *MAC Student Handbook* for more information.

CNS 643 Introduction to Classroom Dynamics (3)

The purpose of CNS 643 is to serve as prerequisite for non-teachers to the school counseling track. Students will study classroom dynamics such as teacher responsibilities, effective teaching strategies, classroom management practices, learning theories, and unit planning. Students are expected to observe a classroom setting for a minimum or 20 hours. Due to the strong educational focus of this course it is a prerequisite for the school counseling track only and will not count toward the required 6 credits of electives for the MAC program. Students with a teaching certificate may petition to waive this course.

CNS 673 Development and Administration of School Counseling Programs (3)

This course provides an investigation into the systematic development and administration of a K-12 comprehensive guidance program. Knowledge and skill competencies emphasized will include the understanding and application of program development, implementation, and evaluation. The role and responsibility of the school counselor is explored within the context of The Michigan Comprehensive Guidance and Counseling Program. Ethical and legal responsibilities within this framework will also be examined. *Prerequisites: CNS 611 Legal Issues and Ethics in Counseling, CNS 636 Assessment and Testing, CNS 643 Introduction to Classroom Dynamics, or equivalent, and CNS 664 Career Counseling*

CNS 683 Mental Health Within the Schools (3)

Students will investigate methods used by the school counselors in dealing effectively with elementary and secondary school students whose physical, social, mental, or emotional needs preclude academic achievement. Knowledge and skill competencies emphasized will include early detection, intervention, and referral strategies appropriate for dealing with special populations within the school setting. Relational dynamics among parent, teacher, and agency resources are examined to encourage placement of proactive measures within the system. *Prerequisites: CNS 611 Legal Issues and Ethics in Counseling, CNS 621 Counseling Theory in Multi-Cultural Contexts, CNS 622 Counseling Techniques in Multi-Cultural Settings, CNS 641 Group Process and Counseling, CNS 645 Developmental Issues in Counseling, CNS 672 Psychopathology, and CNS 673 Development and Administration of School Counseling Programs*

School Counseling Clinical Experience

Students are required to complete their internship in a traditional K-12 school setting during normal school hours of the traditional school year. Students may spend a maximum of 100 secondary hours at an alternative high school setting. Because students will be receiving a K-12 license, students must complete hours (200) in the elementary setting and hours (400) in the secondary setting. Refer to the *MAC Student Handbook* and the *Master of Arts in Counseling Student Clinical Manual: School Counseling* for more information.

FACULTY

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SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES

MASTER OF ARTS IN FAMILY STUDIES

PROGRAM DESCRIPTION

The Master of Arts in Family Studies (MAFS) is an interdisciplinary degree requiring successful completion of 32 credit hours. The program combines academic instruction with applied program development, to prepare students for careers involving non-therapeutic intervention strategies with families and individuals. The MAFS is designed to be completed by a cohort group that begins and ends coursework together. This group format is intended to facilitate learning and provide support for all members of the group.

Theoretical and conceptual family life foundations are studied in an environment that embraces Christ as the center of learning and emphasizes the strengths and potential of all families. Taught from a Christian perspective, the curriculum covers such topics as family studies methodologies, human sexuality, research methods, cultural issues, ethics, parenting, group dynamics, and public policy. Each student will research, develop and implement a non-therapeutic family intervention program as a culmination of their studies in the MAFS program.

ADMISSIONS

Requirements for Admissions
· A bachelor's degree from a regionally accredited college or university;
· A 3.0 GPA for at least the last two years of the bachelor's degree;
· An official transcript from all previous institutions attended;
· At least two recommendations from professional individuals;
· Demonstrated competency in an on-site writing sample;
· Successful admission interview;
· A letter of purpose in pursuing the degree;
· A photo ID; and
· A completed application.

While a degree in family life education, sociology or psychology may be helpful as preparation for this degree, applicants from other disciplines are encouraged to apply.
Acceptance into MAFS does not guarantee graduation. Because extensive writing is required in the program, proficient writing skills and computer competency are required for successful completion of the program.

Please see *www.arbor.edu* for more information.

Guest Student Admissions
Students may apply for permission to enroll in up to 6 credit hours as a guest. This process allows students to experience a graduate-level course or take a class to transfer to another program. Because of class size restrictions, preferences will be given to students admitted to the program. Guest student status does

not guarantee future admission into the program nor does it guarantee that the credits will apply toward an MA degree. Please request an application form from the program office.

Class Calendar
The regional center develops a calendar of class nights for each cohort. The program is in session year-round with the academic calendar divided into two six-month semesters. Students are responsible for checking the beginning dates of individual classes or cohort. Students may complete the degree in approximately 18 months, if each course is taken as offered.

POLICIES

Course Attendance
Attendance is a prerequisite for success in course work and the personal and small group relationships that occur in the class sessions. Attendance is expected at all classes. Missing class, arriving late and/or leaving early can adversely affect the student's final grade. See the MAFS Student Handbook for more information.

Electives
In addition to core courses, 5 credit hours of elective courses are required. Each site will have recommendations for elective courses. Students should contact the graduate academic advisor or other site staff about availability of course electives.

CURRICULUM

Required courses: 27 semester credit hours
Elective courses: 5 semester credit hours
Required for graduation: 32 semester credit hours

Required Courses
FST 612 Family Studies Methodologies (4)
Students will learn the nature of family studies, its history as a field of formal study, and the future of family studies and family life education. The learning needs of students of various ages will be discussed, but adult students will be the primary focus of the course. Students will become familiar with Bloom's taxonomy. Students will also consider the effects of learning style and Gardner's theory of multiple intelligences in the delivery of family life education interventions.

FST 624 Human Sexuality (2)
Students will consider topics of sexuality that include sexuality throughout the life span, communicating about sexuality, responsible sexual behavior, and varying societal beliefs about sexuality.

FST 633 Family Resource Management (2)
Students will learn the systems concepts of space, time and energy. They will discover how these process elements are utilized in family decision-making and management of family resources.

FST 643 Cultural Issues in Family Life (3)
Affective and instrumental functions of families across the life span in different cultures will be examined. Topics include: the importance of routines, rituals and traditions to families of different cultures; family forms in different cultures; and the influence of the ecology on families in different cultures.

FST 645 Parenting in Context (2)
Students will explore the interactional and multidimensional contexts that impinge on the mothering and fathering roles. Students will explore how the characteristics of parents effect child development and outcomes, how the characteristics of the child influence parents, and how the contextual issues such as marriage, work, community/neighborhood, and socioeconomics impact both parenting and child outcomes.

FST 654 Research Methods (3)
Methods of problem definition, research design and analysis of issues in families will form the basis of study.
Prerequisite: undergraduate-level statistics course with a grade of C or higher.

FST 637 Group Dynamics (2)
Students will learn elements of group process in such situations as focus groups, formal educational settings, nonformal educational settings and discussion groups. Implications for professional practice for the family life educator will be emphasized.

FST 652 Marriage, Divorce and Remarriage (2)
Intimacy, love and romance will be some of the issues discussed as they relate to the development of intimate relationships. Dissolution of intimate relationships and the reestablishment of intimate relationships will be considered. Educational interventions in intimate relationships for the family life educator will be emphasized.

FST 664 Ethics in Family Life Education (2)
Ethics and laws affecting the professional family life educator will be examined. Focus will be on developing a professional identity, including establishing and maintaining a consulting service.

FST 668 Public Policy and the Family Professional (2)
Students will explore the role of the family professional in understanding, evaluating, and influencing public policy from a family perspective. Specifically, they will learn the rationale for family policy work, learn to analyze current

policy using a family perspective, and explore strategies for being involved in family policy making.

FST 680 Family Studies Program Project (3)
Students will develop and present a family life education program that includes a thorough literature review. The program project will require a minimum of 300 hours of development and presentation time. A program notebook of professional quality will be the final product. Students work on this project throughout the entire program.

ELECTIVES

FST 526 Changing Families (2)
Using Bronfenbrenner's ecological framework as a foundation, particularly the chronosystem, students will discover the socioeconomic forces that influenced families throughout the history of the U.S. The course explores both the history of changing families and how families in America may adapt to meet future socio-economic challenges.

FST 528 Paths, Rails & Roads: The Impact of Technology on Families, Past, Present & Future (1)
Using the technology of transportation as a springboard, this course will explore the impact technology has had on families in America. Student exploration of personal interests will guide study of technology and families. Students will be encouraged to focus on some form of technology and discover how families have embraced, adapted to, used, transformed and applied that technology for their survival and sustenance. Bronfenbrenner's ecological theory will provide the theoretical framework that guides student inquiry. The tenets of this theory will direct student inquiry so as to consider the influence of technology at various levels (micro system levels of individuals and families through the macro system levels of culture, laws, media, and government) and across time (past, present, future). The Framework for Life Span Family Life Education will guide student inquiry as to the specific areas of family life that were, are, and will be impacted by technology.

FST 647 Christian Perspectives in Family Studies (1)
This course will review literature about Christian perspectives on family studies and enable the student to effectively develop authentic and sensitive methods for integrating faith issues with instruction and intervention with family issues.

FST 663 Mental Illness & Families (3)
This course provides the theory and research on dynamics of mental illness and its impact on families. Focus is on preparing family life professionals to help families with individuals with mental illness to understand how the illness affects the family.

Other Electives

The following courses from other graduate programs at SAU are approved for electives within the MAFS program:

CNS 646   The Psychology of Death and Dying (3)
CNS 647   Psychosocial Aspects of Grief (3)
ORM 533   Spirituality in the Workplace (3)
ORM 534   Principles of Persuasion (3)
ORM 535   Grant Writing (1)

FACULTY

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SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES

MASTER OF ARTS IN ORGANIZATIONAL MANAGEMENT

PROGRAM DESCRIPTION

The Master of Arts in Organizational Management (MAOM) is an interdisciplinary degree of 36 credit hours. The program combines a Christian perspective with academic instruction and experiential input from experts and students.

The curriculum covers such topics as organizational theory, marketing, economics, legal and ethical issues, negotiation, finance, and communication. The curriculum is focused on preparing leaders in organizations and businesses with a commitment to ethical practices, personal leadership, and self-analysis. The curriculum is organized to encourage cohorts to remain together throughout the program, creating a cohesive learning and supportive community.

The MAOM degree is also available online. Online courses use the same textbooks and require the same number of weeks as face-to-face courses but also take advantage of web resources. Online courses use threaded discussions to replace classroom dialogues and web links to augment readings and discussions. Admissions requirements are the same for online and face-to-face students. Students may view system requirements and course offerings, complete an application, order books, and pay tuition online through the MySAU portal.

ADMISSIONS

Requirements for Admissions
· A bachelor's degree from a regionally accredited college or university;
· A 3.0 GPA for at least the last two years of the bachelor's degree;
· An official transcript from all previous institutions attended;
· At least two recommendations from professional/academic individuals;
· Demonstrated competency in an on-site writing sample;
· Successful admission interview;
· A letter of purpose in pursuing the degree;
· A photo ID; and
· A completed application.

Acceptance into MAOM does not guarantee graduation. Because extensive writing is required in the program, proficient writing skills and computer competency are required for successful completion of the program.

Please see *www.arbor.edu* for more information.

Guest Student Admissions
Students may apply for permission to enroll in up to 6 credit hours as a guest. This process allows students to experience a graduate-level course or take a class to transfer to another program. Because of class size restrictions, preferences

will be given to students admitted to the program. Guest student status does not guarantee future admission into the program nor does it guarantee that the credits will apply toward an MA degree. Please request an application form from the program office.

POLICIES

Required First Course: ORM 604
All MAOM students are required to take ORM 604 *Organizational Theory, Development and Change* as the first course in the Core Curriculum. The intended benefits of taking this course first are to provide a more comprehensive understanding of the total MAOM program and a clearer understanding of APA and its required use for written work. Students can take 500-level elective courses before taking ORM 604.

