

# SPRING ARBOR UNIVERSITY

## 2011-2012 Undergraduate Catalog

### **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.

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## FROM THE PRESIDENT

*“So then, just as you received Christ Jesus as Lord, continue to live in Him, rooted and built up in him, strengthened in the faith as you were taught, and overflowing with thankfulness.” - Colossians 2:6-7*

It is my privilege to welcome you to Spring Arbor University. Since 1873, SAU has been a community where faith and learning are integrated to establish a dynamic environment. We are committed to providing a liberal arts education that prepares students to impact the world in dynamic ways.

Spring Arbor is one university with a variety of opportunities for learning and development – traditional undergraduate programs, graduate and professional studies programs and online programs – each providing innovative degrees enabling our students to serve God and others in vital ways.

Faculty members offer holistic and rigorous intellectual training along with faith and character development in preparing our students to be outstanding practitioners in their chosen profession.

May your growth be tremendous as a member of the Spring Arbor University community of faith and learning.

With hope, perseverance and grace,



Charles H. Webb, Ph.D.  
President



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## FROM THE PROVOST

Spring Arbor University's undergraduate programs have been growing because we provide high quality learning experiences and student-focused environments. As a strong liberal arts, Christian institution, our undergraduate programs are grounded in the best of the liberal arts and Christian worldview. We believe this combination of foundational approaches ensures strong learning, allowing students to acquire content, pedagogy and practice.

This catalog gives an overview of program content and degree requirements for all of our undergraduate programs and majors. 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.

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, Ph.D.  
Provost and Chief Academic Officer



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# GENERAL INFORMATION

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## I. GENERAL INFORMATION

### History of Spring Arbor University

#### Early Years

Spring Arbor University was founded in 1873 by leaders of the Free Methodist Church. Called to minister to the poor, the early Free Methodists advocated freedom for slaves and free pews for all worshippers. In 1860, the year Abraham Lincoln was elected president of the United States, B.T. Roberts organized the Free Methodist denomination in New York. Three years later Edward Payson Hart began evangelistic meetings in Michigan. Hart was the driving force behind the establishment of Spring Arbor Seminary—an academy for elementary and secondary grades. Located near the site of a former Potawatomi Indian village, the academy was built upon “some old school property” that once belonged to Michigan Central College (now Hillsdale College). Devoted to the “promotion of earnest Christianity and sound, solid learning,” Spring Arbor Seminary was open to all children, regardless of “religious convictions or beliefs.”

#### Development of the University

Spring Arbor Seminary’s enrollment grew to around 200 students in 1907, declined during World War I, but recovered after the Armistice. As one of its principals, H.A. Millican observed the academy remained committed to its original aim to “urge holiness of life and thorough Christian training, together with the highest type of mental culture.” In 1923, as the school celebrated its 50th anniversary, the board of trustees voted to add a junior college to the academy. Some first and second-year courses were offered over the next few terms, and in 1929 the school became Spring Arbor Seminary and Junior College. As the emphasis shifted toward higher education, primary and intermediate classes were discontinued in 1930. In 1960, when the school achieved accreditation by the North Central Association of Colleges and Schools, the trustees changed the name of the institution to Spring Arbor College. Soon the high school program was dropped, as plans were developed to make Spring Arbor a

four-year college. Under the leadership of President David McKenna, Spring Arbor College launched its four-year program in 1963, graduating its first senior class in 1965.



The College continued its expansion, adding locations and degrees over the subsequent years. In the early 1980s, the College began offering the first of its degree completion programs for adult learners in nearby Jackson. The initial class of students to earn a degree in management of human resources (MHR) graduated in 1983. New programs and new locations soon followed, as the College developed degrees in health-related fields and opened sites in Lansing and Flint. Spring Arbor has become a leader in the design of degree completion programs and the University has a network of 20 affiliate colleges that have adopted or adapted the Spring Arbor curriculum. At present, the University’s School of Graduate and Professional Studies operates from regional sites and offers bachelor and graduate programs through those sites at various teaching locations within each region. Teacher certification is offered at various sites in Michigan through partnerships with North Central Michigan College, Great Lakes Christian College and Jackson Community College.

Graduate education began in 1994 with the inauguration of the Master of Arts in Management (MM) degree, which is now the Master of Business Administration (MBA). The University has

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consistently developed graduate programs and currently offers nine degrees in varying formats (traditional, professional studies and online).

Master of Arts in Communication (MCOM)  
Master of Arts in Counseling (MAC)  
Master of Arts in Education (MAE)  
Master of Arts in Family Studies (MAFS)  
Master of Science in Management (MSM)  
Master of Arts in Reading (MAR)  
Master of Arts in Spiritual Formation and Leadership (MSFL)  
Master of Business Administration (MBA)  
Master of Science in Nursing (MSN)  
Master of Special Education (MSE)

On April 30, 2001, Spring Arbor College became Spring Arbor University. Recognizing the wide-ranging growth of its degree offerings, its locations and its structure, the change in name also acknowledges new aspirations and an ambitious vision for the future. The move clarifies the school's status internationally, positions the institution to better reach a growing constituency, pushes the entire collegiate community to guard our spiritual heritage and challenges the organization to excel academically and administratively.

Enthusiasm over a variety of future programs and initiatives is obvious, but there is also a tradition of program innovation. In 1979, Spring Arbor was invited to offer baccalaureate classes at the State Prison of Southern Michigan. By the time the education program was dropped by the State in 2000, the University's program had grown to serve five different correctional facilities, enrolled close to 3,800 inmates and graduated 400. After serving their time, many of those graduates began working in technical and professional positions, and a substantial number have gone on to graduate school.

Prior to the inauguration of the four-year institution in 1963, the University's 10-watt radio station (WSAE) went on the air. In 1998, WSAE began broadcasting on the internet. Today WSAE broadcasts to most of south-central Michigan with 3900 watts of power and additional translators in Lansing, Kalamazoo, Coldwater, Adrian, Battle Creek and Chelsea. The University's signature station, WSAE *HOME.FM*, is run by a professional and student radio

staff - all day. WJKN-FM, known as *The Message*, began in 2008 and broadcasts Christian teaching and talk programming mixed with inspirational music. Two AM stations (KTGG and WJKN) are used for teaching beginning students - providing an initial experience on the air. A television studio was added in the early 1980s, when Spring Arbor introduced a communication major.

During the late 1980s, Spring Arbor developed its cross cultural studies program and the University has gained recognition for its efforts to offer courses in international settings. Each year, students and faculty travel to such places as Africa, Asia, Central America, the Caribbean, Europe and the Middle East. Along with the international programs, Spring Arbor encourages students to undertake coursework in urban settings within the United States.

In 2010, the University established the Center for Global Studies and Initiatives. The Center provides leadership for the entire University as it seeks to equip the SAU community and its members toward being caring, enlightened, proactive citizens for the Kingdom of God in an increasingly interdependent world.

## Affiliations, Accreditation and FERPA

### Current Affiliations

Spring Arbor University is affiliated with the Free Methodist Church, though it is nondenominational in its admissions and hiring policies. More than 30 denominations are represented in the student body and faculty. Faculty members are dedicated Christians, committed to an open atmosphere of investigation, and a life of faith and Christian service.

Among its many associations, Spring Arbor University is a member of the Council for Christian Colleges and Universities, the Association of Free Methodist Educational Institutions, the American Association of Colleges and Universities, Campus Compact, the Association of Independent Colleges and Universities of Michigan and the Council of Independent Colleges. With 14 intercollegiate sports teams, Spring Arbor is also part of the National Christian College Athletic Association (NCCAA), the National Association of Intercollegiate Athletics

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(NAIA) and has long been committed to the gender equity principles of Title IX.

## Accreditation

All degrees offered by Spring Arbor University are accredited by the Higher Learning Commission (HLC), 30 North LaSalle Street, Suite 2400, Chicago, IL 60602. Elementary, secondary, early childhood and graduate education 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. The social work program is accredited through the Council on Social Work Education (CSWE), 1725 Duke Street, Suite 500, Alexandria, VA 22314. The RN to BSN nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036. Questions regarding accreditation may be directed to the Office of Academic Affairs.

## Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) of 1974 was developed to protect the privacy of education records, establish the right of students to inspect and review their education records, and provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

Students have the right to file complaints with the Family Educational Rights and Privacy Act (FERPA) Office concerning alleged failures by the institution to comply with the Act.

The Privacy Act permits the University to release, without student consent, directory information. Directory information includes the student's name, address (including email), telephone number, date and place of birth, major field of study, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most previous educational agency or institution attended.

As a student, you have the right to restrict the institution from releasing your directory information. If you choose to restrict such release, you need to sign a Directory Information Hold form. The form is available in the Office of Registration and Records. Forms must be completed and returned to Registration and Records by the close of the second week of classes for a particular semester.

University policy explains in detail the procedures to be used by the institution for full compliance with the provisions of the Act. Copies of the policy can be obtained at the Office of Registration and Records.

This office also maintains a directory of records that lists all education records maintained on students by this institution. Questions concerning the Family Educational Rights and Privacy Act may be directed to the Office of Registration and Records.

Spring Arbor University  
Office of Registration and Records  
106 E. Main Street  
Spring Arbor, MI 49283  
517.750.6516

## Statement of Faith and The Concept

### Statement of Faith

#### Preamble

As an institution affiliated with the Free Methodist Church, Spring Arbor University affirms the Articles of Religion contained in the church's Book of Discipline. The university acknowledges that the specific doctrinal confession to which it adheres does not define orthodoxy for the whole body of Christ nor is it comprehensive of every Christian truth. Spring Arbor University gladly embraces all who faithfully adhere to the essentials of biblical Christianity as fellow believers and co-laborers in Christ's cause.

**We believe** in one God, the Holy Trinity: Father, Son, and Holy Spirit, as revealed in the Holy Scriptures.

**We believe** that Jesus Christ is God's incarnate Son who lived a perfect life on earth, proclaiming God's reign and establishing a community of disciples; who sacrificially died on the cross for

the sins of all people; who rose in triumph from death, accomplishing salvation for all who truly believe in him; who is now at the Father's right hand interceding for us; and who will return to earth in victory, judging all people and establishing his everlasting Kingdom.

**We believe** in the Holy Scriptures as the inspired and authoritative Word of God.

**We believe** that human beings, men and women equally, are created in the image of God and are called to be his faithful stewards on earth. Although all people have become alienated from God and affected in every part because of sin, by God's grace all who truly repent of their sin and believe in the Lord Jesus Christ are justified by faith and made part of the church, Christ's body in mission to the world.

**We believe** that human families were established by God to perpetuate humankind and to provide a stable community for nurturing children in faith and righteous living. Marriage between one man and one woman is the instruction of Scripture and sexual expression is to be confined to the marriage relationship.

**We believe** that God not only counts believers as righteous, but that he makes them righteous; freeing them of sin's dominion at conversion, purifying their hearts by faith and perfecting them in love by his Spirit, and providing for their growth in grace through their faithful participation in the body of Christ at every stage of their spiritual life, enabling them through the presence and power of the Holy Spirit to live a victorious life of righteousness, justice, and practical usefulness.

**We believe** God's kingdom promises to establish "a new heaven and a new earth, where righteousness dwells" (2 Peter 3:13 TNIV) and where resurrected believers will participate in God's everlasting Kingdom.

## 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.

Since 1963, when the University became a four-year institution, the Spring Arbor University Concept has expressed the educational philosophy and purposes of the institution. The Concept affirms the University's respect for tradition, its heritage of innovation and its pledge to pursue excellence.

Spring Arbor University is an evangelical Christian University affiliated with the Free Methodist Church, and is committed to excellence in liberal arts, Graduate and Professional studies. Through the influence of an affirming academic community where a faculty of Christian scholars integrates faith with experiential learning, students develop intellectually, grow as persons and are challenged by the call to vibrant Christian service.

## Values

Our mission is rooted in the following core values:

- Spring Arbor University is committed to Jesus Christ as Savior and Lord, and affirms the importance of learning grounded in God's Creation and in His uniquely authoritative revelation through Scripture.
- Spring Arbor University is committed to a liberal arts education involving the pursuit of all truth as God's truth, the development of Christian character, and the living integration of faith and learning.
- Spring Arbor University is committed to the value and potential of every human being as created in God's image and thus accountable to Him and responsible for effective, redemptive participation in society and culture.

## Distinctives

We believe these core values result in an institution characterized by:

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- *Tradition.* Affiliated with the Free Methodist Church, Spring Arbor University has a historic commitment to the liberal arts rooted in the evangelical Christian community, and seeks to develop personal and interpersonal skills that integrate faith, living and learning.
- *Innovation.* To achieve its mission, Spring Arbor University provides undergraduate, graduate and professional programs using methods designed to promote cross-disciplinary, student-centered learning. This commitment to innovation expands our educational community making it available to diverse populations.
- *Excellence.* Spring Arbor University is committed to excellence as it selectively develops programs that provide unifying interdisciplinary core curricula, significant cross cultural opportunities, and integrated capstone projects and experiences.

## Outcomes

We believe achieving our mission results in students who:

- Possess the knowledge and abilities to contribute effectively to society.
- Display personal compassion and integrity.
- Think critically as Christians across disciplinary and cultural boundaries.
- Are committed to serving God and others.

## The Concept in Action

As a Free Methodist-affiliated institution, Spring Arbor University was founded as an outgrowth of the Wesleyan movement in American Christianity. The Spring Arbor University Concept echoes many of the prominent themes in the Wesleyan tradition. Among American Christians, Wesleyans have been notable for their emphasis on faith as a lifelong discipline of devotion, self-assessment and spiritual growth. In calling for a “community of learners” who are committed to “Jesus Christ as the perspective for learning,” the Concept presents faith as a dynamic and ongoing process of personal development, continually enriched by reflection upon the Gospel of Christ. Learning is understood as an enduring commitment to explore new ideas, to undertake new challenges and to lead lives of holiness and integrity. Christian teachings offer the vital perspective on

the acquisition and application of knowledge, not a static orthodoxy but a vibrant inspiration.

The Concept also reflects the Wesleyan emphasis on application and experience, rather than simply on cognition and analysis. Experiential learning has long been a feature of the curriculum. At advanced levels, students may get hands-on experience in the University’s sports labs, radio station and TV studio, or conduct chemistry research here or at major Midwestern laboratories. Several disciplines challenge students to undertake practica or honors theses that keep them involved in the “contemporary world.”

As it affirms the importance of participation in contemporary society, the Concept also stresses that applied learning needs to be anchored in the liberal arts. The general education requirements offer breadth and balance, acquainting students with the methodologies used by several disciplines to pursue knowledge. With an interdisciplinary core program, the general education curricula attempts to link learning to prior knowledge and experience; it also encourages students to think critically and creatively, and to communicate with precision and empathy. Designed originally for a small, residential Christian college in a rural setting, the Concept underscored the value of learning within a community. On the central campus, that community has been defined by its common traditions, its campus-wide gatherings, and its core curricula. Chapels, “Community of Learners” lecture series and “Focus Series” provide opportunities for the full community to gather for worship and learning. Several interdisciplinary, issue-oriented core courses explore the ideals of the Concept. The Christian Perspective in the Liberal Arts (CPLA) Committee oversees efforts to make Christian values pervasive in the academic programs and the total campus environment.



As the University expanded to off-campus sites, the Concept provided the spark for innovation. At the regional centers and sites, cohort groups bring students together in “communities of learners.” A single class remains together as a team throughout its full program of study. Strong identification with one’s cohort group distinguishes students in Spring Arbor’s School of Graduate and Professional Studies and results in a high level of support, encouragement and collaboration. Although students in the School of Graduate and Professional Studies focus upon a single program of study, those programs are interdisciplinary in design, blending theories and methodologies from several of the liberal arts—humanities, natural sciences and social sciences. The *Biblical Perspectives* and *Values* modules provide a foundation, allowing the adult students to discuss the relevance of the Christian faith for life and learning.

## The Spring Arbor Graduate

The faculty has defined the ideal Spring Arbor University graduate as one who embodies the Spring Arbor University Concept. Thus, the goal of the Spring Arbor experience is the development of a person who:

- Is prepared to be a continuing student, capable of self-education. In a world of exponentially expanding knowledge, the student must be able to sort out relevant knowledge, make wise judgments, and think divergently, critically and productively.
- Has adequately prepared in one or more disciplines to undertake further graduate training, or to fill another productive and rewarding role in our contemporary world.
- Has developed an understanding of heritage, discovered the crux of contemporary social and moral issues, acquired tools of researching, and improved skills of communication.
- Has gone through the process of self-confrontation. As a result of this confrontation, the graduate will understand more fully personal motivations, aspirations, capabilities and goals in life.
- Has learned the value of physical fitness as a part of total fitness, and accepts personal responsibility for developing and maintaining optimal health and wellness.
- Has encountered the Christian faith, grasped a portion of its demands for our day, and discovered the perspective that life in Christ can give to all learning, vocation and life itself. In this encounter, the graduate will have formed a meaningful relationship with Jesus Christ and fellow human beings.
- Is a person of compassion who cherishes community among all people and expresses compassion by critically participating in the world. The student is sensitive to need, responsive to opportunity and wise in participation.
- Is a well-integrated person who is prepared to live a life pleasing to the Creator, enriching to others and self-rewarding.

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## Assessment

The faculty and staff of Spring Arbor University have set forth learning and development goals for its students. The University is dedicated to helping every student meet the ultimate, long-term outcomes expressed as the Ideal Spring Arbor University Student and achieving learning outcomes identified by the University and each department or discipline. It is not sufficient, however, only to state these expectations concerning student learning and personal development. The University must determine whether it is achieving those goals, and the levels of learning and personal development that students have mastered, as well as the practices that have contributed to that mastery. The resulting feedback combined with information gained from multiple sources can then be used to improve teaching and learning. The process of planning, collecting learning outcomes data, analyzing findings and making improvements is incorporated into an assessment system at Spring Arbor University. The goal of the assessment system is three-fold: 1) support the learning process by providing usable information to faculty, students, and administration for improvement in student learning outcomes (academic and personal development), 2) strengthen SAU's ability to carry out its mission and achieve maximum institutional effectiveness, and 3) provide transparency and accountability to the University's varied internal and external audiences.

Spring Arbor University is committed to processes of continuous learning and program improvement through a variety of assessment and accountability measures, and sees itself as a learning community. Guided by an Assessment Leadership Committee, the University has developed an assessment plan that includes institutional level assessments and department or program assessments. Annual assessment reports are required of all academic departments. Student cooperation is essential in gathering useful information for the assessment process.

## Institutional Assessments

The University has identified three institutional assessment areas: writing, critical thinking, spiritual growth. These three are incorporated into all aspects of the curriculum. Assessment measures for these are especially embedded into the Core curriculum and general education program. Assessment

measures include sophomore and senior writing exams. Sampling studies are completed for critical thinking and spiritual growth. In addition to these three areas, the University regularly uses the NSSE (National Survey of Student Engagement) and SSI (Student Satisfaction Inventory) to gauge student engagement in learning and student feedback about their educational experience at SAU.

Other assessments, such as interviews and surveys are administered to students (and faculty) as appropriate. Exit interviews, focused groups, alumni surveys, research projects and other measures are used to ensure that the university is a data-guided institution, making decisions about ongoing improvements using reliable information.

## Departmental/Program Assessment

All departments and programs at SAU must participate in the assessment process. Departments develop an assessment process based on the identical learning outcomes and standards for their discipline and may use a variety of measures in assessing student learning and growth. Students have the opportunity to provide feedback on all courses through the course evaluation process. This feedback is provided to the faculty and departments.



The University uses WEAVEonline, a software program, to collect and store assessment data from across the campus. This software system provides a comprehensive means for considering the collected data, findings and use.

## Benefits of the Community

Faculty and students share a common faith that gives their lives the sense of community—a bond that affects attitudes, student activities, residence hall life, class sessions and academic programs. Spring Arbor’s faculty and staff attempt to foster an open, caring environment.

The University, located in south central Michigan, just eight miles west of Jackson (population 38,000), benefits from and serves its community in many ways. Campus facilities include a field house with an indoor track, swimming pool and fitness center, offering year-round activities for both the University and community. Students compete in varsity-level competition in basketball, baseball, soccer, track, cross country, golf, tennis and cheerleading for men; and in basketball, softball, volleyball, track, soccer, cross country, tennis and cheerleading for women.

Students enjoy annual events, such as Spiritual Life Retreat, Homecoming, Parents’ Weekend and more. Other activities include concerts, films, drama, athletic events, music recitals and art exhibits. Prominent speakers and performers are brought to campus through Chapel, the Staley Lecture Series, departmental seminars, Focus Series, Guest Scholar Series and cultural life programs.

The Student Government Association is active in providing leadership and service roles for both resident and off-campus students. Campus publications and the radio stations also provide opportunities for leadership.

Off-campus study and travel opportunities are sponsored by Spring Arbor University. Students may choose to study at places such as the Au Sable Institute of Environmental Studies and Cedar Bend Farm in northern Michigan.

Foreign study is available in Europe, Asia, Africa, Mexico, Central America and the Caribbean. Specific options are listed under *Off-Campus Study Opportunities* or as required through the Cross Cultural Studies Program.

Residence hall life is a special experience at Spring Arbor University. The mission of residence life is to guide student’s growth through meaningful relationships with God and others in a purposeful living/learning community. Spring Arbor University was established as a residential university. It

subscribes to the living/learning experience as a vital part of whole-person Christian education.

## Standards of Conduct

Spring Arbor is a Christian university dedicated to fostering academic, social and spiritual growth for students. While enrolled as active participants in the Spring Arbor University community, students are expected to govern their lives in harmony with its regulations, both on and off campus. The Student Handbook fully outlines standards of conduct, which reflect the ideals of the Spring Arbor University Concept. Because of connotations or associations that do not contribute to the Spring Arbor University Concept, using alcoholic beverages, illegal nonprescription drugs or tobacco products is prohibited.



## II. ADMISSION

The University admits students who are committed to personal, intellectual and spiritual growth. Applicants must evidence appreciation for the standards and spirit of the University and exhibit moral character in harmony with its purpose. The University encourages applications from students who will contribute to, as well as benefit from, the Spring Arbor University Concept.

Spring Arbor University offers a strong academic program that prepares students for graduate study and a variety of careers. Students entering the University should come prepared to take full advantage of the educational offerings by having the appropriate preparation during high school. The following lists the recommended study prior to entering Spring Arbor University. This list represents minimum expectations; students are encouraged to be prepared beyond these courses.

### High School Course Expectations

1. Four years of college preparatory English courses
2. At least three years of mathematics courses including Geometry and Algebra I and II
3. At least three social science or history courses (such as American History, Economics, Geography, Government, Psychology and World History)
4. At least three lab science courses
5. Physical Education or other health-related courses

Our students find that having two years of a foreign language and a computer science course also contribute to their success at the University.

Spring Arbor University welcomes applications from all persons without regard to race, color, creed, national origin, gender, age or handicap. Applications are accepted from those who provide evidence of potential academic success at the university level and who will contribute to the Christian ideals of Spring Arbor University.



### Procedures for Admission

An application may be submitted by any high school student, high school graduate or equivalent, including students in attendance at another institution of higher education. Applications for admission will be sent upon request or may be found online by visiting [www.arbor.edu/applynow](http://www.arbor.edu/applynow).

Anyone applying for financial aid should submit the Free Application for Federal Student Aid Form (FAFSA) by March 1 to receive maximum aid the following September.

**Freshmen:** Freshman applicants should submit the completed application online or directly to the Office of Admissions. An official high school transcript should be sent to the University directly from the high school. ACT or SAT scores should be sent to the Office of Admissions from the testing service. A counselor's form should be submitted from the student's high school counselor.

**Transfers:** Transfer applicants should submit the completed application online or directly to the Office of Admissions. Official transcripts from all institutions of higher education previously attended should be sent directly to the Office of Admissions. Students transferring fewer than 26 semester hours should also request that official high school transcripts and ACT or SAT scores be mailed to the Office of Admissions. Please note that it is recommended that an official high school transcript

including ACT or SAT scores be sent from all transfer students. The Release of Information form should be provided to the Dean of Students (or similar official) at the most recent college attended where the student lived in campus housing and should be mailed from them to the Office of Admissions. Accepted transfer students entering the junior year will be given a writing assessment to determine writing proficiency and possible course placement.

**Readmits:** Former Spring Arbor University students who have withdrawn for one or more semesters must submit the brief application for readmission. Official transcripts from all institutions attended since leaving Spring Arbor should be mailed directly to the Office of Admissions. When a student is not enrolled for two consecutive semesters, and is later readmitted, the student must meet the graduation requirements current at the time of readmission.

**Transition Students:** Students who wish to become a main campus student and have attended or are currently attending a Spring Arbor University program off the main campus should complete the transition admission application form.

**Part-time Enrollees:** Part-time enrollees should submit the completed application for admission to the Office of Admissions. Official transcripts from high school and all institutions previously attended should be sent directly to the Office of Admissions.

**Dual Enrollees:** Qualified high school juniors and seniors may take classes at Spring Arbor University. An interested student must submit a High School Dual Enrollment form directly to the Office of Admissions with a check or money order for the \$30 application fee. The official high school transcript and ACT or SAT scores are also to be sent.

**Homeschooled Students:** We welcome applications from students who have completed their high school studies in a homeschool setting. Homeschooled students should follow the process of freshman or transfer applicants as outlined above. In place of the Counselor's form, a letter of recommendation should be submitted by the parent responsible for the majority of instruction. More information for homeschool families is available online at [www.arbor.edu/homeschool](http://www.arbor.edu/homeschool).

## Admission Requirements

**Freshmen:** An ACT composite score of 20 or an SAT of 940 (Critical Reading and Math) and a high school GPA of 2.60 are recommended as minimum criteria. Applicants whose scores and GPA are below these recommendations may be admitted conditionally.

Freshmen admitted conditionally are guided carefully in course selection and are given individual academic assistance from Academic Student Connections during the freshman year. Certain courses will be required based on individual test scores. Freshman applicants submitting the General Educational Development (GED) test must have an average standard score of 500 for regular admission.

**Transfers:** A GPA of at least 2.00 is recommended. Applicants whose GPA is less than 2.00 may be admitted conditionally.

**Dual Enrollees:** High school students with junior or senior standing and a cumulative GPA of 3.2 or an ACT score of 21 (or SAT score of 980 - Critical Reading and Math) or higher, may take classes at Spring Arbor University.

### Admission Deposit

A \$200 deposit for resident students (\$50 for commuting students) is due May 1. The deposit is nonrefundable after May 1 for the Fall semester, and after December 1 for Interim and Spring semester.

### Questions?

If you have questions, contact the Office of Admissions at 800.968.0011 or e-mail [admissions@arbor.edu](mailto:admissions@arbor.edu).

# ADMISSION

## International Students

### Application for Admission

International students may apply online at [www.arbor.edu/international](http://www.arbor.edu/international) or request an international admission packet from the Admissions Office

### Additional Questions for International Students

A form containing questions which are not on the online application

### Financial Forms

The Declaration and Certification of Finances Statement for itemizing how you plan to pay your costs while a student; the Application for International Student Financial Aid for giving you opportunity to apply for need-based financial aid

### Letters of Recommendation

Ask two of the following to write a letter of recommendation for you: teacher, counselor, minister or coach.

### Official Transcript and Evaluation of Coursework

Official documents of all coursework completed outside the United States and Canada (except at schools with an American-based curriculum) must be submitted to a recognized evaluation service for validation and equivalency of courses and/or degree. We recommend World Education Services (WES) at [www.wes.org](http://www.wes.org). Official transcripts of courses completed must also be mailed directly to SAU by the high school and/or colleges/universities attended. Selecting the WES ICAP option will take care of the latter requirement, since the official transcript is included with the WES evaluation. If another authorized document service within the U.S. has already authenticated your transcripts and diploma, those results may be acceptable. Please confirm this with us.

### English Language Proficiency Requirement

International applicants must possess written and oral proficiency in the English language. Therefore, official test scores are required from TOEFL, IELTS or MELAB. Scores should be no more than two years old.

Students will be considered for Regular Admission or ESL (English as a Second Language) Conditional Admission as described below.

### Exception for English Language Proficiency Tests

If students earned the high school diploma or certificate where all formal instruction was in English, an English language proficiency test is not required. However, students must submit SAT or ACT scores. For regular admission, the SAT Critical Reading score must be 480 or higher and the SAT Writing score must be 380 or higher. The ACT Reading score and the ACT English/Writing score must be 16 or higher for regular admission.

### Regular Admission

Regular admission to Spring Arbor University allows students to enroll for a full academic course load with no ESL classes required. Students must earn minimum scores and sub-scores to be admitted on Regular Admission, based on one of the following English language proficiency tests:

TOEFL	iBT	79	no sub-score lower than 17
TOEFL	PBT	550	no sub-score lower than 52, writing score 4
IELTS		6.5	no band score lower than 6.0
MELAB		77	composition sub-test score of 77

### ESL Conditional Admission

Conditional admission is for students who are not proficient in the English language. Conditional Admission enables students to enroll for a full course load of college-level courses, including ESL classes during the first and second semesters. Students will also enroll for one or two general education courses. A full time course load is required for students with F-1 status. Selection of ESL classes will be based on placement tests, sub-scores or total scores achieved on the TOEFL, IELTS, MELAB or SAT or ACT Reading and English/Writing sub-scores. ESL courses are available for academic credit and are calculated into the grade point average. Students with minimum scores or sub-scores in one of the following categories will be considered for ESL Conditional Admission:

TOEFL	iBT	69	no sub-score lower than 15
TOEFL	PBT	525	no sub-score lower than 50, writing score 3
IELTS		6.0	no band score lower than 5.5

## English Language Proficiency Tests

For further information about English language proficiency tests, please access the following websites:

### Test of English as Foreign Language (TOEFL)

[www.toefl.org](http://www.toefl.org)

For TOEFL scores to be sent to Spring Arbor University, enter our code, 1732, on your registration form.

### International English Language Testing System (IELTS) [www.ielts.org](http://www.ielts.org)

For IELTS score to be sent to Spring Arbor University, include our address on your registration form.:

Spring Arbor University  
Office of Admissions  
106 E. Main Street  
Spring Arbor, MI 49283

### Michigan English Language Assessment Battery (MELAB) [lsa.umich.edu/eli/testing/melab](http://lsa.umich.edu/eli/testing/melab)

For MELAB scores to be sent to SAU, please include our address (above) on your registration form.

## Costs and Financial Aid

For current costs and financial aid applications for international students, please go to our website at [arbor.edu/international](http://arbor.edu/international) and look under *Financial Aid-Scholarships*.

**Questions?** For further information about admission to Spring Arbor University, contact the Office of Admissions by email at [admissions@arbor.edu](mailto:admissions@arbor.edu) or visit our website, [www.arbor.edu](http://www.arbor.edu).



## Financial Aid

A full-time student is one registered for 12 hours or more each semester. A resident student is one who lives in University housing, while a student in the “other” category could be one living in campus family housing or an off-campus apartment. When calculating full-time federal aid eligibility, SAU uses the full-time tuition and fees (\$21,520) and room and board (\$7,570). In addition to these direct costs, the budget includes \$2,448 for indirect costs including transportation, books, living expenses, and loan fees.

Spring Arbor University offers many opportunities to meet financial need through grants, scholarships, loans and work opportunities. Aid may be received from the federal and state governments as well as from University funds. Financial aid is available to supplement the student’s resources in meeting the costs of a college education.

Part-time students may receive financial aid from federal and state governments. Full-time enrollment (a minimum of 12 hours per semester) is required in order to be eligible for University grants and scholarships.

The standards of satisfactory academic progress must be met in order for a student to receive federal (Title IV funds) and/or state aid. The Satisfactory Academic Progress Standards are further explained under *Academic Progress*.

The Free Application for Federal Student Aid (FAFSA) is the application for federal, state and University funds based on need. Apply online at [www.fafsa.gov](http://www.fafsa.gov). Early filing of the FAFSA and early acceptance for admission will enhance the possibility of greater financial aid. The Supplemental Aid Application for continuing students must be on file in the Office of Financial Aid by February 15 to apply for University-funded aid.

For information and a copy of our financial aid brochure, contact the Office of Financial Aid, Spring Arbor University, Spring Arbor, MI 49283, call 800.968.0011 or email [financialaid@arbor.edu](mailto:financialaid@arbor.edu).

# ADMISSION

## Expenses and Fees

### Expenses for 2011-2012

The University reserves the right to make adjustments in charges, if necessary, with proper notification to those affected.

#### Tuition\*

Per year .....	\$20,980
Per Semester (12-15 hours) .....	\$10,490

A per-hour tuition charge is assessed for students enrolled for less than 12 hours per semester. Students enrolled for more than 15 hours for fall or spring, or more than four hours for interim will also pay a per-hour charge for each hour over the limit.

#### Room and Board\*

Per Year .....	\$ 7,570
Per Semester .....	\$ 3,785

\*These figures reflect the rates for tuition and standard room and board charges that were in place at the time of printing of this catalog and are subject to change. For the current rates for full or part-time students, contact the Business Office at 517.750.6400 or e-mail [geccles@arbor.edu](mailto:geccles@arbor.edu).

### Terms of Payment

In July and December or January, an official billing is sent to each student for the subsequent semester. Payment of billed expenses is due by August 1 for the fall semester and at the beginning of the spring semester.

### Tuition Management Systems

Full-time students who are U.S. residents, may make arrangements in advance for installment payments through Tuition Management Systems (TMS Plan). Students opting for this payment option should join the TMS Plan preferably by early summer so that initial required payments have been made. The TMS Plan enables the student to pay the net amount due in up to 10 or 12 monthly installments. (Except for a small application fee, there are no monthly interest charges.) The net amount due represents the total annual charges, less any scholarships, grants or loans confirmed by the Office of Financial Aid. The net amount due does not include estimated awards or anticipated earnings, such as work-study

employment, which cannot be considered earned or finalized. The budgeted amount elected under the TMS Plan should be sufficient to cover both fall and spring semesters.



Alternatively, the student may choose to arrange private financing for educational expenses through one of several private lenders. The Office of Financial Aid may provide information about such lenders.

Financial aid payments are credited to student accounts each semester by the Business Office. Federal student aid (Pell, SEOG, Perkins), University grants and scholarships, and outside aid are automatically credited to your account. Stafford Loans, parent loans and alternative loans are credited to your account upon receipt of the loan check or EFT confirmation.

Veterans should contact the Office of Registration and Records to apply for veteran benefits and payment plans well in advance of the academic year.