Closing Registration for Online Courses
Registration for MAOM online courses closes within 5 working days prior to the first online class session. No adds are permitted after this timeframe without an approved petition. Drops are permitted within the first week of class.

Course Attendance
Attendance is a prerequisite for success in course work and the personal and small group relationships that occur in the class sessions. Attendance is expected at all classes. Arriving late and/or leaving early can adversely affect the student's final grade.

A student may not miss more than one night in any course. Two absences in one course will result in administrative withdrawal. If a student experiences unusual or extenuating circumstances for the second absence, the student may submit a petition to the program director regarding the withdrawal. (See student handbook for additional information.) Students who accumulate absences in three consecutive courses must petition the coordinator of academic services to remain in the program.

No absences in weekend elective courses are permitted. In the event of a crisis situation (as defined in the student handbook), one absence may be allowed.

ELECTIVES

In addition to core courses, 6 credit hours of elective courses are required. Check course offerings on the MySAU web portal or contact the graduate academic advisor or other local staff about the availability of appropriate course electives.

GRADUATION

Students must complete ALL requirements to participate in the graduation ceremony.
Graduation ceremonies are held twice per year (currently, May and November). The final class date determines a cohort's eligibility for the ceremony. Requirements for graduation must be completed as follows:

· May graduation ceremony — March 31
· November graduation ceremony — September 30

If an application for graduation has been made but graduation requirements are not completed, a reapplication fee will be assessed.

CURRICULUM

Core Courses: 30 semester credit hours
Elective Courses: 6 semester credit hours
Required for Graduation: 36 semester credit hours

Core Courses
ORM 604 Organization Theory, Development and Change (4)
This course will explore theoretical models of organizational structures, processes and outcomes. Using systems theory as a foundation, classical and contemporary paradigms will be analyzed and evaluated. A primary focus of this course will be organizational adaptation and change. Specific topics to be covered will include: organizational structure; organizational environments; technology; goals and goal-setting; decision-making; power and control; conflict; and organizational culture. Through case studies and organizational analyses, students will develop skills in organizational diagnosis and in developing strategies for effective organizational adaptation.

ORM 621 Environments of Business: Marketing (2)
This course will explore marketing and its component and related activities from an integrated perspective. Public relations, advertising, market research, strategic planning, sales and customer satisfaction are just some of the marketing-related tasks that must be coordinated for the best image management. Concepts, principles and techniques of these disciplines will be applied to practical issues of planning and executing effective marketing programs.

ORM 623 Environments of Business: Economics (2)
The interface of an enterprise with its external environment is the emphasis of this course. The course will consider how the interaction of an organization with societal perspectives, governmental regulations and contemporary business practices all affect its viability and effectiveness as an economic entity. A

historical review of how those interactions have changed, while the American free enterprise system has evolved, will provide insight into how and why companies and institutions are structured and respond as they do today. Global issues and impacts on trade will be incorporated with these other issues.

ORM 632 Business Communication (3)
This course addresses the vast array of communication options available in the business world. Students will learn which options are most effective under certain circumstances. Skills are developed in writing for audiences ranging from individuals to large groups, and in oral communication from interpersonal to large public addresses. Electronic communication issues are also addressed. Emphasis is placed on application in actual work environments.

ORM 634 Organizational Behavior (3)
This course explores the major issues of organizational behavior and human resources. The intent of the course is to develop better understanding and skills in diagnosing and treating organizational problems and to help the student to become effective managers of high-performance organizations.

ORM 635 Legal Issues in Human Resources (2)
This course explores significant legal issues surrounding the managing of human resources. The course will examine the impact of federal and state legislation imposed on organizations. Specific legal issues pursued in detail are equal employment opportunity, affirmative action plans, the Americans with Disabilities Act, contract administration, recruiting and interviewing issues, and various aspects of harassment on the job. The intent of this course is to equip the student with an understanding of these legal issues in order to protect the organization and provide a meaningful environment in which employees are to work.

ORM 637 Management Trends and Practices (2)
This foundational course seeks to provide students with an appreciation for and mastery of fundamental management skills in the corporate arena. Topics such as motivation, supportive communication, diversity, conflict management, empowerment and delegation, and building effective teams will be included. Theories and principles in management will also be surveyed in this course.

ORM 651 Personal Leadership Development (2)
This course is premised on the notion that leadership involves every facet of our lives. Truly effective leaders, then, must have a clear understanding of themselves, and of their motivations and goals. The course helps students master the skills of self-understanding, goal-setting, planning, and tracking by exploring and examining their lives in the following areas: career, family, finances, intellectual, physical, social and spiritual.

ORM 652 Negotiations (2)
The purpose of this course is to provide students with an in-depth study and application of the art and science of negotiation. Practical experiences and understanding will include (but not necessarily be limited to) types of negotiations, processes of negotiation, and alternatives in negotiation. The processes leading toward mutually beneficial outcomes that are necessary in everyday business activity will be discussed.

ORM 653 Ethical Issues (2)
This course provides students with an appreciation for the central significance of Christian ethics in the business environment in contrast and comparison to other predominant ethical theories. Ethics are portrayed as a guiding mission rather than a set of obligations and constraints. The course draws from many sources including the Bible, historical accounts of great Christian business leaders, and case studies involving ethical issues.

ORM 658 Financial Concepts and Analysis (3)
This course addresses basic concepts of accounting and finance. It is intended to cover the most practical and most commonly used tools of these related disciplines. This overview is intended to provide students with the background to generally understand these aspects of an organization and to competently converse about the financial and accounting dimensions of projects and operations within the organization. A sample of topics to be covered include: accounting equation; T-accounts; debits, credits and double entry accounting; income statements and balance sheets; and managerial cost accounting.

ORM 680 Case Study Seminar (3)
This capstone seminar integrates the various components of the degree in the application of learning through the personal and group development, presentation and analysis of contemporary case studies.

Electives
Courses are available as scheduled by the various regional sites. Please contact the local Spring Arbor University site or the MySAU Portal for current course offerings.

ORM 517 Cultural Issues in International Business (3)
This course examines a number of relevant cultural values and issues that are often deeply held, sometimes subtle, and often misinterpreted by cultural others. These are elements that can determine the degree of success or failure of intercultural/international business decisions, negotiations and management of an international workforce.

ORM 531 Corporate Social Responsibility (2)

This course explores the tension between corporate profit-making and socially responsible behavior, including obligations to internal and external constituencies. Corporate responsibility is viewed within the context of Christian business ethics as a whole, blending theory and practice to help students diagnose relevant business situations from a moral perspective and formulate proactive solutions. Special attention will be given to stakeholder theory, investing, quality workplace issues, the environment, societal change, community action and global justice.

ORM 532 Design Principles for Business Application (2)

Visual design principles are explained and illustrated. These principles are then applied to a variety of business applications including memos, proposals, newsletters, advertisements and Web pages. The course includes a brief introduction to software used in page and Web design. Students collect and critique real life examples and also complete an individualized design project. Students must have basic understanding of computers and access to the Internet.

ORM 533 Spirituality in the Workplace (3)

The organizational climate is more open to opportunities for integrating business, ethics and personal spirituality in a "community" environment. This course helps students explore different views of workplace spirituality, giving consideration to integrating Christian faith with various aspects of organizational activity. The course also explores various concepts such as "calling," the Biblical theology of work, governmental and religious challenges to spirituality in the workplace, and transformational leadership. Accessing a variety of sources, students will construct their own definitions of workplace spirituality and develop their own guidelines for integrating the two.

ORM 534 Principles of Persuasion (3)

This course examines practical and ethical aspects of persuasion from the perspective of both classical and contemporary theory. Examples are drawn from advertising, mass media, politics and interpersonal influence.

ORM 535 Grant Writing (1)

The course covers the essential elements of grantsmanship including organizational research, budgets, time lines, and the actual crafting of a proposal. Topics discussed include understanding the organization and the need as the basis for the grant proposal, researching the funding institution, and writing and crafting the proposal.

ORM 558 Practical Financial Management (2)

This course introduces commonly used financial concepts and assumes the student has had no previous financial management courses. The key financial concepts covered will include: discounted cash flow and the value of securities;

business investment decisions focused on capital budgeting; long-term financing issues; and operations issues focused on working capital management and planning. The course will include significant coverage of important related ethical concepts. Since there are financial implications in virtually all business decisions, this course will give nonfinancial managers enough knowledge about finances to understand and interpret analyses prepared by financial personnel.

ORM 596 Professional Training in Organizational Management (1-6)

The MAOM program awards academic credit for relevant, well-documented, graduate-level learning that has occurred through professional training seminars and schools. Credit is based upon learning and proficiency that is demonstrated by the student. Students must petition for the credit and provide valid documentation of the training and/or certificate and give written support by answering questions related to the professional training. A nonrefundable assessment fee is charged for the evaluation of the petition. Students can earn up to six credit hours as elective credit.

ORM 690 Individualized Advanced Research (1-2)

This course is designed to permit students to research a topic of interest and degree-relevance on an individualized basis. A faculty member must sponsor the project before students can begin. The project involves a written summary of the work, extensive approved reading and a final evaluative conference with the faculty sponsor. Students are required to have completed at least 12 hours in the program.

FACULTY

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M.A., Eastern Michigan University
M.Div., Trinity Evangelical Divinity School

Gene Geromel
B.A., Kutztown State College
M.A., Marywood College
M.Div., Philadelphia Divinity School
M.S.A., Central Michigan University
Ph.D., Michigan State University

Judith Grenkowicz
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SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES

MASTER OF SCIENCE IN NURSING

MISSION STATEMENT

To provide quality nursing education within a Christian liberal arts university that prepares the professional nurse to contribute service and leadership to diverse communities.

PROGRAM PURPOSE

The Master of Science in Nursing (MSN) program prepares students to further their professional career as an educator, administrator, or advanced nurse practitioner in adult/gerontology. The graduate curriculum incorporates nursing specific knowledge with skills and knowledge from other disciplines in a manner that promotes excellence in service, a passion for nursing as a profession, and compassionate care. As a Christian liberal arts university, nursing is recognized as a calling.

NURSING PROGRAM GOALS

- Foster an environment that supports adult learners from diverse academic and practice backgrounds
- Expand the nursing program through planned growth
- Promote academic and professional excellence
- Assure innovative teaching/learning practices
- Promote competent, compassionate nursing care based on a Christian worldview
- Facilitate value-based behaviors
- Prepare students for critical participation in the health care arena

PROGRAM OUTCOMES

Upon successful completion of the program, students will demonstrate the following outcomes:

1. **Christian perspective** – Epitomize transformative Christian leadership, teaching, and care with a variety of constituents in diverse settings.
2. **Metacognitive reasoning** – Demonstrate metacognitive and reflective thought that promotes critical participation in the contemporary world.
3. **Theory based practice** – Integrate relevant theories into outcome based practical applications.
4. **Research** – Engage in research activities that build and strengthen the health and well-being of individuals and communities.

PROGRAM DESCRIPTION

The MSN programs provide comprehensive academic instruction in an interactive online community. In addition to the online community of learners approach, students come together with faculty and fellow nurses in a one-week, 3-credit hour residency each academic year on the main campus in Spring Arbor, Michigan. The residency is designed to provide personalized learning opportunities that prepare students for successful online interaction and clinical or practicum experiences. The preceptored practicum associated with application level learning takes place in the student's respective communities. The MSN program offers graduate nursing education in one of three areas of concentration: Academic, Business, or Clinical.

Academic – Master of Science in Nursing (MSN/Edu) – A 38-credit hour, two-year degree program that includes a 3-credit hour educational practicum in both traditional and distance teaching methodologies, as well as a 2-credit hour project thesis. The concentration prepares students to apply principles of the educator in various settings related to health care whether it is in a school of nursing, in-service education, or community health. Courses focus on core nursing concepts, teaching/learning theories and principles, and practical application of curriculum design, assessment, and instruction using a variety of delivery approaches.

Business – Master of Science in Nursing and Master of Business Administration (MSN/MBA) – A 63-credit, three year program that leads to two separate degrees and includes a 6-credit hour living case study: final thesis. The concentration prepares students to apply both nursing and management theories in complex health care decision-making and to possess knowledge of health care, finance, and business administrative skills in a variety of health-related environments.

The MBA degree incorporates entrepreneurial, leadership, and international elements as well as a Christian worldview in forming decisions and ethical considerations. Students in the MBA program must demonstrate preparatory learning in the areas of accounting and math skills. (Refer to MBA section of the catalog for program specifics). Students in the combined MSN/MBA are expected to complete all program requirements within the three-year program format. Any exceptions must be approved by both the School of Business and Nursing Department.

Clinical – Master of Science in Nursing, Nurse Practitioner in Adult/Gerontology (MSN/NP) – A 62-credit, three year program designed for working nurses that includes 8-credit hours of clinical practice (2-credits = 125 clinical hours for a total of 500 clinical hours) in a preceptored format with a capstone thesis or applied learning project. The concentration prepares students to function in an autonomous manner as advanced practice nurses and is designed for graduates

to be qualified to take the Adult and/or Gerontology Nurse Practitioner National Certification Examination. (Note: Graduation does not guarantee certification).

ADMISSION REQUIREMENTS

Applicants are expected to complete all Spring Arbor University General Admission Requirements (see general admission portion of graduate catalog). The MSN specific program requirements are:

1. A BSN degree from a regionally accredited institution and nursing program (CCNE or NLN)
2. Official transcripts from all institutions of higher education attended
3. A cumulative 3.0 GPA for previous college credits
4. An unrestricted, unencumbered RN license from the state or country in which the nurse practices (Note: License must remain current throughout program)
5. Copy of photo ID, driver's license or other government issued picture identification
6. Two reference letters (one from nursing professional; one either character or academic related)
7. Approved college-level essay
8. Successful admission interview

International students must meet the above criteria in addition to the following:
9. Minimum TOEFL (for English as second language) score to enter: Paper based – 550   Computer based – 220   Internet based – 80
10. Official transcripts of all coursework completed outside the United States must be submitted to Spring Arbor University and an evaluation service for validation, and equivalency of courses and/or degree. The evaluation services are offered through NACES *http://naces. org/members.htm*. Transcripts may be submitted to either 1) Foreign Educational Credential Services (FECS), w*ww.aacrao.org*, or 2) World Education Services (WES), *www.wes.org* .
    An official *transcript* of courses completed must be submitted to SAU in addition to the report completed by the recognized evaluation service.
11. Visitor Visa for residencies
12. Tuition and fees must be paid in US currency

Program specific requirements
Courses or documented knowledge in the following areas:
·   Research – Nursing related e.g. NUR 452 *(SAU course)*
·   Statistics – 300 level or above
·   Computer literacy – Blackboard exam or equivalent coursework
·   Accounting (MBA dual degree only, completed by end of semester one, year two)

(Note: Proficiency exams or courses must be completed by the end of semester one)

Student Expectations

Graduate nursing students are expected to:

- Adhere to all Spring Arbor University lifestyle distinctives while engaged in academic or clinical activities
- Demonstrate professional nursing behavior as prescribed by the American Nurses Association (ANA) Nursing: Scope & Standards of Practice; and ANA Code of Ethics
- Promote a learning environment for self and others that is conducive to accomplishment of the *Essentials of Master's Education for Advanced Practice Nursing* (AACN) and the *Nursing Program Outcomes*
- Actively engage in promoting a positive online community learning environment
- Demonstrate accountability and responsibility in the academic and practice arenas
- Meet the acceptable level of professional behavior as outlined in the *Professional Competency Profile (PCP)*
- Value and respect the contributions of others
- Take responsibility for being an autonomous, self-directed learner
- Communicate with colleagues and faculty in an effective manner that supports positive learning outcomes
- Display a caring, compassionate approach to all within the learning and practice environment

Practicum or Clinical Experience

Prior to the start of any clinical practice, or as required by an institutional setting, there must be proof of compliance with all agency or institutional requirements. It is the responsibility of the graduate registered nursing student to maintain currency of records. Requirements may include but are not limited to:

- Current unrestricted, unencumbered RN license in the state or country of practice
- Proof of professional nursing liability insurance coverage throughout the enrollment period (min. $1million/$3million)
- Criminal Background Check at the Federal or International level*
- CPR/BCLS certification as required, proof of TB testing, any required immunizations, vaccinations, HIPPA training, others as required

*The Joint Commission on Accreditation of Health Care Organizations (JACAHO) institutes regulations in order for hospitals, home health agencies, clinics, etc. to gain or maintain accreditation status. One of these regulations requires that "all persons who are involved in patient care activities, i.e., employees, volunteers, and students must have criminal background checks as well as other health care related checks". Criminal background checks must be initiated by the student

and completed prior to beginning any clinically related practicums. See general *Graduate Catalog* policy.

The student is responsible for all financial obligations and transportation related to the associated agency or institutional requirements; and must maintain current records in the Nursing Department. Noncompliance with any agency requirements may result in program delay or academic withdrawal.

Approval for commencing the practicum or clinical experience is based on a comprehensive review of academic performance, successful completion of all pre-requisite and core course requirements, positive performance on the Professional Competency Profile, and program approval by the Academic Advisor in conjunction with the Nursing Department. Refer to the *Master of Science in Nursing Student Handbook* for concentration specific guidelines.

CURRICULUM

All students in the MSN program must complete the Core Course Requirements and the pre-requisite coursework specific to the specialty concentrations. The first-year cohort curriculum design promotes engagement with students from various practice backgrounds along with integration of the three area concentrations in an interactive learning environment. The cohort design facilitates learning and provides support in an online learning environment. Core courses are taken sequentially, one course at a time.

CORE courses

(First Year)

Fall
 NUR 601 - Collaborative Communication Using Technology (residency) (3)
 NUR 510 - Moral Reasoning and Worldview (3)
 NUR 522 - Theoretical Perspectives (3)

Spring (First Year)
 NUR 532 - Advanced Professional Role Development (3)
 NUR 535 - Leadership and Supervision (3)
 NUR 551 - Applied Statistical Research (3)

Spring (Final Year)
 NUR 679 - Legal and Ethical Issues in Nursing (3)
 NUR 683 - Healthcare Policy: Process and Analysis (3)
 NUR 693 - Health Promotion to Diverse Populations Across the Lifespan (3)

Masters of Science in Nursing/Masters of Business Administration
Total credits: 63 credit hours

(Second year)

Fall
    MGT 617 - Entrepreneurial Leadership (residency) (3)
    MGT 607 - International Business (residency) (3)
    MGT 661 - Marketing Management (3)
    MGT 631 - Managerial Accounting (3)
    MGT 606 - Management and Human Resources (3)

Spring
    MGT 611 - Business Law for Managers (3)
    MGT 641 - Finance (3)
    MGT 622 - Marketing (3)
    MGT 686 - Living Case Study: Final Thesis I (3)

(Third year)

Fall
    MGT 609 - Competitive Strategy (residency) (3)
    Elective (3)
    MGT 687 - Living Case Study: Final Thesis II (3)

Spring
    NUR 679 - Legal and Ethical Issues in Nursing (3)
    NUR 683 - Healthcare Policy: Process and Analysis (3)
    NUR 693 - Health Promotion to Diverse Populations Across the Lifespan (3)

Master of Science in Nursing: Concentration in education

Total credits: 38 credit hours

(Second Year)

Fall
    NUR 635 - Educational Technology and Instructional Strategies
        Seminar (residency) (3)
    NUR 625 - Andragogical Curriculum Design and Assessment (3)
    NUR 650 - Education Practicum for Adult Learners (3)

Spring
    NUR 679 - Legal and Ethical Issues in Nursing (3)
    NUR 683 - Healthcare Policy: Process and Analysis (3)
    NUR 693 - Heath Promotion to Diverse Populations Across the Lifespan (3)
    NUR 690 - Thesis/Practicum Project (2)

Masters of Science in Nursing/Nurse Practitioner*

Total credits: 62 credit hours

(Second Year)

Fall
   NUR 602 - Advanced H & P and Practicum (residency) (3)
   NUR 612 - Advanced Pathophysiology (3)
   NUR 618 - Advanced Pharmacology (3)
   NUR 680 - Clinical Practicum (2)**

Spring
   NUR 631 - Health Promotion for Adults (3)
   NUR 637 - Health Issues for Adults (3)
   NUR 642 - Chronic & Complex Problems in Older Adults (3)
   NUR 680 - Clinical Practicum (2)

(Third Year)

Fall
   NUR 603 - Diagnostic Reasoning and Advanced Assessment Seminar
     (residency) (3)
   NUR 685 - Primary Care of Adults (3)
   NUR 686 - Primary Care of Older Adults (3)
   NUR 680 - Clinical Practicum (2)

Spring
   NUR 679 - Legal and Ethical Issues in Nursing (3)
   NUR 683 - Healthcare Policy: Process and Analysis (3)
   NUR 693 - Health Promotion to Diverse Populations Across the Lifespan (3)
   NUR 680 - Clinical Practicum (2)

*A minimum of 500 preceptored clinical practice hours are required for certification eligibility.

**NUR 680 - Clinical Practicum (2 credits = 110-125 hours, max. 8 cr.)

The Nursing Department reserves the right to change curriculum requirements based on professional or accreditation recommendations.

CURRICULUM

Core Courses

NUR 601- Collaborative Communication Using Technology (campus residency/orientation) (3 cr.)
Develop a sense of community through the integration of technology with communication methodologies, participate in seminar discussion related to graduate learning issues, and initiate collaboration between colleagues, faculty, and staff.

NUR 510 – Moral Reasoning and Worldview (3 cr.)
This course provides a meta-cognitive foundational approach to advanced nursing practice in the contemporary world. It explores worldview presuppositions, with an emphasis on a Christian perspective and development of a consistent, conscious understanding of reality.

NUR 522 – Theoretical Perspectives (3 cr.)
This course promotes examination, analysis, and synthesis of a variety of conceptual frameworks, models, and theories that provide a foundation for research and applied practice in the areas of nursing, business, and education. Philosophical ideation, beliefs, scope, and assumptions of select theories and models will be explored.

NUR 532 - Advanced Professional Role Development (3 cr.)
The focus is on understanding the professional role of the advanced practice nurse. The processes associated with role development, socialization, and effective collaboration with diverse interdisciplinary partnerships will be examined.

NUR 535 –Leadership and Supervision (3 cr.)
The theoretical and empirical bases for leadership behavior, management principles, and role performance in the context of nursing, business, and education will be the focus of this course. Concepts related to mission, vision, strategic planning and evaluation, collaborative/team-building, empowerment, change, diversity, and fiscal management will be examined. Students will discuss issues that impact individuals and aggregates and will articulate strategies for effecting change and improvement.

NUR 551 – Applied Statistical Research (3 cr.)
This course focuses on the significance of research to the development of a profession and the practical application of statistics to evidence based outcomes. Emphasis will be placed on design, methodology, and data collection relative to development of a research based capstone project or thesis.

NUR 679 – Legal and Ethical Issues in Nursing (3 cr.)
This course explores ethical theories and decision-making processes associated with bioethical dilemmas facing healthcare professionals. Case studies will be used to examine principles of law and professional standards. Students will develop an ethical decision-making model compatible with Christian values.

NUR 683 – Healthcare Policy: Process and Analysis (3 cr.)
The focus is on knowledge of professional responsibility to support policy issues associated with humane health care that promotes dignity, respect, and justice. Practical skills such as working with the media, product and service evaluation,

advocating for the health care needs of vulnerable populations, and seeking program grants will be addressed.

NUR 693 – Health Promotion to Diverse Population Across the Lifespan (3 cr.)