Mastercard, Visa and Discover credit cards are honored at the University bookstore as the only acceptable alternative to cash or personal checks and may be used for making payment on an open account for University costs.

**Transcripts and diplomas** will not be issued until all financial obligations have been cleared.

## Fees

Course fees, in addition to tuition, are listed on the current class schedule.

### Special Fees:

Admission/Housing Deposit .....	\$ 200
Admission/Commuter Deposit.....	\$ 50
Application (waived if applying online) .....	\$ 30
Auditing (per semester hour if not full-time).....	\$ 55
Campus Services Fee (per semester) .....	\$ 50
Credit by Examination (per semester hour) .....	\$ 30
Graduation .....	\$ 50
Health Services (per semester) .....	\$ 50
Michigan Basic Skills Test.....	\$ 49
Michigan Subject Competency Test.....	\$ 74
Registration (per semester).....	\$ 30
Student Association (per semester).....	\$ 50
Student Teaching.....	\$ 60
Technology Fee (per semester) .....	\$ 90
Transcript .....	\$ 6
Tutorial (per semester hour in addition to other charges) .....	\$ 135
Validated College Level Learning. ....	Based on credits petitioned

Note: These figures reflect the fees that were in place at the time of printing of this catalog and are subject to change. For current fees, contact the Business Office at 517.750.6400 or e-mail Gordon Eccles at [geccles@arbor.edu](mailto:geccles@arbor.edu).

## Withdrawal Rebates

Rebates for properly authorized withdrawals from the University for fall and spring semester shall be based upon:

### Tuition

Days 1-4	100% minus administrative fee of \$200
Through week 3	75%
Weeks 4-5	50%
Week 6	25%
After week 6	No refund

No reduction will be made for private music lessons missed by students. In case of sickness or other unavoidable circumstances, lessons may be made up at the discretion of the instructor. No refunds will be made for lessons discontinued after the eighth week of the semester. Lessons missed due to vacation days will be made up at the convenience of the instructor.

### Room and Board

Prorata for the first six weeks with no refunds after the sixth week.

# ADMISSION

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## Return of Federal Funds Policy

The Office of Financial Aid recalculates federal\* financial aid eligibility for students who withdraw, drop out or are dismissed prior to completing 60 percent of a semester.

Percent earned is equal to the number of days completed up to the withdrawal date - divided by the total days in the semester. Recalculation is based on the percent of earned aid using the following formula:

$$\frac{\text{No. of days completed up to withdrawal date**}}{\text{Total days in the semester}}$$

Federal financial aid is returned to the federal government based on the percent of unearned aid using the following formula:

100 - percent earned X amount of aid disbursed toward institutional charges

When aid is returned, the student will owe a balance to the University. The student should contact the Business Office to make arrangements to pay the balance.

\* **Federal financial aid** includes the Pell Grant, Supplemental Education Opportunity Grant (SEOG), TEACH Grant, Perkins Loan, Stafford Student Loan, PLUS Loan and Grad PLUS Loan.

\*\* **Withdrawal date** is defined as the date the student submits a completed withdrawal form to the Office of Registration and Records, the student's last date of recorded attendance or the midpoint of the semester for a student who leaves without notifying the institution.

Note: If a student fails to earn a passing grade in any course during a semester, a return of funds calculation will be completed based on the student's last day of attendance.

Federal funds returned must be in the following order:

- Federal Unsubsidized Stafford Loan
- Federal Subsidized Stafford Loan
- Federal Perkins Loan
- Federal PLUS (parent loan)
- Federal Pell Grant
- Federal SEOG
- Federal Teach Grant

## Return of State Grant and Scholarship Funds

The formula mandated by the State of Michigan will be followed. The amount of refund to the state equals the amount of refund to the student multiplied by the percentage that the original grant/scholarship was of the original tuition and fees.

## Return of University-Funded Aid and Outside Gifts (unless stated otherwise by donor)

The University will award the same percentage of scholarships as the student is charged at the date of withdrawal after any withdrawal refund is calculated.

## Unpaid Student Accounts

Students who are delinquent in the settlement of any of their accounts with the University, or who have not made arrangements with an approved payment plan, forfeit all University privileges, including, but not limited to, room and board, class attendance and access to the SAU Network. Students whose accounts are not paid in full or otherwise provided for are not issued transcripts or permitted to register for a new semester. Diplomas and transcripts will not be issued until all financial obligations have been cleared.

A service charge of \$30 per month is added to any unpaid balance in the student account.

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 collection costs, if applicable.

If a withdrawing student or his parent is convinced the withdrawal is the result of circumstances warranting exceptions from published rebate policies, and does not believe the request to the Business Office for exception has been satisfactorily considered, a written appeal may be submitted to the registrar within 60 days of the withdrawal date. The Registrar, along with a representative from the Business Office and the Office of Student Development, will respond to the written appeal with a decision within 30 days of the date the request is received. That decision will be final.

## III. DEGREES, PROGRAMS AND POLICIES

### Graduation Requirements

#### Bachelor Degrees

Upon satisfactory completion of the requirements for graduation, the University confers upon the student a bachelor's degree. Students completing the social work major will receive the Bachelor of Social Work degree. Spring Arbor University also offers a Bachelor of Science in Nursing. All other majors receive a bachelor of arts or bachelor of science degree (see specific major).

A campus student who completes degree requirements in December may participate in the November commencement. Those who complete requirements in spring or summer may participate in the spring commencement in May. The main campus students who are within eight credit hours of completing all requirements may petition to participate in the May commencement exercise, if completing those eight credits in the summer. Diplomas are mailed following commencement to all those who have completed academic requirements and fulfilled financial obligations. The diploma will indicate a December, May or August award date. Students in the School of Graduate and Professional Studies majors will graduate in May or November. See the School of Graduate and Professional Studies student handbook for qualification details.

Students are subject to the academic requirements in the catalog of the year in which they were first enrolled unless a request is made through the Office of Registration and Records to use a subsequent catalog. Each enrollment year begins June 1. While students are subject to the requirements of the catalog under which they enrolled, the administration reserves the right to change academic policies at any time. Students enrolled at regional centers should consult the student handbook

regarding graduation requirements and academic policies for the School of Graduate and Professional Studies.

When a student is not enrolled for two consecutive semesters, and is later readmitted, the student must meet the graduation requirements current at the time of readmission.

The following requirements must be met for graduation:

1. Satisfactory completion of *at least* 124 semester hours. Depending upon the choice of major/minor, a student may graduate with more than 124 hours.
2. A cumulative GPA of "C" (2.00). A 2.20 average is required for courses in the major, including transfer courses. No grade below a "C" earned in a 200-, 300- or 400-level course will count toward the major. For example, a "C-" earned in a 200-level course will count toward graduation, but not toward the major. A 2.00 average must also be maintained in a minor, concentration or endorsement. See the *Education* section of this catalog, as well as your specific major, for additional GPA requirements.
3. A total of 40 hours of credit must be earned in upper level courses—those numbered 300 and above.
4. Thirty semester hours completed at Spring Arbor University. Regardless of the total number of hours taken at Spring Arbor University, at least 20 of the last 30 hours earned toward the degree must be taken at Spring Arbor University.
5. Completion of a major. See specific majors for number of hours required. A minor is not required for graduation, but is required for secondary teacher certification and some majors. A minor has a minimum of 20 hours; 24 hours for a group (interdisciplinary) minor. Specific requirements for majors and minors are stated under the respective disciplines. A maximum of two courses may be counted for a major and a minor, two majors or two minors. No courses may be duplicated in any major/minor areas for students who are certifying

# DEGREES, PROGRAMS AND POLICIES

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to teach. Additional endorsements and/or concentrations are optional.

6. Students must complete nine hours in their major field at Spring Arbor University, not including practica and field experiences. See individual majors for additional requirements.
7. Completion of the University CORE, communication skills, physical fitness and liberal arts requirements.
8. Attendance at commencement for the conferring of the degree. Requests to graduate *in absentia* may be made in writing to the Provost.
9. Students enrolled at the main campus in Spring Arbor who will not have completed their graduation requirements by the close of the spring semester may petition to participate in the spring graduation ceremony if they will have eight credit hours or fewer to complete, and if such credits will be completed by the close of the summer session. Petition forms are available in the Office of Registration and Records and must be submitted by February 1. Campus students who will complete graduation requirements at the end of fall semester may participate in the November commencement. Students enrolled in the School of Graduate and Professional Studies must complete all requirements prior to participation in a commencement ceremony.
10. Completion of assessment tests as approved by the Assessment Committee.

## **Application for Graduation**

All candidates for a degree must file an application for graduation with the Office of Registration and Records by August 30 for November graduation or February 1 for May or August graduation of the academic year during which they plan to graduate.

## **General Education**

### **General Education Vision Statement**

The General Education curriculum at Spring Arbor University exists to promote the spiritual and intellectual development of servant-scholars with the knowledge and abilities to think and act critically as Christians across disciplinary boundaries.

### **General Education Objectives**

In all General Education courses students will be able to...

1. Articulate what it means to have Jesus Christ as our perspective for learning.
2. Express and explore ideas and questions through speaking, writing, and listening. (community of learners)
3. Understand and apply basic knowledge, skills and methods appropriate to the liberal arts. (liberal arts)
4. Demonstrate the ability to think creatively and critically and to act ethically and purposefully. (critical participation)

### **General Education Requirements**

Christian higher education is a process of involvement in a community of scholars who investigate the areas of human knowledge from the perspective of a Christian worldview. This perspective has its source in an acceptance of the redeeming love of Jesus Christ, which frees the mind and spirit for a life of learning. The enlightened reason, based on a knowledge of the liberal arts, combined with Christ-centered love, makes it possible for a student to accept the ongoing responsibility of being a Christian in contemporary society. It allows them to analyze ideas arising from others' discipline, as well as their own, and responsibly integrate these ideas with Christian principles.

To strive toward fulfilling the goals of the Spring Arbor University Concept and the ideal Spring Arbor Graduate, the University faculty has established these specific courses and course

# DEGREES, PROGRAMS AND POLICIES

groupings as a foundation required of all students. Along with a general knowledge base, there are certain communication skills, reasoning abilities and experiences that are fundamental to a good education, and are key to success in any specific discipline.

Spring Arbor University recognizes writing as central to the liberal arts curriculum. In fact, critical thinking and speaking support sound writing skills, which is why all students are required to not only demonstrate proficiency in using standard edited American English, but also to exhibit the analytical reasoning that supports sound academic writing. Students exhibiting weakness in grammar, mechanics, usage and/or critical thinking skills must pass the ENG 304 course with a minimum grade of "C". Need for the course will be determined by an assessment taken before junior-year registration. This assessment is to be completed second semester of the sophomore year or after successful completion of ENG 104 - whichever is later.

Of the following requirements, students should plan to complete the college writing, oral communication and personal fitness courses during the freshman year and no later than the end of the sophomore year.

## Christian Perspective CORE

Each student must take the following CORE courses:

COR 100 3 credits: freshman year

COR 200 3 credits: sophomore year OR

### One of the following:

ENG 112 World Literature

FRE 102 Elementary French

FRE 201 Intermediate French

SPA 102 Elementary Spanish

SPA 201 Intermediate Spanish

COR 274/275 1 and 3 credits: taken after completion of COR 200

COR 300 3 credits: junior year (majors in the Theology department take CMI 361)

COR 400 3 credits: senior year

## Cross Cultural Requirement

COR 274/275 Cross Cultural Studies is required for all students who matriculate with less than junior status. Junior status is defined as 58 hours accepted by the University.

As a prerequisite to COR 274/275, each student should take COR 200 or one semester of foreign language at the 102-level or higher. In April of the year prior to the CORE experience, the student will register for the appropriate section of COR 274/275 (or on-campus courses if petition to do so has been granted) and file an application with the Cross Cultural Studies Office (CCS).

Individualized option CCS (IOCCS COR 274/275 H) is offered as an honors course by petition and proposal process for interested students with a cumulative GPA of 3.5 or higher. During the semester prior to the CCS experience, the student will participate in COR 274, preparing for the COR 275 experience through both general and specific cross cultural study in small group meetings, readings, assignments, culture specific tests/quizzes and a general orientation exam.

## Advanced Cross Cultural Studies

The COR 374/375 sequence is for students who have successfully completed the 274/275 sequence, or for those who have matriculated as a junior (at least 58 credits). Students might choose this sequence because of a desire to study an additional culture, to return to the destination of their COR 275 for more in-depth research, or earn upper level credit. Students in this advanced sequence typically join an existing 274/275 destination.

The University reserves the right to exclude from off-campus participation, any student who is involved in conduct leading to disciplinary action, or who gives evidence of a serious medical problem either of a physical or emotional/psychological nature. Screening for all options will be conducted by the chair of the Faculty Cross Cultural Studies Committee, a representative from the Office of Student Development, the University medical staff, the person responsible for the option requested by the student and others as appropriate.

## Exception to Cross Cultural Requirement

For those students for whom an off-campus experience is deemed impossible by the Faculty Cross Cultural Studies Committee, the following option is available: successful completion of one course from each of the groups listed below.

# DEGREES, PROGRAMS AND POLICIES

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Note: The student must *file a petition prior to registration* to take the two courses, along with proper documentation for the request. The petition will be reviewed and evaluated by the Faculty Cross Cultural Studies Committee. Petition forms may be obtained from the CCS office.

## Group I

- SOC 311 Racial and Ethnic Relations
- SOC 314 Cultural Anthropology
- SOC 422 Socio-Cultural Change

## Group II

- ECN/GEO/POL 323 Economics of the Third World
- ECN/POL 322 Globalization
- FRE 323 Contemporary French Culture
- FRE 324 French Civilization
- GEO/HIS 304 Geography & History of Russia & the Newly Independent States
- GEO/HIS 331 China, India and Japan
- GEO/HIS 332 Africa
- GEO/HIS 333 Latin America
- GEO/HIS/POL 334 The Middle East
- CHI/GEO/HIS 337 Culture & Civilization of China
- SPA 323 Civilization & Culture of Spain
- SPA 324 Latin American Civilization and Culture

## Waiving the Cross Cultural Requirement

Citizens of a country other than Canada or the United States may fulfill the CCS requirement by enrolling at Spring Arbor University. However, they must file an application with the CCS office in order to have the requirement waived. Other students who have lived abroad for extensive periods of time or who have had experiences prior to matriculation that may qualify for a waiver of the requirement may file a petition at the CCS office. In each instance, the Faculty Cross Cultural Studies Committee will ask for specific documentation, which will include a written paper.

This paper must follow specific guidelines, show clearly how the student has met the CCS course objectives and be submitted both on paper and electronically by attachment to the Cross Cultural Studies office within two semesters of matriculation at Spring Arbor University. No waivers will be considered if the student has completed the experience since matriculating at Spring Arbor University. Waivers are considered only for

experiences completed prior to Spring Arbor University matriculation. Other off-campus options completed while at Spring Arbor University need prior committee approval.

**NOTE:** Exemption from or waiver of COR 275 does not exempt a student from COR 200 or the foreign language alternative. It also does not exempt a student from completing 124 credit hours to graduate.

## Writing Skills

Each student must demonstrate acceptable writing skill by passing ENG 104 College Writing with a grade of "C" or above. Students in teacher education must pass ENG 104 with a minimum grade of B-. All sophomore students must demonstrate acceptable writing skill by passing a writing assessment administered before enrollment for the junior year or after successful completion of ENG 104 - whichever is later. If acceptable skill is not demonstrated, the student will be required to pass ENG 304 with a grade of "C" or above (or 2.67 for teacher education students).

## Oral Communication

Each student is required to have one course in oral communication. This requirement may be met by passing SPE 100 Oral Communication or SPE 212 Fundamentals of Speech with a minimum grade of "C." The student who has completed two semesters of high school speech with a "B" average may register for an advanced level speech course in lieu of SPE 100 or 212. Note: Elementary Education students are required to take SPE 212.

## Physical Fitness

Each student must take HPR 101 Personal Fitness, except for majors and minors in the department of Health, Human Performance and Recreation who must take HPR 153 Introduction to Exercise Science-Fitness.

# DEGREES, PROGRAMS AND POLICIES

## Liberal Arts Requirements

A liberal arts education offers students an opportunity to be exposed to various academic disciplines, to come to appreciate the value of those other areas in relation to their major interests, and to grapple with the questions raised by different perspectives. To ensure that this exposure is available to students, Spring Arbor University requires each student, as part of the general education requirements, to take courses from different categories.

In addition to the specifically approved courses listed here, experimental courses numbered 255 or 355 are offered periodically as options. Approved courses are as follows:

**Fine Arts** (Choose one from Group A and one from Group B)

**Group A** (Choose one):

- ART 152 Art Foundations (2) (required for elementary education students; must have a "C" or better)
- ART 162 Drawing I (3)
- ART 165 Two-Dimensional Design (3)
- ART 166 Three-Dimensional Design (4)
- ART 204 Photography I (3)
- ART 272 Introduction to Graphic Design (4)
- ART 321 History of Art I (4)
- ART 322 History of Art II (4)

**NOTE:** Music majors and minors must take two credit hours of art from above list.

**Group B** (Choose one):

- MUS 152 Music Foundations (required for elementary education students; must have a "C" or better)
- MUS 220 Music Appreciation (online)
- MUS 230 Instrumental Performance group (2)
- MUS 240 Vocal Performance group (2)

**NOTE:** Art majors and minors must take two credit hours of music from above list.

**Humanities** (Choose one):

- ENG 112 World Literature
- FRE 102 Elementary French
- FRE 201 Intermediate French
- GER 102 Elementary German
- SPA 102 Elementary Spanish
- SPA 201 Intermediate Spanish

**Natural Science** (Choose one):

- BIO 100 Principles of Biology (Lab)
- BIO 281 Environmental Science (Lab)
- CHE 101 Introduction to Chemistry (Lab)
- NSC 200 Elementary Science Survey – Science by Inquiry

(NSC 200 is for elementary education students only – must have a "C" or better. If Integrated Science minor is chosen, another lab science will meet the requirement.)

- PHY 102 Conceptual Physics (Lab)
- PHY 120 Introduction to Earth Science (Lab)
- PHY 121 Astronomy (Lab)
- More advanced science lab course.

**Mathematics Note:** Students must pass the mathematics proficiency exam, have a math ACT score of at least 18, or take MAT 100 Basic College Mathematics prior to taking one of the following:

(Choose one):

- CPS 150 Introduction to Computers
- CPS 201 Foundations of Computing I
- MAT 101 Algebra
- MAT 112 Precalculus
- MAT 201 Calculus
- MAT/EDU 330 Foundations of School Mathematics
- MAT 351 Statistics (or as listed in BUS, HES, POL, PSY, SOC, SWK)

**Philosophy** (Choose one):

- PHI 200 Introduction to Philosophy
- PHI 210 Survey of World Views

**Religion**

- REL 218 The Gospels and Acts
- REL 212 Old Testament Foundations

# DEGREES, PROGRAMS AND POLICIES

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## History (Choose one):

- HIS 121 History of Civilization I
- HIS 122 History of Civilization II
- HIS 141 United States to 1877
- HIS 142 United States Since 1877
- HIS 221 Black Experience in America
- SST 200 Human Society: Learning in the Social Studies

(SST 200 is for elementary education students only - must have a "C" or better. If history or social studies major or minor is chosen, another HIS course from this list will meet the requirement.)

**NOTE:** POL 213 American National Government is used in place of history for students in the Physics-Math (3-2) engineering program.

## Social Science (Choose one):

- ECN 101 Introduction to Economics
- ECN 201 Principles of Economics
- PSY 100 Introduction to Psychology
- SOC 100 Social Problems
- SOC 101 Introduction to Sociology

Exceptions to this list of approved liberal arts courses and other institutional requirements may be requested by petitioning the Office of Registration and Records before taking the desired course. Upper classmen still needing liberal arts requirements should consult with their advisors concerning the possibility of using appropriate upper division level courses to meet the requirements. Contact the Office of Registration and Records for further information on petitions.

## Associate Degrees

### Associate of Arts

A. The associate of arts degree is a two-year program requiring the satisfactory completion of 62 semester hours distributed as follows:

1. COR 100 Discovery in the Liberal Arts
2. ENG 104 College Writing  
SPE 100 Oral Communication OR  
SPE 212 Fundamentals of Speech

3. HPR 101 Personal Fitness
4. COR 200 Christian Faith: Issues and Cultures  
OR FRE 102 (or higher) or SPA 102 (or higher)
5. **Fine Arts and Humanities**—Eight credit hours from the following courses. Courses must be taken in more than one academic discipline.  
ART 152, 162, 204  
ENG 112, 208, 250, 260  
FRE 101, 102, 201, 306  
GER 101, 102  
MUS 101, 102, 152  
SPA 101, 102, 201, 306  
SPE 212, 265, 342
6. **Natural Science**—Eight credit hours from the following courses. At least one course must be a laboratory course. Courses must be taken in more than one academic discipline.  
BIO 100 (Lab), 111 (Lab), 112 (Lab), 281 (Lab)  
CHE 101 (Lab), 111 (Lab)  
CPS 150, 201  
MAT 101, 112, 201, 222, 330, 351  
PED 272  
PHY 102 (Lab), 120 (Lab), 121 (Lab), 201 (Lab), 211 (Lab)
7. **Theology**—Eight credit hours.  
PHI 200 or PHI 210 is required with the remainder of the credits selected from the following courses:  
REL 218, 212  
COR 300
8. **Social Science**—Eight credit hours from the following courses. Courses must be taken in more than one academic discipline.  
  
BUS 271  
ECN 101, 201, 202  
FIN 268  
GEO 221, 232  
HIS 121, 122, 141, 142, 221  
POL 213, 214  
PSY 100, 221  
SOC 100, 101
9. Electives from any discipline to total 62 hours.

# DEGREES, PROGRAMS AND POLICIES

- B. A minimum of 30 semester hours must be completed at Spring Arbor University. Regardless of the total number of hours taken at Spring Arbor University, at least 10 of the last 20 hours earned toward the degree must be taken at Spring Arbor University.
- C. A cumulative GPA of "C" (2.00) is required for graduation with an associate in arts degree.
- D. Students in the associate in arts degree program are subject to all other academic policies as listed in this catalog, such as, but not limited to: grading, class load, class attendance, academic probation and dismissal.
- E. The associate in arts degree may not be earned concurrently with a bachelor's degree. In order to earn a bachelor's degree later, students with the associate in arts degree from Spring Arbor University must meet the specific graduation requirements for a bachelor's degree.

## Associate of Piano Pedagogy Degree

See *Music* for requirements.

## Application for Graduation

All candidates for a degree must file an application for graduation with the Office of Registration and Records by August 30 for November graduation or February 1 for May or August graduation of the academic year during which they plan to graduate.

## Associate Degrees in Professional Studies

An Associate of Arts and an Associate of Science in Business is available in degree completion programs for working adults. See *Professional Studies* for requirements.

## Academic Majors/Degrees/Programs

The following degrees are available, depending upon the major completed:

**BA (Bachelor of Arts)**

**BS (Bachelor of Science)**

**BSN (Bachelor of Science in Nursing)**

**BSW (Bachelor of Social Work)**

## Academic Majors

Accounting, BA  
Actuarial Science, BS  
Advertising and Public Relations, BS  
Art, BA  
Biblical Studies, BA  
Biochemistry, BA  
Biology, BA  
Biology Health Careers, BA  
Broadcasting, BS  
Business, BS\*\*  
Business Administration, BA  
Camping Ministry, BA  
Chemistry, BA  
Children's Ministry, BA  
Christian Ministry Leadership, BA\*\*  
Clinical Sociology, BA  
Computer Science, BA  
Criminal Justice, BA  
Drama, BA  
Early Childhood Education, BA (Elem Educ only)  
Elementary Education\*  
(See *Education* for certifiable majors/minors)\*  
English, BA  
English Literature, BA  
English Speech, BA  
English Writing, BA  
Family Life Education, BA\*\*  
Finance, BA  
Global Studies, BA  
Graphic Design\*\*\*  
Health and Exercise Science, BS  
History, BA  
Individualized  
International Business, BA  
Language Arts, BA (Elem Educ only)  
Management Information Systems, BA  
Marketing, BS  
Mathematics, BA  
Music, BA  
Nursing, BSN\*\*  
Organizational Management, BS\*\*  
Pastoral Ministry, BA  
Philosophy, BA  
Physical Education, BA  
Physics-Mathematics, BA  
Political Economy, BA  
Professional Writing, BS  
Pre-Engineering\*\*\*  
Pre-Dental\*\*\*  
Pre-Law\*\*\*

# DEGREES, PROGRAMS AND POLICIES

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Pre-Medical\*\*\*  
Pre-Physical Therapy\*\*\*  
Pre-Veterinary\*\*\*  
Psychology, BA  
Recreation and Leisure Management, BA  
Secondary Education\*  
(see *Education* for certifiable majors/minors)  
Social Studies, BA  
Social Work, BSW  
Sociology, BA  
Spanish, BA  
Special Education: Learning Disabilities, BA  
Speech, BA  
Speech and Theater Education, BA (Sec Ed only)  
Theological Studies, BA  
Urban Ministry, BA  
Video and Film, BS  
Visual Arts Education, BA  
Visual Communications, BA  
Worship Arts, BA  
Worship Ministry, BA  
Youth Ministry, BA

\* Education is not a major, but a sequence of professional courses leading to certification.

\*\* Offered only by Professional Studies.

\*\*\* Specific track within the academic department.

## Individualized Major

A student may plan an academic major different from any current major in the catalog with the approval of the advisor and the registrar. Such programs could include a combination of on-campus and off-campus courses, independent studies and work at other institutions. All individualized majors must clearly reflect specifically stated vocational objectives and should be developed with the help of a faculty member in the field.

A proposal submitted for approval of an individualized major must include specific courses and a rationale for the combination of those courses. It is expected that such majors will be group majors and will include at least 36 hours. A minimum of 16 semester hours in the major must be completed after approval of the individualized major. All University graduation requirements apply.

## Academic Minors

Advertising and Public Relations  
Art  
Biblical Studies  
Biology  
Broadcasting  
Business Administration  
Chemistry  
Children's Ministry  
Communication Studies  
Computer Science  
Criminal Justice  
Cross Cultural Communication  
Drama  
Early Childhood Education (Elem Educ only)  
English as a Second Language  
English Education  
English Literature  
English Writing  
Family Life Education\*  
Finance  
French  
Geography  
Global Missions  
Global Studies  
Health Education  
History  
Individualized  
Integrated Science  
International Business  
Language Arts (Elementary Education only)  
Management\*  
Management Information Systems  
Mathematics  
Military Science and Leadership  
Music  
Pastoral Ministry  
Philosophy  
Physical Education  
Physics  
Political Science  
Probability and Statistics  
Professional Writing  
Psychology  
Reading (Elementary Education only)  
Recreation and Leisure Management  
Social Studies  
Sociology  
Spanish  
Special Needs Population

Speech  
Speech and Theater Education (Sec Ed only)  
Theological Studies  
Urban Studies  
Video and Film  
Visual Literacy\*\*  
Youth Ministry

\* Offered only by the School of Graduate and Professional Studies.

\*\* Specific track within the academic department.

## Individualized Minor

A student may plan an academic minor different from any current minor in the catalog with the approval of the advisor and the registrar. Such programs could include a combination of on-campus and off-campus courses, independent studies and work at other institutions. All individualized minors must clearly reflect specifically stated vocational objectives and should be developed with the help of a faculty member in the field.

A proposal submitted for approval of an individualized minor must include specific courses and a rationale for the combination of those courses. It is expected that such minors will be group minors and will include at least 24 hours. A minimum of 12 semester hours in the minor must be completed after approval of the individualized minor. All University graduation requirements apply.

## Endorsements

Chinese Language and Culture  
Criminal Justice  
Hospitality Services Management  
Information Systems  
International Business  
International Education Leadership (TED only)  
Management of Health Care Systems  
Technology Tools  
Urban Educational Leadership (TED only)

## Special Academic Programs

Several academic programs have been developed to ensure appropriate pre-professional undergraduate training. All students pursuing professional graduate training should confer closely with the professional school's program advisors to know the specific requirements for the school they wish to attend.

## The (3-2) Engineering Program

This program of study takes three years (a minimum of 90 semester hours) at Spring Arbor University and then continues on to an engineering degree-granting university. Upon completion of the program at the engineering degree-granting university, the student will receive a bachelor of science degree in either mechanical, electrical or civil engineering or one of the many subfields. Upon receipt of the Bachelor of Science in Engineering, the student will then be awarded a bachelor of arts degree from Spring Arbor University with a major in physics/mathematics. An official transcript showing the Bachelor of Science in Engineering must be submitted to Spring Arbor University.

Spring Arbor University has an articulation agreement with University of Michigan, but transfers to other engineering schools are possible.

## Military Science

Spring Arbor University students may participate in Reserve Officer Training Corps (ROTC) through either the Army or the Air Force. Students completing either ROTC program will receive an officer commission upon graduation. Army ROTC students may also receive a minor in Military Science and Leadership. Army ROTC courses may be offered on Spring Arbor University's main campus or at Eastern Michigan University in Ypsilanti, Michigan. Students taking Air Force ROTC courses commute to the University of Michigan campus in Ann Arbor, Michigan for all coursework. Spring Arbor University has agreed that credits from courses in either program may be used as elective credits and will appear on Spring Arbor transcripts. Further information for the ROTC programs may be obtained from the respective addresses below.

Department of Military Science  
Eastern Michigan University  
18 Roosevelt Hall  
Ypsilanti, MI 48197

Air Force Officer Education Program  
1105 N. University (North Hall)  
University of Michigan  
Ann Arbor, MI 48109-1085

# DEGREES, PROGRAMS AND POLICIES

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## **Pre-Dental**

A minimum of two years of college work is required for admission to dental schools, but most students complete four. Required courses include basic writing, inorganic and organic chemistry, biology and physics.

## **Pre-Law**

Students interested in pursuing a law degree will find excellent undergraduate preparation at Spring Arbor. A number of majors will provide a suitable foundation for law school. Students should design this personal program in consultation with the pre-law advisor.

## **Pre-Medical**

Medical schools stress the need for a liberal arts education. Currently, most schools recommend that students complete the bachelor's degree before entering. Spring Arbor University encourages a major in biology or chemistry. The student should decide early in college on the pre-medical course to follow, and prepare broadly for the Medical College Admission Test that is usually taken at the end of the junior year. Competition for admission to medical schools is keen and an undergraduate scholastic average of 3.00 is a minimum requirement.

## **Pre-Physical Therapy**

The student planning for admission into a graduate program in physical therapy should follow the course of study developed and recommended by the departments of Biology or Health, Human Performance and Recreation. This four-year program considers the requirements of universities offering doctorate of physical therapy programs and is best completed in conjunction with a major in Biology or Health and Exercise Science. Physical therapy is a growing career area and is also very competitive. Thus, careful curriculum planning, as well as academic advising and performance, is important.

## **E.P. Hart Honors Program: Scholarship in Service to Community**

The E.P. Hart Honors Program assists honor students in maintaining their strong academic focus, challenges academically gifted students by enriching their course of study, increases the level of intellectual conversation, instruction, and learning across campus, and encourages students in their exploration and preparation for graduate school. Scholarship support is available for students in the E.P. Hart Honors Program.

### **Eligibility requirements for the program include:**

1. High School coursework/transcript marked by rigor:
  - 3 years college prep math
  - 3 years college prep science
  - 3 years college prep English/language arts
  - 3 years college prep social studies/social science
  - 2 years foreign language
  - AP coursework, or college courses completed while in high school.
2. Minimum composite ACT score of 27 OR SAT of 1210.
3. Cumulative high school GPA of 3.6 or higher.
4. Additional essential characteristics: References - two references with one from a teacher and the other from a pastor or community person attesting to service experience and leadership, character and integrity consistent with SAU community expectations.
5. An application demonstrating writing ability.

### **Requirements to maintain membership in E.P. Hart Honors Program**

1. Maintain a 3.6 cumulative GPA at SAU.
2. Display character and integrity consistent with SAU Lifestyle expectations.
3. Complete 4 honors courses in the first six semesters. See honors director for additional information related to honors courses.
4. Participate in intellectual service learning activities for 4 semesters in addition to the Freshman Honors Seminar and the Graduate School Seminar series.
5. Complete a senior honors or independent research project.

## Honors Courses

Spring Arbor University allows students to take honors courses in most departments. Courses may be taken for honors credit in the major, minor, and liberal arts. Students planning to take a course for honors credit must meet with the instructor within the first week of class to discuss the honors requirements specific to that course.

The course grade will be determined by the same criteria used to give grades to all of the students in the class, but honors credit for the course will be determined by an additional course requirement, such as a project or a research paper. The instructor/department offering the course will check to make sure the student meets qualifications for taking the course for honors credit.

If the student satisfactorily completes the course for honors credit, the grade for the course will show on the transcript with an "H" next to it. For example, if a student takes MAT 201 for honors credit, earns a "B" based on the requirements all students in the course must meet, and successfully completes the project required of students taking the course for honors credit, then the course grade will be posted on the transcript as "BH" ("B" for the course grade and "H" for taking the course for honors credit).

## The Academic Calendar

The main campus follows a two semester academic calendar with the fall semester concluding before Christmas vacation, a three week interim in January followed by the spring semester concluding in early May. The School of Graduate and Professional Studies follows a two semester academic calendar: fall and spring.

A student will typically carry 12-15 hours during fall and spring semesters, but will normally have no more than five courses at a given time. A student will typically carry three hours during interim.

The three week interim offers an opportunity for creative curricular planning. The student may choose one of a wide variety of courses: a cross cultural studies trip abroad, an off-campus experience, internship, independent study, innovative course or regularly scheduled interim class.

A limited number of undergraduate classes may be offered in summer on the main campus. Check course offerings for summer courses offered online and other SAU sites.

## Off-Campus Study Opportunities

Spring Arbor University students are encouraged to include an off-campus learning experience in their four-year degree programs. This may be field work, practicum, exploratory experience or independent study.

Participation in off-campus semester programs can be an enriching and valuable part of the university experience. Spring Arbor University is proud to have a rich tradition of collaboration with a variety of such programs. It is the University's goal to help students make informed decisions about the costs and benefits of these programs.