This course focuses on concepts and theories relevant to health promotion, health maintenance, and risk reduction for diverse populations. Diversity is examined relative to social and communication patterns, roles, and value/beliefs underlying health-illness behaviors. Elements of national health care outcome objectives will be integrated throughout the course content. Health assessments associated with a variety of ages and developmental stages will be evaluated and examined in terms of primary, secondary, and tertiary intervention strategies.

MSN/Education Concentration

NUR 635 – Educational Technology and Instructional Strategies Seminar (campus residency) (3 cr.)

Delve into the selection and application of instructional strategies for traditional and online learning environments. Use a variety of approaches for learning experiences in higher education, professional/staff development, and community programs for individuals or groups.

NUR 625 – Andragogical Curriculum Design and Assessment (3 cr.)

This course utilizes autonomous learning theories to design a teaching/learning project. Strategic planning steps: Needs assessment; behavioral objectives; instructional design and delivery for non-traditional learners. Explore formative and summative evaluation approaches that include quantitative and qualitative data collection methodology at the program or course level.

NUR 650 – Education Practicum for Adult Learners (3 cr.)

Individually supervised field experience in online and traditional settings that integrate adult learning theory.

NUR 690 Thesis/Practicum Project (2 cr.)

Individually designed teaching/learning capstone project.

MSN/Advanced Nurse Practitioner Concentration
NUR 602 – Advanced H & P and Practicum (campus residency)(3 cr. includes 30 additional clinical hours)

This practicum will prepare students with the core knowledge and competencies needed to complete a comprehensive assessment using client data to detect signs and symptoms of pathophysiological changes and psychosocial variation from an individual, family, or community perspective. Effective strategies will be developed to address health care issues including health promotion, communication, client teaching skills using a holistic approach. The practicum will provide clinical opportunities to further refine and practice history taking and

physical examination skills necessary for competence as an Advanced Practice Nurse.

NUR 612 – Advanced Pathophysiology (3 cr.)
This course provides advanced knowledge and clinical application of normal and pathophysiologic mechanisms related to altered health status and disease processes. Diagnosis and treatment skills will be analyzed, interpreted, and evaluated for changes in normal function seen during illness/disease and when assessing an individual's response to treatment.

NUR 618 – Advanced Pharmacology (3 cr.)
This course will provide the advanced practice nurse with the knowledge and skills necessary to assess, diagnose, and manage pharmacologic agents, alternatives to pharmacological interventions, and therapeutic modalities. Prescriptive authority, including responsibilities and legalities, will be discussed including controlled substances and the potential for abuse.

NUR 631 - Health Promotion for Adults (3 cr.)
This course will utilize comprehensive assessment skills the advanced practice nurse will need to develop culturally sensitive, age appropriate risk reduction, health promotion, and heath maintenance interventions. Clinical decision making skills will be developed using theories and models to provide primary and secondary intervention strategies. National health initiatives will be integrated throughout course content.

NUR 637 – Health Issues for Adults (3 cr.)
This course will present critical concepts the advanced practice nurse can use in delivering evidence-based nursing for the adult population. Using a holistic approach students will apply theory to practice.

NUR 642 – Chronic and Complex Problems in Older Adults (3 cr.)
This course prepares students with the skills to function as an advanced practice nurse in addressing chronic and complex alterations in health experienced by the older adult. Gerontology concepts will be applied in meeting the biological, psychosocial, mental, and spiritual needs of the older adult. Students will combine history taking, physical examination techniques, and diagnostic interpretation with problem-solving and clinical strategies.

NUR 603 – Diagnostic Reasoning and Advanced Assessment Seminar (campus residency)(3 cr. includes 30 clinical hours)
This laboratory based course uses critical thinking and clinical reasoning skills to perform comprehensive and holistic health assessments in preparation for the advanced practice nurse role. There will be opportunity for students to practice application of theories and skills necessary to perform a comprehensive health history and examination with expansion on screening and diagnostic reasoning.

NUR 685 – Primary Care of Adults (field-based practicum) (3 cr. in addition to 125 preceptor supervised hours)
Focus is on assessment, diagnosis, and treatment of adult clients within the scope of the advanced practice nurse.

NUR 686 – Primary Care of Older Adults (field-based practicum) (3 cr. in addition to 125 preceptor supervised hours)
Focus is on assessment, diagnosis, and treatment of older adult clients within the scope of the advanced practice nurse.

NUR 680 – Clinical Practicum (2 cr. = 110-125 hours)
Preceptored clinical. Reqs: Must be certified NP or physician if circumstances indicate

MSN/MBA Concentration
See the Masters in Business Administration section of this catalog for course descriptions.

FACULTY

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G.N.P. University of Michigan

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M.S.N./M.S.B.A. Madonna University

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PhD. Walden University

SCHOOL OF ARTS AND SCIENCES
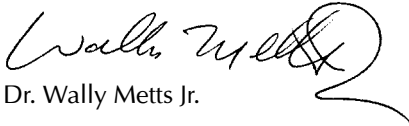
MASTER OF ARTS IN COMMUNICATION

FROM THE DIRECTOR

Welcome to the Master of Arts in Communication (MCOM) program. As part of the department of communication, our mission is to train credible, creative Christian professionals for a world where the mastery of communication skills and technologies is essential.

At the graduate level, we are able to do this through the MCOM that is offered completely and only online. We also offer a Graduate Certificate in Communication. Learn more about the program at our Web site, www.arbor.edu/communication.

Please feel free to call or e-mail us if you have any questions. May the Lord bless you as you continue to explore His design for your life.

Dr. Wally Metts Jr.

PROGRAM DESCRIPTION

The Master of Arts in Communication is a 36-semester hour program, which brings both theoretical and Christian perspectives to bear on practical problems and provides a foundational understanding of communication through an interdisciplinary foundation and core courses. Additional coursework will be accomplished in a specific concentration, along with electives and a culminating activity (thesis or portfolio) that allows students to design, implement, and evaluate a project which effectively applies an interdisciplinary understanding of communication studies to a real-life situation.

The 16-hour Certificate is suitable for those who want to document their professional growth or expertise for advancement in their profession, or those who simply want to understand communication issues better.

Goals
- To provide quality online graduate education in communication in a format that minimizes disruption to family or current employment.
- To provide a learning environment that fosters critical thought, scholarship, and praxis, such that the learners who complete the program become transforming communicators and communication specialists within their spheres of influence.
- To establish a forum grounded in biblical foundations for reflection, thought, research, and publication on Christian worldview issues related to communication, thereby influencing the leadership of organizations throughout the world.

Objectives
The MCOM program will assist students to:
- Integrate the Christian faith with the field of communication through critical thinking, research, writing, and learning from the normative base of a Christian worldview.
- Experience education in the virtual communication environment.
- Explore multi-disciplinary approaches for enhancing culture and human development from a values-based perspective that is grounded in communication skills, knowledge and practice.
- Develop and exchange concepts relating to understanding and improving communication and communication-related activities within organizations and industries around the world.
- Experience innovative learning situations, which will enable students to acquire the knowledge, dispositions, and abilities required of leaders in any organizational setting.

CONCENTRATIONS

Students will choose from one of the following concentrations; however, an individualized option is available.

Communication Leadership
For those who have or desire leadership responsibilities in either profit or nonprofit organizations, this option helps students develop communication and management responsibilities, including strategic planning and public relations.

Communication Ministries
For leaders and potential leaders in church, para-church, and missions organizations, this option focuses on effective presentation of Christian messages in culturally-sensitive ways.

Communication Education
For individuals interested in teaching at the secondary or post-secondary levels, this option includes coursework in both traditional and distance learning. Students who wish to use any of these courses to qualify for the professional certificate or for renewal of the provisional, professional, or continuing certificate must contact the School of Education certification officer to confirm a planned program prior to enrolling in the course.

Professional Writing
For both writers and editors, this option explores writing as vocation and includes courses in rhetoric and writing for print, broadcast, and electronic media.

New Media (This concentration is currently under review.)
For individuals who expect to develop or manage interactive technologies, this option focuses on interactive computer-mediated communication by examining research, trends and production issues.

ADMISSIONS

MCOM Applicants must have:
· A bachelor's degree from a regionally accredited college or university;
· A 3.0 GPA for at least the last two years of the bachelor's degree;
· An official transcript from all previous institutions attended;
· Two recommendations from professional/academic individuals;
· One recommendation from a member of the clergy in your faith community;
· Recent writing sample (a published magazine, newspaper, or journal article; an undergraduate or graduate research paper; or a work-related proposal);

- Graduate Record Exam *(www.gre.org)* score of at least the 40th percentile and taken within last 5 year
- Personal Goals Statement of 2 pages or less, in which you briefly describe your personal or professional goals as they relate to graduate studies in communication at a Christian university;
- Online Computer Literacy Survey (this assesses your current computer skills and the hardware/software configurations necessary for our online program);
- A completed application; and
- Current application fee.

Graduate Certificate in Communication applicants must have:
- A bachelor's degree from a regionally accredited college or university;
- A 3.0 GPA for at least the last two years of the bachelor's degree;
- An official transcript from all previous institutions attended;
- Two recommendations from professional/academic individuals;
- One recommendation from a member of the clergy in your faith community;
- Recent writing sample (a published magazine, newspaper, or journal article; an undergraduate or graduate research paper; or a work-related proposal);
- Online Computer Literacy Survey (this assesses your current computer skills and the hardware/software configurations necessary for our online program);
- A completed application; and
- Current application fee.

Please see our Web site, *www.arbor.edu* for more information.

POLICIES

Registration
Students are responsible for registering online and ordering text books online. A course plan is developed in conjunction with an academic advisor.

Audits
Students may audit up to two classes in the MCOM program. No credit is earned.

Independent study
Subject to approval by their academic advisor and the sponsoring faculty member, students may take up to two independent studies.

Assessment
As part of an ongoing assessment program, students will complete evaluations for each course and provide representative work and a self-assessment to an online portfolio.

Spiritual Development

The University is committed to supporting spiritual development for all students, including graduate students in both traditional and online programs. Department faculty have experience and training in pastoral care and spiritual direction. Students may request one of them to pray for them on a regular basis and be available as a mentor in spiritual formation.

CURRICULUM

The **Graduate Certificate in Communication** requires the following courses:

COM 502 (3) Graduate Seminar
COM 504 (3) Communication Theory
Three courses (9 hours) in any one concentration.
COM 598 (1) Case Study

The **Master of Arts in Communication** requires:

Foundations courses:	9 semester credit hours
Core courses:	12 semester credit hours
Concentration:	9 semester credit hours
Portfolio/Thesis:	4-6 semester credit hours
Electives to total 36 semester hours:	courses/independent studies/special topics
Required for graduation:	36 semester credit hours

FOUNDATIONS COURSES

COM 060 Orientation to Online Learning (no credit)

Required prior to enrollment in any graduate communication courses. Students with prior experience in online learning may request a waiver.

COM 502 Graduate Seminar (3)

Introduces students to expectations and resources for graduate study. Includes orientation to research as well as program specific library resources. *Must be taken before or concurrent with any other first course.*

COM 504 Communication Theory and Worldview (3)

An overview of theoretical frameworks related to various contexts of communication. Theology and ethics of communication are examined in light of a Christian worldview. Prerequisite: COM 502.

COM 606 Research Methods in Communication (3)

Students develop skills in designing, interpreting, and evaluating research designs by examining and applying both quantitative and qualitative research methods.

A thesis or portfolio proposal is prepared. *Prerequisites: COM 502, 504 and 20 hours in the program.*

CORE COURSES (choose 4)

COM 601 Interpersonal Communication (3)
An examination of interpersonal study and analysis of the relationships between interpersonal communication and group, family, gender, and intrapersonal processes. *Prerequisite: COM 502.*

COM 603 Group and Public Communication (3)
Examines how personal and professional communication styles impact group dynamics, conflict, team building, leadership and public presentations. *Prerequisite: COM 502.*

COM 605 Mass Communication, Culture and Technology (3)
Examines the challenges of and opportunities for living faithfully in mediated societies as new media technologies create new ways to serve people and to oppress them. *Prerequisite: COM 502.*

COM 607 Communication Ethics & Moral Reasoning (3)
Case study approach to problems and issues that confront communicators in contemporary culture. *Prerequisite: COM 502.*

COM 609 Intercultural Communication (3)
An analysis of intercultural communication competence, examining paralinguistic and nonverbal influences in cross cultural contexts. Theological impacts will be considered. *Prerequisite: COM 502.*

CONCENTRATIONS
Communication Leadership

COM 510 Communication Leadership (3)
Explores effective communication styles of effective leaders through an analysis of research and practice. *Prerequisite: COM 502.*

COM 610 Advertising and Public Relations (3)
Considers current research and practice in advertising and public relations. Traditional and nontraditional techniques are explored. *Prerequisite: COM 502.*

COM 612 Conflict Resolution (3)
Current theories of conflict resolution, with a special emphasis on biblical peacemaking. *Prerequisite: COM 502.*

Communication Education

EDU 560 Instructional Technology (3)
Instructional Technology has been defined as "the theory and practice of the design, development, utilization, evaluation, and management of the processes and resources for human learning." The field of Instructional Technology is concerned with the application of technology throughout the educational process. EDU 560 is an introduction to the field and theory of Instructional Technology. The course explores the multiple roles of technology in instruction and management of the learning process, with special emphasis on K-12 education. *This course assumes the student has minimum competency in technology.* Prerequisite: COM 502.

COM 620 Assessing and Teaching Communication Arts (3)
Examines teaching and assessing communication competencies, in interpersonal, small group, public , intercultural and mass media contexts. *Prerequisite: COM 502.*

COM 622 Online Pedagogy (3)
A study of best practices in online communication education. Includes emerging technologies such as social book marking and collaborative environments. *Prerequisite: COM 502.*

Communication Ministries

COM 530 The Church in Cyberspace (3)
Examines the religious uses of the Internet, with a focus on creating and sustaining community and expanding cultural influence in postmodern cultures. *Prerequisite: COM 502.*

COM 630 Communication in Christian Ministries (3)
Explores effective communication techniques from a pastoral perspective, with applications for staff and volunteers. Includes speaking, writing and listening. *Prerequisite: COM 502.*

COM 632 Communicating Change: Spiritual Formation and Renewal (3)
Examines spiritual formation as transformation, and develops strategies for helping others understand and apply its principles. *Prerequisite: COM 502.*

Professional Writing

COM 540 Writing As Vocation (3)
Explores professional opportunities in writing. Issues of genre, style, voice and publication are considered. *Prerequisite: COM 502.*

COM 640 Writing and Reporting (3)

Covers best practices for writing about current events and people. Focuses on gathering and organizing information in ethical and effective ways. *Prerequisite: COM 502.*

COM 642 Editing and Publishing (3)

Examines careers in editing, and the processes between the writer and the marketplace. *Prerequisite: COM 502.*

New Media (This concentration is currently under review.)

COM 550 Computer Mediated Communication (3)

Examines the ways CMC affects the effectiveness of human interaction. Includes a discussion of current strategies and technologies. Prerequisite: COM 502.

COM 650 Visual Communication (3)

Explores aesthetics and the implications for web publishing and design. Principles can be applied in print contexts. *Prerequisite: COM 502.*

COM 652 Web Publishing (3)

Theory and practice in creating, managing and publishing on the internet. *Prerequisite: COM 502.*

Case Study

COM 598 Case Study (1)

Upon completion of 12 hours or more, students in the certificate program enroll for this one hour project.
The case study applies concepts from their concentration to a professional problem or opportunity. (For certificate only.) Offered each semester.

Portfolio or Thesis

COM 692 Communication Research Methods II (2)

The student develops a proposal for the final project, including a statement of the problem, a review of literature, and a methodology. Must meet department criteria regarding length, number of sources, etc.

COM 698 Portfolio (2)

The student will complete portfolio project begun and approved in COM 692. A portfolio resolves a communication problem through the creation of a stand-alone project rooted in the application of communication theory and practice. May be repeated once.

COM 699 Thesis (2)
The student will complete a thesis project begun and approved in COM 692. A thesis answers a research question through the collection of data and the analysis and application of communication literature and theory. May be repeated once. Enrollment by permission only.

Electives and options

COM 570 Special Topics (1-3)
Offered each year based on interest and enrollment.

COM 670 Special Topics (1-3)
Offered each year based on interest and enrollment.

COM 590 Independent Study (1-3)
Offered each semester.

COM 690 Independent Study (1-3) Offered each semester.

FACULTY

Wally Metts
B.A., University of Tennessee- Chattanooga
M.S., University of Tennessee-Knoxville
Ph.D., Michigan State University

Robert Woods
B.A., University of New Mexico
J.D., Regent University
M.A., (Communication) Regent University
M.A., (Counseling) Regent University
M.A., (Education) Regent University
Ph.D., Regent University

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M.R.E., Grand Rapids Baptist Seminary
M.A., Regent University
Ph.D., Regent University

ADJUNCTS

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Diane M. Badzinski Proctor
B.A., St. Cloud State University
M.A., University of California- Santa Barbara
Ph.D., University of Wisconsin-Madison

Robert Reed
B.A., Columbia Bible College
M.A., University of Texas at Arlington
M.S., University of Texas at Arlington
M.E., Dallas Baptist University
M.A., Spring Arbor University
Ph.D., University of Texas at Arlington

Quentin Schultze
M.A., University of Illinois
Ph.D., University of Illinois

SCHOOL OF ARTS AND SCIENCES

MASTER OF ARTS IN
SPIRITUAL FORMATION AND LEADERSHIP

FROM THE DIRECTOR

Welcome to the Master of Arts in Spiritual Formation and Leadership program (MSFL). How delightful that you are considering graduate courses in our program!
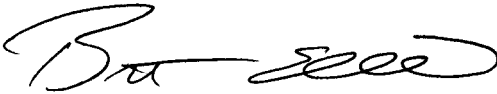
Expect to be stretched, blessed, and transformed as we embark on this journey together. We pledge that our courses will shape your life as well as your mind.

Our curriculum was forged in intimate dialogue with Richard Foster, whose involvement continues today. We are also grateful for our ongoing relationships with Dallas Willard, Tony Campolo, Mindy Caliguire, and other leading figures in the contemporary spiritual formation movement.

As director, I am convinced we offer the most unique and rewarding spiritual formation program available today anywhere. We cannot begin to express the depth of spiritual transformation that God's Spirit is breathing through the program. It may sound odd, but spiritual growth and meaningful community are both taking place through a flexible delivery system that is mostly online.

We look forward to helping you pursue the One who is pursuing you.

Peace of Christ,

Dr. Brent Ellis

PROGRAM DESCRIPTION

With interest in spiritual formation increasing over the last twenty years among Protestants, Evangelicals have expanded the concept of discipleship to include an openness toward deeper transformation into the likeness of Christ.

The MSFL program provides instruction for pastors, laypersons, and others intent on their own development and fostering the skills to lead others in formation.

The program follows a hybrid format (part online, part face-to-face) based on Renovaré's six streams of faith and practice, and includes retreats and seminars. Students may complete the first two years—30 credits—for the certificate in spiritual formation and leadership. Students may also complete all three years—45 credits—for the Master of Arts in spiritual formation and leadership degree. The program is delivered through cohort groups of students, who progress through the degree requirements sequentially.

It's a program designed to fit into your life, but will require significant time in your weekly schedule. We say this unapologetically because anything worth doing usually requires prioritizing our time. Time spent with God is no exception.

Goals
- Provide a biblical, theological, historical, and psychological framework for understanding spiritual formation and leadership development
- Cultivate habits and disciplines that promote godly character and effective leadership
- Develop spiritually mature and emotionally healthy leaders who, in turn, lead others to spiritual maturity and emotional health
- Personally experience God's transforming grace with the aim to renew the Church, engage the Culture, and transform Society

Objectives
- Develop a life of prayer
- Develop a life of virtue
- Develop a life of spiritual power
- Develop a life of compassion and justice
- Develop a life of mission and evangelism
- Develop a life of thanksgiving and incarnational love
- Develop a life of servant-leadership

Values
- Academically respectable
- Practical and experiential at all levels of instruction
- Rooted in the ancient Christian tradition
- Relevant to 21st century cultural context
- Wesleyan in orientation
- Ecumenical in scope – embracing the Six Great Streams of Christian Faith
- Relational – cohorts as fellow travelers in small group spiritual formation

Program Features
- Online and face-to-face learning
- Each course emphasizes and practices experiential learning
- Cohort group model for community and small group formation
- *MSFL degree:*
  15 courses x 3 credits = 45 credits
  (10 core courses + 3 seminars + 2 special topics courses)
- *Certificate:*
  10 courses x 3 credits = 30 credits for the certificate
  (8 core courses + 1 seminar + 1 special topics course)
- One personal weekend retreat per semester
- Two 5-day personal summer retreats after the first and second year
- First- and second-year students will begin a two-year mentoring relationship with a spiritual director on a monthly basis
- Third-year students will mentor a person in spiritual direction on a monthly basis

ADMISSIONS

Applicants must have:
- A bachelor's degree from a regionally accredited college or university;
- A 3.0 GPA for at least the last two years of the bachelor's degree;
- An official transcript from all previous institutions attended;
- Two recommendations from professional/academic individuals;
- One recommendation from a pastor or Christian leader;
- Submission of Autobiographical Question form (available online);
- Two years experience in ministry (professionally or volunteer);
- Online Computer Literacy Survey (this assesses your current computer skills and the hardware/software configurations necessary for our online program); and
- A completed application.

Please see *www.arbor.edu* for more information.

CURRICULUM

Core

SFL 600 Introduction to Christian Spirituality (3)
This course is a biblical and theological introduction to Christian spiritual formation. Students will examine the goal and nature of spiritual formation, as well as the process of holistic spiritual transformation.

SFL 602 Disciplines of the Spirit (3)

This course is an exploration into the nature, dynamics and exercise of classic spiritual disciplines. Spiritual disciplines are a significant means by which we connect to God. Emphasis will be upon the practice of various spiritual disciplines such as solitude and silence, listening and guidance, prayer and intercession, study and meditation, repentance and confession, fasting and worship, fellowship and simplicity, service and witness.

SFL 603 Biblical Foundations for Christian Spirituality & Leadership (3)

This course will explore the dynamics and power of Scripture in spiritual formation, personal transformation, and leadership. A key aspect of this course will be the understanding and development of biblical hermeneutical principles and practices that focus not only on the biblical text's content but also on its potential effect(s) as part of the church's Scripture. In addition to learning about life with God from Scripture, the student will gain competence in listening to the Spirit in/of the text, move from informational reading to trans/formational reading, discover and practice classic and contemporary methods of contemplative reading of Scripture, and learn to engage Scripture in ways that grasp and change one's being and doing.

SFL 604 History, Traditions and Leaders in Christian Spirituality (3)

This course is a historical exploration of the nature and development of spiritual formation within the various Christian traditions and leaders from the early church to the contemporary context. Students will be introduced to the Six Great Streams of the Christian tradition: contemplative, holiness, charismatic, social justice, evangelical and the incarnational.

SFL 607 Spiritual Directing, Mentoring and Spiritual Leadership I (3)

This course will explore the art, meaning, place, models, dynamics and practice of the ministry of spiritual direction. Participants will experience being mentored by a spiritual director and receive feedback on their own spiritual development. A reflective journal of spiritual direction will be required.

SFL 608 Spiritual Directing, Mentoring and Spiritual Leadership II (3)

This course will continue to explore the art, meaning, place, models, dynamics and practice of the ministry of spiritual direction. Participants will experience being mentored by a spiritual director and receive feedback on their own spiritual development. A reflective journal of spiritual direction will be required.