State and federal aid may be applied to the cost of off-campus semester programs. There is a limited amount of Spring Arbor University financial aid available to students enrolled in off-campus programs. Spring Arbor University aid includes, but is not limited to, University grants and academic or athletic scholarships. Students who plan to attend these programs must apply for institutional aid. Applications are available in the Cross Cultural Studies Office and must be completed and submitted to the Spring Arbor University financial aid office by the last Friday in February of the year prior to participation in an off-campus program. A committee will review all applications and determine the award recipients. For additional information, contact the Cross Cultural Studies Office. Students are strongly encouraged to attend an off-campus semester workshop in the Cross Cultural Studies Office to obtain valuable information on process, planning and timely preparation for an off-campus semester.

Students participating in these programs will be registered at Spring Arbor University. Each student meets with the registrar to determine appropriate courses that will apply to the student's requirements at Spring Arbor University. Grades are submitted from the individual program to the registrar, and are recorded on the student transcript according to the Spring Arbor University grading system.

# DEGREES, PROGRAMS AND POLICIES

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The following programs aim to bring a Christian perspective to the issues studied, with the intent of helping students develop an integrated biblical worldview. For additional information, course descriptions and an off-campus semester packet, contact the Cross Cultural Studies Office. Applications for many programs are available online. Programs without online applications may be obtained from the Spring Arbor University campus liaison for that program.

## DOMESTIC

### **Cedar Bend Farm**

Located in a historically and biologically rich area in northern Michigan, Cedar Bend Farm offers courses in early American culture, conservation and crafts. Each freshman COR 100 class participates in the farm's program. The farm is also available for practical experiences in other disciplines.

### **Chicago Semester**

This internship study semester offers qualified students a transition semester between the theories of the classroom and the practical application of the workplace. Students interview for internships at three to five sites and follow the process generally used in the "real world" job search. In addition, students also participate in two class seminars that act as a catalyst for deriving meaning from the intense urban and professional experiences they are encountering. Under the direction of the center's director of student services, students are responsible for securing their own housing for the duration of the semester. Students from a wide variety of majors will find this opportunity in the midst of the complexities of the nation's third largest city a stretching experience. By taking COR 274 the spring prior to the Chicago Semester, taking the approved cross cultural seminar course at Chicago Semester, and by fulfilling SAU assignments, this experience meets the cross cultural studies requirement. See the Director of CCS for more information.

### **Focus on the Family Institute**

This is a 15-week program in Colorado, sponsored by Focus on the Family and centered on its Colorado Springs campus. The program is based on evangelical principles and promotes strong

families and healthy communities, while it explores the causes and cures for common family problems. Internships in area churches or agencies add an experiential dimension to classroom studies.

### **Best Semester Programs**

**[www.BestSemester.com](http://www.BestSemester.com) - The Council for Christian Colleges and Universities (CCCU) off-campus study experience.**

#### 1. *American Studies Program*

Founded in 1976, the American Studies Program (ASP) has served hundreds of students from member institutions as a "Washington, D.C. campus." ASP uses Washington, D.C., as a stimulating educational laboratory where collegians gain hands-on experience with an internship in their chosen field. Internships are tailored to fit the student's talents and aspirations and are available in a wide range of fields. They also explore current national and international issues in public policy seminars that are issue-oriented, interdisciplinary and led by ASP faculty and professionals from Washington, D.C. ASP bridges classroom and marketplace, combining biblical reflection, policy analysis and real-world experience. Students are exposed to on-the-job learning that helps them build for their future and gain perspective on the calling of God for their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christ's Lordship in putting their beliefs into practice. The aim of the program is to help member schools prepare their students to live faithfully in contemporary society as followers of Christ. Students earn 16 semester hours of credit.

#### 2. *Contemporary Music Program*

Located in Martha's Vineyard, the Contemporary Music Program (CMP) provides students the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith and business. Both interdisciplinary and multidisciplinary in nature, the CMP offers two tracks: the artist track and the executive track. The artist track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, producers and recording engineers. The executive track is designed for business,

arts management, marketing, communications and other majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters and entertainment industry entrepreneurs. Both artist and executive track students receive instruction, experience and a uniquely Christian perspective on creativity and the marketplace, while working together to create and market a recording of original music. Both tracks include course work, labs, directed study and a practicum. Students earn 16 semester hours of credit.

### 3. *Los Angeles Film Studies Program*

The Los Angeles Film Studies Center is designed to train students of member schools to serve in various aspects of the film industry with both professional skill and Christian integrity. Students live, learn and work in the Los Angeles area near major studios. The curriculum consists of two required seminars focusing on the role of film in culture and the relationship of faith to work in this influential industry. In addition, students choose two elective courses from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allow students to explore the film industry within a Christian context and from a liberal arts perspective. Students earn 16 semester hours of credit.

### 4. *Washington Journalism Center*

The Washington Journalism Center (WJC) is a semester-long study program in Washington, DC, created for students interested in the field of journalism. While in Washington students will take classes focusing on the history and future of the media and how it relates to the public as well as to their personal writing skills. These classes - *Foundations for Media Involvement; Reporting in Washington; and Washington, News and Public Discourse* - combined with an internship at a top news publication will help students learn to integrate their faith in a journalism career. Students will also participate in service learning opportunities as well as live with families in home stays as part of the WJC experience.

## OVERSEAS

### **SAU Guatemala Semester**

Spring Arbor University offers a semester abroad program (both fall and spring - beginning Fall 2011) in Antigua, Guatemala. Students will gain insights into the culture and customs of Guatemala including the significant Mayan Indian population. The program includes specific guided experiences in Guatemalan culture and individualized lessons in Spanish. Excursions around Guatemala may include visits to Mayan villages, Mayan ruins, a coffee plantation, the rainforest and one of the area volcanoes. Each student will also have access to the resources of the SAU Guatemala Center. The cross cultural requirement is met by this experience.

### **SAU Japan Semester or Summer**

Spring Arbor University offers a 13-week semester and an 11-week summer abroad Japan program in cooperation with East West Educational Services, Inc. (EWE). Students of any major can gain Spring Arbor University general education credits while serving in the private kindergartens of EWE teaching English and American culture to Japanese preschoolers. While living and working alongside Japanese educators in the community of Inzai, (Chiba prefecture, greater Tokyo area) students will gain insight into the culture. Specific guided experiences in Japanese culture, individualized tutorial lessons in Japanese language, and arranged activities with the kindergarten families will be provided by EWE.

Required CORE courses of the program include: COR 274 Japan, to be taken the semester prior to traveling to Japan; COR 275 Japan, on-site; and 3 credits of Japanese language (alternative to COR 200). Semester students may add Spring Arbor University online general education courses and/or arrange tutorials for general education courses needed to gain up to 15 credits. Summer participating students have the option to take only the CORE courses and Japanese language. Certifying education students can obtain 50 of their 120 required observation hours by participating in SAU Japan. The cross cultural requirement is met by this experience.

# DEGREES, PROGRAMS AND POLICIES

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## Best Semester Programs

[www.BestSemester.com](http://www.BestSemester.com) - The Council for Christian Colleges and Universities (CCCU) off-campus study experience.

### 1. *Australia Studies Centre*

The Australia Studies Centre (ASC) offers students a semester at the Wesley Institute in Sydney, Australia, where they can explore their artistic talents throughout Wesley Institute's outstanding division of Ministry & the Arts. Faculty trained and working in the professional performing arts scene in Sydney will guide students in their thinking through the Christian's role in culture, whether classical or pop culture. The ASC utilizes a combination of classroom training at the Wesley Institute and experiential learning in the beautiful Australian context. Home stays and travel around Australia are important components of the ASC. Students will examine the many faces of Australia. They will observe its beautiful landscape, live in the cosmopolitan melting pot of Sydney, serve the poor of Sydney's multi-cultural ghettos, engage the political capital of Canberra and its power players, and come to know the traditions of Aborigines. ASC students participate in the core experiential course and choose the remainder of their credits from Wesley Institute's arts and ministry courses. ASC students receive up to 16 semester hours of credit. The cross cultural requirement is met by this experience.

### 2. *China Studies Program*

The China Studies Program (CSP) enables students to engage this large and intriguing country from the inside. While living in and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographical and economic realities of this strategic and populous nation. In addition to the study of standard Chinese, students are given opportunities assisting Chinese students to learn English or working in an orphanage, which allow for one-on-one interaction. The program introduces students to the diversity of China, including Hong Kong, Beijing, Shanghai, Xi'an and Xiamen. This interdisciplinary, cross cultural program enables students to deal with this

increasingly important part of the world in an informed, Christ-centered way. Students earn 16 semester hours of credit. The cross cultural requirement is met by this experience.

### 3. *Latin American Studies Program*

Students of CCCU colleges have the opportunity to live and learn in Latin America through the Latin American Studies Program (LASP), based in San Jose, Costa Rica. The program introduces students to a wide range of experiences through the study of language, literature, culture, politics, history, economics, ecology and religion of the region. Living with a Costa Rican family, students experience and become part of the day-to-day lives of typical Latin Americans. Students also take part in a service opportunity and travel for three weeks to nearby Central American nations. Students participate in one of four concentrations: Latin American studies (offered in the fall and spring); advanced language and literature (limited to Spanish majors and offered in the fall and spring); international business and management (offered in the fall); and tropical sciences (offered in the spring). Students in all concentrations earn 16 semester hours of credit. The cross cultural requirement is met by this experience.

### 4. *Middle East Studies Program*

This program, based in Cairo, Egypt, allows students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural and political traditions of Middle Eastern peoples. Students study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Jordan, Syria and Turkey, students are exposed to the diversity and dynamism of the region. At a time of tension and change in the Middle East Region, MESP encourages and equips students to relate to the Muslim world in an informed, constructive and Christ-centered manner. Students earn 16 semester hours of credit. The cross cultural requirement is met by this experience.

# DEGREES, PROGRAMS AND POLICIES

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## 5. *The Scholar's Semester in Oxford*

The Scholar's Semester in Oxford (SSO) is designed for students interested in doing intensive scholarship in this historic seat of learning. Working with academic tutors, students hone their skills and delve into the areas that interest them most. As Visiting Students of Oxford University and members of Wycliffe Hall, students have the privilege to study and learn in one of the university's historic halls. SSO students enroll in a primary and secondary tutorial, an integrative seminar and are required to attend two series of lectures. The SSO is designed for students interested in the fields of theology, biblical studies, education, science, pre-med, psychology, business and the humanities. Applicants are generally honors and other very high-achieving students. Students earn 16-17 semester hours of credit. The cross cultural requirement is met by this experience.

## 6. *Uganda Studies Program*

The Uganda Studies Program (USP) offers students a very personal encounter with this African success story, which has become an economic and public health model in its region. Another success story, Uganda Christian University (UCU), serves as the base of study for students in USP. Set on the outskirts of the capital city of Kampala, this rapidly growing institution brings USP students together with the UCU Honours College. Courses taught by local faculty in the English tutorial tradition will immerse students in a uniquely African education. Topics such as Christianity and Islam in Contemporary Africa, African Literature and African History will present many insights into African life because of the guidance of faculty who live in and love Uganda and East Africa. Home stays, travel, service learning and daily interaction with Honours College students form the backbone of the USP experience. In addition to the core experiential course, students will choose from an approved selection of courses from the UCU Honours College to earn up to 16 semester hours of credit. The cross cultural requirement is met by this experience.

## Study Abroad

Students are encouraged to consider the possibility of studying abroad. Numerous exciting opportunities are available. Each year groups go abroad during January, May and June for short-term, professor-led experiences. Some students have completed on-site study experiences in England and Scotland, Ireland, France, Germany, Greece, Spain, Italy, Switzerland, Hungary, Czech Republic, Russia, Israel, Egypt, Haiti, Jamaica, Belize, Guatemala, Costa Rica, Mexico, Peru, South Africa, Zambia, Kenya, Ethiopia, Uganda, Australia, American Samoa, Japan, Cambodia, South Korea, China and India. Junior year abroad programs are available in many countries through cooperative arrangements with other institutions. Students in foreign languages and global studies are required to study abroad for a semester.

**NOTE: If the program is located in a country under a U.S. State Department travel warning prior to departure, per institutional policy, Spring Arbor University will not offer credit through that program to students. When the travel warning is lifted, students may participate in the program for credit. Students who receive a Pell Grant are encouraged to consider applying for the Gilman scholarship for semester study abroad.**

## Academic Policies

### Advising

While Spring Arbor University will provide as much help as possible in planning academic programs, each student is responsible for the proper completion of a program and, therefore, should be familiar with the requirements listed in this catalog.

Spring Arbor University has developed the Academic Schedule Planner (ASP) which allows students to create a four-year plan for their degree on the MySAU Portal. Once the plan is approved by their advisor and registration is open, students register for their courses using the ASP.

Each freshman will be assigned an advisor who will assist in orientation to college life, establishing educational goals and scheduling classes. Second semester freshmen are assigned a faculty advisor in the student's area of interest. When the student

# DEGREES, PROGRAMS AND POLICIES

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decides upon a major field of study, a *Declaration of Major* form should be completed and returned to the Office of Registration and Records.

The student should take the initiative for requesting academic advising assistance. All faculty and personnel in the Office of Student Development and Learning and the Office of Registration and Records are available to assist the student in planning academic programs.

## Classification of Students

To become a member in full standing of one of the three upper classes, a student must have earned credits as follows:

Sophomore	26 credit hours
Junior	58 credit hours
Senior	90 credit hours

## Class Load

1. A full-time student is one who carries a minimum of 12 hours per semester. A typical class load is 12-15 hours for fall and spring semesters. Students receiving Pell Grants must take a minimum of 12 credits per semester.
2. A maximum load consists of 15 hours per semester and one 3-4 hour course during interim.
3. Each semester students with an SAU cumulative GPA of 3.0 may take up to 16 credits. Students with an SAU cumulative GPA of 3.25 may take up to 17 credits. Students with an SAU cumulative GPA of 3.5 may take up to 18 credits. Students with an SAU cumulative GPA of 3.75 may take up to 19 credits.  
**Note:** Tuition each semester covers 12-15 credits. Additional tuition charges apply to each credit over 15.
4. Full-time students living in University residence halls may not reduce to part-time status during the semester without approval from the Dean of Students' Office.
5. Students who receive veteran benefits must carry a minimum of 12 credits per semester and three hours during interim to receive full benefits.

## 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 major letter is defined as follows:

- A** - indicates excellent achievement.
- B** - indicates good work.
- C** - indicates fair or average attainment.
- D** - indicates poor, barely passing work.
- U** - indicates unsatisfactory work. No credit is given, but the number of hours is included when computing GPA.
- S** - indicates satisfactory work done (with a grade of "C" or above). Credit will be given, but the GPA is not affected.
- I** - indicates incomplete work in a regularly scheduled course at the time the final grade is due. This grade should be given only as a result of absences from classes or examinations due to illness or other emergencies, and not for unsatisfactory work or failure to submit work through negligence. An "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 the "I" is given, the instructor will indicate what grade the student should receive if the completion date is not met. If no grade is received, the "I" grade becomes a "U."
- IP** - given at the time a final grade is due, in order to indicate work in progress. The "IP" may be given only for an independent study, internship, practicum, tutorial, exploratory experience or other special programs as approved by the registrar. The IP grade must be removed within six months of the close of the term. If no grade is received, the "IP" grade will become a "U."

# DEGREES, PROGRAMS AND POLICIES

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**NOTE TO SENIORS:** Any graduating senior with an "I" or "IP" grade from the term previous to graduation, must complete the work and receive a regular grade for the course by the end of the fourth week following the session to earn the diploma of the graduation ceremony. If the "I" or "IP" grade remains beyond the four weeks, the graduation date will be changed to the ceremony following completion of coursework.

**W** - indicates authorized withdrawal from classes. A student may withdraw from courses with a grade of "W" through the eighth week of a semester or the half-way point of any course that is not the length of the traditional semester. The "W" does not affect the GPA (see *Course Changes and Withdrawal from University*).

**AUDIT** - No credit is received when a course is audited. A student may drop a course for credit and add for audit through the eighth week of the semester or the half-way point of any course that is not the length of the traditional semester. A course may not be changed from audit to credit.

## Academic Appeals

A grievance about a final course grade decision should be resolved between the student and the instructor. If the student and the instructor are unable to resolve the issue, the student may present the grievance in writing to the vice president for academic affairs. An appeal must be submitted within six weeks from the date grades are issued. The vice president for academic affairs will appoint a committee to review the case. The committee may recommend either that the grade remain the same or that it be changed to an "S." The academic record will be considered final at the end of the six-week period unless an appeal is in process. Details of this procedure may be obtained from the Office of Academic Affairs.

## S/U Option Courses

In order to encourage students to explore courses in disciplines in other majors, but where competition with majors in that area discourages taking the course, the following approach has been developed: juniors and seniors may take one elective course each semester on a satisfactory/unsatisfactory basis.

No courses required for graduation may be taken "S/U," including the following: CORE, liberal arts requirements, communication skills, physical fitness, major, major support course, minor, concentration, endorsement and teacher education, except for courses indicating S/U as the grading method.

The student must indicate to the Office of Registration and Records, not to the instructor, a desire to take the course on the "S/U" basis by the end of the fifth week of a semester or by the end of the first week of interim or summer sessions. The option may not be changed back to graded. Only the grade of "C" or above earns an "S."

## Course Changes

Course changes (drops and adds) may be made during the authorized period at the beginning of each session.

After the authorized drop/add period, a student may withdraw from a course with a grade of "W" through the eighth week of a semester or the half-way point of any course that is not the length of the traditional semester. Courses may be dropped after the authorized date only for an unusual reason, and with the approval of the vice president for academic affairs. The "W" remains part of the student's permanent record (see *Grading System*).

After the authorized drop/add period, a student who wishes to drop or add a class must secure the signature of the instructor, the student's advisor and the registrar. A late add fee is charged unless there are extenuating circumstances.

## Repeating a Course

If a student wishes to repeat a course in order to improve the grade, the student must reregister for the course. When a student reregisters, tuition is charged. When a course is repeated, the lower grade is removed when computing GPA. The credit hours count only once. All entries, however, remain a part of the student's permanent academic record. A course may be repeated only two times. (This policy does not apply to courses approved for repeatable credit.) A course may be repeated at another college or university only by written permission from the Office of Registration and Records. Note: Students may only receive financial aid for a previously passed course once.

# DEGREES, PROGRAMS AND POLICIES

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## **Auditing a Course**

No credit is received when a course is audited. Full-time students may audit three credit hours per semester on a space-available basis at no extra charge. Part-time students who register to audit a class, must pay the per-credit hour audit fee. All students auditing a course must pay the course fee if one is charged. An audit student must meet the regular attendance policy of the course in order to have the audit placed on the permanent record. Registration for audit may not be changed to credit. The following may not be audited: studio art courses, private music lessons and specific skill courses. Note: Audited courses are not eligible for financial aid.

The student will not be required to complete assignments and exams unless the instructor requests that assignments be completed as a necessary part of attending the course. The instructor is not obligated to correct assignments submitted by an audit student unless the instructor has requested the student to complete them.

## **Taking a Course as a Tutorial**

A student may request a catalog course as a tutorial if a schedule conflict prevents taking the regularly scheduled section during an academic career. It is recommended that a total of no more than two courses be tutored. Each credit hour includes five hours of meeting time with the tutorial instructor. An additional fee is charged.

## **Credit by Examination**

Spring Arbor University accepts credit from the following:

- Advanced Placement (AP)
- International Baccalaureate (IB)
- College Level Examination Program (CLEP)
- DANTES Subject Standardized Tests (DSST)

The student must request an official transcript be sent from the testing organization to the Office of Registration and Records for review. We accept satisfactory scores for a variety of subject exams. Any exam must be taken prior to enrolling in a higher level course in that discipline. Testing information as well as a list of specific courses for which exam credit is accepted is available in the Office of Registration and Records.

## **Transfer Work**

Spring Arbor University considers for transfer credit, college-level coursework that has been completed at a degree-granting college or university holding accreditation or candidacy status by an American Council on Education (ACE) recognized national or regional institutional accrediting association. A maximum of 68 semester hours can be transferred from a community college. After a student has completed 68 hours (from a community college, four-year institution or a combination of both), no work may be transferred from a community college without adequate justification and prior written approval. Grades below "C" will not be accepted for transfer credit. For students applying to the School of Professional Studies, see handbook for GPS transfer policies.

Spring Arbor University is a signatory member in the MACRAO Transfer Agreement. The intent of the agreement is to insure that a student who completes an associate in arts degree at a signatory community college will have satisfied the basic two-year requirements of the signatory four-year college upon transfer to the four-year institution. "MACRAO Agreement Satisfied" must be stamped on the community college transcript. The two-year institution verifies that a student has met the terms of the agreement. A student who has not met the MACRAO Agreement upon transfer is subject to all Spring Arbor University academic requirements current at the time of matriculation. Contact the Office of Registration and Records for further details.

## **Prior College-Level Learning**

Students with significant learning from experience may be granted academic credit by Spring Arbor University for life learning and/or professional training not sponsored by a college or university. An evaluation will be directed by the coordinator of prior learning assessment and will call for extensive preparation by the student. This process will seek to judge only competencies (results, level of performance, etc.), not years of experience.

This credit-producing program is planned primarily to benefit the more mature student who is returning to college after having had significant life experience. Through granting academic credit for validated college-level learning, we encourage and facilitate the student's re-entry into a bachelor's

degree program. Credit hours granted for prior learning are limited to 30 for bachelor degrees and 10 for associate degrees.

There is a prior learning assessment fee for the assessment of experiential learning. The fee is based on the number of credits for which a student petitions: 1-9 credits, \$30 per semester hour; 10-19 credits, \$300 flat fee; and 20-30 credits, \$600 flat fee. Contact the Coordinator for Prior Learning for details: Jan.Hultman@arbor.edu or 517.750.6529.

## Academic Integrity

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.

## The Call and Challenge for Academic Integrity

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.

Violations of this policy will carry disciplinary consequences. A failing grade on the assignment or test can be expected, but also failing the course or suspending the student may occur. Students, faculty, or staff may also be subject to dismissal from the University for failure to adhere to this policy. Some actions, such as altering official University documents or records, may be subject to criminal penalties.

While any breach of this policy affects all of us, only incidents of cheating or plagiarism must be reported immediately to the appropriate professor, department chair, dean or other University employee. Students are encouraged to report in writing, and employees are expected to report situations in writing to the Office of Academic Affairs. Confidentiality will be honored unless specific written permission to disclose sources is obtained. No one will be disciplined solely on the testimony of one report without further substantiation.

It will be presumed that every student, faculty and staff member of the University community is familiar with this policy. Details about the actual procedures for handling academic integrity concerns may be found in the student, faculty, and staff handbooks.

## Scholarship and Grades

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.

# DEGREES, PROGRAMS AND POLICIES

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## **Class Attendance**

Students are required to attend all classes as scheduled for the courses for which they are registered, including final exam days. Starting a semester late, extending breaks, or missing exams are not permitted. Academic calendars (including final exam schedules) are available online and from various offices well ahead of the semesters; these should be checked before making travel plans such as purchasing tickets for flights.

Class attendance is important for academic success at Spring Arbor University. Students who epitomize the Spring Arbor University Concept, which calls for involvement in “serious” study, will recognize the importance of class attendance. Whether a student is enrolled in courses on campus, online, or off-campus, regular class attendance or online participation is an expected part of the academic experience. The University does not have a requirement on class attendance that applies to all courses. Faculty members are expected to publish the attendance policy for their classes in the course syllabus, online, or in other documents. The effect of attendance on course grades rests with individual faculty members.

A faculty member may request that a student who misses more than six consecutive classes without a valid excuse (illness, athletics, or other issues) be administratively withdrawn from the course. The six days is based on a traditional class schedule. For courses that meet less than a full semester, this time frame would be shorter. The policy is intended for those students who have given evidence that they have basically stopped attending the class but have not formally withdrawn.

Similarly, students who cease to attend all classes may be withdrawn from the University through administrative action. The University especially monitors attendance for students who are on academic probation, and non-class attendance may mean the termination of the probationary status and immediate dismissal. The vice president for academic affairs approves all administrative withdrawals for non-attendance. Return of tuition or other federal funds is based on the policy cited elsewhere in this catalog.

## **Final Exams**

The last three days of the fall and spring semesters are designated as “final exam week”. All classes meet at the designated final exam time for a final evaluation or summative presentation or activity, and students are required to attend. Any student having three or more final exams on the same day may request that one be re-scheduled. Professors may be approached for such schedule adjustments or the Office of Registration and Records or the Academic Affairs office may be contacted for assistance.

## **Classroom Behavioral Expectations**

Students are expected to conduct themselves in an appropriate manner in the classroom. Faculty members and fellow students have the right to expect students to behave in ways that do not interfere with the learning process. Behavior that is disruptive in the classroom is both disrespectful and unchristian and can affect the offending student’s status and grade in a course.

We want to help students grow and mature to be competent professionals. We encourage students to behave in ways that are consistent with this goal. This includes being attentive in class and fully engaged in class activities without distracting the faculty members and other students.

Faculty members have the right to deal with disruptive students in several ways including asking disruptive students to leave the class and not return until they have signed a statement of behavior conduct. Persistence in behaving disruptively will affect a student’s course grade and opportunities, both inside and outside the university, that rely upon a faculty member’s recommendation.

## **Academic Honors**

To recognize high academic achievement and scholarship, academic honors are given.

## **Deans List**

An academic honors list is published at the end of each semester that includes all students in traditional main campus programs who, in one semester, have passed a minimum of 12 semester hours with a minimum GPA of 3.70. The 12 hours must be passed

# DEGREES, PROGRAMS AND POLICIES

with a letter grade other than an "S." Students who pass 12 or more hours including "S" grades, will be included on the Academic Honors List if their cumulative GPA is 3.70 or higher in a minimum of 12 previous graded hours.

## Departmental Honors

Departmental honors may be awarded to outstanding senior students in campus programs. The selection is made by the faculty of that department.

## Graduation honors

Graduation honors are determined during the semester just prior to graduation. To be eligible for graduation honors the student must have:

- Minimum GPA of 3.70 at Spring Arbor University.
- Minimum combined GPA of 3.70 from all institutions attended.
- Minimum of 35 graded hours completed at Spring Arbor University.
- Minimum of 65 total graded hours completed.

Graduation Honors are awarded to bachelor's degree candidates for three levels of performance as measured by the combined GPA of all coursework attempted at all institutions attended.

Summa Cum Laude	3.90 – 4.00
Magna Cum Laude	3.80 – 3.89
Cum Laude	3.70 – 3.79

## Alpha Kappa Sigma

Alpha Kappa Sigma is an honor society among Free Methodist Institutions of Higher Education. A select number of campus seniors are awarded membership in the organization for recognition of excellence in scholarship, character and leadership. Election is by University faculty.

## Who's Who Among Students in American Universities and Colleges

This national publication is devoted to recognizing outstanding seniors. Several seniors are elected annually from Spring Arbor University campus programs. Election is based upon scholarship, citizenship, participation, leadership in academic and extracurricular activities, and general promise of future success in business and society. Election is by the senior class and University faculty.

## Academic Student Connections

Contact Information:

Phone: 517.750.6481

Fax: 517.750.6660

Email: bcoleman@arbor.edu

caroleeh@arbor.edu

Please mail confidential documentation to:

Academic Student Connections

Spring Arbor University

106 E. Main Street

Spring Arbor, MI 49283

**Academic Student Connections** (ASC) endeavors to maximize the God-given talents and abilities of students and strives to ensure every student has an equal chance to benefit from the programs at Spring Arbor University.

ASC supports the academic program at Spring Arbor University by providing resources to students to help identify or clarify learning needs, and to implement strategies to help meet those needs. Students can expect friendly, personal, strategic intervention when they visit.

Students may participate in courses, seminars, study groups, tutoring and mentoring sessions designed to enhance learning performance. Professional staff work together to coordinate the teaching, mentoring and services offered. Additionally, student office assistants and tutors are available to provide feedback for students. Courses offered by ASC staff are found in the General Studies (GES) section of this catalog. Note the following areas of focus which may meet student needs:

- Study Groups
- Write/Right Research Skills
- Reading Skills (GES course offerings)
- Math Review
- Study Skills
- English as a Second Language (ESL) courses
- Disability Services
- Testing Strategies

# DEGREES, PROGRAMS AND POLICIES

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## Accommodations for Students (ADA)

In addition to providing academic support courses, Academic Student Connections is sensitive and understanding of its responsibilities to the equal access accommodation and support of individuals with disabilities.

In accordance with Section 504 of the Rehabilitation Act of 1973, as amended in 1992, and the Americans with Disabilities Act (ADA) of 1990, ASC is proactive in developing specialized accommodations to support the abilities of each individual eligible for such services. Personnel consult with students, then accept, evaluate, and maintain documentation (consistent with ADA guidelines), establish or negotiate reasonable accommodations to reduce academic barriers for students, and notify professors of the necessary accommodations for them in the classroom.

Requests for any type of digitized textbooks should be given one month in advance.

Each year students having need for accommodations must notify ASC of their continuing desire for services. Students are responsible for providing documentation and communicating with the staff of their ongoing need for adjustment or modification of the support plan established.

## Academic Probation

### Step Scale for Academic Standing

The following step scale indicates the required total cumulative GPA necessary to remain in any academic program based upon the total number of quality hours (including transfer hours). Students receiving veteran's benefits see Veteran Information.

Quality Hours	Minimum GPA
1-15	1.50
16-27	1.60
28-39	1.70
40-49	1.80
50-57	1.90
58-Above	2.00

### Academic Probation Status

**Semester Warning**—When a full-time student's GPA for a semester is lower than 2.00, but the cumulative GPA is above the step scale, the student will be

placed on "semester warning" for the following semester. This action is not recorded on the student's academic record.

**Academic Probation**-- When a student's cumulative GPA falls below the appropriate level of good standing on the step scale, the student will be placed on "academic probation" for the following semester. Any full-time student who fails to pass 10 semester hours or to make a 1.00 ("D") average in any semester, may be placed on academic probation. "I" and "IP" grades are not counted toward this minimum. The student on probation is advised to restrict class load, curtail extracurricular activities and work schedules, and may be required to take a specific course. Students who do not meet the step scale cannot participate in intercollegiate athletics.

**Continuation of Academic Probation**—The student who attains a 2.00 or higher semester average in the probationary semester, but whose cumulative GPA is still below the step scale, will remain on probation for the next semester.

**Removal from Academic Probation**—A student will be removed from academic probation at the end of a semester when the cumulative GPA meets the requirements of the step scale.

**Academic Dismissal**—The student on academic probation whose GPA following the probationary semester is lower than that called for by the step scale may be dismissed. At the time of dismissal it is recommended that the advisor and student discuss expectations to be met for readmission to Spring Arbor University. The student may apply for readmission after one year. When applying for readmission, the student will be asked to present evidence of future academic success, self-discipline and focus and self-development as listed on the Conditions for Readmission From Academic Dismissal form.

The probationary status of students is not reviewed or changed at the end of interim or summer sessions unless requested by the student or advisor.

# DEGREES, PROGRAMS AND POLICIES

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## Veterans

Veteran benefits are coordinated through the Office of Registration and Records. Students eligible to receive benefits from the Veterans Benefits Administration should make certain that all records are correct before the beginning of each term of attendance. In order for a student receiving benefits to remain in good standing, the following items should be noted:

1. Benefits will not be paid for courses that are not graded A, A-, B+, B, B-, C+, C, C-, D+, D, D-, U, or S. In addition, a course cannot be audited and counted toward benefit hours. Any incomplete grade must be converted to a regular grade within six weeks.
2. Courses for which the student registers must be applicable to program and degree requirements. Extra nonrequired courses taken beyond the 124 hours needed to graduate will not be certified for benefits. Up to 12 hours beyond the 124 can be certified only if they are required and if the student has not previously taken courses that did not apply toward his/her program.
3. The addition of an extra major or program requiring more than 124 total hours cannot be certified without the student securing approval for a change of program from the Veterans Administration.
4. A student accumulating more than 12 hours of failing grades ("U") will lose further benefits.
5. The Office of Registration and Records maintains all veteran records, including degree requirements, courses taken and grades. Grades are posted to the student's record at the end of each academic session. The university catalog gives all degree requirements. Each student's progress is monitored by the Office of Registrations and Records.
6. Credit for previous training may be granted, based upon academic evaluation of records.
7. Academic Probation — If a student receiving veteran benefits falls below a 2.00 cumulative GPA in any semester, that student is placed on academic probation according to the Veterans

Benefits Administration. The student is permitted two

8. Spring Arbor is a Christian university dedicated to fostering academic, social and spiritual growth for students. While enrolled as active participants in the Spring Arbor University community, students are expected to govern their lives in harmony with its regulations, both on and off campus. The student handbook fully outlines standards of conduct, which reflect the ideals of the Spring Arbor University Concept. Because of connotations or associations that do not contribute to the Spring Arbor University Concept, using alcoholic beverages, illegal non-prescription drugs, or tobacco is prohibited.
9. Any student receiving veteran benefits is subject to all academic policies of Spring Arbor University as outlined in this catalog. of "W" on the transcript (for further clarification, see *Grading System*).

# DEGREES, PROGRAMS AND POLICIES

## Satisfactory Academic Progress for Federal and State Financial Aid

State and federal regulations require Spring Arbor University to establish specific standards of Satisfactory Academic Progress (SAP) that students must meet to maintain eligibility for state and federal Title IV student financial assistance programs.

**SAU SAP Undergraduate Requirements**

Total Hours Attempted	1-15	16-27	28-39	40-49	50-57	58+
Minimum Required GPA	1.5	1.6	1.7	1.8	1.9	2.0
Minimum Completion Ratio (Earned Credits divided by Attempted Credits)	50%	67%	67%	67%	67%	67%
Maximum Total Credits Allowed to complete degree requirements	150% of the program length					

**Incomplete, withdrawn, remedial, or transfer credits** All courses attempted at SAU and transfer credits that count towards a student's degree are counted as credits attempted regardless of the grade assigned for the completion ratio and total time-frame calculations. Only courses with final grades issued and considered passing are counted as credits earned. All credits for repeated courses are counted as attempted credits and if passed as earned credits. If a course repeated, the highest grade for the course will be used in the GPA calculation. Incomplete courses are counted as attempted credits, but not as earned credits.

### Frequency of Review

SAP will be reviewed at the end of the semester. Students not making SAP at the end of a semester will be placed on Financial Aid Warning. Students on Financial Aid Warning who are still not meeting SAP requirements at the end of the term for which they were placed on Warning status, will be ineligible for additional financial aid. Students determined to be ineligible for financial aid will receive a letter notifying them of the loss of eligibility along with an explanation of how they can appeal the loss of eligibility.

### Regaining Eligibility

Students who have been dismissed from federal and state aid programs due to having failed to make satisfactory progress must take courses without the benefit of federal or state financial aid until such time as they are meeting the standards of satisfactory progress. Students being re-admitted to the institution will be reinstated at the same satisfactory progress level that he/she was at the point of leaving Spring Arbor University.

### Appeals

Students who have lost eligibility may appeal based on the death of a relative, an injury or illness of the student, or other special circumstances. Appeals must be submitted in writing and must state why the student failed to make satisfactory academic progress, and what has changed in the student's situation that will allow the student to demonstrate satisfactory academic progress at the next evaluation. Appeals must be signed by the student.

Signed appeals should be addressed to the Financial Aid Appeals Committee and faxed to the Financial Aid Office at 517.750.5555 or may be mailed to the Financial Aid Appeals Committee, Financial Aid Office, Spring Arbor University, 106 E. Main Street, Spring Arbor, MI 49283.

# DEGREES, PROGRAMS AND POLICIES

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## Withdrawal from the University

**Voluntary**—A student who wishes to withdraw voluntarily during a semester must secure withdrawal forms from the Office of Student Retention, located in the Student Development & Learning office. Signatures of specific persons are required before the student will be considered officially withdrawn. The student must take care of any financial obligations before leaving campus. A student may withdraw through the eighth week of a traditional semester or the half-way point of any course that is not the length of the traditional semester and receive a grade of “W” on the transcript (for further clarification, see *Grading System*).

**Disciplinary**—If a student is dismissed for disciplinary reasons, grades of “W” will be recorded on the transcript for courses in which the student is enrolled and the regular refund policy will apply.

## Transcripts

Official transcripts are issued by the Office of Registration and Records and bear the University seal and Registrar’s signature. Ordering information and payment is accepted online, and status emails will be sent for the requestor to track the ordering process.

Official transcripts are \$6 each, with same day service and overnight mail requiring additional fees. Transcript requests are not processed if the student has an outstanding financial obligation with the University. To order an official transcript, visit [www.arbor.edu](http://www.arbor.edu) or the MySAU Portal.

## IV. INSTRUCTION

### Academic Program

The academic program of the University is organized as follows:

#### I. CORE

#### II. General Studies

#### III. School of Arts and Sciences

- Art Department
  - Art
  - Visual Arts Education
- Biology/Chemistry Department
  - Biology
  - Biochemistry
  - Chemistry
  - Integrated Science
  - Natural Science
- Communication and Media Department
  - Advertising and Public Relations
  - Broadcasting
  - Communications and Media
  - Cross Cultural Communication
  - Drama
  - Professional Writing
  - Speech
  - Video and Film
  - Visual Communications
- English Department
  - English
  - Language Arts
- Health, Human Performance and Recreation Department
  - Health Education
  - Health and Exercise Science
  - Health, Human Performance and Recreation
  - Military Science and Leadership
  - Physical Education
  - Recreation and Leisure Management
- History/Economics/Geography/Politics Department
  - Economics
  - Geography
  - History

- Political Economy
- Politics
- Social Studies
- Mathematics/Computer Science/Physics Department
  - Actuarial Science
  - Computer Science
  - Mathematics
  - Physics
- Music Department
  - Music
  - Piano Pedagogy
  - Worship Arts
- Psychology Department
  - Psychology
- Social Work Department
  - Social Work
- Sociology Department
  - Criminal Justice
  - Global Studies
  - Sociology
  - Urban Studies
- Theology Department
  - Biblical Languages
  - Biblical Studies
  - Camping Ministry
  - Children's Ministry
  - Christian Ministries
  - Global Missions
  - Pastoral Ministry
  - Philosophy
  - Religion
  - Theological Studies
  - Urban Ministry
  - Worship Ministry
  - Youth Ministry
- World Languages Department
  - Chinese
  - French
  - German
  - Spanish

#### IV. Gainey School of Business

- Accounting
- Business Administration
- Entrepreneurship
- Finance
- International Business
- Management Information Systems
- Marketing

## V. School of Education

- Early Childhood Education
- Elementary Certification
- English as a Second Language
- Reading
- Secondary Certification
- Special Education: Learning Disabilities
- Special Needs Population

## VI. School of Graduate and Professional Studies

- Associate of Arts
- Associate of Science in Business
- Business
- Christian Ministry Leadership
- Criminal Justice
- Family Life Education
- Hospitality Services Management
- Management of Health Care Systems
- Organizational Management
- Nursing
- Social Work

## Courses of Instruction

Those courses numbered 100 to 199 are primarily for freshmen, 200 to 299 for sophomores, 300 to 399 for juniors and seniors, and 400 to 499 for seniors.

The numbers in parentheses following the title of the course indicate the number of semester hours of credit. For example, (3) would indicate three semester hours of credit.

Regular catalog courses taught in programs with instructional patterns and number of contact hours that do not fit the traditional semester pattern may have the amount of credit adjusted to reflect the number of contact hours and/or the materials covered by that class upon approval of the appropriate department and the Academic Senate.

A reduction in credit hours for a particular required course will not lessen the stated total course credit hours required to meet the general education, major and/or minor requirements.

In some instances, a course may only be offered in odd academic years or even academic years. For

example, even year courses would be offered in 2012-13 and 2014-15 and odd year courses would be offered in 2011-12 and 2013-14.

**NOTE: The University administration reserves the right to cancel or reschedule any course(s) due to insufficient enrollment or unavailability of faculty.**

Prerequisites for courses appear within the course description and should be carefully noted.

An academic advisor assists in approving each student's program.

Students are required to take the courses listed for a specific major or minor. Exceptions to requirements must be petitioned by completing a petition form, which is available in the Office of Registration and Records or from MySAU.

### Courses for All Disciplines

Spring Arbor University provides a number of opportunities for the student to pursue fields of interest under the guidance of a competent faculty member. The following offerings are designed for the student's level of knowledge and sophistication in a chosen discipline.

**The courses numbered 285, 290, 385, 390, 450, 460 and 490** apply to all departments in the University and may be taken in any semester even though they may not be listed in the schedule. A student wishing to take one of these courses must complete the appropriate form available in the Office of Registration and Records, or online, and have it approved by the instructor and specified persons - and registered - prior to that learning experience.

Internships, field experiences, directed teaching, practica and other officially designated courses will be graded on an "S/U" basis.

Exploratory Experiences (285), Practica (385), Research Projects (460 and 490), Internships (450) and Independent Studies (290, 390) must have registrations filed during regular registration periods for the term in which the student is completing the work. A maximum of two independent studies may be completed in a student's academic program.

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## **255, 355**

These numbers are used for courses a department proposes as an experimental course. They are not listed in the catalog. If the course becomes a regular offering, a specific department number is assigned and the course is listed in the catalog. These numbers may also be used for courses a student takes in an off-campus location (semester abroad study).

## **285 Exploratory Experience (1-4)**

A non-classroom learning experience, operating on two levels:

(1) work in a professional or career area under the supervision of a qualified person, and (2) a non-directed living-learning situation. The student is expected to evaluate the experience in light of course work, career plans, or personal growth. Credit will be granted on the assumption that a minimum of 40 hours is equivalent to one credit. The student must have a sponsoring professor. All paperwork for exploratory experiences must be processed prior to the activity and will not be accepted after the fact. Graded "S/U."

## **270, 370 Special Topics (1-3)**

Departments may offer particular topics/special interest courses under these numbers. The titles will vary per semester and will not always be offered by every department.

## **385 Practicum (1-8)**

Any student of junior standing or above who has adequate coursework may secure college credit for significant working or participatory experience by enrolling in practicum. Approval will be given only if there is evidence of significant new learning opportunities related to the student's major field. Credit is variable with a maximum of one credit per week (40 work hours of non-repetitive experience for up to eight credits).

Each practicum will have two supervisors: a work supervisor and an academic supervisor. All paperwork for practica must be processed prior to the activity and will not be accepted after the fact. A student may take no more than two practicum experiences to a maximum of 12 total hours of credit, with no more than eight toward a major.

Specific guidelines for a major may be obtained from faculty in that discipline. Graded "S/U." *Prerequisite: A minimum of 18 hours in the discipline.*

## **290, 390 Independent Study (1-4)**

An opportunity for a student to do research, special projects and reading, which will enrich the University program. Regularly listed catalog courses cannot be taken under this format. This is to be a truly "independent" process with only preliminary guidance and final evaluation from the sponsoring professor. Graded or "S/U." Must be graded in major/minor fields. A maximum of two independent studies may be completed in a student's academic program. *Prerequisite: 290, a minimum of six hours in the discipline; 390, a minimum of 12 hours in the discipline, junior or senior standing.*

## **450 Internship (6-12)**

A student may enroll for an internship as approved or required by his/her major department by registering for 6-12 hours of credit for appropriate field learning experience. The work experience must be significantly related to the student's major and/or concentration within the major. It requires a minimum of 26 class credits completed in the major; requires a minimum of 40 hours of work experience for each hour of credit; and will have a worksite supervisor/evaluator, as well as the faculty advisor/supervisor. Specific readings, seminar requirements and/or appropriate written assignments may be assigned by the faculty. Departmental guidelines for an internship may be obtained from the chairperson. Graded "S/U."

## **460 Senior Research Project (3-4)**

An opportunity for a student to design and complete a research project in the student's major area of study. A thesis is required. Must have senior status.

## **490 Senior Honors Project (3-6)**

An opportunity for a student to do a significant project of scholarly productivity and/or research in the student's major area of study. To apply for an honors project, the student must have senior status and a GPA of 3.50 in the major.

## Online Study

Online undergraduate and graduate courses are available through the mySAU portal at [www.arbor.edu/online](http://www.arbor.edu/online). Interested students may register, pay for the course and/or apply for financial aid, and order textbooks online. Students should consult their advisor for assistance in course selection and information about eligibility to enroll in courses. New courses and programs are in development and interested students are encouraged to check the Web site frequently. Some of the courses available on a regular basis include:

- AUD 305 Advanced Audio Production
- BUS 260 Microcomputer Applications
- COM 102 Introduction to Mass Media
- COR 400 The Christian in the Contemporary World
- CPS 150 Introduction to Computers
- CRJ 201 Crime, Corrections and Criminal Justice
- CRJ 301 Crime Theory
- CRJ 302 Comparative Criminal Justice Systems
- CRJ 303 Issues and Practices in Criminal Justice
- ECN 101 Introduction to Economics
- EDU 360 Integrating Technology in Education
- EDU 430E Seminar in Teaching Elementary
- ECE 430 Seminar in Teaching Early Childhood
- ENG 104 College Writing
- ENG 208 Creative Writing
- ENG 304 Writing and Research
- ENG 311 Poetry Writing
- ENG 313 Fiction Writing
- ENG 334 Film Theory and History
- ESL 311 Cross Cultural Communication
- ESL 321 Essential Linguistics for Teachers of English
- ESL 420 Assessment & Evaluation of Language Minority Students
- ESL 421 Methods for Teaching Reading, Writing & Spelling for ELLs
- FIN 268 Personal Finance
- GEO 232 North America
- GEO 331 China, India and Japan
- GEO 332 Africa
- HIS 141 United States to 1877
- HIS 221 Black Experience in America
- HIS 310 Twentieth Century American History
- HIS 361 Michigan History
- HOS 310 Hospitality Management

- HOS 311 Entrepreneurship and Customer Service
- HOS 312 Legal Issues in Hospitality Services
- HOS 313 Human Resources Management in Hospitality Services
- MHS 231 Fiscal Management in Health Care Systems
- MHS 431 Administration of Health Care Systems
- MHS 433 Health Care Systems Leadership
- MUS 220 Music Appreciation
- PHI 200 Introduction to Philosophy
- POL 214 State and Local Government
- POL 310 Freedom, Order and Justice in the Western World
- PSY 100 Introduction to Psychology
- PSY 305 Abnormal Psychology
- PSY 351 Statistics
- PSY 375 Psychology of Personality
- REL 212 Old Testament Foundations
- REL 218 The Gospel and Acts
- REL 394 Living Religions of the World
- SED 360 Technology for Special Education
- SED 426 Consultation Models for LD
- SOC 101 Introduction to Sociology
- SOC 246 Substance Abuse and Society
- SOC 311 Racial and Ethnic Relations
- SOC 327 Social Stratification
- SOC 342 Health Cares Systems
- SWK 305 Human Behavior in the Social Environment
- WRT 306 Writing for Children
- WRT 373 Feature Writing

Registration for all sessions closes one week prior to course start date. Registration for some courses may close prior to that registration deadline. Online courses may be cancelled due to low enrollment.

## Weekend College

Courses to assist students in satisfying graduation requirements are available through weekend college. These courses are offered on occasion in the Battle Creek, Flint, Gaylord, Grand Rapids, Jackson, Kalamazoo, Lansing, Metro-Detroit and Metro-Toledo sites. The course listing is drawn from the University catalog, and presents both general education requirement courses and electives. Courses commonly offered include:

- ART 152 Art Foundations
- BIO 200 Biological Basis of Health Concerns

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BIO 205	Field Ecology
BUS 358	Statistics
COM 368	Cross Cultural Communication
CPS 150	Introduction to Computers
ECN 101	Introduction to Economics
ENG 323	Intro to Film: Sight, Sound & Story
ENG 330	Genre
ENG 332	History of American Theater
ENG 334	Film Theory and History
FIN 268	Personal Finance
HPR 281	Nutrition and Exercise
HIS 221	Black Experience in America
HIS 310	Twentieth Century America
MAT 101	Algebra
MUS 152	Music Foundations
PHI 200	Introduction to Philosophy
PHI 210	Survey of World Views
POL 214	State and Local Government
POL 310	Freedom, Order and Justice in the Western World
PSY 305	Abnormal Psychology
REL 218	The Gospel and Acts
REL 314	Old Testament Literature
REL 394	World Religions
SOC 100	Modern Social Problems
SOC 101	Introduction to Sociology
SOC 246	Substance Abuse and Society
SOC 311	Racial and Ethnic Relations
SPE 100	Oral Communication
SPE 212	Fundamentals of Speech

## Endorsements

The following endorsements are available to students of any major.

### Chinese Language and Culture

CHI 111	Chinese Language (3)
CHI 112	Elementary Chinese (3)
CHI 337	Chinese Civilization and Culture (3) China Studies Program (13)

The 22-hour endorsement in Chinese Language and Culture offers students a unique opportunity to study language and culture with a visiting professor from Wuhan University in China. Students will study abroad by participating in the China Studies Program (CSP) offered throughout the Coalition of Christian Colleges and Universities (CCCU). The purpose of this endorsement is to enable students

to better understand and interact with China - with an informed, Christian perspective consistent with the goals and mission of the university.

### Criminal Justice

CRJ 201	Crime, Corrections and Criminal Justice (3)
CRJ 301	Crime Theory (3)
CRJ 302	Comparative Criminal Justice Systems (3)
CRJ 303	Issues and Practices in Criminal Justice (3)

This endorsement is designed to provide the student with theory and skills to enhance careers in criminal justice or related fields. The courses provide a comprehensive understanding of criminal justice systems and crime theory, along with a practical application to contemporary practices in the field. The endorsement is also the core for students seeking a criminal justice minor.

### Hospitality Services Management

These courses are offered online.

HOS 310	Hospitality Management (3)
HOS 311	Entrepreneurship and Customer Service (3)
HOS 312	Legal Issues in Hospitality Services (3)
HOS 313	Human Resources Management in Hospitality Services (3)

The endorsement is based on the research and suggestions from a team of researchers. The researchers are co-owners of a company in the hospitality industry. Their credentials include graduate education and certification in hospitality education.

Data from the U.S. Census Bureau indicates that the hospitality services profession is one of the fastest growing areas in the service industry. The demand is growing not only for full-time professionals but also for individuals within organizations who can capably manage occasional hospitality services events. The proposed endorsement is designed both for the person interested in pursuing an entry level management position in the hospitality services areas as well as

business professionals who may only need the skills addressed in the hospitality services management endorsement on an occasional basis.

## Information Systems

- CPS 201 Foundations of Computing I (4)
- CPS 202 Foundations of Computing II (4)
- CPS 210 Data Communications and Networking (3) OR MIS 402 Systems Architecture, Networks and Operation Systems (3)
- CPS 220 File Processing and Database Systems (3)
- MIS 301 Management of Information Systems (3)

This endorsement is designed to develop skills that prepare an individual to participate in the systems development life cycle from a user's perspective. Information systems are related to virtually every job. An individual with an information systems background would be able to use software effectively and to apply it to meet specific job requirements; ask knowledgeable questions related to the software used to maintain records; and understand the capabilities of information systems and develop specifications for new systems. The information systems endorsement prepares an individual to serve as a liaison between his/her particular job and the information systems staff.

## International Business

- COM 368 Intercultural Communication (3) OR SOC 314 Cultural Anthropology (3)
- ECN 101 Introduction to Economics (3)
- IBS 223 Biblical Foundation of Intl Bus (3)
- IBS 305 Principles of Intl Business (3)
- IBS 370 Special Topics (2)
- POL 312 International Relations (3) OR POL 322 Globalization: Intl Economics (3)

Students choosing the 17-hour International Business Endorsement will sample courses that are part of the IBS major. It will provide exposure to the global economy through different perspectives such as economics, intercultural, politics, and business. Because globalization is a reality in our contemporary world, students demonstrating cultural sensitivity along with basic international business knowledge and skills will be able to enhance career development in business, non-profit, government, or other fields.

## Management of Health Care Systems

- MHS 231 Fiscal Management in Health Care Systems (3)
- MHS 431 Administration of Health Care Systems (3)
- MHS 433 Health Care Systems Leadership (3)
- SOC 342 Health Care Systems (3)

The endorsement in Management of Health Care Systems is a 12-credit endorsement that is available to all students with at least junior standing. The endorsement consists of four 3-credit courses and is currently available on-line only.

## Technology Tools

- BUS 260 Microcomputer Applications (3)
- CPS 150 Introduction to Computers (3)
- CPS 201 Foundations of Computing I (4)
- CPS 210 Data Communications and Networking (3)
- CPS 350 Web Tools (4)

This endorsement is designed to develop technical skills that can be applied in most careers. It is common for a work group or corporation to identify individuals who feel comfortable with technology and are able to use computer tools to increase productivity. A programming course (CPS 201) provides a background that enables students to extend their use of productivity tools and Web-based applications. The data communications and networking course (CPS 210) provides an overview that will prepare the student to administer a networked environment. Students acquire technical skills, which increase their marketability and can give a competitive edge in getting that important first job.

## Accounting (ACC)

### Faculty

David Globig  
Gregory Kaufinger

### About the discipline

The Accounting program offers a four-year degree that prepares students for many entry-level accounting positions. Students completing the accounting major will have the necessary educational requirements for the Certified Management Accounting (CMA) and the Certified Internal Auditing (CIA) examinations. Students who plan to take the Certified Public Accounting (CPA) exam should complete the CPA track accounting major.

Students must develop effective communication skills, skills of logic and critical thinking, leadership skills and demonstrate a strong intellectual capacity.

### Career opportunities

Accountants are trusted business advisors and an accounting education can lead to a highly respected and rewarding career. Accountants routinely earn incomes that are in the top 5% of the community in which they live. If you elect to major in accounting, you may prepare yourself for a variety of accounting careers in the areas of: Public accounting (auditing, taxation, and consulting), Private/industrial accounting (financial and cost accounting), Governmental/nonprofit accounting (fund accounting), and Forensic accounting (investigative accounting). Accountants are in high demand by government agencies such as the IRS, FBI and CIA. Accounting also provides an excellent foundation for non-accounting business careers, including banking, consulting, and small business ownership. In addition, accounting provides an excellent undergraduate background for a law degree. Graduates are also prepared for advanced study in accountancy, leading to career opportunities in accounting education.

### Program strengths and emphases

One of the world's leading licensing examinations, the CPA Examination serves to protect the public interest by helping to ensure that only qualified

individuals become licensed as Certified Public Accountants (CPAs). Students who plan to take the Certified Public Accounting (CPA) examination should complete the CPA track accounting major. In many states, including Michigan, students planning to sit for the CPA exam will need to earn 150 semester hours of academic credit. The additional hours needed for the CPA exam may be earned by taking additional undergraduate and graduate courses. Please consult with your academic advisor and/or the State Board of Accountancy for specific course and degree requirements.

- **Placement** – Our graduates consistently find meaningful employment in the accounting profession within six months of graduation. We maintain strong relationships with regional and local CPA firms that believe in the quality of Spring Arbor University graduates.
- **Strong focus on both professional and character issues** – Built on the foundation of a biblical worldview, our program stresses the importance of integrity, ethics, and content knowledge.
- **Emphasis on both financial and managerial accounting concepts and issues** – Our broad-based curriculum provides the best foundation for a student to excel in accounting or other business-related field.
- **Small class size** – With our low student-to-faculty ratio, you'll receive a personalized, quality education that makes learning easier and more stimulating.
- **CPA Exam Preparation** – Students are well prepared to successfully pass the CPA exam.

### Requirements

#### The 36-hour *accounting major* requires:

ACC 221	Principles of Accounting I (3)
ACC 222	Principles of Accounting II (3)
ACC 314	Cost and Managerial Accounting Theory (3)
ACC 317	Intermediate Accounting I (4)
ACC 318	Intermediate Accounting II (4)
ACC 341	Cost and Managerial Accounting Practice (3)
ACC 360	Accounting Information Systems (4)
ACC 391	Individual Taxation (3)
ACC 404	Fund Accounting (3)

Choose two from the following:

- ACC 385 Practicum (3+)
- ACC 392 Organizational Taxation (3)
- ACC 442 Auditing Principles (3)
- ACC 447 Advanced Accounting (4)
- ACC 452 Accounting Theory (4)

Required support courses:

- APR 311 Corporate Communication (3)
- BUS 260 Microcomputer Applications (3)
- BUS 271 Business Law I (3)
- BUS 351 Statistics (4)
- BUS 372 Business Law II (3)
- ECN 201 Principles of Economics (macro) (3)
- ECN 202 Principles of Economics (micro) (3)
- FIN 268 Personal Finance (3)
- Other Business and/or Economics Electives (5)

**The 47-hour accounting-CPA major requires:**

- ACC 221 Principles of Accounting I (3)
- ACC 222 Principles of Accounting II (3)
- ACC 314 Cost and Managerial Accounting Theory (3)
- ACC 317 Intermediate Accounting I (4)
- ACC 318 Intermediate Accounting II (4)
- ACC 341 Cost and Managerial Accounting Practice (3)
- ACC 360 Accounting Information Systems (4)
- ACC 391 Individual Taxation (3)
- ACC 392 Organizational Taxation (3)
- ACC 404 Fund Accounting (3)
- ACC 442 Auditing Principles I (3)
- ACC 443 Auditing Principles II (3)
- ACC 447 Advanced Accounting (4)
- ACC 452 Accounting Theory (4)

Required support courses:

- APR 311 Corporate Communication (3)
- BUS 260 Microcomputer Applications (3)
- BUS 271 Business Law I (3)
- BUS 351 Statistics (4)
- BUS 372 Business Law II (3)
- ECN 201 Principles of Economics (Macro) (3)
- ECN 202 Principles of Economics (Micro) (3)
- FIN 268 Personal Finance (3)

**Notes for general education:** BUS 351 Statistics meets the mathematics liberal arts requirement and ECN 201 Principles of Economics meets part of the social science requirement. Both are required for the accounting major.

**Course descriptions:**

**ACC 221 Principles of Accounting I (3)**

This is the first in a two-part sequence. It involves the study of the principles of bookkeeping and financial reporting. The accounting cycle, which deals with the analysis, the journalizing and posting of business transactions within the double-entry framework, is examined. Specialized accounting procedures for service and merchandising businesses are studied. *Prerequisite: MAT 101 or ACT Math score of 24.* (Offered in fall.)

**ACC 222 Principles of Accounting II (3)**

This course is a continuation of ACC 221. The emphasis shifts from sole proprietorships and partnerships to corporations operating in a manufacturing environment. Coverage includes the preparation and analysis of financial statements. *Prerequisite: ACC 221.* (Offered in spring.)

**ACC 314 Cost and Managerial Accounting Theory (3)**

This course is designed to assist students in obtaining an understanding of the nature of cost accounting, cost concepts and terms, and the flow of costs in an accounting system. Case studies will be used to enhance an understanding of real life applications. The course focuses on the use of accounting data by managers in directing the affairs of their businesses. The following topics are studied: cost accounting fundamentals, standard costing, cost allocation, costing systems and variance analysis. *Prerequisite: ACC 222.* (Offered in fall of odd academic years.)

**ACC 317 Intermediate Accounting I (4)**

This course covers objectives of accounting and the processes that have evolved in response to the objectives. Students develop an understanding of basic accounting statements and the limits involved in their preparation. A detailed study is conducted of the conceptual framework of accounting, income statements, balance sheet, and all assets. *Prerequisite: ACC 222.* (Offered in fall.)

**ACC 318 Intermediate Accounting II (4)**

A continuation of Intermediate Accounting I, with a more detailed study of liabilities, income tax accounting, owner's equity, statements of cash flows, financial

# ACCOUNTING

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statement analysis and price change accounting.

*Prerequisite:* ACC 317. (Offered in spring.)

## **ACC 341 Cost and Managerial Accounting Practice (3)**

Students will gain an understanding of how managers use cost accounting data to assist them in the task of directing the affairs of their businesses. It seeks to highlight the benefits to be gained from a thorough understanding of accounting information. Participants will be exposed in a broad sense to the way in which management accountants contribute to the internal decision making process. The following topics are studied: determining how costs behave, costs relevance and the decision process, pricing decisions, management control systems, cost management in the context of quality and time, inventory management, decentralization and transfer compensation, cost-volume-profit and budgeting and control. *Prerequisite:* ACC 222. (Offered in spring.)

## **ACC 360 Accounting Information Systems (4)**

A study of the computer-based information systems including basic concepts, accounting applications, internal controls, and system design and implementation. Use of PC-based accounting systems and their methods for processing information is an integral part of this course. *Prerequisites:* ACC 222 and BUS 260. (Offered in spring of odd academic years.)

## **ACC 391 Individual Taxation (3)**

This course is designed to introduce students to the federal internal revenue code and income tax regulations applicable to individuals and partnerships. Students will examine the concepts of gross income, taxable income, income tax exemptions and deductions, income tax credits, and tax basis of assets. The following topics are also studied: tax determination, personal and dependency exemptions, property transactions, gross income, deductions and losses, depreciation, tax credits, alternative minimum tax. *Prerequisite:* ACC 222. (Offered fall of even academic years.)

## **ACC 392 Organizational Taxation (3)**

The course examines the federal internal revenue code and income tax regulations applicable to corporations. Topics to be covered are: corporations (introduction, operating rules and

related corporations); organization and capital structure; distributions in liquidations; corporate accumulations; as well as corporations and exempt entities. *Prerequisite:* ACC 391. (Offered spring of even academic years.)

## **ACC 404 Fund Accounting (3)**

Emphasizes accounting for the state and local government units. Accounting for hospitals, colleges, universities and other not-for-profit organizations is also covered. *Prerequisite:* ACC 317. (Offered spring of even academic years.)

## **ACC 442 Auditing Principles I (3)**

Auditing is a capstone course in an undergraduate education for a career in accounting. The course integrates accounting standards, accounting systems, internal control structures, the auditing functions of evidence gathering and evaluation, and reporting-all within the context of the professional environment. The course is designed to produce competence in auditing theory and practice. The topics covered are: the audit function, professional standards and ethics, the auditor's legal liability, the audit evidence process, the internal control structure, and auditing sampling techniques. *Prerequisite:* completion of or concurrent registration in ACC 318 and BUS 351. (Offered in fall.)

## **ACC 443 Auditing Principles II (3)**

This course is designed to be a continuation of ACC 442. Students will be studying the audit engagement, beginning with the planning of the engagement and risk assessment. The process of auditing the revenue, conversion, financing and investing cycles follows. The course concludes with the completion of the engagement and the reporting on audited financial statements. Special reports, compilation and review engagements are also covered. *Prerequisite:* ACC 442. (Offered in spring.)

## **ACC 447 Advanced Accounting (4)**

The study of special accounting problems relating to business combinations, the preparation of consolidated financial statements, accounting for partnerships, business failures, estates and trusts, etc. *Prerequisite:* ACC 318. (Offered in fall.)

**ACC 452 Accounting Theory (CPA Review) (4)**

This course will focus on the development of a comprehensive philosophy of accounting. Historical origins of accounting concepts, principles and standards are critically examined in light of the present economic and social institutions. Professional practice is reviewed, as are current issues and literature in accounting theory. All topics required for this subject on the CPA exam will be covered in this course. *Prerequisite: ACC 447.* (Offered in spring.)

## Actuarial Science (ACT)

### Faculty

Garnet Hauger, Coordinator

The Actuarial Science major draws faculty members from Accounting, Business, Computer Science, Economics, Finance, and Mathematics.

### About the discipline

Actuarial science is an interdisciplinary major and draws students from accounting, business, computer science, economics, and mathematics.

The major in Actuarial Science combines mathematics, business and computer science to prepare students for careers in risk management. Actuaries manage local, state, and federal budgets, pension plans, and insurance funds (auto, home, health, and life). They also help corporations make financial forecasts and solve economic problems.

The academic program for the actuarial science major is challenging, but the rewards of completing such a program are great. Actuaries are paid very well and have many opportunities for advancement.

This academic program includes courses in mathematics (three courses in calculus, one course in linear algebra/differential equations, and three courses in statistics), computer science (three courses), accounting (principles of accounting I and II), economics (macro and micro), and business (five courses: finance, investments, forecasting, management, and insurance and risk management). The program also includes a practicum, an introduction to the field of actuarial science, and a review for the first actuarial exam.

### Career opportunities

Once students pass the first actuarial exam, they usually receive multiple job interviews and offers. This program makes good use of analytical skills and problem solving. Students with strong backgrounds in mathematics and an interest in solving problems using knowledge from mathematics and business are encouraged to pursue this challenging academic program and rewarding career.

The Society of Actuaries Web site [www.soa.org](http://www.soa.org)

gives more information about this career and how to prepare for it. See also [www.beanactuary.org](http://www.beanactuary.org). Our major in actuarial science meets the requirements listed there.

### Program strengths and emphases

The mathematics, business, and computer science programs are well-poised to offer actuarial science students both a well-rounded and in-depth program preparing students for a challenging and rewarding career. Students pursuing this program should be prepared to pass the first actuarial exam (exam P), and upon completion of the program, students should be able to find meaningful employment in the risk management field. The projection for employability for students with this major is quite good for the next 10 years, the longest period of time for which career need projections are made.

### Requirements

#### The 70-hour *actuarial science* major requires:

26 hours in mathematics:

- MAT 201 Calculus I (4)
- MAT 202 Calculus II (4)
- MAT 302 Vector Calculus (3)
- MAT 311 Differential Equations (3)
- MAT 351 Statistics (3)
- MAT 352 Linear Algebra (3)
- MAT 363 Theory of Statistics I (3)
- MAT 364 Theory of Statistics II (3)

11 hours in computer science:

- CPS 201 Foundations of Computing I (4)
- CPS 202 Foundations of Computing II (4)
- CPS 220 Intro to Database Systems (3) OR
- CPS 301 Data Systems and Large Software Systems (3)

6 hours in accounting:

- ACC 221 Principles of Accounting I (3)
- ACC 222 Principles of Accounting II (3)

6 hours in economics:

- ECN 201 Principles of Economics Macro (3)
- ECN 202 Principles of Economics – Micro (3)

3 hours in business:

- BUS 325 Principles of Management (3)

12 hours in finance:

- FIN 362 Principles of Finance (3)
- FIN 368 Insurance and Risk Management (3)
- FIN 418 Investments (3)
- FIN 451 Business Forecasting (3)

6 hours in specialized actuarial science courses:

- ACT 107 Introduction to Actuarial Science (1)
- ACT 385 Practicum in Actuarial Science (2)
- ACT 452 SOA Exam Review (3)

### **Validation by Educational Experience (VEE)\*\***

In addition, candidates for the Society of Actuaries (SOA) certifications are required to validate their knowledge and skills in the following three topics in addition to the four Preliminary Education examinations (Probability, Financial Mathematics, Actuarial Models, Construction and Evaluation of Actuarial Models). The three topics and the corresponding coursework are listed below:

- VEE - Applied Statistical Models  
(FIN 451, MAT 351)
- VEE - Corporate Finance  
(FIN 418, FIN 362)
- VEE – Economics (  
(ECN 201, ECN 202)

Candidates must receive a grade of B- or better in each course unless otherwise noted by SOA.

\*\*The *actuarial science major* includes coursework that prepares students to obtain VEE credit, which is required for SOA certifications. Students who have completed the coursework listed should be prepared to take the first two preliminary examinations (Probability and Financial Mathematics).

**Note on general education:** MAT 201 Calculus I is required for this major and also meets the requirement for one of the two natural science liberal arts courses.

### **Course descriptions:**

#### **ACT 107 Introduction to Actuarial Science (1)**

An introduction to and overview of the field of actuarial science. Field trips and guest speakers will be key elements to this course. Students will be investigating the field of actuarial science. (Offered in spring.)

#### **ACT 385 Practicum in Actuarial Science (2)**

Significant working or participatory experience in the field of actuarial science. Approval will be given only if there is evidence of significant new learning opportunities related to actuarial science. Credit assumes 40 hours of non-repetitive experience for each of the 4 credits. The practicum requires two supervisors: a work supervisor and an academic supervisor. All paperwork for the practicum must be processed prior to the activity and will not be accepted after the fact. Students must be of junior standing and have completed at least half (34 credit hours) of the program. *Prerequisites: Must be a senior actuarial science major.* (Offered fall, spring, interim and summer.)

#### **ACT 452 SOA Exam Review (3)**

Additional topics in actuarial science and preparation for the first actuarial science exam (exam P). Review and more in-depth treatment of topics in previously taken courses in the major. Students must have completed at least three fourths of the course work in the major, including MAT 351, 363, and 364, before taking this course. *Prerequisite: MAT 351, 363, and 364; must be a junior or senior actuarial science major.* (Offered fall of even academic years.)

**For other course descriptions see Accounting, Business, Computer Science, Economics and Math.**

## Advertising and Public Relations (APR)

### Faculty

Paul Patton, Chair  
Mary Albert Darling  
Dorie Morgan-Shelby  
Jen Letherer  
Wallis C. Metts Jr.  
Robert H. Woods Jr.