SFL 611 Christian Spirituality in Everyday Life (3)

This course assists students in broadening their understanding of spirituality within the Christian tradition and how to connect this understanding to all aspects of their lives. The course goal is intellectual and existential: students are introduced to a wide variety of literature focused on the sacred actions of God within the ordinary rhythms of everyday life; at the same time, students through a variety of learning experiences are also encouraged to grow spiritually through their own choices of prayer, worship, and discipline.

SFL 613 Healing and Wholeness in Christian Spirituality (3)
This course investigates the biblical, theological and historical foundations of divine healing as an aspect of God's restoration of creation to wholeness. Various approaches, models and formats of healing ministry will be explored that touch the whole person: mind, body, will, emotions, spirit and social relationships. Personal experience in inner healing prayer and practical experience in praying for the sick are a vital part of this course.

SFL 614 Christian Spirituality and Leadership (3)
This course is an introduction to the style, skills, principles, growth and development of leadership, including organizational theory, ethics, conflict management, vision casting and personal concerns for integrity and spiritual health from the perspective of Christian spirituality.

SFL 680 Christian Spirituality Synthesis and Integration (3)
This is the capstone course in which the student synthesizes and integrates all of the learning from the core courses into one's life and ministry. The course assists students in synthesizing, articulating, and integrating their own spirituality as followers of Jesus Christ. The approach is interdisciplinary and includes reflection on ministry experience (both within the church and in lay settings), spiritual practice and history, as well as theological background. Students assume leadership roles within the class through facilitating group process, leading prayer and presenting a synthesis of their spiritual journey, learning and sense of mission.

Special Topics, Seminars, and Retreats

SFL 670 Special Topics (3)
These courses will explore Christian spirituality. The following topics are currently offered.

Spiritual Formation and Social Justice
The purpose of this course is to explore and experience the connection between being formed into the image and likeness of Jesus Christ and intentional justice work. Specific focus will be on integrating spiritual formation with "social" and "distributive" justice, that is, setting things right in terms of what is fair or just concerning how all of God's creation is treated, including the allocation and sharing of material, physical, relational, emotional, and intellectual resources. We will seek to understand this connection in the context of Micah 6:8, examining what it means for individuals and communities of believers to "act justly, love tenderly, and walk humbly" with God.

Soul Care and Leadership

Soul Care and Leadership guides students to understand the centrality of the soul for spiritual formation and how that is intimately connected to one's leadership, to discover means for their own soul care (for developing healthier souls), and to lead others in corporate ecclesial soul care.

SFL 671, 672, 673 Intensive Seminars and Retreat (3)

These seminars are designed to give the student face-to-face access to nationally known persons and SAU faculty in the area of spiritual formation and leadership. Representatives of each of the Six Great Streams of the Christian tradition will be sought over a three year cycle. The intensive seminars will consist of a mixture of lecture, small group discussion, person examination and reflection, various spiritual exercises, practical experiences in spiritual formation, as well as reading and writing assignments.

FACULTY

Kenneth W. Brewer
B.A. Spring Arbor University
M.Div. Asbury Theological Seminary
Th. M. Princeton Theological Seminary
M. Phil. Drew University
Ph. D. Drew University

Richard E. Cornell
B.A., Ohio University
M.Div., Asbury Theological Seminary

Mary Albert Darling
B.A., Spring Arbor University
M.A., Western Michigan University

Brent Ellis
B.A., Greenville College
M.Min., Bethel College
M.Div., Asbury Theological Seminary
Ed.D., Indiana University

Valerie E. Hess
B.A., Metropolitan State College
M.A., Valparaiso University

Thomas J. Holsinger-Friesen
B.A., Oral Roberts University
B.S., Oral Roberts University
M.Div, Asbury Theological Seminary
M.A., Asbury Theological Seminary
Ph.D., University of Aberdeen

Robert Moore-Jumonville
B.A. Seattle Pacific University
M. Div., Princeton Theological Seminary
Ph. D. University of Iowa

JANUARY SEMINAR FACULTY

Richard J. Foster (January 2007)
Distinguished University Professor of Spiritual Formation
B.A. George Fox College
D. Th. P. Fuller Theological Seminary

Dallas Willard (January 2008)
Professor of Philosophy, University of Southern California
B.A., William Jewell College
B.A., Baylor University
Ph. D., University of Wisconsin

Tony Campolo (January 2009)
Professor Emeritus of Sociology, Eastern University
B.A., Eastern University
Ph.D., Temple University

SCHOOL OF EDUCATION

MASTER OF ARTS IN EDUCATION
MASTER OF SPECIAL EDUCATION
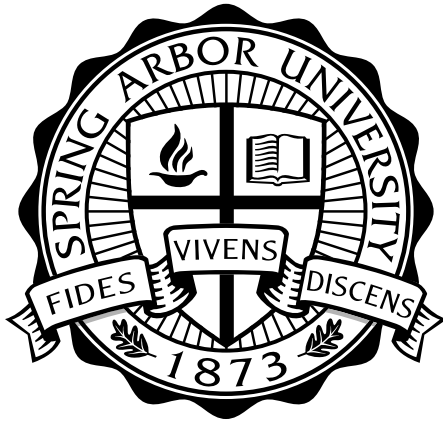
FROM THE DEAN

Welcome to the School of Education!

Our graduate programs focus around the professional development needs and interests of K-12 teachers. As educators, you serve an increasingly diverse student population, and it is our intention that our graduate programs will provide a strong foundation from which to develop and enhance your professional skills and strategies to better serve all of your students.

Students who have graduated from our program have highlighted the rich learning opportunities as a highlight of the program. They also cite our commitment to taking a personal interest in each of our students – even after graduation.

We are committed to maintaining a program of excellence and highest quality. To that end, we are in a continual process of creating and updating courses and programs, so that we can provide the most robust educational and professional development opportunities possible. This means that you can expect to experience a challenging and rigorous graduate experience within the context of integrating faith and learning.

Our program begins with a foundation in principles of academic and educational integrity and faith and ends with challenging yet practical research to enhance your success in learning. All graduate courses provide contemporary perspectives and ideas to support the kind of educational quality that is necessary for today's classrooms.

Thank you for choosing the School of Education. I encourage you to experience every class to the fullest. Get involved, participate, and learn so that your educational success becomes your own success.

Dr. Linda Sherrill

PROGRAM DESCRIPTION

Purpose

Our programs in education exist to carry out the educational mission of Spring Arbor University, promoting scholarship, integrity, the Christian ethic, enrichment of the liberal arts experience and a life of meaningful service in educational endeavors for the participants. The programs are planned to promote collaboration among education professionals and their communities, and to meet the needs of candidates who are interested in professional growth and advancement in elementary, secondary, or special education.

Philosophy

Our programs are committed to the highest quality education in the environment of a Christian institution. The current graduate special education program is designed for those who have an undergraduate endorsement from Spring Arbor in learning disabilities and wish to complete a graduate degree in this area. The graduate education program in curriculum and instruction is designed for those who wish to obtain a master's degree, complete an 18-hour planned program for the Michigan Professional Certificate, meet recertification requirements, or broaden or refresh their knowledge in areas of professional education.

Our programs stress integrity, respect for self and others, disciplined judgment, critical thinking, professional skills, and a Christian attitude. We seek to develop educators who demonstrate a high level of academic ability and display the effective interpersonal, collaborative, motivational, instructional and leadership skills required for the successful education professional. Our program balances practical applications with theory and research. Students can develop the attitudes and skills necessary to improve their performance in current positions or to move into new career positions.

Objectives of the Master of Arts in Education (MAE) program

- To enhance the professional knowledge and skills of educators.
- To enable participants to apply analytic, research, and advocacy skills to the solution of current problems faced by educators.
- To provide educators with the opportunity to develop a sound basis for dealing with questions of ethics and values.
- To provide educators with the opportunity to refresh and expand their liberal arts experiences.
- To provide educators with the opportunity to acquire, refresh or expand their knowledge of the role of research in education.
- To provide educators with the opportunity to develop the leadership skills necessary for developing collaboration among the constituencies in the local community and with state and national education professionals.
- To equip educators to meet the needs of an increasingly diverse student population.
- To prepare educators for new professional service and leadership roles.

Objectives of the Master of Special Education (MSE) program

- To enhance the professional knowledge and skills of special educators
- To enable the participants to apply analytic and research skills to the solution of current problems faced by special educators
- To provide special educators with the opportunity to examine and/or strengthen a sound basis for dealing with questions of ethics and values
- To provide special educators with the opportunity to acquire, refresh or expand their knowledge of the role of research in education
- To provide educators with the opportunity to acquire the leadership, classroom management, technological, and instructional skills necessary to meet the increasing demands of exceptional students
- To train special educators in assessment and methods to provide intervention for students struggling in reading and other subject areas

THE EFFECTIVE TEACHING MODEL

The School of Education has identified its Effective Teaching Model with six integrated components, each of which represents one of the six domains for effective teaching. The domains of the knowledge base used for this model are as follows:

Content Knowledge

Our students acquire advanced content knowledge in educational practice through an MAE degree with a specific focus in instruction and curriculum or an MSE degree with a specific focus in learning disabilities. Students enhance their liberal arts content knowledge in literature, history, or environmental science to satisfy one of the core course requirements for the MAE. Students enhance their content knowledge in learning disabilities as they satisfy core requirements for the MSE. Students in both programs will examine and strengthen the basis for their personal and professional worldview and think critically to respond to critical issues in special education, ethical dilemmas and conflicting worldviews.

Management and Organization

Our students develop effective management and organization skills, including an understanding of individual and group motivation and behavior to establish communities of learners, positive social interactions, active engagement in learning, and self-motivation in the learner.

Instruction and Technology

Our students demonstrate methods of instruction that apply various theories of learning and human growth and development to the educational context and that incorporate appropriate use of instructional technologies in the classroom. Students create meaningful instruction based on knowledge of the subject matter, the prior knowledge and experiences of the students, the values of the community and curriculum goals of the school district. Students also learn to use multiple technologies to enhance learning.

Teacher-Student-Family Interaction

The primary focus of this domain is involving families in the instructional process. Our students develop mutually beneficial relationships with students, families and others in the learning community to enhance student achievement. The use of community and home resources to enhance school programs is promoted and encouraged. Students are expected to interact effectively with colleagues, families, students, administrators, counselors, support personnel, and other constituencies to benefit students and advance their own professional development.

Diversity

Graduate educators understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse populations of learners. Our students understand that culture, language, race, ethnicity, gender, religion, cognitive and physical abilities, and socioeconomic status impact learning and development in important ways. Inextricably connected to the issue of diversity is the matter of the exceptional child. The exceptional child is an inclusive term that refers to children with learning and/or behavior problems, children with physical disabilities, and children who are intellectually gifted. Students learn about issues of equity and how to develop an inclusive environment.

Assessment

Today's educators face a difficult tension: they must constantly reconsider the wisdom of traditional practice, while giving fair consideration to new approaches. All learners need to have a clear understanding of how they will be assessed and then be shown models of excellence and rubrics that clarify how assessment will be conducted. Changing the traditional teacher-student interaction pattern with regard to the issue of assessment is no small task. Our students synthesize elements of traditional and new assessment techniques into coherent effective assessment strategies that advance the continuous intellectual, social, and physical development of the learner. Assessment includes student assessment and self-assessment.