### Mission

Our mission is to prepare credible, creative Christian professionals for a world where the mastery of communication skills and technologies is essential. We accomplish our mission by helping students produce, publish and perform original work that is both ethical and effective.



### About the discipline

Advertising is changing, and changing fast. Context-sensitive ads, like Google's ad words, are just the beginning of a new paradigm that will deliver personal and powerful messages just to the people who are interested. The nonprofit sector is following along, and public relations professionals are learning to master new, cost-effective tools.

If you are a creative, strategic thinker, a bachelor's in science in advertising and public relations provides the skills you need to succeed in a shifting, global marketplace. A unique feature of this program is

a two-semester in-house agency experience where students gain practical experience. A senior capstone course prepares students for a career search and requires the completion of a professional portfolio.

### Career opportunities

The study of communication will help you develop useful skills in such fields as ministry, mass media, theatre, business, government and social services. Our program is particularly appropriate for positions involving public relations, broadcasting, corporate communication, public information management, employee communication, training and development, and print journalism.

### Program strengths and emphases

The study of communication at Spring Arbor University is a hands-on experience, with a foundation in classical and Christian perspectives. All students complete a core sequence that promotes a thoughtful and ethical understanding of communication principles and best practices.

Throughout the program you will apply these principles. We offer extracurricular opportunities in writing, acting, broadcasting, designing, producing and researching, in addition to practical hands-on experiences in the classroom. Each year students win awards in state and national competitions and engage in meaningful internships.

The Advertising and Public Relations major is one of four bachelor of science programs offered by the Department of Communication and Media. A large part of this 62-hour major includes foundational communication skills and perspectives. (See Communication and Media for descriptions of COM courses, career opportunities and program strengths.)

### Requirements

**The 62-hour advertising and public relations major requires:**

- APR 207 Advertising (4)
- APR 309 Advanced Advertising (4)
- APR 311 Corporate Communication (3)
- APR 347 Public Relations (4)
- APR 404 Persuasive Speaking (3)
- COM 100 Introduction to Communication (3)
- COM 102 Introduction to Mass Media (3)
- COM 110 Communication Technology (3)

# ADVERTISING AND PUBLIC RELATIONS

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COM 200 Communication Theory and Research (4)  
COM 212 Rhetoric (4)  
COM 324 Web Content and Management (4)  
COM 356 Popular Culture (3)  
COM 387 Agency Experience (4,4)  
COM 480 Senior Seminar (2)  
WRT 216 Writing for the Media (4)

Electives to total 62 hours:

COM 368 Intercultural Communication (3)  
APR 370 Special Topics (3)  
SPE 340 Forensics and Debate (3)  
WRT 324 Photo Journalism (3)  
Courses in Art or Photography

Required support course:

SOC 351 Statistics (3)

## **The 21-hour advertising and public relations minor requires:**

APR 207 Advertising (4)  
COM 100 Introduction to Communication (3)  
COM 200 Comm Theory & Research (4)

Choose electives for a total of 21 hours:

APR 309 Advanced Advertising (4)  
APR 311 Corporate Communication (3)  
APR 347 Public Relations (4)  
APR 404 Persuasive Speaking (3)

**Notes regarding general education:** COM 212 Rhetoric (4) fulfills the general education speech requirement. SOC 351 Statistics (3) fulfills the general education math requirement.

## **Course descriptions:**

### **APR 207 Advertising (4)**

Explores principles and vocabulary of advertising including ethical and social implications. Examines theories of persuasion and mass media related to marketing and consumer behavior. Also listed as MKT 207. (Offered in spring.)

### **APR 309 Advanced Advertising (4)**

Continued discussion of principles, methods, techniques and ethics of advertising media. Emphasis is on the execution of research-based creative strategies. *Prerequisites:* WRT 216 and APR 207. Also listed as MKT 309. (Offered in fall of odd academic years.)

### **APR 311 Corporate Communication (3)**

Analysis of the role and function of communication in the corporate setting. Develop and apply communication skills across numerous corporate settings, to include employee communication, work styles, gender issues, nonverbal, listening, interviewing, resume writing, leading meetings, small group/team problem solving and professional presentations. *Prerequisites:* ENG 104 and SPE 100 or COM 212 or SPE 212 or permission. (Offered in fall.)

### **APR 347 Public Relations (4)**

Analysis of public relations principles, including public opinion, image creation, and maintenance of press, community and constituency relations. Included in the course is practice in public relations program recommendations and design. Also listed as MKT 347. (Offered in fall.)

### **APR 370 Topics in Advertising/Public Relations (1-3)**

Topics selected to meet needs of students interested in advertising and public relations careers. (Offered upon sufficient enrollment.)

### **APR 404 Persuasive Speaking (3)**

See Speech for course description. *Prerequisite:* SPE 100, 212 or COM 212. (Offered in spring.)

## Art (ART)

### Faculty

Brian W. Shaw, Chair  
William A. Bippes  
Jonathan D. Garn  
Roger M. Varland

### About the discipline

The art program at Spring Arbor University encourages students to express both technical and creative skills. The various studio courses are structured in order to develop traditional academic competence in visual and tactile forms. The uniqueness, however, is the attention given to the development of each individual student, guiding them in discovering their own personal philosophy and artistic style. Five concentrations are available to the Art major and Visual Arts Education major: Drawing, Graphic Design, Painting, Photography and Sculpture.

### Career opportunities

Beyond the professions where making art is the primary focus, such as a studio artist, illustrator or graphic designer and teaching, countless opportunities exist for creative people with artistic sensitivities and training.

### Program strengths and emphases

The art program at Spring Arbor University offers the student a unique developmental combination of technical skills relative to the various media with emphasis on personal creativity and style. This combination begins in the introductory studio courses and is completed in the individualized structure of ART 415 Advanced 2-D and 3-D Design and ART 470 Art Seminar.

Another strength of the program is juried competitions at the end of each semester, exposing students to critiques from visiting artists and showcasing their best works to the community. Art scholarships are available through portfolio review and are also awarded at annual semester competitions.

Facilities for the major are housed in the 8,100-square foot Art Center containing classrooms, traditional studios for drawing, sculpture and painting, along with a state-of-the-art computer lab, darkroom, complete woodshop, kiln area and individual upperclassmen studio spaces.

The Ganton Art Gallery is one of the largest single-space galleries in Michigan and displays revolving exhibits of graduating majors, semester art shows, and professional artists.

### Requirements

#### The 52-hour *art major* requires:

- ART 160 Introduction to Art (2)
- ART 162 Drawing I (3)
- ART 165 Two-Dimensional Design (3)
- ART 166 Three-Dimensional Design (4)
- ART 167 Color (2)
- ART 213 Painting I (4)
- ART 263 Drawing II (4)
- ART 321 History of Art I (4)
- ART 322 History of Art II (4)
- ART 323 History of Art III (4)
- ART 415 Advanced 2-D & 3-D II (3)
- ART 470 Art Seminar (4)
- Electives to total 52 hours  
(5 concentrations are available)
- Senior Exhibition

**Note:** Details concerning the exhibition requirement are available from the department chair with emphasis and clarification given in ART 470 Senior Seminar. The exhibition must be hung within one semester of completing ART 470 Art Seminar. (The art department reserves the right to require additional advanced courses, i.e., ART 415, when deemed necessary.)

The following concentrations are available:

#### *Drawing*

- ART 162 Drawing I (3)
- ART 263 Drawing II (4)
- ART 364 Drawing III (3)

#### *Graphic Design*

- ART 272 Introduction to Graphic Design (4)
- ART 274 Graphic Design I (4)
- ART 333 Graphic Design II (4)
- ART 334 Graphic Design III (3)

*Painting*

- ART 213 Painting I (4)
- ART 314 Painting II (4)
- ART 414 Painting III (3)

*Photography*

- ART 205 Photography I (3)
- ART 306 Photography II (4)
- ART 406 Photography III (3)

*Sculpture*

- ART 166 Three Dimensional Design (4)
- ART 325 Sculpture II - Figurative (4)
- ART 426 Sculpture III - Ideas and Techniques (3)

**The 56-69 hour visual arts education major requires:**

- ART 160 Introduction to Art (2)
- ART 162 Drawing I (3)
- ART 165 Two-Dimensional Design (3)
- ART 166 Three-Dimensional Design (4)
- ART 167 Color (2)
- ART 213 Painting I (4)
- ART 263 Drawing II (4)
- ART 321 History of Art I (4)
- ART 322 History of Art II (4)
- ART 323 History of Art III (4)
- ART 338 Teaching Art – Elementary Level (4)
- ART 348 Teaching Art – Secondary Level (4)
- ART 358 Teaching Art – Practicum (4)
- ART 415 Advanced 2-D and 3-D Design II (3)
- ART 470 Art Seminar (4)

Choose one of the following concentrations:

*Drawing*

- ART 162 Drawing I (3)
- ART 263 Drawing II (4)
- ART 364 Drawing III (3)

*Graphic Design*

- ART 272 Introduction to Graphic Design (4)
- ART 274 Graphic Design I (4)
- ART 333 Graphic Design II (4)
- ART 335 Web Design (4)

*Painting*

- ART 213 Painting I (4)
- ART 314 Painting II (4)
- ART 414 Painting III (3)

*Photography*

- ART 205 Photography I (4)
- ART 306 Photography II (4)
- ART 406 Photography III (3)

*Sculpture*

- ART 166 Three Dimensional Design (4)
- ART 325 Sculpture II - Figurative (4)
- ART 426 Sculpture III - Ideas and Techniques (3)

**The 24-hour art minor requires:**

- ART 162 Drawing I (3)
- ART 165 Two-Dimensional Design (3)
- ART 166 Three-Dimensional Design (4)
- ART 167 Color (2)
- ART 263 Drawing II (4)
- Electives to total 24 hours

**The 23-hour visual literacy minor requires:**

- ART 162 Drawing I (3)
- ART 165 Two-Dimensional Design (3)
- ART 167 Color (2)
- ART 204 Photography I (3)
- ART 272 Introduction to Graphic Design (4)
- ART 274 Graphic Design I (4)
- ART 399 Visual Communication Portfolio (4)

**Notes:** To ensure continuity and understanding, students are introduced to career opportunities in their freshman year. ART 160 Introduction to Art provides insights by professionals in various art fields, and explains the academic and experiential requirements to pursue a job in their area.

Students meet individually with the entire art faculty during their sophomore and junior years to discuss career concerns and quality of artwork completed during the first two years.

Seniors take ART 470 Senior Seminar, and prepare a paper on their philosophy, and present a senior art exhibit.

From the freshman year to graduation there are a series of courses and checkpoints to aid students in artistic development, and to ensure that each one is fully prepared for the career of their choice.

**Notes for general education:** Art majors and minors fulfill the Fine Arts requirement of ART 152 Art Foundations, through their courses in Art.

**Note for students certifying to teach:** Students interested in teacher certification will complete the *Visual Arts Education major* and *Secondary Education* requirements (see Education).

**Note for transfer and post baccalaureate students:** The following will be required for transfer and post baccalaureate students:

- Portfolio review by department.
- Completion of all required courses for the major as listed in the current Spring Arbor University catalog. Evaluation of courses taken at other institutions will be completed following the portfolio review.
- The following courses must be completed at Spring Arbor University:
  - a. ART methods courses, ART 338/348/358 for those certifying to teach.
  - b. ART 415 (an advanced course in one's chosen media and working with personal ideas)
  - c. ART 470 Senior Seminar

## Course descriptions:

### ART 152 Art Foundations (2)

A systematic study of art ideas which allows the student at the beginning level to understand basic concepts used by artists in visual and tactile perception. The course involves the use and understanding of skills and materials by the artist. An additional purpose will be to examine art in its historic relationship to religion; to understand how the visual media influences contemporary living; and to become aware of the need for critical thinking and analysis in order to bring greater quality to art and life in the 21st century. Does not count towards art major or minor. (Offered in fall, interim and spring.)

### ART 160 Introduction to Art (2)

This introductory course is for art majors only. The course deals with the philosophy of SAU's Art Department, the history of art through visits to museums, the development of a vocabulary related to the elements of design and

presentations by professionals in various art fields all making up the major components of this course. (Offered in fall.)

### ART 162 Drawing I (3)

The principles and techniques of drawing. Various forms of drawing, including contour, gesture, modeling and shading are used to explore forms of still life, landscape and architecture. (Offered in fall.)

### ART 165 Two Dimensional Design (3)

Studio-classroom approach to the elements and principles of design. Various two-dimensional techniques are explored in line, shape, space and texture to prepare the student for advanced work in the various areas of the visual arts. (Offered in spring.)

### ART 166 Three Dimensional Design (4)

Studio-classroom approach to the elements and philosophy of design. Traditional and contemporary techniques are examined and practiced with special attention given to developing one's own creativity. Works are executed in clay, plaster, wood, and mixed media. (Offered in spring.)

### ART 167 Color (2)

The visual elements of color through pigment exploring the variety of color concepts used in the visual arts. Emphasis is upon the study of color theories, color manipulation and color organization applicable to both the graphic arts and fine arts. Students begin with the traditional color wheel to classic painting concepts through current color technology. Taken concurrently with ART 162. (Offered in fall.)

### ART 204 Photography I (3) (for non-majors)

Introduces the basic elements of design in picture taking and darkroom techniques for black and white photography. Assists students in fields of study where practical knowledge of photography is helpful (journalism, natural science and contemporary ministries). Must own or have access to 35mm single lens reflex camera. (Offered in spring.)

### ART 205 Photography I (4) (for art majors or minors only)

Introduces the basic elements of design in picture taking and darkroom techniques for black and white photography. Must own or have access to 35mm single lens reflex camera. *Prerequisites: ART 162, 165 and 167.* (Offered in fall.)

### ART 213 Painting I (4)

An introduction to the major techniques of painting. Exposure to a full-range of painting media and stylistic

modes. Course will focus upon oil base media. Majors and minors must have ART 162, 165, and 167. (Limited offering in fall and spring.)

#### **ART 263 Drawing II (4)**

The principles of figure drawing, with attention to a basic understanding of anatomy. Developing within the student an awareness of structure, form and articulation while working with different human subjects. *Prerequisite: ART 162, 165, and 167.* (Offered in spring.)

#### **ART 272 Introduction to Graphic Design (4)**

An introduction to the art of graphic design, its historical development and basic styles. Exposure to current software in relation to basic layout construction and design. (Offered in fall.)

#### **ART 274 Graphic Design I (4)**

Develop personal aptitude in the field of graphic design. Emphasis on current graphic design software. Learn the basic terms, concepts, processes and tools used in contemporary design. Instruction in preparing art for reproduction. Study will include visual problem solving and communication. *Prerequisites: ART 162, 165, 167 and 272. Co-requisite to ART 263.* (Offered in spring.)

#### **ART 276 Typographic Design (4)**

Training in type design and layout. Includes the study of rules and conventions for good layout used in current design theory; a brief history and background of type styles in use today; and layout problems assigned for typographic exploration. *Prerequisite: ART 272. ART 272 and 276 may be taken concurrently.* (Offered in fall.)

#### **ART 306 Photography II (4)**

Study in the acquisition, manipulation and processing of digital photographic images. Visual competency will be applied in the exploration of artistic and editorial creation. Study will include the preparation of images for prepress (print) and screen (computer). Must own or have access to digital camera (6MB or higher). *Prerequisites: ART 205 and must have completed or be currently enrolled in ART 263.* (Offered in spring.)

#### **ART 309 Ceramics I (3)**

Ceramic sculpture and pottery making. Building techniques include coil, slab potter's wheel, glazing and firing. Non-majors need instructor approval. (Offered in fall of odd academic years.)

#### **ART 314 Painting II (4)**

A continuation of ART 213 with emphasis upon a variety of media. The student will be encouraged to experiment in new directions through the combination of various

painting media with other two or three dimensional techniques. *Prerequisite: ART 213.* (Limited spring offering.)

#### **ART 317 Printmaking (4)**

Students are expected to develop a thorough working knowledge of the traditional and contemporary aspects of printmaking. Projects are designed to assist students in acquiring necessary printmaking skills with emphasis placed on originality of ideas and one's subsequent development. *Prerequisites: ART 162, 165, 167 and 272 or permission.* (Limited offering.)

#### **ART 321 History of Art I (4)**

Survey of man's artistic achievements from prehistoric times through the Gothic period. Emphasis on historical development, aesthetic visual and stylistic analysis, as well as examining the role of art in its cultural context. Includes both Western and Non-Western art. Includes museum visit. (Offered in fall.)

#### **ART 322 History of Art II (4)**

A continuation of ART 321 beginning with the Renaissance period and continuing to the end of the 19th century (Impressionism). Includes museum visit. (Offered in spring.)

#### **ART 323 History of Art III (4)**

A continuation of ART 322 beginning with the Post-Impressionist period and continuing to present day. Includes discussions contrasting and comparing modern, post-modern and contemporary philosophies with the Christian worldview. Includes visit to Chicago museum and galleries. (Offered in spring.)

#### **ART 325 Sculpture II - Figurative (4)**

Study in the understanding of human form and organization. Emphasis is placed upon analysis of action, structure and proportion. Works are executed in clay and plaster. *Prerequisite: ART 166 and 263.* (Limited fall offering.)

#### **ART 333 Graphic Design II (4)**

Deals with a variety of advanced problems in layout and design technique for advertising art using current design software as a tool to prepare work for publication. Work with photo manipulation and retouching on the computer. Emphasis is placed on the importance of qualitative and aesthetic standards in the graphic arts. *Prerequisite: ART 274.* (Offered in fall.)

#### **ART 334 Graphic Design III (3)**

Preparation and design of work for the student's graphic design portfolio. Works will be planned based upon the need for the student to have a complete portfolio of

artwork and design to present as a career tool. Visual problem solving for both artistic and commercial applications. *Prerequisite: ART 333.* (Offered in spring.)

### **ART 335 Web Design (4)**

A comprehensive study of Web design and multi-media. The student will understand the evolution of the Internet and its corresponding terms in relation to visual presentation. The elements of design will be applied from concept and design to preparation and production. Techniques for Web functionality will be explored as well as Web animation. *Prerequisite: ART 162, 165 and 167.* (Offered in spring of odd academic years.)

### **ART 338 Teaching Art-Elementary Level (4)**

A methods course for art teachers covering art at the elementary level. This course is designed to provide the theoretical foundations and applications of teaching art techniques, as well as introducing various materials and curriculum organizations. *Prerequisites: SOE acceptance; MBST and grade of 2.67 in EDU 202 and 262.* (Offered in fall of even academic years.)

### **ART 348 Teaching Art-Secondary Level (4)**

A methods course for art teachers covering art at the secondary level. This course is designed to provide a theoretical foundation and application of teaching art techniques, as well as introducing various materials and curriculum organization. *Prerequisites: SOE acceptance; MBST and grade of 2.67 in EDU 202 and 262.* (Offered in spring of even academic years.)

### **ART 358 Teaching Art Practicum (4)**

Time will be spent addressing special needs as related to inclusion and health concerns associated with certain materials. The student will be expected to work as an aid with a local art teacher besides teaching several lessons related to a particular media. *Prerequisite: ART 338 and 348; MBST and grade of 2.67 in EDU 202 and 262.* (Offered in interim of even academic years.)

### **ART 364 Drawing III (3)**

Drawing III is an introduction to the various philosophies, techniques and medias used in drawing by today's contemporary artist. The student is obligated to creatively explore the possibilities of various styles and manners of representation resulting in a dynamic aesthetic personal expression. *Prerequisite: ART 263.* (Limited offering in fall.)

### **ART 399 Visual Communication Portfolio (4)**

In this team taught course, students prepare a portfolio of projects to demonstrate their analysis and application of communication and visual principles. *Prerequisites: COM 200, APR 116, ART 204, and 274.* (Offered in spring.)

photographic tools and techniques, both traditional and digital. *Prerequisite: ART 306.* (Limited offering in fall.)

### **ART 414 Painting III (3)**

This course provides the serious student painter with the opportunity for a dynamic search for personal expression through the exploration of various painting techniques and ideas. Contemporary trends and techniques such as social, political, aesthetic consumerism and various conceptual ideas will be explored. *Prerequisite: ART 314.* (Limited offering in fall.)

### **ART 415 Advanced 2D and 3D Design (3)**

Continued work in two- or three-dimensional design, including drawing, printmaking, painting, sculpture, ceramics, graphic design and mixed media. Emphasis on individual direction and goals. A student must pass with "C" or above in order to continue as an art major. *Prerequisite: ART 334 or 364 or 406 or 414 or 426.* (Offered in fall and spring.)

### **ART 426 Sculpture III - Ideas and Techniques (3)**

Beginning of advanced work in three-dimensional design. Emphasis is placed on developing ones ideas and techniques relative to a variety of media. The student is expected to articulate in three-dimensional form contemporary ideas and theory. Exploration of the nature of materials, cultural identity and conceptualism. *Prerequisite: ART 325.* (Limited offering.)

### **ART 470 Art Seminar (4)**

The requirements for this course include resume preparation, exhibition of a show and evidence of submission in a regional and national competition. This senior course also includes job interviews or application to graduate schools relative to pursuing work in art or furthering one's education. A slide portfolio of one's senior exhibit along with a show statement and an eight to ten page paper covering one's philosophy of art completes the course requirements. Graded S/U. Senior show may qualify for honors. *Prerequisite: Senior status.* (Offered in spring.)

## Biblical Languages

### Greek (GRE) Hebrew (HEB)

#### Faculty

Richard Cornell

Thomas J. Holsinger-Friesen

#### About the discipline

Two years of Greek and Hebrew are offered for students preparing for theological seminary and for those persons interested in a reading knowledge of New Testament Greek or Biblical Hebrew.

#### Course descriptions:

##### GREEK (GRE)

###### **GRE 231, 232 Elementary New Testament Greek (4, 4)**

The elements of New Testament Greek: vocabulary, conjugations, declensions, significance of tenses, cases, moods, etc.; translations; written compositions; selected readings in the New Testament. *These courses are offered in sequence, with GRE 231 as a prerequisite to GRE 232.* (Offered in even academic years.)

###### **GRE 331, 332 Intermediate Greek (3, 3)**

Advanced work in grammar, syntax and translation of selected passages in the New Testament. *Prerequisite: GRE 232. GRE 331 is a prerequisite for 332.* (Offered in odd academic years.)

##### HEBREW (HEB)

###### **HEB 331, 332 Elementary Biblical Hebrew (3, 3)**

An introduction to the study of Biblical Hebrew including grammatical structure, vocabulary acquisition and its application to the Hebrew Scriptures. The students will also explore appropriate study tools to facilitate reading and exegesis. The second semester will include translation from the Massoretic Text using simpler narrative passages. *These courses are offered in sequence, with HEB 331 as a prerequisite to HEB 332.* (Offered in odd academic years.)

###### **HEB 431 Intermediate Biblical Hebrew (3)**

Advanced work in grammar, syntax and translation of selected passages in the Massoretic Text. *Prerequisite: HEB 332.* (Offered in fall of even academic years.)

## Biblical Studies

### Faculty

Richard E. Cornell  
Thomas J. Holsinger-Friesen  
Elisee Ouoba

### About the discipline

The biblical studies program at Spring Arbor University focuses on the history and contemporary practices of biblical interpretation, with particular attention on the role of the Bible as the church's Scriptures. Thus, the curriculum focuses on the appropriation of the biblical languages and in exegetical methodology. In addition, courses are included in theology and history of Christianity. In keeping with the academic values of the university, the biblical studies major provides a solid academic foundation for graduate or seminary studies.

### Career opportunities

Students completing this major will find themselves prepared to go on to seminary or other graduate education, for specific kinds of Christian ministry or for teaching. Students seeking to enter a career in ministry immediately after college should consider one of the six ministry majors offered by the Department of Theology.

### Program strengths and emphases

This program prepares students by the development of skills in exegetical method that enables them to engage the biblical texts as the church's Scriptures. A particular strength of the program is the consistent concern throughout the curriculum to address theological concerns that are not only part of the ancient world but that also face the contemporary church. This intentionally theological approach to biblical studies gives students a broad understanding of biblical studies within a theological framework that usefully prepares them for further graduate studies.

All programs in the Department of Theology offer a unique blend of solid academics and spiritual formation, seen most readily in a central theological curriculum that all these programs share. This curriculum includes courses in the four areas that make up what is commonly known as the Wesleyan Quadrilateral: Scripture, tradition, reason, and experience.

### Requirements

#### The 65-hour *biblical studies* major requires:

#### COMMON THEOLOGICAL CURRICULUM

##### *Scripture (12 hours)*

REL 220 Biblical Interpretation (3)

##### One of the following:

REL 301 Pentateuch (3)

REL 302 Old Testament Historical Books (3)

REL 303 Old Testament Prophets (3)

REL 404 Theology in Psalms and Wisdom Lit (3)

##### One of the following:

REL 331 Synoptic Gospels and Acts (3)

REL 332 Gospel of John and  
Revelation (3)

REL 333 Pauline Letters (3)

REL 434 Theology in Romans (3)

One additional Bible course from the above (3)

##### *Tradition (6 hours)*

REL 306 Doctrines of the Christian Faith (3)

REL 343 History of Christianity (3) OR

REL 346 History of Christianity in America (3)

##### *Reason (6 hours)*

PHI 200 Introduction to Philosophy (3) OR

PHI 210 Survey of Worldviews (3)

REL 324 Christian Ethics (3) OR

PHI 314 Contemporary Moral Issues (3)

##### *Experience (6 hours)*

CMI 361 Spiritual Formation (3)

REL 410 Theological Praxis and the Essentials of  
Ministry (3)

## *BIBLICAL STUDIES*

- GRE 231 Elementary New Testament Greek I (4)
- GRE 232 Elementary New Testament Greek II (4)
- HEB 331 Elementary Biblical Hebrew I (3)
- HEB 332 Elementary Biblical Hebrew II (3)
- GRE 331 Intermediate Greek (3) OR
- HEB 431 Intermediate Biblical Hebrew (3)
- PHI 311 History of Philosophy (Ancient and Medieval) (3)

Choose two of the following:

- PHI 483 Seminar in Philosophy (3)
- REL 318 Patristic Theology (3)
- REL 320 History and Theology of the Reformation Period (3)
- REL 420 Sources and Norms of Theology (3)
- REL 483 Seminar in Religion (3)

Electives from upper-level Bible courses (9)

### **The 21-hour *biblical studies minor* requires:**

- REL 220 Biblical Interpretation (3)
- REL 306 Doctrines of the Christian Faith (3)
- REL 343 History of Christianity (3)

Electives from upper-level Old Testament courses (6)

Electives from upper-level New Testament courses (6)

**Notes for general education:** The following courses required for the biblical studies major also fulfill requirements for general education: One Old Testament Biblical Literature course, One New Testament Biblical Literature course, PHI 200 Introduction to Philosophy or PHI 210 Survey of Worldviews, and CMI 361 Spiritual Formation.

### **Course descriptions:**

See course descriptions under Biblical Languages, Christian Ministries, Philosophy, and Religion.

## Biochemistry

### Faculty

Michael A. Buratovich

### About the discipline

The biochemistry major prepares students for work and further study in perhaps the most exciting area of science — the interface between biology, chemistry and physics. This major provides students with a broad understanding of life at the cellular and molecular level, and prepares them for careers in biotechnology.

### Career opportunities

The biochemistry major provides excellent preparation for students planning on careers in medicine or biomedical research. It also provides excellent hands-on training for students pursuing careers in the biotechnology and pharmaceutical industries.

### Program strengths and emphases

The curriculum meets the recommendations of the American Society for Biochemistry and Molecular Biology and requires a combination of selected courses from biology, chemistry, physics and mathematics. A research experience (honors project, practicum experience or independent study project) is required of all biochemistry majors. Optional courses can be selected to meet the student's choice of career.

### Requirements

#### The 57-hour *biochemistry* major requires:

BIO 111 Zoology (4)  
BIO 112 General Botany (4)  
BIO 305 Principles of Genetics (4)  
BIO 352 Microbiology (4)  
BIO 401 Cell Biology (3) OR  
BIO 406 Molecular Genetics (4)  
CHE 111 General Chemistry I (4)  
CHE 112 Inorganic Chemistry (4)  
CHE 201 Organic Chemistry I (5)  
CHE 202 Organic Chemistry II (4)  
CHE 301 Analytical Chemistry (4)  
CHE 411 Physical Chemistry I (4)  
CHE 480 Chemistry Seminar (2)

BIO/CHE 472 Biological Chemistry I (5)  
BIO/CHE 473 Biological Chemistry II (4)

#### Choose one of the following:

BIO/CHE 390 Independent Study (1-4)  
BIO/CHE 460 Research Project (3-4)  
BIO/CHE 490 Honors Research (3-6)

#### Required support courses:

MAT 201 Calculus I (4)  
MAT 202 Calculus II (4)  
PHY 211 Modern University Physics I (4)  
PHY 212 Modern University Physics II (4)

**Note for general education:** Science lab courses included in the major meet the general education science requirement.

### Course descriptions:

For course descriptions see Biology and Chemistry.

# Biology (BIO)

## Faculty

Bruce W. Baldwin, Chair

Michael A. Buratovich

Joseph E. Jaworski

Chris H. Newhouse, Biology Major Coordinator

## About the discipline

The biology major gives its students information about, experience with, and insights into the fascinating topic of life. Functions of organisms and their parts, interactions of organisms with their environments, taxonomy of plants and animals, and mechanisms for continued survival are all considered by biology courses.

## Career opportunities

Students with the biology major have several fulfilling options for future careers. Some students desire pre-professional training in preparation for advanced study in human medicine, nursing, dentistry, physical therapy, veterinary medicine and other medical professions. Biology majors who wish to teach in secondary public, private, or charter schools desire a broad biology background. Some biology majors intend to continue their education in graduate school, possibly to find careers in research, wildlife management, resource management or as college professors. Another option chosen by majors has been to enter a biology-related career directly after receiving a degree. Examples of this option are careers in environmental fields and medical laboratories.

## Program strengths and emphases

The biology major has many distinctions. Among them are the following:

- individualized attention from concerned faculty
- Christian life perspective
- research or honors projects
- wide breadth of offerings
- hands-on laboratory and field work
- specialized pre-medical advising
- optional study of special topics

In addition to offering a high-quality, diverse academic program, the department tries to develop an appreciation for life and the moral integrity to use knowledge wisely. This will enable the student to improve the quality of life for each individual, as well as to improve the quality of the earth's environment.

## Requirements

### The 30-hour *biology major* requires:

BIO 111	Zoology (4)
BIO 112	General Botany (4)
BIO 170	Freshman Seminar (1)
BIO 480	Senior Seminar (2)

At least one course taken from four of the following five groups:

#### *Group I Cellular Biology:*

BIO 206	Genes and Speciation (3)
BIO 305	Principles of Genetics (4)
BIO 352	Microbiology (4)
BIO 401	Cell Biology (3)
BIO 406	Molecular Genetics (4)
BIO 458	Human Development (4)
BIO 472	Biological Chemistry (5)

#### *Group II Anatomy and Physiology:*

BIO 263	Human Anatomy and Physiology (4)
BIO 404	Human Physiology (4)

#### *Group III Ecology:*

BIO 281	Environmental Science (4)
BIO 362	Principles of Ecology (4)

#### *Group IV Botany:*

BIO 231	Plants and People (3)
BIO 331	Plant Taxonomy (4)

#### *Group V Zoology:*

BIO 242	Vertebrate Zoology (4)
BIO 312	Ornithology (3)
BIO 321	Parasitology (4)

#### Required Support Courses:

CHE 101	Introductory Chemistry (4) OR
CHE 111	General Chemistry I (4)
CHE 201	Organic Chemistry (5)
HES 351	Statistics (3)

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**Note:** The statistics course may be waived if the student has at least three years of high school math with a grade of “B” or better.

## **The 30-hour *biology-graduate school major* requires:**

Students desiring to attend graduate school in any of the biological sciences are strongly urged to take the asterisked (\*) courses. Doing so will increase the likelihood of admission to and success in graduate school.

- BIO 111 Zoology (4)
- BIO 112 General Botany (4)
- BIO 170 Freshman Seminar (1)
- BIO 480 Senior Seminar (2)

One course taken from four of the following five groups:

### *Group I Cellular Biology:*

- BIO 206 Genes and Speciation (3)
- BIO 305 Principles of Genetics\*(4)
- BIO 352 Microbiology\* (4)
- BIO 401 Cell Biology\* (3)
- BIO 406 Molecular Genetics\* (4)
- BIO 472 Biological Chemistry I\* (5)
- BIO 473 Biological Chemistry II\* (4)

### *Group II Anatomy and Physiology:*

- BIO 263 Human Anatomy and Physiology (4)
- BIO 404 Human Physiology (4)

### *Group III Ecology:*

- BIO 281 Environmental Science (4)
- BIO 362 Principles of Ecology (4)

### *Group IV Botany:*

- BIO 231 Plants and People (3)
- BIO 331 Plant Taxonomy (4)

### *Group V Zoology:*

- BIO 242 Vertebrate Zoology (4)
- BIO 312 Ornithology (3)
- BIO 321 Parasitology (4)

Required support courses:

- CHE 111 General Chemistry (4)
- CHE 112 Inorganic Chemistry (4)
- CHE 201 Organic Chemistry I (5)

- CHE 202 Organic Chemistry II (4)
- CPS 150 Introduction to Computers (3) OR
- CPS 206 Geographic Information Systems (4)
- HES 351 Statistics (3)

Strongly recommended: BIO 490 Biology research experience.

Note: Individual graduate schools may require physics or other additional courses. Consult admissions websites at graduate schools for specific requirements.

## **The 30-hour *biology health careers major* requires:**

- BIO 111 Zoology (4)
- BIO 112 General Botany (4)
- BIO 170 Freshman Seminar (1)
- BIO 480 Senior Seminar (2)

One course taken from four of the following five groups:

### *Group I Cellular Biology:*

- BIO 206 Genes and Speciation (3)
- BIO 305 Principles of Genetics\* (4)
- BIO 352 Microbiology\* (4)
- BIO 401 Cell Biology\* (3)
- BIO 406 Molecular Genetics\* (4)
- BIO 458 Human Development\* (4)
- BIO 472 Biological Chemistry I\* (5)
- BIO 473 Biological Chemistry II\* (4)

### *Group II Anatomy and Physiology:*

- BIO 263 Human Anatomy and Physiology\* (4)
- BIO 404 Human Physiology\* (4)

### *Group III Ecology:*

- BIO 281 Environmental Science (4)
- BIO 362 Principles of Ecology (4)

### *Group IV Botany:*

- BIO 231 Plants and People (3)
- BIO 331 Plant Taxonomy (4)

### *Group V Zoology:*

- BIO 242 Vertebrate Zoology (4)
- BIO 312 Ornithology (3)
- BIO 321 Parasitology (4)

Required support courses:

- CHE 111 General Chemistry (4)
- CHE 112 Inorganic Chemistry (4)
- CHE 201 Organic Chemistry I (5)
- CHE 202 Organic Chemistry II (4)
- CPS 150 Introduction to Computers (3) OR
- CPS 206 Geographic Information Systems (4)
- HES 351 Statistics (3)
- PHY 201 General Physics I (4)
- PHY 202 General Physics II (4)
- PSY 100 Introduction to Psychology (4)

**Note:** The asterisked (\*) courses are strongly recommended because of either being required by medical schools or important for success on the Medical College Admission Test (MCAT). Those intending to participate in the program should coordinate their schedule with the pre-medical advisor (regardless of their major).

**The 35-hour *biology secondary education major* requires:**

(All courses must have a grade of 2.67 or better)

- BIO 111 Zoology (4)
- BIO 112 General Botany (4)
- BIO 206 Genes and Speciation (3)
- BIO 263 Human Anatomy & Physiology (4)
- BIO 305 Principles of Genetics (4)
- BIO 352 Microbiology (4)
- BIO 362 Principles of Ecology (4)
- BIO 480 Senior Seminar (2)

Choose one of the following:

- BIO 231 Plants and People (3)
- BIO 242 Vertebrate Zoology (4)
- BIO 312 Ornithology (3)
- BIO 321 Parasitology (4)

BIO Electives to total 35 credit hours

Required support courses:

- CHE 101 Introductory Chemistry (4) OR
- CHE 111 General Chemistry I (4)
- CHE 112 Inorganic Chemistry (4)
- CHE 201 Organic Chemistry (5)
- HES 351 Statistics (3)

Strongly recommended:

- PHY 102 Our Physical World (4)

**The 22-hour *biology minor* requires:**

(All courses must have a grade of B- or better.)

- BIO 111 Zoology (4)
- BIO 112 General Botany (4)
- BIO 263 Human Anatomy & Physiology (4)
- BIO 305 Principles of Genetics (4)
- BIO 362 Principles of Ecology (4)
- BIO 480 Senior Seminar (2)

Support courses:

- CHE 101 Introductory Chemistry (4) OR
- CHE 111 General Chemistry I (4)

**Note:** Students preparing for specific graduate study in **physical therapy** must work closely with their academic advisor to complete the pre-physical therapy course sequence recommended by the faculty.

**Note: Pre-Veterinary:** Veterinary school academic requirements are very similar to those of medical or dental schools, but vary enough that the student should check the entrance requirements of each potential school to which he or she may apply. Students are expected to have non-curricular experience with veterinary medicine as a part of the undergraduate years. Students intending to apply to MSU Veterinary School will have to take an online Animal Nutrition course in addition to the other pre-vet courses from SAU. A strong GPA and a high score on a standardized test (GRE) are both essential.

**Other considerations:**

Many upper level courses are offered on an every-other-year or every-third-year basis. Be aware of schedules for major events like the Medical College Admission Test and the Michigan Department of Education Subject Area Test if certifying to teach. Biology majors are required to pass a departmental examination before graduation.

**Notes for general education:** Lab courses included in the major meet the general education science requirement.

**Notes for students certifying to teach:** The biology major and minor is available for secondary certification only. The biology faculty are as concerned with non-academic qualities as biology concepts. With this concern, the faculty will be

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monitoring and reporting on character, attitude, and behavioral qualities during a student's education at Spring Arbor University. This information will have a direct impact on recommendation of a student for admission to the teacher education program and for admission to student teaching.

All biology education students are required to pass the State of Michigan Subject Area Test in Biology prior to being certified. In order to help Spring Arbor University students pass this requirement, every biology major or minor will be required to pass the Spring Arbor University biology comprehensive test prior to departmental approval for student teaching.

Biology majors and minors certifying to teach at the secondary level should pass the departmental examination prior to taking the Michigan Test for Teacher Certification (MTTC) in Biology. The Spring Arbor University biology test may be taken at any time with one week notice to the biology department secretary. Results will be returned to the student within one week of taking the test. The Spring Arbor University biology test may be taken as many times as needed to pass.

## Course descriptions:

### **BIO 100 Principles of Biology (4)**

Introduces the non-biology major to the entire field of biology. The student gains insight into basic concepts and facts of biology, the methods by which this information is gained and the issues that arise with the development and use of these facts and concepts. Laboratory work reinforces lecture. Does not count toward major or minor. Includes lab. (Offered in fall.)

### **BIO 111 Zoology (4)**

A survey of the animal kingdom; anatomy, physiology, life histories of selected types of invertebrates and vertebrates, genetics, cell structure and environmental biology. Includes lab. (Offered in fall.)

### **BIO 112 General Botany (4)**

A survey of the plant kingdom; introduction to the structure, physiology, life histories and classification of representative algae, fungi, mosses, ferns and seed plants. Includes lab. (Offered in spring.)

### **BIO 170 Freshman Seminar in Biology (1)**

Introduction to the possible vocations available to those with a biology major. This course will also emphasize the courses that candidates must take during their college

years in order to be successful in their chosen field of interest and the sacrifices that are needed to secure a place in the field of choice. Guest speakers and seminars are the main way we will investigate these options. (Offered in fall.)

### **BIO 200 Biological Basis of Health Concerns (2)**

Students will learn the biological basis for common health concerns. Topics to be covered include: heart attack and stroke (the circulatory system), cancer (cell structure, function and division), AIDS and allergies (the immune system), Alzheimer's Disease and alcoholism (brain structure and function), diabetes (food, nutrition, and metabolism), arthritis and osteoporosis (skeletal system), childbirth and fetal development. Includes lab. (Offered in Weekend College only.)

### **BIO 206 Genes and Speciation (3)**

Introduction to evolutionary biology. Basic population genetics and discussions of how selection, migration, mutation and genetic drift affect Hardy-Weinberg equilibria. Detailed examination of speciation and the history of life on Earth. Discussions of Christian responses to the origins debate. (Offered in fall of odd academic years.)

### **BIO 231 Plants and People (3)**

The ways in which mankind and society are dependent upon plants. Uses of plants in the past, present and future. Lectures will be supplemented with labs and field trips. *Prerequisite: BIO 112.* Includes lab. (Offered every third fall semester, Fall 2012.)

### **BIO 242 Vertebrate Zoology (4)**

Lecture, laboratory and field work in collection, identification, distribution and environmental relationship of Michigan vertebrates. Includes comparative anatomy and physiology. Includes lab. Required long weekend field trip includes some strenuous activities. *Prerequisite: BIO 111.* (Offered every third spring, Spring 2013.)

### **BIO 263 Human Anatomy and Physiology (4)**

The structures, functions and conditions necessary for the normal activities of the human body. Health and illness related to normal structures and functions. *Prerequisite: BIO 111.* Includes lab. (Offered in spring.)

### **BIO 281 Environmental Science (4)**

Current global and local environmental problems and concerns are examined. Scientific bases of problems and possible solutions are included. Topics include atmospheric pollution, population, energy, solid waste, toxic waste, water and others. A Biblical stewardship approach is integrated with course context. Includes lab. (Offered in spring.)

## **BIO 305 Principles of Genetics (4)**

Introduction to the underlying concepts in genetics. Includes a detailed study of Mendelian inheritance patterns in a variety of organisms; an introduction to human genetic diseases; the genetic control of development; the genetics of populations; and evolution. Includes lab. *Prerequisites: BIO 111 or 112.* (Offered in fall.)

## **BIO 312 Ornithology (3)**

The life histories of birds, their classification and identification. Class sessions are supplemented with field trips. Includes lab. *Prerequisite: BIO 111 or permission.* (Offered every third spring, Spring 2011.)

## **BIO 321 Parasitology (4)**

Structure, life history and effects on the host of various parasitic animals. Laboratory examination and demonstration of hosts and parasites. *Prerequisite: BIO 111.* Includes lab. (Offered every third spring, Spring 2012.)

## **BIO 331 Plant Taxonomy (4)**

The recognition, classification and geographic distribution of seed plants, with emphasis on the use of identification keys for the native plants of the northeastern United States. Includes lab. *Prerequisite: BIO 112.* (Offered every third fall, Fall 2011.)

## **BIO 352 Microbiology (4)**

A comprehensive study of microorganisms including: importance, diversity, metabolism, growth, control, genetics, host microbe interaction, immunity and disease. Laboratory work supplements lecture and affords practice in identification, cultivation, and observation of microorganism. *Prerequisites: BIO 111 and 112, CHE 101 or 111, or permission of the instructor.* Includes lab. (Offered in spring.)

## **BIO 362 Principles of Ecology (4)**

A study of the components and interrelationships of the components of ecosystems. Topics include biotic-abiotic interaction, biotic-biotic interactions, species diversity, population ecology, species distribution, biogeochemistry, ecological change and community ecosystem patterns and distribution. *Prerequisite: BIO 111 or 112.* Includes lab. (Offered in fall of even academic years.)

## **BIO 365 Introduction to Pharmacology (3)**

Introduction to pharmacodynamics, pharmacokinetics and basic dosing theory. Survey of anti-hypertensives, lipid-lowering drugs, pharmacology re: coronary artery disease and angina pectoralis, diuretics, asthma management, anti-inflammatory drugs, sympathomimetic drugs and management of diabetes mellitus. Case studies, readings

and class discussion. Medical terminology appropriate to the preceding topics. *Prerequisites: BIO 111, CHE 101 or 111, sophomore standing or permission.* Also listed as HES 365. (Offered in spring.)

## **BIO 370 Special Topics in Biology (1-3)**

Investigation of varying specialized topics in biology. Examples of topics: immunology, natural selection, microbial genetics, and virology.

## **BIO 401 Cell Biology (3)**

Advanced topics in cellular biology in which we study the structure in relation to the function of subcellular organelles of eukaryotic cells. Includes a survey of the current pertinent scientific literature. *Prerequisite: BIO 111, BIO 112 and CHE 112.* (Offered in fall of odd academic years.)

## **BIO 404 Human Physiology (4)**

A study of the function of organ systems as they relate to the survival of the human organism in its environment. Systems to be studied include the digestive, circulatory, respiratory, sensory and endocrine systems, plus specialized topics. Includes lab. *Prerequisites: BIO 111 or 263 and junior standing.* (Offered in spring of odd academic years.)

## **BIO 406 Molecular Genetics (4)**

The course covers the molecular understanding of the gene. Topics include: gene structure and expression, structure and replication of DNA, organization of the prokaryotic and eukaryotic genome, role of genes in development including the generation of immune diversity, and the role of oncogenes in cancer. Includes lab. *Prerequisite: BIO 305 and junior standing.* (Offered in spring of odd academic years.)

## **BIO 458 Human Development (4)**

Introduction to developmental biology using human embryology and development as a model. This class will cover such topics as fertilization, cleavage, compaction, gastrulation, primary and embryonic fields, limb development, neurulation, the development of mesodermal derivatives, germ cell development and human stem cells. *Prerequisite: BIO 111 and junior standing.* Includes lab. (Offered in spring of even academic years.)

## **BIO 472 Biological Chemistry I (5)**

Introduction to the chemistry of life. Topics include: structure and function of lipids and membranes; amino acids and proteins; sugars and polysaccharides; mechanisms of enzyme action; carbohydrate metabolism; oxidative phosphorylation and photosynthesis; lipid

# BIOLOGY

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metabolism. *Prerequisite: CHE 201.* Includes lab. Also listed as CHE 472. (Offered in fall of even academic years.)

## **BIO 473 Biological Chemistry II (4)**

Continuation of BIO 472. Topics include: amino acid metabolism; hormonal regulation of metabolism; nucleotide metabolism; nucleic acid structure and function; DNA replication, transcription and translation; gene regulation; blood biochemistry; and hormone mechanism of action. *Prerequisite: BIO 472.* Includes lab. Also listed as CHE 473. (Offered in spring of even academic years.)

## **BIO 480 Senior Seminar (2)**

Advanced studies in selected biological topics. Course design relates the concepts of biology to contemporary, historical, technological and societal issues. Lectures, current journal readings, library research, student presentations, and discussion aid in developing inquiry techniques and critical thinking. (Offered in spring.)

## Broadcasting (AUD)

### Faculty

Paul Patton, Chair  
 Greg Clugston, Adjunct  
 Mary Albert Darling  
 Jen Letherer  
 Wallis C. Metts Jr.  
 Dorie Morgan-Shelby  
 Robert H. Woods Jr.

### Mission

Our mission is to prepare credible, creative Christian professionals for a world where the mastery of communication skills and technologies is essential. We accomplish our mission by helping students produce, publish and perform original work that is both ethical and effective.



### About the discipline

In the last 10 years our students have won over 300 state and national awards in radio and TV. From our podcast TV show, "EPIC," to our award-winning sportscast on our four radio stations, students in our department learn and do.

This bachelor of science degree offers a mix of radio and television production courses to prepare you for the audio and video challenges of Web2 and beyond. A course in web content and management makes sure you are up to speed on emerging media — and ready for that job that hasn't even been invented yet. A unique feature of this program is a two-semester in-house agency experience where

students gain practical experience. A senior capstone course prepares students for a career search and requires the completion of a professional portfolio.

### Career opportunities

The study of communication will help you develop useful skills in such fields as ministry, mass media, theatre, business, government and social services. Our program is particularly appropriate for positions involving public relations, broadcasting, corporate communication, public information management, employee communication, training and development, and print journalism.

### Program strengths and emphases

The study of communication at Spring Arbor University is a hands-on experience, with a foundation in classical and Christian perspectives. All students complete a core sequence that promotes a thoughtful and ethical understanding of communication principles and best practices. Throughout the program, you will apply these principles.

We offer extracurricular opportunities in writing, acting, broadcasting, designing, producing and researching in addition to practical hands-on experiences in the classroom. Each year students win awards in state and national competitions and engage in meaningful internships.

### Requirements

The 62-hour *broadcasting major* requires:

- AUD 174 Audio Production (4)
- AUD 305 Advanced Audio (4)
- COM 100 Introduction to Communication (3)
- COM 102 Introduction to Mass Media (3)
- COM 110 Communication Technology (3)
- COM 200 Comm Theory & Research (4)
- COM 212 Rhetoric (4)
- COM 324 Web Content and Management (4)
- COM 356 Popular Culture (3)
- COM 387 Agency Experience (4,4)
- COM 480 Senior Seminar (2)
- VID 202 Video Production (4)
- VID 306 Advanced Video (4)
- VID 410 Directing (1)
- WRT 216 Writing for the Media (4)

# BROADCASTING

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Electives to total 62 hours from the following:

- COM 368 Intercultural Communication (3)
- COM 385 Practicum (1-3)
- VID 333 Studio Production (2)
- AUD or VID 370 Special Topics (1-3)
- SPE 340 Forensics and Debate (3) and  
SPE 285 Exploratory Experience (1-4)
- SPE 404 Persuasive Speaking (3)

Support course:

- SOC 351 Statistics (3)

**The 21-hour *broadcasting minor* requires:**

- COM 100 Introduction to Communication (3)
- COM 200 Comm Theory & Research (4)

Electives from AUD or VID courses to total 21 hours.

**Notes regarding general education:** COM 212 Rhetoric (4) fulfills the general education speech requirement. SOC 351 Statistics (3) fulfills the general education math requirement.

## Course descriptions:

### **AUD 174 Audio Production (4)**

Introduction to radio production equipment. Practice in basic studio skills including announcing, recording, mixing and editing. Production and analysis of news, sports, features, interviews, commercials and various other radio programs. (Offered in fall and spring.)

### **AUD 305 Advanced Audio Production (4)**

Concentrated experience in radio production and announcing. Special emphasis on vocal technique field production and digital recording. Each student functions as executive producer and assumes responsibility for writing, voicing, engineering, producing and editing their own radio productions. Includes public service announcements, promotional spots, interviews, features and remote broadcasts.

*Prerequisite:* AUD 174. (Offered in fall of odd academic years.)

### **AUD 370 Special Topics (1-3)**

Topics selected to meet needs of careers.

**For more course descriptions see Communication and Media, Speech, Sociology and Video/Film.**

## Business Administration (BUAD)

### Faculty

James G. Coe, Dean, Gainey School of Business

Gary W. Britten

K. Caleb Chan

E. Allen Knight

Randall J. Lewis

Beverly J. Nemecek

Sharon E. Norris

Vilma Valillee

### About the discipline

The business administration major at Spring Arbor offers the student an opportunity to combine preparation for a business career with a liberal arts education. The business administration curriculum has been carefully developed to prepare the student for employment upon graduation or for entering a graduate program. Beyond the requirements for the major, concentrations are recommended (but not required) to provide the student an opportunity to specialize in an area consistent with a particular career interest. Students are encouraged to consider a minor to complement the major.

### Career opportunities

The Business Administration major provides an avenue for immediate employment and for advancement to upper levels of management. Employers seek graduates for positions ranging from business manager and sales representative to production supervisor and project planner. Graduates may obtain positions in manufacturing, retailing, construction, financial institutions, healthcare, government and other related fields. Over ninety percent of all businesses have less than twenty-five employees and these businesses employ about half of the nation's workforce. Jobs in these organizations require business majors who can tackle a variety of issues. Entrepreneurial interest includes working for a small business, returning to a family-owned business, or aspiring to start a business.

### Program strengths and emphases

Our undergraduate business major offers several strengths and emphases which help equip our students to serve as outstanding leaders. We are especially strong in integrating faith with practical applications. From our opening course we help students develop personal persuasion and speaking skills. Many of our courses offer opportunities to meet successful business practitioners and even work in the field solving real business problems. We have exceptional opportunities in entrepreneurship for those interested in launching new ventures. Finally, we have a great track record in helping students find excellent placements for internships and initial career placements.

### Requirements

#### The 50-hour *business administration major* requires:

ACC 221	Principles of Accounting I (3)
ACC 222	Principles of Accounting II (3)
BUS 107	Foundations of Leadership (3)
BUS 260	Microcomputer Applications (3)
BUS 271	Business Law I (3)
BUS 325	Principles of Management (3)
BUS 351	Statistics (4)
BUS 385	Practicum (3-6)
BUS 403	Argument & Persuasion for Business (3)
BUS 424	Strategic Management (4)
BUS 435	Business & Government (3)
ECN 201	Principles of Economics (3)
ECN 202	Principles of Economics (3)
FIN 268	Personal Finance (3)
FIN 362	Principles of Finance (3)
MKT 321	Marketing Principles (3)

#### Prerequisite courses:

CPS 150	Introduction to Computers (3) OR
CPS 201	Foundations of Computing I (4)
(Students with ACT 24 or above in Math should take CPS 201)	
MAT 101	Algebra (3)

# BUSINESS ADMINISTRATION

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## CONCENTRATIONS

### *Accounting*

- ACC 317 Intermediate Accounting I (4)
- ACC 318 Intermediate Accounting II (4)
- ACC 341 Cost & Managerial Acct Practice (3)
- ACC 391 Individual Taxation (3)

### *Information Systems*

- CPS 201 Foundations of Computing I (4)
- CPS 202 Foundations of Computing II (4)
- CPS 220 File Processing and Database Systems (3)

Choose one of the following:

- CPS 210 Data Communication and Networking (3)
- CPS 301 Data Structure and Large Software Systems (3)
- CPS 330 Systems Analysis and Design (3)

### *Management*

- ACC 341 Cost and Managerial Accounting Practice (3)
- BUS 310 Organizations Theory (3)
- BUS 371 Organizational Behavior (3)
- BUS 372 Business Law II (3)

## **The 20-hour *business administration* minor requires:**

- ACC 221 Principles of Accounting I (3)
- ACC 222 Principles of Accounting II (3)
- BUS 260 Microcomputer Applications (3)
- BUS 325 Principles of Management (3)
- ECN 201 Principles of Economics (3)
- ECN 202 Principles of Economics (3)

Electives (excluding BUS 107)) to total 20 hours.

Support course:

- BUS 107 Foundations of Leadership (3)

**Notes for general education:** BUS 351 Statistics meets the mathematics liberal arts requirement and ECN 201 Principles of Economics fulfills part of the social science requirement. Both are required for the business administration major. As part of our ongoing assessment of program goals and learning outcomes, Business Administration students may be required to take a comprehensive exam during the senior year as part of the graduation requirement. Failure to comply will result in a hold placed on graduation status.

## **Course descriptions:**

### **BUS 100, 200, 300, 400 Servant Leadership in Practice I, II, III, IV (1)**

This course is offered to students who want to improve their team building, communication and leadership skills through participation in outreach projects in our community. Students will learn to become a servant leader and acquire project management skills. Project supervision will be given by the instructor. Students enrolled in the spring semester may participate in the SIFE Regional Competition where they present their projects to a panel of judges. Students enroll according to their class standing. Freshmen and sophomores will enroll in BUS 100 and BUS 200 respectively. Upon successful completion of the course, they can sign up for a higher level in the following semester. Graded S/U. (Limited offering.)

### **BUS 107 Foundations of Leadership (3)**

In this course the students learn about leadership by examining the lives of great leaders (including Biblical figures), by reading the leadership literature, as well as by practicing leadership in the context of specific exercises and assignments. The course especially benefits those going into business but will also be useful to all interested in being "critically involved in the affairs of the contemporary world." (Offered in fall and spring.)

### **BUS 223 Biblical Foundations of International Business (3)**

For description, see IBS 223. (Offered in interim of odd academic years.)

### **BUS 260 Microcomputer Applications (3)**

Microcomputer use in business examined in detail. The student gains proficiency in the use of Microsoft Excel, Access and PowerPoint. This course will prepare students technologically for upper division courses and the work place. *Prerequisite:* CPS 150 or 201. (Offered in fall and spring.)

## **BUS 271 Business Law I (3)**

This introductory course addresses the interrelationship of law and business, with the intent of establishing a knowledge and skill base upon which students can build an understanding of our legal system and an ability to recognize and manage legal issues that arise in day-to-day business contexts. This study includes an introduction to the American legal system, the U.S. Constitution, litigation and alternative dispute resolution, jurisprudence, business ethics, relevant tort and criminal law, and contract law. (Offered in fall.)

## **BUS 272 Solutions Seminar (1)**

In this course students study leadership and management principles by reading and listening to the accounts of outstanding practitioners. The students select particularly useful principles, seek to incorporate them in their leadership style and write a report on their experience. (Limited offering.)

## **BUS 301 Money and Banking (3)**

For description see FIN 301. Also listed as ECN 301. *Prerequisite:* ECN 201. (Offered in spring of odd academic years.)

## **BUS 310 Organization Theory (3)**

For description, see SOC 310. (Offered in fall of even academic years.)

## **BUS 325 Principles of Management (3)**

The general nature and functions of organization and management in society. (Offered in fall and spring.)

## **BUS 351 Statistics (4)**

This is an introductory course to statistics for business majors. Principles in descriptive and inferential statistics will be covered. The primary focus of the course is to integrate statistics into business problem-solving. Strategies for problem-solving, diagnosis and decision making through careful collection, organization and interpretation of appropriate data will be surveyed. The secondary focus will be on design. Issues pertaining to business research methods such as the research process, research methodology various techniques in data collection, design of instruments and sampling techniques will also be covered. Also listed as MKT 351. *Prerequisites:* MAT 101 (or 2 years of high school algebra with a B or better) and BUS 260. (Offered in fall.)

## **BUS 358 Statistics (3)**

Descriptive statistics (measures of central tendency and dispersion, graphical representation of data), inferential statistics (binomial and normal distributions, central limit theorem, standard tests of significance) and special statistical techniques (analysis of variance, linear

regression, chi square test). *Prerequisite:* MAT 101 or equivalent. (Offered in Weekend College only.)

## **BUS 370 Seminar in Special Topics (1-3)**

A seminar course offered at the junior level which will focus on a special topic relevant to the field of business. Topics will rotate. Some of the seminar courses will be offered on special issues related to current events. *Prerequisites will vary with the topic and will appear in the schedule.* (Limited offering.)

## **BUS 371 Organizational Behavior (3)**

See PSY 371 for description. Also listed as SOC 371. (Offered in fall of odd academic years.)

## **BUS 372 Business Law II (3)**

This course builds upon the foundation of Business Law I, and covers the law of enterprise organization (primarily corporations, partnerships, LLCs and agency law). Several Uniform Commercial Code Articles (sales, negotiable instruments, secured transactions), personal property and bailments, and insurance. *Prerequisite:* BUS 271. (Offered in spring.)

## **BUS 385 Practicum (3-6)**

For description, see Courses for All Disciplines under the Instruction section of this catalog. *Prerequisite:* 18 hours of business course work, permission of Gainey School of Business.

## **BUS 403 Argument and Persuasion for Business (3)**

This course focuses on argument (claims and their support), persuasion (how and why individuals or groups are influenced to act or believe in a particular way) and negotiation (interest-based persuasion), as these topics pertain to business. Contexts for argumentation will include economics, finance, marketing, management, public relations, business ethics, business law, business and government relations, and strategic management. (Offered in fall.)

## **BUS 424 Strategic Management (4)**

This capstone course involves a study of the strategic planning and management process from the perspective of the top-level executive or consultant. Students are expected to integrate and draw upon previously acquired business knowledge and management skills, and apply these to various business cases and projects involving issues of strategy. In addition to the general subject of strategy, our study will address specific issues in business areas such as ethics, leadership, marketing, management, organizational structure, finance, operations social responsibility, competition and government and international relations, as these issues affect strategic

# BUSINESS ADMINISTRATION

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decision making at the corporate, business and functional levels of the organization. *Prerequisite: BUS 325, FIN 362 and MKT 321.* (Offered in spring.)

## **BUS 426 Production and Operations Management (3)**

This course introduces the student to the challenges of complex production/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. *Prerequisite: Junior standing.* (Offered in fall of even numbered years.)

## **BUS 435 Business and Government (3)**

This course explores the sometimes stormy relationship between business and government. Our study will include: the basis in the U.S. Constitution for (and the limits upon) government regulation of business; the history and current impact of government policy on business through direct regulation such as antitrust law, consumer protection law, employment, safety, environmental and civil rights regulation; the influence of government on business through indirect action such as foreign trade and foreign investment policy, fiscal and monetary policy, entitlement and defense spending and taxation; and strategic responses of business to these policies. *Prerequisite: BUS 271, BUS 403 and one ECN course.* (Offered in spring.)

## **BUS 470 Seminar in Special Topics (1-3)**

A seminar course offered at the senior level which will focus on a special topic relevant to the field of business. Topics dealing with special issues and/or current events will be offered on a rotating basis. *Prerequisites will vary with the topic and will appear in the schedule.* (Limited offering.)

## **BUS 472 Solutions Seminar (1)**

In this upper divisional course, students study leadership and management principles by reading and listening to the accounts of outstanding practitioners. The students select particularly useful principles, seek to incorporate them in their leadership style and write a report on their experience. (Limited offering.)

## Camping Ministry

### Faculty

Larry Brown, Affiliate  
 Craig Hayward  
 Brian S. Kono  
 Laura Widstrom

### About the discipline

The camping ministry program provides foundational preparation for the unique ministry opportunities in Christian retreats and camps. The major combines course work in the area of Christian ministry and in recreation to provide understanding and background for serving God and others in such specialized forms of Christian ministry.

### Career opportunities

The camping ministry major is a “career entry” program for those who anticipate serving in a Christian retreat center or camp after graduation. While some forms of specialized work in such contexts may require specialized or additional education (e.g., counseling and recreation), this major focuses on the ways retreats and camping may be developed. The integration of recreational philosophy and strategies for spiritual formation and discipleship will help a student develop a philosophy of camping ministry.

### Program strengths and emphases

Like other ministry programs offered in the university, the camping ministry program helpfully integrates academic and experiential learning, so that the theoretical bases of ministry are linked to practical skills in ministry. The student is required to do vocational exploration in ministry (through class and service experience) as well as a formal internship after the completion of most course work. Adjunct faculty serve also to bring into the classroom current practices in ministry for additional perspectives. All ministry programs in the Department of Theology offer a creative blend of solid academics, practical ministry training and application, and personal spiritual formation.

### Requirements

The 61-65 hour *camping ministry major* requires:

CMI 210 Philosophy of Ministry (3)  
 CMI 227 Exploring Ministry (2)  
 CMI 285 Exploratory Experience (1-2)  
 CMI 310 Communication in Ministry (3)  
 CMI 361 Spiritual Formation (3)  
 CMI 372 Camping and Retreat Planning (3)  
 CMI 422 Counseling in Ministry (3)  
 CMI 450 Internship (4-8)

PHI 200 Introduction to Philosophy (3) OR  
 PHI 210 Survey of Worldviews (3)  
 PHI 381 Philosophy of Religion (3) OR  
 REL 394 World Religions (3)

REC 154 Introduction to Recreation & Leisure (2)  
 REC 170 Adventure Skills (2) AND/OR  
 REC 173 Individual Recreational Sports (2)  
 REC 224 Recreation & Leisure Leadership (3)  
 REC 232 Recreation & Leisure Theory (2)  
 REC 424 Liability and Risk Management in Recreation & Leisure (3)

One of the following:

REC 322 Parks and Outdoor Recreation Programming (3)  
 REC 326 Recreation & Leisure for the Aging and Physically Challenged (3)  
 REC 332 Recreation & Leisure Programming (3)  
 REC 335 Facilities Plan & Operations for Health, Fitness, Rec and Sports (3)  
 REC 432 Admin & Management of Recreation & Leisure Programs (3)

REL 220 Biblical Interpretation (3)  
 REL 306 Doctrines of the Christian Faith (3)  
 REL 410 Theological Praxis and the Essentials of Ministry (3)

One of the following:

REL 301 Pentateuch (3)  
 REL 302 Old Testament Historical Books (3)  
 REL 303 Old Testament Prophets (3)  
 REL 404 Theology in Psalms and Wisdom Lit (3)  
 (Any of these four courses will replace REL 212 in the liberal arts requirements)

# CAMPING MINISTRY

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One of the following:

REL 331 Synoptic Gospels and Acts (3)

REL 332 Gospel of John and Revelation (3)

REL 333 Pauline Letters (3)

REL 434 Theology in Romans (3)

(Any of these four courses will replace REL 218 in the liberal arts requirements)

One additional Bible course from above groups (3)

**A suggested additional course** for this program of study is CMI 270, a one-credit three-day experience at the Christian Camp and Conference Association Michigan Sectional Conference. This event is held at a camp in Michigan and helps students network with others in their field and explore relevant topics in camping ministry. The conference is held the first M-W in March each year, so students may sign up during their spring semester. There is a lab fee associated with this course that will cover the cost of transportation, lodging, most food, and registration.

**Notes for general education:** The following courses required for the Camping Ministry major also fulfill requirements for general education: one Old Testament Biblical Literature course, one New Testament Biblical Literature course, PHI 200 Introduction to Philosophy or PHI 210 Survey of Worldviews, and CMI 361 Spiritual Formation.

## Course descriptions:

See course descriptions under Christian Ministry, Philosophy, Physical Education, Recreation, and Religion.

# Chemistry (CHE)

## Faculty

Bruce W. Baldwin, Chair  
Michael A. Buratovich  
Thomas Kuntzleman

## About the discipline

Chemical explanations rely fundamentally on an understanding of the atomic and molecular behavior of systems. Chemistry attempts to explain phenomena in systems that range in size from electrons to entire galaxies. Therefore, the subject of chemistry relies upon a wide breadth of knowledge. In addition, chemistry is a discipline that contributes to a variety of other academic areas. Because of the character of chemical study, a chemist must be very knowledgeable in areas as diverse as mathematics, engineering, computer science, physics, biology, and (of course) chemistry. In short, chemistry might also be called the Diverse Discipline. Therefore, those who pursue a major in chemistry often have an assortment of academic interests.

## Career opportunities

Because of the diverse nature of chemical study, chemistry students have a variety of career options. Our graduates are college teachers, high school teachers, lawyers, pharmaceutical researchers, medical doctors, dentists, physician assistants, research scientists and laboratory technicians - just to name a few.

## Strengths and emphases

The chemistry faculty are qualified professionals with significant research and teaching experience. They can help you plan your program and help you be successful in your career goals.

In addition to excellence in the classroom, the chemistry faculty recognize that research is a vital component of undergraduate education and offer research experience to all interested students.

Students need not be chemistry majors to undertake research for direct academic credit.

- A distinctive honors program is available for students of outstanding ability. As part of this, all majors are required to complete a research project and attendant thesis, an accomplishment very attractive to future industrial employers along with graduate and medical schools.
- A major strength of the Spring Arbor University chemistry program is the high acceptance rates of students into graduate or medical schools. Over 70 percent of the chemistry majors pursue advanced training.
- Specialized instruction and advising.
- Wide range of laboratory experiences.
- Computer assisted instruction and laboratory.