PROGRAM OF STUDY

These programs of study are available for those desiring graduate study in education:

- **MAE** – designed for certified teachers who wish to obtain a master's degree with a concentration in curriculum and instruction – offered in face-to-face and online cohort formats – all graduation requirements are the same for both formats

- **Post-baccalaureate (non-degree) program** – designed for teachers who wish to meet requirements for the professional certificate, for teachers needing further certificate renewal, or for teachers who wish to broaden or enrich their academic background and who do not wish to pursue a degree program – also designed for individuals who are not certified teachers but who wish to explore their interest in education
- **MSE** – designed for students who wish to obtain a master's degree and already hold a Michigan endorsement in learning disabilities – those who wish to add the learning disabilities endorsement will take additional courses prior to entering the MSE program – courses offered for the MSE may be used for elective credit in the MAE program
- **Master of Arts in Counseling (MAC) with an emphasis in school counseling (K-12)** program (available through the School of Graduate and Professional Studies in conjunction with the School of Education) – designed for students who wish to obtain a master's degree with a concentration in school guidance counseling for the purpose of obtaining a School Counseling License (SCL) from the State of Michigan

MASTER OF ARTS IN EDUCATION

The required curriculum includes each of the following core courses:

EDU 503	Elements of Successful Teaching (3)
EDU 530	Values, Ethics and Worldview (3)
EDU 537	Introduction to Educational Research (3)
EDU 538	Dealing with Student Diversity (3)
EDU 539	Current Topics and Issues in Education (3)
EDU 560	Instructional Technology (3)
EDU 694	Teaching Discouraged Learners/Troubled Youth (3)
EDU 552	Action Research Design (3)
EDU 554	Conducting and Reporting Action Research (3)

AND one of the following liberal arts courses:

ENG/EDU 533	Western Cultural Heritage in Literature (3) OR
HIS/EDU 534	Western Educational Theory and Practice (3) OR
NSC/EDU 535	Science and the Environment (3)

AND six (6) elective hours consisting of selected graduate education courses offered through Spring Arbor University, as well as Spring Arbor University graduate education credit workshops (Please see information about allowable Workshop Credit.)

TOTAL REQUIRED COURSE HOURS: 36

Classroom Access
Many of the courses in the MAE program assume that students have on-going responsibilities in and access to K-12 classrooms in which they teach. Students for whom this is not true at the time of program application must submit a petition describing how they will arrange sufficient access to a classroom environment to allow them to apply their learning.

MAE Online Program
Courses are offered online, making it possible for students in an online cohort to complete the program in two years. Cohorts begin each fall with a two-week orientation to on-line learning prior to the first core class.

POST-BACCALAUREATE (NON-DEGREE) PROGRAMS

Professional Certificate
Students who wish to qualify for the professional certificate or for renewal of the provisional, professional, or continuing certificate must contact the School of Education Certification Officer to confirm a planned program prior to the student's enrollment in any graduate course.

Planned Program
The MAE, MSE and MAC-School Guidance Counseling programs are considered planned programs. What this means is that students may complete a portion of the core or elective classes (to a maximum of 18 credit hours) to satisfy the certification requirements for the professional certificate. The student must contact the Certification Officer to initiate the certificate renewal process.

Endorsements
Teachers seeking additional endorsements in content areas such as early childhood, special education learning disabilities, elementary education, or specialty programs in the arts and sciences may do so through a planned program of coursework at the bachelor's level arranged with the Certification Officer prior to enrollment in any course.

Enrichment
Students who wish to take occasional courses for enrichment or interest should make initial contact with the Certification Officer. Such coursework cannot count towards a master's degree at Spring Arbor University unless the student is formally admitted to the graduate program in education.

MASTER OF SPECIAL EDUCATION

The required curriculum includes each of the following core courses:

SED 520	Elementary Special Education Methods (3)
SED 521	Secondary Special Education Methods (3)
SED 522	Communication Skills (3)
SED 523	Assessment of Learning Disabilities (3)
SED 526	Consultation Models for LD Students (3)
SED 633	Reading Assessment and Instruction for Exceptional Children (3)
SED 636	Behavior Management for Children with Challenges (3)
SED 639	Critical Issues in Special Education (3)
EDU 530	Values, Ethics, and Worldview (3)
EDU 537	Introduction to Educational Research (3)
EDU 540	Action Research for the Professional Educator (3)

AND *one* of the following courses:

SED 528	Individualized Instruction for Exceptional Children (3) OR
SED 630	Reading Intervention, Assessment, and Training (3)

TOTAL REQUIRED COURSE HOURS: 36

MASTER OF ARTS IN COUNSELING *(with an emphasis in school counseling)*
This 48-credit hour degree is fully approved by the Michigan Department of
Education. Individuals who complete this program and pass the Michigan Test
for Teacher Certification (MTTC) in Guidance Counseling will be able to obtain
a School Counselor License (SCL) from the State of Michigan. If the student also
holds a valid Michigan teaching certificate, s/he may also add a Guidance and
Counseling (NT) endorsement to his/her certificate. (Note: A teaching certificate
is not required to earn the SCL.)

The School of Graduate and Professional Studies admits students into this
program and determines course and graduation requirements. See the Master of
Arts in Counseling program description in this catalog for program information.
Specific inquiries related to the NT endorsement should be directed to the
Certification Officer in the School of Education.

ADMISSIONS

Non-degree Seeking
Applicants must have:
- A bachelor's degree from a regionally accredited college or university;
- A 3.0 GPA for at least the last two years of the bachelor's degree;
- An official transcript from all previous institutions attended;
- At least two recommendations from professional/academic individuals;
- Copy of valid driver's license or other government issued photo ID;

- · Conviction Disclosure form;
- · Copy of teaching certificate (if issued by a state other than Michigan);
- · Michigan Certification information (if certified in Michigan);
- · Completed Statement of Academic Integrity;
- · Completed Statement of Understanding; and
- · A completed application.

Please see *www.arbor.edu* for more information.

Guest Students

Applicants may enroll as guest students for up to six credit hours to accomplish one or more of the following goals

1. learn more about the nature of the graduate program 2. take a course to transfer to another university 3. demonstrate their ability to perform successfully in graduate classes when their current GPA is below a 3.0

Guest students may enroll in one course at a time. A 3.0 or better grade in the first course permits registration in the second course as a guest student.

Workshop (EDU 517) courses cannot be used to fulfill the third objective listed above.

To apply for guest student status, complete and submit the SAU graduate application with a photocopy of the front and back of a valid driver's license. The graduate coordinator will assist guest students with course enrollment and monitor progress in the case of goal #3.

Students seeking transfer credit will submit the MI uniform guest application along with the copy of a valid driver's license. The MI uniform guest application can be obtained from the registrar of the home university to which they will transfer the credit.

Degree-seeking Program (MAE, MSE)

Applicants must have all of the items listed above PLUS:
- · A cumulative GPA of at least 3.00 for the last two years of the bachelor's degree and a GPA of at least 3.00 in undergraduate education courses;
- · Two letters of recommendation – one letter from the candidate's current or most recent school district superintendent, building principal, or immediate supervisor *addressing professional competence* AND one letter *addressing character* (this cannot be completed by a relative);
- · Completed Self-Assessment Survey;
- · Writing competency (see below); and
- · Statements concerning professional dispositions and self-evaluation.

Please see *www.arbor.edu* for more information.

Note: The School of Education will obtain information about an applicant's Michigan teaching certificate directly from the state. Applicants who do not hold a current certificate may be required to submit additional application materials.

Note: Grades earned after the bachelors degree may be considered in admissions decisions.

Misdemeanor and Felony Disclosure
Due to state employment and reporting regulations, applicants must answer questions regarding past or pending misdemeanors or felonies as an adult or juvenile to assist graduate education students in complying with state employment and reporting regulations. Falsification of information will be considered fraud and denial of admission to or grounds for revoking prior admission to the University. Furthermore, falsification of information could result in denial by the Michigan Department of Education (MDE) for future certification and/or revocation by the MDE of current certification. Individuals with questions regarding this information should contact the Certification Officer in the School of Education.

Proof of Writing Competency
Students applying for admission demonstrate writing competency by submitting a writing sample in a form that is specified by the School of Education. The sample is assessed for content, adherence to conventions, dispositions appropriate to graduate study, idea development, syntax, diction, and organization. Students whose writing sample indicates a need for writing support may be referred to appropriate services.

Transfer Credit
A maximum of nine (9) semester hours of graduate work in the areas of instruction and curriculum or arts and sciences from a regionally accredited college or university may be reviewed for credit towards the MAE degree at Spring Arbor University. Applicants must provide official transcripts along with course syllabi and/or official catalog course descriptions for each course.

Workshop Credit
MAE students may take up to six hours of EDU 517 through varied workshop offerings through SAU. Workshop credit from other colleges, universities or agencies will not be accepted. The MSE degree program does not currently accept workshop credit.

MAE and MSE GRADUATION REQUIREMENTS

- Successful completion of at least 36 credit hours of approved work
- Cumulative GPA of at least 3.00

- Courses with a grade lower than a C may not be counted toward the degree requirements
- Submission of an approved research study and scholarly paper that is approved by the Graduate Education Committee
- Successful completion of a minimum of 27 hours of graduate course work at Spring Arbor University
- Successful completion of all other requirements for graduation specified in this catalog, the School of Education, and University policy

DISCLAIMER: Due to configurations of courses and changes in course hour requirements, it is possible for a student to accumulate more than 36 credit hours to towards an MAE or MSE degree. Thirty-six (36) credit hours is merely the minimum for completion of the degree.

POLICIES

Advising
Students in a degree-seeking program may consult with a graduate program academic advisor, the Certification Officer, or graduate education faculty and staff for advising assistance.

Academic Standing
A student is considered to be in good academic standing with a cumulative GPA of 3.00 or better where no more than two of the courses have received individual grades below 3.00. Students who do not maintain good academic standing will be placed on probation. Students must be in good academic standing in order to graduate.

Course Load
Students in graduate programs may take up to 6 credit hours per Fall or Spring session and may take up to 12 credit hours during the summer session. Students in the MAE on-line program may consult with their advisers to take additional credits during Fall or Spring semesters.

Course Registration Changes (Drops/Adds)
Course registration changes for the face-to-face MAE or MSE programs must be made prior to the second meeting of any class. Students wishing to withdraw from a class must contact their adviser immediately.

Minimum Competency in Computer Technology
Some graduate education courses assume that all students are capable in the use of word-processors, spreadsheets, presentation software (PowerPoint), web browsers, search engines, and library databases. Hence, there will not be

adequate time for remediation in these basic skills during these courses. If you have concerns about your computing skills, you are encouraged to seek help before taking classes. The University offers an introductory computer course (CPS 150 Introduction to Computers). There are also a number of text resources that can be reviewed.

Registration/Withdrawal Policy for Workshops by the University

If a student is planning to obtain graduate credit for any workshops offered by the University, s/he must register and pay the appropriate tuition rate no later than the FIRST day of class. Late registrations or payments will not be accepted. Once students register and pay for the workshop, the University will not honor withdrawals, drops, or tuition refunds under any circumstances.

MAE CURRICULUM
10 Required Courses

EDU 503 Elements of Successful Teaching (3)

This course focuses on the development of teaching skills and strategies based on elements documented in effective teaching and brain research. Students create lessons to apply various techniques and strategies studied to address the needs of their own students.

EDU 530 Values, Ethics and Worldview (3)

In this study of the influence of Christianity on values and ethics in contemporary society, students gain an understanding of the historical influence of Christianity in the development of values and ethics in our nation. This course provides a foundation for and an understanding of the effects of a Christian worldview. Ethical dilemmas for teachers and students are explored.

EDU 538 Dealing with Student Diversity (3)

Students examine the diversities (including, but not limited to, issues related to race, ethnicity, culture, language, religion, socioeconomic status, gender, and ability) found in American classrooms. Considerations of how these characteristics affect teaching and learning are explored as students investigate and create practical methods of dealing with them in positive ways.

EDU 694 Teaching Discouraged Learners/Troubled Youth (3)

Students study the needs and behaviors of discouraged learners with strategies for teaching and reaching these students. Instructional design based on brain research and these principles provides the opportunity for students to translate current research and theory in this field into practice to increase opportunities for student engagement and achievement.