## Requirements

### The 38-40-hour *chemistry major* requires:

CHE 111	General Chemistry I (4)
CHE 112	General Chemistry II (4)
CHE 201	Organic Chemistry I (5)
CHE 202	Organic Chemistry II (4)
CHE 301	Analytical Chemistry (4)
CHE 411	Physical Chemistry I (4)
CHE 412	Physical Chemistry II (4)
CHE 480	Chemistry Seminar (2)

Choose one of the following:

CHE 415	Advanced Inorganic Chemistry (3)
CHE 422	Advanced Organic Chemistry (3)
CHE 425	Instrumental Analysis (4)
CHE 472	Biological Chemistry I (5)

4 credits from the following:

CHE 460	Chemistry Research (3-4)
CHE 490	Chemistry Honors (3-6)

Support courses:

MAT 201	Calculus I (4)
MAT 202	Calculus II (4)
PHY 211	Modern University Physics I (4)
PHY 212	Modern University Physics II (4)

### The 33-hour *chemistry major for secondary teacher certification* requires:

CHE 111	General Chemistry I (4)
CHE 112	General Chemistry II (4)
CHE 201	Organic Chemistry I (5)
CHE 202	Organic Chemistry II (4)
CHE 301	Analytical Chemistry (4)

# CHEMISTRY

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- CHE 390 Independent Study in Chemistry (1-4)
- CHE 411 Physical Chemistry I (4)
- CHE 472 Biological Chemistry I (5)
- CHE 480 Chemistry Seminar (2)

## Support courses:

- MAT 201 Calculus I (4)
- MAT 202 Calculus II (4)
- PHY 211 Modern University Physics I (4)
- PHY 212 Modern University Physics II (4)

## The 23-24-hour *chemistry minor* requires:

- CHE 111 General Chemistry I (4)
- CHE 201 Organic Chemistry I (5)
- CHE 202 Organic Chemistry II (4)
- CHE 301 Analytical Chemistry (4)
- CHE 390 Independent Study in Chemistry (1-4)
- CHE 480 Chemistry Seminar (2)

## One of the following:

- CHE 411 Physical Chemistry I (4)
- CHE 415 Advanced Inorganic Chemistry (3)
- CHE 422 Advanced Organic Chemistry (3)
- CHE 425 Instrumental Analysis (4)
- CHE 472 Biological Chemistry I (5)

## The 28-hour *chemistry minor for secondary certification* requires:

- CHE 111 General Chemistry I (4)
- CHE 112 Inorganic Chemistry (4)
- CHE 201 Organic Chemistry I (5)
- CHE 202 Organic Chemistry II (4)
- CHE 301 Analytical Chemistry (4)
- CHE 390 Independent Study in Chemistry (1-4)
- CHE 480 Chemistry Seminar (2)

## One of the following:

- BIO 100 Principles of Biology (4)
- BIO 111 Zoology (4)
- BIO 112 General Botany (4)

**Notes for general education:** Science lab courses included in the major meet the general education science requirement.

**Notes for students certifying to teach:** Both the chemistry secondary major and chemistry secondary minor meet certification requirements for secondary education. See Education for details.

## Course descriptions:

### CHE 101 Introductory Chemistry (4)

This course will introduce the student to major aspects of our lives influenced by chemistry. Because we ourselves are made of chemicals and chemicals are the building blocks of the matter in the universe, the study of chemistry is foundational to our lives. Includes laboratory with life-application labs. (Offered in spring.)

### CHE 111 General Chemistry I (4)

Survey of the fundamental principles of chemistry. Stoichiometry, atomic and molecular structure bonding, kinetic molecular theory and elementary thermodynamics are discussed. Includes lab. *Prerequisite: High school chemistry or permission of instructor.* (Offered in fall.)

### CHE 112 Inorganic Chemistry (4)

A study of equilibrium theory, chemical kinetics, the periodic chart and a survey of the descriptive chemistry of the elements and nuclear chemistry. A continuation of CHE 111. Includes lab. *Prerequisite: CHE 101 or 111.* (Offered in spring.)

### CHE 201 Organic Chemistry I (5)

Orbital hybridization, acid-base reactions, electron flow diagrams and functional group reactivity is tied together by organic chemistry mechanisms. The intense laboratory experience develops hands-on technique and supports classroom topics. Includes lab. *Prerequisite: CHE 101 or 111.* (Offered in fall.)

### CHE 202 Organic Chemistry II (4)

This class is a broadened application of mechanisms to new synthetic transformations. Modern spectroscopic techniques of NMR and IR are introduced to support the identification of new syntheses being learned. The laboratory focus switches from technique to application for synthesis of interesting molecular targets. Includes lab. *Prerequisite: CHE 201.* (Offered in spring.)

### CHE 301 Analytical Chemistry (4)

Theory and practice of volumetric, gravimetric, spectrophotometric and electroanalytical methods of

analysis. Lecture and laboratory incorporate a strong emphasis on spreadsheet applications in the generation, collection and statistical analysis of data. *Prerequisite:* CHE 202. (Offered in spring of even academic years.)

### **CHE 390 Independent Study in Chemistry (1-4)**

An opportunity for chemistry students to carry out a research project under the direction of a faculty member. The research experience will be designed to enrich the students' chemistry program. *Prerequisite:* A minimum of 12 hours in chemistry, junior standing.

### **CHE 411 Physical Chemistry I (4)**

Chemical kinetics and quantum mechanics. Application of quantum theory to the interpretation and analysis of rotational, vibrational and electronic spectra. Rigorous application of computer technology to generate, collect and/or analyze data in both lecture and laboratory. *Prerequisites:* CHE 112, MAT 202, PHY 202 or PHY 212, or permission of instructor. (Offered in fall of odd academic years.)

### **CHE 412 Physical Chemistry II (4)**

A statistical mechanical approach to the laws of thermodynamics. Considerable use of computer technology to generate and analyze data. Includes Lab. *Prerequisite:* CHE 411. (Offered in spring of odd academic years.)

### **CHE 415 Advanced Inorganic Chemistry (3)**

Nuclear and atomic structure, periodicity, symmetry and group theory, coordination chemistry, spectroscopy and selected advanced chemistry topics. *Prerequisite:* CHE 301. (Offered in fall of even academic years.)

### **CHE 422 Advanced Organic Chemistry (3)**

Advanced treatment of organic chemistry topics including retrosynthetic analysis, advanced spectroscopy and survey of frontier organic chemistry. *Prerequisite:* CHE 202. (Offered in fall of odd academic years.)

### **CHE 425 Instrumental Analysis (4)**

Advanced instrumental methods of chemical analysis and their application to the study of chemical reactions, spectral, electrometric and physio-chemical methods. Includes lab. *Prerequisite:* CHE 301. (Limited Offering.)

### **CHE 460 Chemistry Research (3-4)**

An opportunity for a student to do a project of scholarly productivity and/or research appropriate for the student's major area of study and directed by a faculty member. Thesis required.

### **CHE 472 Biological Chemistry I (5)**

For description, see BIO 472. Includes lab. (Offered in fall of even academic years.)

### **CHE 473 Biological Chemistry II (4)**

For description, see BIO 473. (Offered in spring of even academic years.)

### **CHE 480 Chemistry Seminar (2)**

Studies of selected advanced topics in chemistry. Major emphasis on development of formal oral presentation skills. Lectures, journal readings, library research and discussion formats used. *Prerequisite:* Junior or senior standing. (Offered in fall.)

### **CHE 490 Chemistry Honors (3-6)**

An opportunity for a student to do a significant project of scholarly productivity and/or research appropriate for the student's major area of study and directed by a faculty member. To apply for a honors project, the student must have senior status and a grade point average of 3.50. *Prerequisites:* Senior chemistry major and faculty permission.

## Children's Ministry

### Faculty

Laura Widstrom

### About the discipline

The children's ministry program is designed to: (1) introduce the student to the expanding area of ministry to children and their families, particularly in the church; (2) provide significant preparation for vocational ministry with regard to children and their families; and (3) assist the student to evaluate options for further ministry education.

### Career opportunities

The children's ministry major is a program to prepare students who anticipate beginning a career in an area of children's ministry immediately after college graduation or after further education. Such opportunities for ministry are most prevalent in local churches, but other possibilities exist, for instance, with para-church organizations and Christian social agencies.

### Program strengths and emphases

The integration of academic and experiential learning is central to the children's ministry program. Selected courses from other disciplines are included in the discipline. The student is required to explore vocation in ministry (through class and service experience) as well as complete a formal internship after finishing most course work. Adjunct faculty members bring into the classroom current practices in ministry for additional perspectives.

All ministry programs in the Department of Theology offer a creative blend of solid academics, practical ministry training and application, and spiritual formation. All department programs include a central theological curriculum, which provides foundation for all forms of Christian ministry. This curriculum includes courses in the four areas that make up what is commonly known as the Wesleyan Quadrilateral: Scripture, tradition, reason and experience.

### Requirements

The 62-67 hour *children's ministry major* requires:

#### COMMON THEOLOGICAL CURRICULUM

##### Scripture

REL 220 Biblical Interpretation (3)

One of the following:

REL 301 Pentateuch (3)

REL 302 Old Testament Historical Books (3)

REL 303 Old Testament Prophets (3)

REL 404 Theology in Psalms and Wisdom Lit (3)

(Any of these courses will replace REL 218 in the liberal arts requirements)

One of the following:

REL 331 Synoptic Gospels and Acts (3)

REL 332 Gospel of John and Revelation (3)

REL 333 Pauline Letters (3)

REL 434 Theology in Romans (3)

(Any of these four courses will replace REL 212 in the liberal arts requirements)

One additional Bible course from the above (3)

##### Tradition

REL 306 Doctrines of the Christian Faith (3)

REL 343 History of Christianity (3) OR

REL 346 History of Christianity in America (3)

##### Reason

PHI 200 Introduction to Philosophy (3) OR

PHI 210 Survey of Worldviews (3)

REL 324 Christian Ethics (3) OR

PHI 314 Contemporary Moral Issues (3)

##### Experience

CMI 361 Spiritual Formation (3)

REL 410 Theological Praxis and the Essentials of Ministry (3)

#### CHILDREN'S MINISTRY

CMI 210 Philosophy of Ministry (3)

CMI 227 Exploring Ministry (2)

CMI 285 Exploratory Experience (1-2)

CMI 310 Communication in Ministry (3)

CMI 323 Ministry to Children and Their Families (3)

CMI 344 Church Leadership (3)  
CMI 422 Counseling in Ministry (3)  
CMI 450 Internship (4-8)

ECE 266 Early Child Growth & Development (3)  
EDU 267 Early Adolescent Development (1)

PHI 381 Philosophy of Religion (3) OR  
REL 394 World Religions (3)

SOC 250 Marriage and Family (3)

Support courses:

PSY 100 Introduction to Psychology (4)  
BUS 325 Principles of Management (3)

**The 21-hour *children's ministry* minor requires:**

CMI 210 Philosophy of Ministry (3)  
CMI 227 Exploring Ministry (2)  
CMI 310 Communication in Ministry (3)  
CMI 323 Ministry to Children and Their  
Families (3)  
CMI 344 Church Leadership (3)

ECE 266 Early Child Growth & Development (3)  
EDU 267 Early Adolescent Development (1)  
SOC 250 Marriage and Family (3)

**Notes for general education:** The following courses required for the *children's ministry* major also fulfill requirements for general education: One Old Testament Biblical Literature course, one New Testament Biblical Literature course, PHI 200 Introduction to Philosophy or PHI 210 Survey of Worldviews, and CMI 361 Spiritual Formation.

**Course descriptions:**

See course descriptions under Business, Christian Ministries, Philosophy, Psychology and Religion.

## Chinese (CHI)

### Faculty

Visiting Professor from Wuhan University in China

### About the discipline

Did you know that the U.S. State Department has designated Chinese as a critical language? Many students are increasingly aware that China is well on its way to becoming the largest economy in the world, a superpower, and one of the United States' greatest trading partners and competitors for resources. In order to maintain and cement long-lasting business and cultural relations with China, American education must prepare more people to be able to enter Chinese culture with language skills and cultural understanding.

The 22-hour endorsement in Chinese Language and Culture offers students a unique opportunity to study language and culture with a visiting professor from Wuhan University in China. Students may study abroad by participating in the China Studies Program (CSP) offered through the Coalition of Christian Colleges and Universities (CCCU). The purpose of this endorsement is to enable students to better understand and interact with China - with an informed, Christian perspective consistent with the goals and mission of the university.

### Requirements

**The 22-hour *Chinese language and culture endorsement* requires:**

- CHI 111 Chinese Language (3)
- CHI 112 Elementary Chinese (3)
- CHI 337 Chinese Civilization and Culture (3)
- China Studies Program (13)

### Course descriptions:

#### **CHI 111 Elementary Chinese I (3)**

This course, the first in a two-course sequential study is an introduction of elementary Chinese language taught by a visiting professor from China, involving the study of a basic Chinese language presented in authentic cultural context. It includes an overview of language characteristics focusing on basic characters, knowledge of Chinese Pin Yin pronunciation and components such as form, sound and meaning, initials and finals with emphasis on student oral fluency and spelling. (Offered in fall.)

#### **CHI 112 Elementary Chinese II (3)**

This course is the second in a two-course sequential study of elementary Chinese language taught in authentic cultural context. It includes an overview of language characteristics focusing on basic characters, knowledge of Chinese Pin Yin pronunciation and components such as form, sound and meaning, initials and finals with emphasis on student oral fluency and writing. Students will learn basic Chinese conversation elements designed to aid in communication with native Chinese speakers. *Prerequisite: CHI 111.* (Offered in spring.)

#### **CHI 337 Chinese Civilization and Culture (3)**

While setting the stage with a brief overview of the thousands of years of Chinese history, philosophical thought, and culture, the emphasis of this course will be on the significant changes in Chinese civilization, culture and thought development during the past 100 years. Students will understand how Chinese philosophers and thinkers have influenced the traits of Chinese culture and contemporary thought. Present day Chinese culture will be studied through the lenses of political thought, geography, economics, family life, education, and religion. Also listed as GEO 337 and HIS 337. (Offered in fall.)

## Christian Ministries (CMI)

### Faculty

Kenneth W. Brewer  
Brian S. Kono  
Brian Lugioyo  
Robert S. Moore-Jumonville  
Laura Widstrom

### Programs

Christian Ministries (CMI) courses meet requirements in the following ministry majors within the Department of Theology:

- Camping Ministry
- Children's ministry
- Pastoral ministry
- Urban ministry
- Worship Ministry
- Youth ministry

Specific information for a particular program may be found under the respective major.

### Course descriptions:

#### **CMI 210 Philosophy of Ministry (3)**

This course focuses on the development of a personal philosophy of ministry. Attention will be given to the assessment of past and current approaches to Christian ministry and to the necessity of purpose, values, and beliefs for a church or ministry organization. Specific emphasis will be placed upon the examination of individual spiritual formation models that distinguish the needs of the individual and the influences of culture. The course will assist students in synthesizing ministry and biblical/theological concepts into a philosophy of ministry. (Offered in fall and spring.)

#### **CMI 222 Introduction to Missions (3)**

Explores the Biblical basis and history of the expansion of Christianity throughout the world based on the perspectives of the World Christian Movement. (Offered in interim of even academic years.)

#### **CMI 227 Exploring Ministry (2)**

Explores the meaning of Christian life as ministry, as well as particular varied areas of special ministry in modern

society. May count for elective in a theology major. (Offered in fall.)

#### **CMI 230 Women in Ministry (3)**

A study of the biblical, theological, historical, cultural, and practical issues concerning the vital role of women as professional ministers and clergy in the Christian church. This course will deal both with foundational concepts such as ministerial call and with practical matters such as the essential place and contribution of women in the professional ministry of the contemporary and future church. This course will assist both women and men who are preparing for ministry vocations and who will serve as ministry colleagues. (Offered in spring.)

#### **CMI 310 Communication in Ministry (3)**

This course will explore creative methods of communicating biblical and spiritual truth to contemporary culture. The student will study current trends in ministry communication, communication to different learning modalities, and effective teaching techniques that will help audiences learn and respond to the Christian message. The student will develop a variety of abilities in the formulation, communication, and evaluation of the Christian message for contemporary audiences and persons. Particular attention will be given to resources for communicating to adolescents. *Prerequisite: CMI210 or instructor's permission.* (Offered in spring.)

#### **CMI 320 Urban Ministries (3)**

Under the direction of an on-campus teacher this course will use urban ministry professionals as resource persons to introduce students to the unique problems, methods and rewards of urban ministry. Through guest speakers, readings, discussions and field trips, the class will explore various facets of ministering to persons in urban settings. (Offered in interim.)

#### **CMI 323 Ministry to Children and Their Families (3)**

This courses focuses on principles and issues in the development and administration of church ministries to children and their families. Specific attention will be given to specific strategies of ministry and methods of ministry and worship with regard to the needs and development of children. *Prerequisites: CMI210 and 227.* (Offered in fall of odd academic years.)

#### **CMI 337 Principles of Preaching (3)**

A study of the art of sermon development and delivery primarily in the role of pastoral preaching. Attention will be given to the various types of sermons, the skills of sermon delivery and the use of resources for preaching. (Offered in fall.)

# CHRISTIAN MINISTRIES

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## **CMI 344 Church Leadership (3)**

A survey of the concepts of leadership, management and administration as applied to the local church structure. Skills of working with people and managing programs will be targeted, especially as they relate to the smaller local churches. (Offered in spring.)

## **CMI 361 Spiritual Formation (3)**

Cultivates an inclusive concept of Christian discipleship, exploring the range of topics from personal piety to social responsibility. Surveys the theological foundations and practical implications of the Christian disciplines of prayer, Scripture study, fellowship, witness and life style. Emphasis on an understanding of the developmental process from Christian conversion to redemptive involvement in the life of the world. For all majors in the Department of Theology, this course meets the COR 300 requirement. (Offered in fall and spring.)

## **CMI 372 Camping and Retreat Planning (3)**

Acquaints the student with the broad spectrum of retreat and camping approaches now used in Christian ministry. Includes residential camps, specialized age level camps, weekend retreats, high-adventure trips and wilderness-related programs. Planning, programming, outfitting, directing, evaluating and follow-up integration. Also listed as REC 372. *Prerequisite: CMI 210.* (Offered in fall of even academic years.)

## **CMI 422 Counseling in Ministry (3)**

For the student anticipating a career in ministry, this course is designed to give the student basic skills in interacting with various forms of human needs that they may encounter. It will include basic counseling theories and applied techniques/methods essential in the general counseling done by Christian workers. The focus will be on the needs of the general population rather than the more involved therapeutic needs found in clinical settings. Attention will be given to needs in building a wholesome identity, pre-marriage/marriage issues, age-related adjustments, sexual issues, interpersonal conflicts and suffering/death. Attention will be given to community resources and professional referrals. *Prerequisite: PSY 100.* (Offered in spring.)

## **CMI 450 Internship (4-8)**

Chosen by the student in the area of specialization, this course involves study and practical experiences. Four to eight weeks. Graded S/U.

## Communication and Media (COM)

### Faculty

Paul Patton, Chair  
Mary Albert Darling  
Jen Letherer  
Wallis C. Metts Jr.  
Dorie Morgan-Shelby  
Becky Veydt, Affiliate  
Robert H. Woods Jr.

### Mission

Our mission is to prepare credible, creative Christian professionals for a world where the mastery of communication skills and technologies is essential. We accomplish our mission by helping students produce, publish and perform original work that is both ethical and effective.



### About the discipline

Communication allows people to develop and exchange ideas, solve problems and work together to attain common objectives. This is a practical discipline that will help you be effective in both personal and professional contexts.

The department offers seven majors:

- Advertising and Public Relations (BS)
- Broadcasting (BS)
- Drama (BA)

- Professional Writing (BS)
- Speech (BA)
- Video/Film (BS)
- Visual Communications (BA)

Generally, the bachelor of science programs are 62 hours, and include a unique in-house agency experience. The bachelor of arts programs are 46 hours and require a minor. Please see specific requirements and course descriptions for each major in a separate section of the catalog.

The department also offers eight minors:

- Advertising and Public Relations
- Broadcasting
- Communication Studies (see requirements in this section)
- Cross Cultural Communication
- Drama
- Professional Writing
- Speech
- Video/Film

Please see specific requirements and course descriptions for each minor in a separate section of the catalog.

### Career opportunities

The study of communication will help you develop useful skills in such fields as ministry, mass media, theatre, business, government and social services. Our program is particularly appropriate for positions involving public relations, broadcasting, corporate communication, public information management, employee communication, training and development, and print journalism.

### Program strengths and emphases

The study of communication at Spring Arbor University is a hands-on experience, with a foundation in classical and Christian perspectives. All students complete a core sequence that promotes a thoughtful and ethical understanding of communication principles and best practices.

Throughout the program you will apply these principles. We offer extracurricular opportunities in writing, acting, broadcasting, designing, producing and researching in addition to practical hands-on experiences in the classroom. Each year students

# COMMUNICATION AND MEDIA

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win awards in state and national competitions and engage in meaningful internships.

## Requirements

**The 21-hour *communication studies* minor requires:**

- APR 311 Corporate Communication (3)
- COM 100 Introduction to Communication (3)
- COM 200 Comm Theory & Research (4)
- COM 212 Rhetoric (4)
- COM 368 Intercultural Communication (3)

Electives from APR, AUD, COM, DRA, SPE, VID and WRT for a total of 21 hours

**Notes regarding general education:** COM 212 Rhetoric (4) fulfills the general education speech requirement.

## Course descriptions:

### **COM 100 Introduction to Communication (3)**

Study and application of basic concepts in communication. Main focus is on learning how to communicate more effectively interpersonally and in small groups. (Offered in fall and spring.)

### **COM 102 Introduction to Mass Media (3)**

An exploration of rhetorical devices and issues in the media. Research emphasized via written and spoken presentations. (Offered online only, fall and spring.)

### **COM 110 Communication Technology (3)**

The planning and production of desktop media, including the use of presentation, pagination and web software. Covers basic design principles and content management issues and also introduces basic video and audio editing techniques. (Offered fall and spring.)

### **COM 200 Communication Theory and Research (4)**

Examination of selected theories of communication and message design, to include models, critical analysis and development of a Christian worldview of communication. Explores strategies and processes involved in selecting, refining and researching a communication topic. *Prerequisite: COM 100.* (Offered in fall.)

### **COM 212 Rhetoric (4)**

Theory, research, organization, preparation and practice of writing and speaking. Explores ethical implications of narrative, informative and persuasive techniques. This course is required for all majors in the Department of

Communication and Media and can be substituted for but not replaced by SPE 212. (Offered fall and spring.)

### **COM 324 Web Content and Management (4)**

Students explore web-based innovations in media production and distribution. Content quality and management issues are discussed, with opportunities to create and evaluate web media. The social and ethical implications of search and web-based collaboration and marketing are discussed. *Prerequisite COM 102 and COM 110.* (Offered spring.)

### **COM 330 Genre (1-3)**

Style, form and content of varying communication media. Focuses on a single, limited aspect of the topic being considered. (Limited offering.)

### **COM 356 Popular Culture (3)**

For description see SOC 356. (Offered in spring.)

### **COM 368 Intercultural Communication (3)**

Theory, skills and attitudes foundational to effective interpersonal communication with persons of another culture. Focus is on critical analysis of various aspects of culture, as well as on building empathy and coping skills. (Offered in spring.)

### **COM 385 Practicum (1-3)**

Field experience in communication within the student's area of specialization. A special registration procedure is required for this class. See Office of Registration and Records for details. May be repeated once. (Offered in fall, interim, spring, and summer.)

### **COM 387 Agency Experience (4)**

An in-house practicum, students work on discipline specific projects for clients under the supervision of faculty. Requires 160 clock hours. Assessed by portfolio. Must be taken for two semesters by all bachelor of science majors. Graded S/U. Requires department approval. *Prerequisite: 18 hours in major.* (Offered fall and spring.)

### **COM 480 Senior seminar (2)**

Students explore special topics, prepare a professional portfolio and complete a project in their area of specialization. *Prerequisite: senior status.* (Offered in fall.)

# Computer Science (CPS)

## Faculty

Mary K. Hayward  
Shasha Wu

## About the discipline

Science, technology and contemporary business methods demand computer science expertise in the areas of analysis and problem solving. A computer science major or minor at Spring Arbor University approaches the fundamental concepts of the discipline (algorithms and data structures, programming languages, architecture, software methodology and engineering, artificial intelligence, operating systems, database, numerical and symbolic computation and human-computer communication) from the perspectives of theory, abstraction, design and social context. These concepts are applied in the laboratory setting, giving students practical experience.

Students majoring in computer science are strongly encouraged to minor in business if pursuing employment in industry upon graduation. Students planning to attend graduate school are encouraged to minor in mathematics.

## Career opportunities

Students majoring in computer science are prepared to enter business and industry with skills in areas of software development, networking and systems analysis. Information systems support is required across all sectors of the economy. Computer scientists are in demand by business, industry and government agencies, and this demand is expected to continue.

Students minoring in computer science develop computer competencies and technical skills, which can increase their marketability when competing for career opportunities within their major field.

## Program strengths and emphases

The computer science department has adopted a breadth-first approach to the discipline, exposing students to major concepts early in their experience. This approach is based on the Association for Computing Machinery (ACM) curriculum guidelines. Students apply these concepts as they analyze and develop solutions in the laboratory setting. Small class sizes provide many opportunities for one-on-one interaction between faculty and students. Early in their programs, students have the opportunity to gain practical experience in the discipline by working as lab assistants and in other computer related jobs on campus.

**Note:** The Computer Science department offers endorsements in *Information Systems* and *Technology Tools*. See the *Endorsements* for requirements.

## Requirements

### The 45-hour *computer science* major requires:

CPS 201	Foundations of Computing I (4)
CPS 202	Foundations of Computing II (4)
CPS 210	Data Communications & Networking (3)
CPS 220	Introduction to Database Systems (3)
CPS 232	Proof & Discrete Structures (3)
CPS 301	Data Structures & Large Software Systems (3)
CPS 302	Architecture, Applications & Languages (4)
CPS 310	Operating Systems (3)
CPS 320	Topics in Expert Systems (1)
CPS 330	Systems Analysis & Design (3)
CPS 331	Software Development Project (3)
CPS 350	Web Tools (4)
CPS 385	Practicum (1-8)
CPS 402	Numerical Analysis (2)
CPS 410	Algorithms & Formal Language (3)
CPS 480	Senior Seminar (1)

### Support courses:

MAT 201	Calculus I (4) OR
MAT 222	Applied Calculus (4)
MAT 352	Linear Algebra (3) OR
MAT 360	Mathematical Modeling (2)
MAT 351	Statistics (3)

# COMPUTER SCIENCE

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The following additional courses are recommended for students planning to pursue a graduate degree:

- MAT 202 Calculus II (4)
- MAT 321 Abstract Algebra I (3)
- MAT 352 Linear Algebra (3)
- PHY 211 Modern University Physics I (4)
- PHY 212 Modern University Physics II (4)

## The 20-hour *computer science minor* requires:

- CPS 201 Foundations of Computing I (4)
- CPS 202 Foundations of Computing II (4)
- CPS 301 Data Structures & Large Software Systems (3)
- CPS 302 Architecture, Applications & Languages (4)

Choose at least five hours from the following:

- CPS 210 Data Communications & Networking (3)
- CPS 220 Introduction to Database Systems (3)
- CPS 310 Operating Systems (3)
- CPS 330 Systems Analysis & Design (3)
- CPS 331 Software Development Project (3)
- CPS 350 Web Tools (4)

**Notes for general education:** CPS 201 meets the natural science/math requirement for the liberal arts.

## Course descriptions:

### CPS 150 Introduction to Computers (3)

This course introduces students to computer hardware and software. The major components of a computer, including CPU, memory, input, output, secondary storage, and communications are covered. The course discusses the selection of computer equipment and the social implications of computer technology. Students apply productivity tools, including word-processing, spreadsheet, presentation and database software in a laboratory setting. Students work with the Internet, e-mail, and web page creation. Does not count toward CPS major or minor. (Offered in fall, interim and spring.)

### CPS 201 Foundations of Computing I (4)

This course introduces major concepts within the discipline of computer science. The focus is on problem solving methods and algorithm development along with an introduction to mathematical logic. Principles of logic are applied to the architecture of computers. Social, ethical and professional aspects of computer science are integrated throughout the course. CPS 201 includes a

directed lab where students apply problem solving skills by programming in Java. (Offered in fall.)

### CPS 202 Foundations of Computing II (4)

A continuation of CPS 201. Students are introduced to commonly used data structures and problem solving methods, including algorithm analysis, program design and implementation. CPS 202 includes a directed lab where the emphasis will be on development of object-oriented solutions using modern software development methodologies. *Prerequisite:* CPS 201. (Offered in spring.)

### CPS 206 Geographic Information Systems (4)

The introduction to Geographic Information Systems (GIS) course covers the fundamentals of GIS and geospatial data analysis. This course focuses on the use of geographic information systems in the urban/suburban/metropolitan environments. Students will learn basic GIS concepts, develop skills with GIS tools, and frame spatial questions for research which they will implement in a project applied to their area of interest. *Prerequisite:* CPS 150 or CPS 201 or high school computer applications course. (Offered in spring.)

### CPS 207 Programming and Algorithms (1)

This course focuses on programming models and patterns along with algorithms and strategies for solving problems based on these models. The students will be challenged by problems from mathematics, computer science, physics, and other fields. This course may be repeated and credit awarded each time the course is taken. *Prerequisite:* CPS 201. (Offered in fall.)

### CPS 210 Data Communications and Networking (3)

This course introduces students to several network protocols and industry communications standards. Also covered are the physical and architectural elements and information layers of a communication network, along with diagnostic, design, operational and performance measurement tools. Students gain hands-on experience in network administration through installation of a network. Also included are network security, reliability and maintenance. *Prerequisite:* CPS 202. (Offered in spring of odd academic years.)

### CPS 220 Introduction to Database Systems (3)

This course is a study of contemporary models and methodologies for representing, storing and retrieving large quantities of information stored on external devices. Alternative views of data are seen from the perspectives of the system, the human interface and applications. *Prerequisite:* CPS 202. (Offered in fall of even academic years.)

## **CPS 232 Proof and Discrete Structures (3)**

For description see MAT 232. (Offered in fall.)

## **CPS 301 Data Structures and Large Software Systems (3)**

This course examines the major structures used for data storage and processing. These include arrays, lists, stacks, queues, graphs and trees. Algorithms for searching, sorting and updating these structures are developed and analyzed. Students gain experience with larger software systems and related issues by developing and modifying larger programs both individually and in groups.

*Prerequisite:* CPS 202. (Offered in fall.)

## **CPS 302 Architecture, Applications and Languages (4)**

This course emphasizes the variety of levels from which the disciplines of computing can be viewed. Levels of architecture are unfolded through the introduction of finite automata, digital logic and microprogramming. Levels of languages are revealed through an examination of sequence control, type checking, runtime storage management and nonprocedural programming paradigms. Levels of applications are treated through a general introduction to the areas of database systems and artificial intelligence. *Prerequisite:* CPS 202. (Offered in spring of odd academic years.)

## **CPS 310 Operating Systems (3)**

This course in systems software focuses on the operating system. Included are topics such as process management, device management and memory management. The executive monitor and utilities and their interrelationship are examined. *Prerequisite:* CPS 202. (Offered in fall of odd academic years.)

## **CPS 320 Topics in Expert Systems (1)**

This course surveys key concepts of artificial intelligence with a focus on expert systems. Students are introduced to the theoretical basis of expert systems including knowledge representation, logic and inference. The differences between imperative and functional programming languages are introduced as students gain hands-on experience with an expert systems tool. *Prerequisite:* CPS 202. (Offered in spring of even academic years.)

## **CPS 330 Systems Analysis and Design (3)**

This course introduces students to systems development methodologies with an emphasis on the systems development life cycle: planning, analysis, design, implementation, operation and support. Systems analysis concepts are applied within the framework of case studies. *Prerequisite:* CPS 202. (Offered in fall of even academic years.)

## **CPS 331 Software Development Project (3)**

Students apply systems analysis concepts as they develop a system based on a real-life problem. Students gain experience working with a customer and strengthen their collaboration skills as they work in teams. *Prerequisites:* CPS 220 and CPS 330. (Offered in spring of even academic years.)

## **CPS 350 Web Tools (4)**

This course covers the development of Web-based applications. Students will develop skills using Java and various scripting languages. The course will address both content and technique for creating effective Web-based applications. *Prerequisite:* CPS 202 or approved programming experience. (Offered in spring of even academic years.)

## **CPS 385 Practicum (1-8)**

For description, see Courses for All Disciplines.

## **CPS 402 Numerical Analysis (2)**

For description see MAT 402. (Offered in spring of even academic years.)

## **CPS 410 Algorithms and Formal Language (3)**

Formal models of computation such as finite state automata, pushdown automata and Turing machines will be studied, along with the corresponding elements of formal languages. These models will be used to provide a mathematical basis for the study of computability. The study of Church's thesis and the universal Turing machine will lead to the study of undecidable problems. *Prerequisite:* CPS 232 and 302. (Offered in fall of odd academic years.)

## **CPS 480 Senior Seminar (1)**

For description see MIS 480. (Offered in spring of even academic years.)

## CORE (COR)

### Faculty

The CORE courses draw faculty members from throughout the University.

### About the discipline

The Christian perspective in the liberal arts is emphasized throughout the University's entire curriculum, but is brought especially into focus in the six CORE courses required of all students.

### Course descriptions:

#### **COR 100 Discovery in the Liberal Arts (3)**

Core 100, the initial Core course, is designed to introduce students to Spring Arbor University, the SAU Concept and the process of becoming an educated person. The course has three main objectives: 1) bring students into the life and philosophy of the Spring Arbor University community; 2) explore the meaning, purpose and essence of becoming an educated person through the liberal arts; and 3) assist students in discovering themselves as persons through development of the academic and social skills needed to be successful in their various environments. Many of the course activities emphasize general intellectual skills (writing and speaking) and social and relational skills (interpersonal communication). (Offered in fall and spring.)

#### **COR 200 Christian Faith: Issues and Cultures (3)**

Identifies some of the social and ethical issues foundational for critical participation in the contemporary world. This course emphasizes cultural, ethnic and racial diversity. Experiential learning is emphasized through simulations and a weekend experience in Chicago. Throughout the course students will reflect on the implications of Christian faith for personal vocation and critical participation in the world today. *Prerequisite: sophomore standing.* (Offered in fall and spring.)

#### **COR 274 Cross Cultural Orientation (1)**

This course will prepare the student to gain an understanding of basic cross cultural theory and adaptation skills, knowledge of the host culture for the COR 275 experience, basic conversational skills in the language of the host culture and begin a process of group building as foundation for the COR 275 experience. COR 274 sections are destination specific. (Offered fall and spring.)

#### **COR 275 Cross Cultural Studies (3)**

This course offers a variety of study options in several foreign countries and domestic ethnic cultures so that students can enrich their traditional liberal arts courses while gaining first-hand knowledge of a culture other than their own. Thus it provides students with a basis for cultural comparison for the sake of broadening their worldview, gaining appreciation for various cultural perspectives and assessing, analyzing and articulating their own moral and cultural values. *Prerequisite: COR 274 and COR 200 or the language alternative.* (Offered interim and summer. Opportunities for longer term options are available.)

#### **COR 300 The Christian Faith: Its Practices (3)**

This course seeks to understand the way Christian disciples are formed. The course develops the broad themes from the Christian story of creation, fall, covenant, redemption and restoration, as well as more practical biblical themes such as entering the kingdom of God, the life of prayer, the Word of God, the Holy Spirit, the work of justice, and the life of holiness - striking a balance between understanding, contemplation and action in the Christian life. Emphasis will be on methods of discipleship or spiritual formation; specifically, practices such as interpreting the Scriptures prayerfully, acts of compassion and fasting will be explored. (This does not count toward a major or minor.) **Note:** CMI 361 fulfills COR 300 for majors in the Theology Department. *Prerequisites: COR 200 and junior standing.* (Offered in fall, interim and spring.)