One of the following three liberal arts courses is required

ENG/EDU 533 Western Cultural Heritage in Literature (3)

A look at how mythology and classics from the ancient Western worlds have had a profound effect on our world that is still being felt today. Only by understanding that cultural heritage can one fully appreciate painting, music, sculpture, political and professional symbols and even modern psychological terms.

HIS/EDU 534 Western Educational Theory and Practice (3)

This course examines the history and intellectual foundations of educational theory in the West, from Plato to the multiculturalists, with many stops in between. Students evaluate various paradigms from Christian and other perspectives as students begin to see connections between historical backgrounds and contemporary problems.

NSC/EDU 535 Science and the Environment (3)

Students explore concepts and skills pertaining to science in general as applied to the environment. This course is designed to allow teachers to integrate environmental topics and science into many different curricular areas.

EDU 560 Instructional Technology (3)

Instructional Technology has been defined as "the theory and practice of the design, development, utilization, evaluation, and management of the processes and resources for human learning." The field of Instructional Technology is concerned with the application of technology throughout the educational process. EDU 560 is an introduction to the field and theory of Instructional Technology. The course explores the multiple roles of technology in instruction and management of the learning process, with special emphasis on K-12 education. This course assumes the student has minimum competency in technology.

EDU 539 Critical Participation in Contemporary Issues in Education (3)

Students research and explore current topics and issues in education to create advocacy strategies as they consider the interrelationships of curriculum, educational initiatives, contemporary issues, and instruction.

EDU 537 Introduction to Educational Research (3)

Students in this course examine basic research approaches to problems in education. Students acquire a broad understanding of the research process, including the ability to read and understand educational research, a basic knowledge of research design and methods, and the ability to critique methods and findings of selected research.

EDU 552 Action Research Design (3)

This course focuses on the elements and processes of Action Research and academic writing, including APA conventions. In this course, teacher-researchers identify their research focus, craft the research questions, and create the research plan, which includes methodologies and timelines, as well as the triangulation matrix for reliable evaluation. This course includes the design and piloting of all data collection tools. Students study the literature review genre, conduct the literature search, and write a review of related literature and bibliography in APA format. Chapters 1, 2 and 3 and the appendices of the Scholarly Paper are addressed in this course.
Prerequisite: EDU 537

EDU 554 Conducting and Reporting Action Research (3)

In this course, teacher-researchers present, fine-tune and implement their research plans. Students conduct data collection, analysis and interpretations leading to recommendations for action based on findings. Chapters 4, 5, and 6, as well as the abstract, table of contents, and tables and figures of the Scholarly Paper are produced in this course. Students report their research via a formal academic scholarly paper and a formal academic presentation to a professional audience. In this course, students put action research in context, exploring paradigms, theories, and the transformative nature of teacher research.
  Prerequisite: EDU 552

ELECTIVE COURSES

EDU 517 Workshop--Special Topics (1-3 credits)

To obtain graduate credit from Spring Arbor University for workshops or conferences partnering with SAU, students must complete the School of Education registration form and pay related fees and the published tuition rate for the graduate credit being offered for the workshop on the FIRST day of class. No late registrations and payments will be accepted. Once students register and pay for graduate credit in conjunction with the workshop(s), Spring Arbor University will not honor withdrawals, drops or tuition refunds under any circumstances. Students who wish to receive graduate credit in conjunction with the affiliated conference or workshop must complete all assignments described in the syllabus by the time specified. Transcripts will be available through Spring Arbor University three weeks after the instructor of record has submitted grades.

EDU 624 Elementary and Middle School Reading (3)

This course for pre-K through 6th-grade teachers includes field experiences in the diagnosis and remediation of reading disabilities. Course focuses include interest inventories, English language learning screening, visual and auditory discrimination tools, language expression and processing screening, phonemics, phonics, vocabulary, fluency, comprehension, spelling and writing assessment

tools, and instructional strategies. Students will explore current models of reading assessment and support, as well as classroom applications designed to develop effective reading skills and dispositions, including differentiated instruction in response to student needs. For those holding an elementary certificate, this course satisfies the Michigan Department of Education reading requirement for new professional certificates issued after July 1, 2009, per 2007 PA 32, MCL 380.1531(4) (previously PA118).
(Offered online)

EDU 625 Secondary Reading (3)

This course for 6-12 grade teachers investigates issues in secondary reading and skill development. Focuses include differentiated instruction, interest inventories, fluency, comprehension, spelling and writing assessment tools, and instructional strategies. The course explores the skills and complexities of the reading process through classroom field experiences. Students will investigate a variety of instructional techniques to facilitate the development of effective readers and learners. The emphasis will be on practical research-based classroom applications. For those holding a secondary certificate, this course satisfies the Michigan Department of Education reading requirement for new professional certificates issued after July 1, 2009, per 2007 PA 32, MCL 380.1531(4) (previously PA118).
(Offered online)

EDU 696 Teaching Reading to English Language Learners (3)

A review of early literacy development provides insights to create programs for English Language Learners and native English speakers. Students explore the connections between oral language learning and learning to read and write. Students explore historical trends and current research for best practices in early literacy instruction for English language learners and native English speakers.
(offered on-line)

EDU 688 Problems in Development of Literacy Skills (3)

Students study current problems and controversial issues of reading and writing practices in the classroom and the implications of research for the improvement of literacy development for lifelong learning. Current research articles published in educational journals form the core reading assignments. Alternatives for improvement of literacy instruction will be explored. (Offered online)

EDU 678 Educational Assessment (3)

Participants examine the concept of assessment and evaluation in education, explore the principles underlying the assessment process, and develop the skills needed to implement assessment and evaluation wisely. Participants gain skills needed to develop assessment tools for use in classroom settings and to use assessment to inform instruction. (offered on-line)

EDU 612 Introduction to Educational Leadership and Administration (3)

This course investigates historical and current perspectives in educational leadership and the relationship to the realities of the practice of educational leadership. The major areas of discussion will include theoretical foundations of educational leadership, schools as organizations, understanding the bureaucratic nature of schools, power and authority, effective leadership styles, Social Systems Theory and its impact on schooling, relationship building and leadership types, Contingency Theory, motivation and leadership, decision making, communication, school improvement, daily school operations, student achievement, achievement gap, diversity and the change process. Special emphasis will be placed on how these variables translate into successful school educational leadership practices. Students will be encouraged to explore leadership concerns in their area of practice. (offered on-line in summer)

EDU 690 Individual Advanced Research (1-3)

This course is designed to allow a student to research a topic of interest to him/her on an individualized basis. Planning for the topic and for the final project and/or paper must be approved by the instructor before the student may register for the class. This course may be taken more than once.

EDU/NCS 522 (3)

Students participate in, generate and present hands-on and inquiry-based lessons in the chemical and physical sciences. The collection, use and analysis of data in scientific instruction will be emphasized. Students will use computer-interfaced data acquisition equipment to convey content knowledge. Students will implement and present activities to K-12 students in the SAU summer science camp. (offered summer only)

MSE Curriculum

SED 523 Assessment of Learning Disabilities (3)

This course provides instruction in appropriate procedures for the assessment and reporting of student's reading, writing, mathematical and social skills. Emphasis will be placed on assessment methods that lead directly to diagnosing skill deficits and determining current level of functioning, which can be translated into goals and objectives and statements of progress on the student's IEP. Methods of evaluating instructional outcomes will be explored so that an ongoing instructional plan can be adjusted to meet the student's needs. Prerequisites: Current Teaching Certificate, Undergraduate or graduate introductory course in Special Education. (Offered in fall and spring.)

SED 520 Elementary Special Education Methods (3)

This course focuses on the educational methods and strategies to meet the needs of the student with learning disabilities at the elementary level. Emphasis will be

placed on the understanding of remedial techniques for reading, mathematics and written expression. Prerequisites: Current Teaching Certificate, SED 523. (Offered in fall.)

SED 521 Secondary Special Education Methods (3)

This course focuses on the educational methods and strategies to meet the needs of the student with learning disabilities at the secondary level. This course will also provide skills in making adaptations and modifications in lesson plans and tests. Prerequisites: Current Teaching Certificate, SED 523. (Offered in spring.)

SED 522 Communication Skills (3)

This course provides skills and techniques in understanding learning problems by focusing on the development of language as it relates to reasoning, thinking, listening, speaking, reading, writing and spelling. Emphasis will be placed on understanding the components of language, knowing how the assessment of these skills is conducted and what effect disorders in listening, speaking and thinking have on learning to read, write and spell. Finally, instruction will be provided on teaching strategies to help the language learning disabled student and additional information will be provided on resources the teacher can utilize to become a more effective teacher.
Prerequisites: Current Teaching Certificate, Undergraduate or graduate introductory course in Special Education, and Undergraduate or graduate course in human development for special education students. (Offered in fall and spring.)

SED 526 Consultation Models for L.D. Students (3)

This course provides information on identifying and accessing resources relevant to persons with disabilities. These resources may be within the school setting or from outside agencies. The course will also address factors that impede the use of these resources. Instruction will be provided on the development of interpersonal skills needed to effectively communicate with parents, colleagues and outside agencies. Instruction will also be provided in methods used to teach cooperatively with regular educators, methods used in participation on teams within the school, and methods used to supervise classroom aides, volunteers and paraprofessionals. Prerequisites: Current Teaching Certificate. (Offered in spring.)

SED 528 Individualized Instruction for Exceptional Children (3)

This course is designed to help teachers successfully teach reading, writing and language skills to students who have exceptional needs, or are at-risk for academic failure. Emphasis is on closely monitoring each student's level of understanding and degree of motivation. Teachers in this course will use this information to adapt their teaching presentation to better meet the needs of students. This course also offers an opportunity to learn how to create environments that prevent behavior problems. Learning to appropriately assess

a student's level of performance, and then designing appropriate instruction, is a critical component of this course. Teachers will be encouraged to view each student as the best source of information as to (a) the selection of appropriate instructional and behavioral goals, and (b) the effectiveness of teaching. While the constraints of this class are such that the objectives will be addressed in the context of teaching reading and language arts, the competencies relevant to successful instruction in a wide variety of content areas, and with learners who span the range of exceptionality.

SED630 Reading Intervention, Assessment, and Training (3)
This course is designed to equip K-12 educators to use reading interventions that are successful in teaching students with dyslexia. They will have the opportunity to learn and apply multi-sensory methods used to teach language concepts to the individual with dyslexia. The educators will participate in individualized pre-assessment, instruction, and post-assessment with faculty supervision. The educators will also receive training in reading, writing and spelling instruction.

SED 633 Reading Assessment and Instruction for Exceptional Children (3)
This course is designed to support K-12 educators as critical practitioners, based on the concept that good instruction begins with assessment of the student's level of performance. It involves diagnosis, remediation and differentiation of instruction. An evaluation of methods and their effectiveness for individual students is a critical component in effective instruction. The educators will design and implement a research project involving assessment and instruction in phonemics, phonics, fluency, vocabulary, comprehension, spelling and writing. This will provide field experience in assessment, implementation, and evaluation of the effectiveness of one of the instructional methods learned in the master's in special education courses. This course will support the educator in the administration of assessments, use of methodology, collection data, evaluation of the method, and presentation of findings.

SED 636 Behavior Management for Children with Challenges (3)
In the course, students will research, compare and contrast various models of discipline and determine their purpose or impact on the learning environment, re-occurring behaviors, and their potential to empower the K-12 student to change his behavior or make better choices within a community of learners. This will be done through reflecting on teaching or personal experiences, brain research, and district statistics, examining which management strategies will edify, modify, change or punish behavior, and investigating the relationship between specific areas of disability and specific behaviors that distract, disrupt, demand attention, or lead to off task behavior or passive or active aggression.

SED 639 Critical Issues in Special Education (3)
This course is designed for graduate students in special education. The goals of this course are to familiarize students with current topics and critical issues in special education and to help student's gains skills in critically examining issues

related to special education. Graduate students must be well versed in critical issues in their discipline and must have spent time exploring these issues if they are going to be able to discuss the merits of their opinions.

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