#### **COR 374 Cross Cultural Orientation (1)**

This course will prepare the student to gain an understanding of basic cross cultural theory, adaptation skills, knowledge of the host culture and basic conversational skills in the language of the host culture. Sections of this course are destination specific. (Offered with permission of the cross cultural office.)

#### **COR 375 Advanced Cross Cultural Studies (3)**

This course offers a variety of study options in several foreign countries. Students fulfill all of the same course assessments, experiences, and activities as 274/275 with an added research project related to the course objectives or some issue that can be explored and researched at a deeper level than would typically be required in 274/275. The research project must have the approval of the leading professor who evaluates the student's work. (Offered with permission of the cross cultural office. Opportunities for longer term options are available.)

**COR 400 The Christian in the Contemporary World (3)**

This liberal arts senior capstone course focuses on an interdisciplinary integration of the three parts of the SAU Concept. Students will develop an understanding of their own worldview in relation to their vocation (calling), which will culminate in an opportunity to develop and apply a Christian perspective for their own lives. Specific focus will be on connecting their beliefs to critical choices they are making in the areas of vocation and current world issues.

*Prerequisites: COR 275, 300 and senior standing. (Offered in fall, interim and spring.)*

## Criminal Justice

### Faculty

Jeremy S. Norwood, Chair  
Paul J. Nemecek  
Lawrence A. Pfaff  
Joe Weinberg

### About the discipline

Students majoring in Criminal Justice will acquire the knowledge and skills necessary for those who desire to become professionals in Criminal Justice. Classes cover a range of topics, including the nature and societal impact of crime, a historical overview of criminological theory, current issues and practices in criminal justice systems, and political, administrative, organizational and cultural differences in state and national criminal justice systems. Special emphasis is placed on criminal justice policy and evidence-based evaluation. The department also offers a criminal justice endorsement and a criminal justice minor.

### Career Opportunities

The major will provide a solid foundation for those pursuing graduate work in the field, but will also have sufficient breadth so that students can go into careers in law enforcement, corrections, parole and probation, homeland security, and a variety of other careers in Criminal Justice.

### Program Strengths and Emphases

The greatest strengths of the Criminal Justice program come from its rootedness in the Spring Arbor University concept. The emphasis on evidence-based policy analysis reflects our commitment to serious study of the liberal arts. Our emphasis on restorative justice is a reflection of our commitment of Jesus Christ as our perspective. We are committed to creating students capable of critical reflection and analysis, rooted in Christian values, and ready to participate positively and critically in the contemporary world. These emphases reflect the mission of the department of Sociology, Global Studies, and Criminal Justice - social analysis for social change toward social justice.

### Requirements

#### The 46-hour *criminal justice major* requires:

CRJ 201	Crime, Corrections, & Criminal Justice (3)
CRJ 217	Criminal Justice Exploratory (1)
CRJ 301	Criminological Theory (3)
CRJ 302	Comparative Criminal Justice Systems (3)
CRJ 303	Issues & Practices in Criminal Justice (3)
CRJ 342	Criminal law and Court Procedures (3)
CRJ 385	Criminal Justice Practicum (3) OR
CRJ 450	Criminal Justice Internship (6)
CRJ 447	Criminal Justice Policy (3)
CRJ 449	Restorative Justice (3)
SOC 351	Statistics (3)
SOC 352	Research Design (4)
SOC 480	Senior Seminar I (1)
SOC 481	Senior Seminar II (1)

#### Four Elective Courses from the following:

Choose at least one:

SOC 100	Social Problems (3)
SOC 311	Racial & Cultural Minorities (3)
SOC 327	Social Stratification (3)

Choose at least one:

CRJ 253	Forensic Psychology (3)
CRJ 344	Juvenile Delinquency (3)
PSY 235	Interviewing (3)
PSY 305	Abnormal Psychology (3)
SOC 246	Substance Abuse and Society (3)

Choose at least one:

POL 412	Constitutional Law (3)
SOC 382	International Human Rights (3)
SOC 484	Spirituality, Faith, and Justice (3)

#### Support courses:

PSY 100	Introduction to Psychology (4)
SOC 101	Introduction to Sociology (4)

## The 21-hour *criminal justice minor* requires:

- CRJ 201 Crime, Corrections, Criminal Justice (3)
- CRJ 301 Criminological Theory (3)
- CRJ 302 Comparative Crim Justice Systems (3)
- CRJ 303 Issues & Practices in Criminal Justice (3)

Choose three of the following courses:

- PSY 305 Abnormal Psychology (3) OR
- SOC 246 Substance Abuse and Society (3)
- SOC 311 Racial and Ethnic Relations (3) OR
- SOC 327 Social Stratification (3)
- SOC 382 International Human Rights (3) OR
- SOC 484 Spirituality, Faith and Justice (3)

## The 12-hour *criminal justice endorsement* requires:

- CRJ 201 Crime, Corrections, & Crim. Justice (3)
- CRJ 301 Criminological Theory (3)
- CRJ 302 Comparative Criminal Justice Systems (3)
- CRJ 303 Issues & Practices in Criminal Justice (3)

## Course descriptions:

### CRJ 201 Crime, Corrections and Criminal Justice (3)

An introduction to the criminal justice system including an overview of criminological theory. Examines current theories, practices, and careers in criminal justice. Also listed as SOC 201. (Offered in fall; online.)

### CRJ 217 Criminal Justice Exploratory (1)

A course designed to expose the student to careers in Criminal Justice. Students will also be made aware of the minimum requirements (fitness, exam scores, etc.) for various careers in criminal justice. (Offered in fall.)

### CRJ 253 Forensic Psychology (3)

See PSY 253 for description. *Prerequisite:* PSY 100. (Offered in fall.)

### CRJ 301 Criminological Theory (3)

An overview of biological, sociological, psychological, and cultural theories of crime causation. Includes a brief history of criminological theory and places special emphasis on social process, social structure, and social conflict theories. Also listed as SOC 301. *Prerequisite:* CRJ 201, PSY 100 and SOC 101. (Offered in fall; online.)

### CRJ 302 Comparative Criminal Justice Systems (3)

Provides a basic overview of political, administrative, organizational and cultural differences in various state and national criminal justice systems. (Offered in fall of odd academic years; online.)

### CRJ 303 Issues and Practices in Criminal Justice (3)

A review of current issues and practices using case study analysis, role-play, and group exercises and discussions. Emphasis is on the practical application of theory to current issues and trends for criminal justice professionals. (Offered in spring of odd academic years; online.)

### CRJ 342 Criminal Law and Court Procedures (3)

A basic introduction to criminal law, criminal procedures, the roles of prosecution and defense attorneys, court procedures and decision-making processes. The course will also deal with issues such as rules of evidence, prosecutorial and judicial discretion, and sentencing guidelines. (Offered in spring of even academic years.)

### CRJ 344 Juvenile Delinquency (3)

Introduction to juvenile delinquency including causes, incidence, and the history of juvenile delinquency in the United States. The course will include topics such as gangs, substance abuse, and runaways. Criminal justice policies and programs focused on juveniles will also be explored. (Offered in spring of odd academic years.)

### CRJ 385 Criminal Justice Practicum (3)

A basic internship that allows students broader exposure to the professions available in criminal justice. (Limited offering.)

### CRJ 447 Criminal Justice Policy (3)

This course focuses on criminal justice policies by emphasizing evidence-based policy analysis. Students will apply knowledge gained from criminological theory and research design to critically analyze and evaluate criminal justice policies. *Prerequisite:* CRJ 201, CRJ 301 and SOC 352. (Offered in fall of even academic years.)

### CRJ 449 Restorative Justice (3)

Students will study basic principles of restorative justice and will explore specific programs focused on redemptive practices in criminal justice including restitution programs, victim-offender reconciliation programs, and alternatives to incarceration. This course will also include a basic introduction to victimology. Students will actively explore principles of the Christian faith and how they inform criminal justice policies. (Offered in spring of even academic years.)

### CRJ 450 Criminal Justice Internship (6)

Students will complete 240 hours of internship in an organization working in some aspect of criminal justice. (Limited offering.)

**For more course descriptions, see Psychology, Social Work and Sociology.**

## Cross Cultural Communication

### Faculty

The cross cultural communication minor draws faculty members from various disciplines.



### About the discipline

Communication allows people to develop and exchange ideas, solve problems and work together to attain common objectives. This interdisciplinary minor provides students with a range of insights to help them navigate cross cultural encounters in a global economy. Students learn communication skills and understand issues related to specific cultures.

### Career opportunities

This is an ideal complement for students majoring in communication, media, ministry, political science, business or other careers involving extensive travel or cross-cultural communication.

### Program strengths and emphases

The theoretical perspectives provided by communication courses and language study inform course work related to specific cultures or continents.

### Requirements

The 22-hour *cross cultural communication* minor requires:

COM 200 Comm Theory & Research (4)  
COM 368 Intercultural Communication (3)

Foreign language study at the college level (6)

SOC 422 Social Change & Historical Dev (3)

Choose two courses from the following:

GEO 331 China, India & Japan (3)

GEO 332 Africa (3)

GEO 333 Latin America (3)

GEO 334 The Middle East (3)

GEO337 Chinese Civilization and Culture (3)

HIS 303 Twentieth Century Europe (3)

SOC 314 Cultural Anthropology (3)

### Course descriptions:

See course descriptions under Communication and Media, French, Geography, History, Sociology and Spanish.

# Drama (DRA)

## Faculty

Paul Patton, Chair and Director  
 Mary Albert Darling  
 Jen Letherer  
 Wallis C. Metts Jr.  
 Dorie Morgan-Shelby  
 Becky Veydt, Affiliate  
 Robert H. Woods Jr.

## Mission

Our mission is to prepare credible, creative Christian professionals for a world where the mastery of communication skills and technologies is essential. We accomplish our mission by helping students produce, publish and perform original work that is both ethical and effective.



## About the discipline

Our drama program puts you on stage early and often in our intimate “Prop Shop” theater space. We also put you on the road, with performances in several venues each year. We’re doing a lot of original work — with premiers each year directed, preformed and written by students themselves.

With opportunities on stage and screen, this program gives you both presence and voice for a variety of acting and performance opportunities. Rooted in a classical and Christian esthetic, the program also provides perspectives to support careers in entertainment, the arts, ministry and public speaking.

## Career opportunities

The study of communication will help you develop useful skills in such fields as ministry, mass media, theatre, business, government and social services. Our program is particularly appropriate for positions involving public relations, broadcasting, corporate communication, public information management, employee communication, training and development, and print journalism.

## Program strengths and emphases

The study of communication at Spring Arbor University is a hands-on experience, with a foundation in classical and Christian perspectives. All students complete a core sequence that promotes a thoughtful and ethical understanding of communication principles and best practices.

Throughout the program you will apply these principles. We offer extracurricular opportunities in writing, acting, broadcasting, designing, producing and researching in addition to practical hands-on experiences in the classroom. Each year students win awards in state and national competitions and engage in meaningful internships.

## Requirements

**Note:** Majors in this program are also required to complete a minor. Suggestions include psychology, literature, ministry, broadcasting, video and film, advertising and public relations, or professional writing.

## The 46-hour *drama major* requires:

- COM 100 Introduction to Communication (3)
- COM 102 Introduction to Mass Media (3)
- COM 110 Communication technology (3)
- COM 200 Communication Theory and Research (4)
- COM 212 Rhetoric (4)
- COM 356 Pop Culture (3)
  
- DRA 265 Acting Techniques (4)
- DRA 285 Exploratory Experience (1-4)  
(need 2 hours total)
- DRA 300 History of Theater (3)
- DRA 345 Stagecraft (4)
- DRA 354 Acting for the Camera (3)
- DRA 365 Stage Directing (3)
- DRA 460 Recital (2)

# DRAMA

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Electives to total 46 hours:

- COM 385 Practicum (4) OR
- COM 387 Agency Experience (4)
- DRA 314 Script Writing (3)
- DRA 353 Performance Ministry (3)
- SPE 340 Forensics and Debate (3) and SPE 285 Exploratory Experience (1-4)

Support course:

- SOC 351 Statistics (3)

## **The 21-hour *drama minor* requires:**

- COM 100 Introduction to Communication (3)
- COM 212 Rhetoric (4)
- DRA courses for a total of 21 hours

**Notes regarding general education:** COM 212 Rhetoric (4) fulfills the general education speech requirement. SOC 351 Statistics (3) fulfills the general education math requirement.

## **Course descriptions:**

### **DRA 244 Nonverbal Storytelling (2)**

Introduction to the use of physicality in conveying a message. Students will be exposed to historical (biblical and cultural), present, and applied forms of nonverbal communication and experiential worship. Also listed as WOR 244. (Offered interim of odd academic years and spring of even academic years.)

### **DRA 265 Acting Techniques (4)**

Creative methods of role development for theatre. Includes play analysis. Also listed as SPE 265. (Offered in fall and spring.)

### **DRA 285 Exploratory Experience (1-4)**

See Courses for all Disciplines for description.

### **DRA 300 History of the Theatre (3)**

Historical, theatrical and literary aspects from the origin of the dramatic form to the theatre of today. (Offered in spring of even academic years.)

### **DRA 314 Script Writing (3)**

Promotes respect for and commitment to the processes necessary for effective playwriting and screenwriting. Students explore regimens leading to greater creative

output, and the internally motivated disciplines contributing to artistic productivity. (Offered in fall of odd academic years.)

### **DRA 345 Stagecraft (4)**

Basic stagecraft covers the practical aspects of lighting, set and sound design including terminology, tools, techniques of building a production and theatrical lighting. Includes theory as well as practical hands-on experience with hand and power tools. Also listed as SPE 345. (Offered in interim of even academic years.)

### **DRA 353 Performance Ministry (3)**

Students learn about and are challenged to create a Biblically-based concept of performance and how it is used effectively in ministry. (Offered in fall of even academic years.)

### **DRA 354 Acting for the Camera (3)**

Acting techniques in a mediated setting. *Prerequisite:* DRA 265 or permission of instructor. (Offered in spring of even academic years.)

### **DRA 365 Stage Directing (3)**

Basic elements of stage directing with emphasis on selecting, casting, planning and rehearsing plays. *Prerequisites:* DRA 265. Also listed as SPE 365. (Offered in spring of odd academic years.)

### **DRA 370 Topics in Drama (1-3)**

A course designed to provide enrichments in drama. Topics selected to meet needs and interests of students. *Prerequisites:* permission of instructor. (Limited offering.)

### **DRA 460 Senior Recital (2)**

Students prepare and present a performance.

## Early Childhood Education (ECE)

### Faculty

Sharon C. Joplin

Linda G. Sherrill

### About the discipline

Early Childhood Education (ECE) is a child-centered major or minor, offered through the School of Education, earning certification in grades K-5, all subjects, along with an early childhood endorsement. This program is designed for those who desire to work with young children ages birth to eight years old. The Early Childhood Education program at SAU provides a broad spectrum of early childhood education courses built on the National Association for the Education of Young Children (NAEYC) Standards along with the Michigan Early Childhood Standards. The courses offer practical experiences that provide significant learning opportunities including infant-toddler development, social issues affecting the child, and curriculum development. All of these will be presented from a Christian liberal arts perspective.

### Career Opportunities

This major and minor prepare the student to apply for certification with an endorsement in early childhood education, along with completing the Elementary Education program requirements. Career opportunities include, but are not limited to, those who wish to teach in the public school setting and want to be highly qualified by the No Child Left Behind (NCLB) standards. This includes school administrators, public schools with Great Grant programs, private programs that adhere to State of Michigan day care center licensing rules, and any program serving children birth to third grade.

### Program strengths and emphases

The program has been designed to provide the aspiring professional with understanding, practical knowledge, and the skills necessary to become a center-based teacher, program director, or any professional dealing with early childhood education. The program adheres to the highly qualified

standards of No Child Left Behind, as well as Michigan State Childcare Licensing Guidelines.

### Requirements

#### The 32-hour *early childhood education major* requires:

- ECE 265 Early Childhood Social Foundations (3)
- ECE 266 Early Childhood Growth & Dev (3)  
(to be taken concurrently with EDU 267)
- ECE 320 Assessment, Guidance, and Discipline of Early Childhood Education (2)
- ECE 340 Emergent and Beginning Literacy (3)
- ECE 360 Assessing Software (1)
- ECE 361 Motor Dev & Motor Learning (3)
- ECE 365 Curriculum & Methods of ECE (4)
- ECE 368 Young Children with Special Needs (2)
- ECE 378 Intervention Strategies for Children with Developmental Delays (2)
- ECE 416 Early Childhood Policies & Standards (2)
- EDU 267 Early Adolescent Dev (1)  
(to be taken concurrently with ECE 266)
- EDU 376 Children's Literature (3)
- EDU 424 Elem/MS Reading Problems (3)

Candidates seeking teacher certification must complete the following:

- ECE 430 Seminar in Teaching Early Childhood (1)
- ECE 450 Directed Teaching - Early Childhood (5)

#### The 22-hour *early childhood education minor* requires:

- ECE 265 Early Childhood Social Foundations (3)
- ECE 266 Early Childhood Growth & Dev (3)  
(to be taken concurrently with EDU 267)
- ECE 320 Assessment, Guidance, and Discipline of Early Childhood Education (2)
- ECE 340 Emergent and Beginning Literacy (3)
- ECE 365 Curriculum & Methods of ECE (4)
- ECE 368 Young Children with Special Needs (2)
- ECE 378 Intervention Strategies for Children with Developmental Delays (2)
- ECE 416 Early Childhood Policies & Standards (2)
- EDU 267 Early Adolescent Dev (1)  
(to be taken concurrently with ECE 266)

Candidates seeking teacher certification must complete the following:

- ECE 430 Seminar-Teaching Early Childhood (1)
- ECE 450 Directed Teaching - EC (5)

# EARLY CHILDHOOD EDUCATION

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**Notes:** The Early Childhood Education major and minor for Elementary Certification requires the completion of Option II.

The following are prerequisites for courses and/or certification:

- MBST for all 300-400 level ECE courses
- Michigan Central Registry Clearance (ECE 365)
- Infant and toddler CPR must be taken in addition to Child and Adult CPR.

## Course descriptions:

### **ECE 265 Social Foundations of Early Childhood Education (3)**

Provides comprehensive coverage of the complex socialization process and its effect on the development of children. Requires students to research their own socialization histories and evaluate their development in the light of major concepts presented in class. *Prerequisites: Successful completion of EDU 140 and the Professional Skills Lab.* (Offered in spring.)

### **ECE 266 Early Child Growth and Development (3)**

The prenatal stages of human development through age eight are the focus of the course. Students will study normal and exceptional development of the physical, cognitive, emotional and social domains of young children (infant, toddler, and pre-K through age 8) in the contexts of home and group settings. Field assignments: two hours a week. Individually arranged with instructor. Students endorsing in ECE should take this in place of EDU 262. Also listed as PSY 266. *Corequisite: EDU 267. Prerequisite: Successful completion of EDU 140, Professional Skills Lab and PSY100.* (Offered in fall.)

### **ECE 320 Assessment, Guidance and Discipline in Early Childhood Education (2)**

The focus of this course is assessing young children's development and the use of appropriate assessment practices in the ECE environment. Students will examine best practice in assessment and guidance of young children (infants, toddlers, preschool through grade 3) through in-depth research of contemporary theory and methodology. Through a systematic observation experience, students will determine the most appropriate method to guide children's behavior. As a result, the practitioner will develop strategies and practices to guide young children in developing acceptable and appropriate self-directed behavior as individuals and in group settings. *Prerequisites: EDU 140, Professional Skills Lab, and ECE 266.* (Offered in spring.)

### **ECE 340 Emergent and Beginning Literacy (3)**

For description see RDG 340. *Prerequisites: EDU 140, Professional Skills lab, and ECE 266.* (Offered in spring.)

### **ECE 360 Assessing Software (1)**

Students will identify and analyze the usefulness of various technologies and how they affect young children. Through investigation and interaction with various technologies, students will learn how to use children's software, promote children's inquiry, and connect and integrate a variety of software and technologies into children's learning. *Prerequisites: EDU 140, Professional Skills Lab, and ECE 266.* (Offered in spring.)

### **ECE 361 Motor Development and Motor Learning (3)**

For description see PED 361. *Prerequisites: EDU 140, Professional Skills Lab, PSY 100, Admission to SOE, and junior standing.* (Offered in fall.)

### **ECE 365 Curriculum and Methods of Early Childhood Education (4)**

For teaching in a preschool or early elementary program. The basic curricular areas in preschool and early elementary grades are covered. Emphasis on methods and techniques. Lab requirement: Two hours weekly, in a site approved by the instructor. *Prerequisites: MBST and grade of 2.0 in EDU 202 and ECE 266.* (Offered in fall.)

### **ECE 368 Young Children with Special Needs (2)**

Students will become familiar with the characteristics of young children (birth to eight years) displaying special needs and with techniques for nurturing their development and interacting with parents. This course will include practice in observation and interaction, introduction to initial screening procedures and service provisions, planning, and implementation of appropriate activities. Off-campus site visits required. *Prerequisite: MBST.* (Offered in fall.)

### **ECE 378 Intervention Strategies for Children with Developmental Delays (2)**

Students will study the theories and implications of formal assessment in early childhood, examine the procedures for initiating and developing formal reporting assessment documents such as IEP, IAP, IFSP, and develop the essential dispositions and skills to develop positive respectful relationships with children and caregivers when discussing assessment results. An integral part of the course will include creating and practicing strategies to remediate diagnosed special needs at the appropriate age and developmental level, create an appropriate transition plan and explore the role of technology in providing services for students. *Prerequisites: EDU 140, Professional Skills Lab, ECE 266, 368, and MBST.* (Offered in spring.)

## **ECE 416 Early Childhood Policy and Standards (2)**

This course focuses on policies and regulations specific to early childhood care and educational settings. The course covers effective guidance of young children, age 2 1/2 through age 8, as individuals and within group settings; government regulations for early childhood programs and personnel; and preparation of a professional portfolio focused on pedagogical and ethical standards for certification of early childhood professionals. To be taken the semester immediately preceding the professional student teaching semester. *Prerequisites: ECE 265, 266, 365, MBST and senior status.* (Offered fall and spring.)

## **ECE 430 Seminar in Teaching Early Childhood (1)**

The professional seminar runs concurrently with student teaching (450). During the seminar, classroom teachers and administrators present pertinent topics concerning educational issues, such as: classroom management, legal issues, mentoring new teachers, interviewing and the preparation of a career portfolio. Discussion and feedback on the directed teaching experience take place in a seminar setting. The students are able to gain certification in First Aid and Adult and Child CPR. *Prerequisites: MBST, acceptance into the School of Education, satisfactory completion of all required education courses and the pre-student teaching experience.* Note: Students seeking early childhood endorsement take EDU 430E for three credits hours and will also take ECE 430 for one credit hour. (Offered in fall and spring.)

## **ECE 450 Directed Teaching - Early Childhood**

Mentored early childhood teaching experience to compliment a successful elementary placement. Provides observation and management of the classroom and learning activities of pupils. The student assumes increasing responsibility for directing the classroom. Graded "S"/"U". *Prerequisites: Satisfactory completion of all required EDU courses, SOE approval and the pre-student teaching experience.* (Offered in fall and spring.)

## Economics (ECN)

### Faculty

Gary Britten  
Gregory Kaufinger  
Randall J. Lewis  
Vilma Valillee

### About the discipline

Economics is a dynamic discipline that studies how individuals relate to one another and society in the face of scarce resources in order to improve well-being. Economics is a way of thinking—it uses logical thought and quantitative analysis to approach these issues in a rigorous way. In studying economics at Spring Arbor University, you will learn a new way of looking at the world in which you live. We do not currently offer a major or minor in economics.

### Career opportunities

Courses in economics are designed for those who anticipate careers in business, government or law, and for those who anticipate graduate study.

**Notes for general education:** ECN 101 Introduction to Economics (3) or ECN 201 Principles of Economics (3) meets a social science requirement.

### Course descriptions:

#### ECN 101 Introduction to Economics (3)

Survey of the basic principles of economics and the leading “schools” of thought in the Western world—classical, Austrian and Keynesian contemporary—with their implications for present day life and political policy. (Offered interim and spring.)

#### ECN 201 Principles of Economics (3)

Introduction to macroeconomics: The American economy as a whole. Includes: organizational and functional aspects of American capitalism; the money and banking system; factors that determine aggregate employment, production and income; fiscal and monetary policies. (Offered in fall and spring.)

#### ECN 202 Principles of Economics (3)

Introduction to microeconomics. Influences that determine prices and functions of prices in a free market economy; distributions of income; study of various market structures. (Offered in fall and spring.)

#### ECN 268 Personal Finance (3)

For description, see FIN 268. (Offered in fall, interim and spring.)

#### ECN 301 Money and Banking (3)

For description see FIN 301. Prerequisite: ECN 201. (Offered in spring of odd academic years.)

#### ECN 322 Globalization: International Economics in the Information Age (3)

For description, see POL 322. (Offered in fall of odd academic years.)

#### ECN 323 Economics of the Third World (3)

This course offers an economic survey of traditional societies, their transition to modernity, parameters of economic growth and dynamics of the world economic system. The course will survey key theories of economic development and discuss how they relate to the economic realities that the Third World confronts. Operational approaches to development by international financial institutions, bilateral aid agencies and non-governmental organizations will be compared. Also listed as GEO 323 and POL 323. (Offered in spring of odd academic years.)

## Education (EDU)

### Faculty

Linda G. Sherrill, Dean  
 Reuben A. Rubio, Director of SOE Assessment  
 Kathryn E. Bell, Director, Graduate Teacher Education  
 Donna M. Bergman, Director, Special Education  
 David G. Hamilton  
 David A. Hopper  
 Sally A. Ingles  
 Sharon C. Joplin  
 Angela Kirby  
 Dale B. Linton  
 J. Randy Meredith  
 Bonita J. Miller  
 Joel D. Ottenbreit  
 Miriam R. Sailers  
 Tovah Sheldon  
 Philippa M. Webb  
 Kathleen A. Wilcox  
 John M. Williams

### Affiliates

Diane P. Crosley  
 Kate M. Fleischman

### Adjuncts

Bonnie J. Bauman  
 Kevin R. Coleman  
 Paul W. Dornfeld  
 Brenda L. Easterling  
 Jack E. Esterline  
 Phoebe J. Gohs  
 Cathy S. Harrington  
 Jamie L. Isham  
 Debora Kerr  
 Becky R. Kopicko  
 Nancy J. Norris  
 James E. Oppermann  
 Maureen Peters  
 Amy E. Rogers  
 Kenneth D. Smith  
 Cathy M. Sykes  
 Jared R. Vickers  
 Kathryn L. Wright

### About the teacher preparation program

The teacher preparation program at Spring Arbor University is firmly established and guided by the Conceptual Framework. The Conceptual Framework is designed to identify six foundational components in which every beginning teaching professional must be knowledgeable, skilled and firmly grounded. The six foundational components are surrounded by four professional concepts that are integrated into every course and experience the pre-teacher candidate encounters during the teacher preparation program.

The core and central component of the teacher preparation program is the Spring Arbor University Concept and the integration of faith in all learning experiences. This framework is infused into every course and every learning experience from the initial course through the professional semester and completion of the program. The summative and definitive descriptor for the Spring Arbor University teacher preparation program is EXCELLENCE.

### The Model for Teacher Education



### Career opportunities

Elementary certification covers K-5 all subjects and, if the student chooses and is eligible, grades six, seven, and eight in the candidate's major or minor disciplines. Secondary certification covers grades

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six through twelve in the candidate's major and minor disciplines. Available K-12 endorsements for elementary candidates are English as a Second Language and Special Education: Learning Disabilities. Available K-12 endorsements for secondary candidates are Visual Arts Education, Music Education, Physical Education and Special Education: Learning Disabilities and English as a Second Language.

## Accreditation and Certification

The program is approved by the Michigan Department of Education (MDE) for certification in Michigan. Students planning to be certified in other states should consult with the Certification Officer in the School of Education office early in their program, to receive contact information for Education Departments of other states. Those seeking a teaching position outside of Michigan should complete certification requirements in Michigan before accepting a position out of state. **Students desiring Michigan certification are responsible for meeting all certification requirements of the MDE, whether or not they are explicitly stated in this catalog.**

The School of Education at Spring Arbor University is accredited by the Teacher Education Accreditation Council (TEAC), One Dupont Circle NW, Suite 320, Washington, DC 20036. This accreditation includes the undergraduate and graduate levels of professional education programs offered at Spring Arbor University. The program complies with the U.S. Department of Education Title II, Section 207 reporting procedures. Copies of the report are available upon request from the School of Education office.

Spring Arbor University is a member of the Consortium for Outstanding Achievement in Teaching with Technology (COATT), a partnership of higher education and K-12 institutions that is committed to promoting and recognizing excellence in teaching with technology. Student teachers and practicing teachers may apply for the Michigan Certificate of Outstanding Achievement in Teaching with Technology (MCOATT) through Spring Arbor University.

## Association of Christian Schools International (ACSI) Accreditation

In May 2009 the Spring Arbor University School of Education was approved for Accreditation for a ten year period with ACSI. ACSI Higher Education Approval Programs are based on the recognition of the integral role of Christian colleges and universities in training educators for Christian schools by partnering with them to accomplish a common vision to enable Christian educators and schools worldwide to effectively prepare students for life. ACSI serves the evangelical Christian community of preschools, elementary, secondary schools, and postsecondary institutions. This collaboration engenders an ongoing dialogue about the development of educators who are equipped to serve as highly skilled and effective teachers in Christian schools.

## Main Campus and Sites

The School of Education policies apply to all Spring Arbor University sites. However, procedures for carrying out certain policies may vary from site to site. Stated semester of class offerings in this catalog are applicable to the main campus only. Certain certifiable majors and minors listed in this catalog are available at the main campus only. Information about the majors and minors available off-site can be obtained by contacting the Admissions Specialist at the off-site location. A student wishing to participate in majors and minors offered at the main campus only, must register and attend classes as a main campus student.

## Petitions and Exceptions

Exception to any SOE requirements needs approval by vote of two-thirds of the School of Education faculty present at the meeting at which the petition is considered.

## Disclosure of Criminal Record

Regarding misdemeanor or felony convictions, as well as pending charges:

The Conviction Disclosure form regarding misdemeanor or felony convictions, as well as pending charges, is completed numerous times throughout a candidate's program and is initially addressed through participation in EDU 140 and again as part of the student teaching process. No

student should enter P-12 schools for classroom observations or on-site work of any kind, prior to completion and clearance of this paperwork.

Each student must answer the questions regarding conviction of a misdemeanor and/or felony honestly. An inaccurate response can be considered fraud and is possible grounds for denial of admission to the SOE, or grounds for revoking prior admission to the SOE. If a student has any questions regarding interpretation of the conviction questions, they should contact the certification officer in the SOE office, 517-750-6414.

A criminal background check is required as part of the student-teaching application process. The results of this may affect the ability of the university to place the student teacher candidate.

### Admission to the School of Education

The standards for admission to the School of Education (SOE) include those for admission to Spring Arbor University as well as other criteria as specified by the SOE. Admission to the SOE is determined by two-thirds vote of the SOE Executive Team present at the meeting at which the candidate is considered.

**In order to complete the teacher education program, a student must successfully meet the program requirements that are in effect at the time of the student's first semester of enrollment at Spring Arbor University as defined in the catalog of entry.**

When a student is not enrolled for two consecutive semesters and is later readmitted, the student must meet the program requirements in effect at the time of readmission as defined in the catalog of entry.

### Disclaimer

Michigan Department of Education Administrative Rules, state laws and changes in requirements of accreditation bodies such as TEAC, may supersede any requirements printed in the university catalog or SOE Student Handbook.

### Requirements for the admission to the School of Education (SOE)

Applying for admittance to the SOE is the student's responsibility and should be completed prior to taking any 300- or 400-level courses. Delaying admittance to the SOE will/can result in as much as a full semester delay in student teaching placement.

1. **A completed application for admission to the SOE.** A student will complete an application for admission to the SOE during the professional skills lab (PSL). The student's application will be accepted after successful completion of the PSL. Admission will be considered by the SOE Executive Team when the following requirements are met:
2. **A cumulative SAU GPA of at least 2.70.**
3. **A grade of at least 2.670 in EDU 202 Foundations of American Education.**
4. **A grade of at least 2.670 in ENG 104 College Writing or equivalent.**
5. **A grade of at least 2.00 in each of the following courses:**
  - SPE 100 Oral Communication OR
  - SPE 212 Fundamentals of Speech.
  - PSY 100 Introduction to Psychology
6. **Recommendation initiated by SOE from the Office of Student Development and Learning (pertains to main campus students only). For students attending at an off-site location, an acceptable professional skills and disposition form from the Teacher Education Student Advisor (TESA) is required.**
7. **Official indication of a passing score on the reading, mathematics and writing sections of the Basic Skills Test of the Michigan Test for Teacher Certification.** See section titled "Proficiency Test" in the School of Education Teacher Education Handbook regarding maximum number of retakes allowed.
  - This test should be taken during the freshman year or no later than the end of the first semester of courses for post baccalaureate or transfer students.

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- No waivers will be granted for this requirement to pass the MBST.
  - No 300 to 400 level education courses may be registered for or taken until the entire basic skills exam is successfully completed and official scores are received by the School of Education, directly from the testing service.
8. **Acceptable ratings in “Professional Behaviors and Dispositions” and “Pedagogical Knowledge, Skills and Dispositions” as evaluated by the School of Education.**
9. **Sophomore or higher standing.**

## The Professional Semester

The professional semester consists of placements in a school setting for directed teaching and the seminars in teaching, both consistent with the student’s program(s). Students are usually placed as close to their home campus or site as possible for ease of supervision and to minimize travel to the weekly seminar. Students desiring to student teach away from Spring Arbor may seek permission to take the seminar online, and must be granted permission through the petition process. Petitions are obtained from the SOE. (Evaluation of Professional Behaviors and Dispositions as well as Pedagogical Knowledge, Skills and Dispositions and recommendations from the faculty are factors when considering such petitions).

## Requirements for student teaching eligibility

Candidates for student teaching shall meet the following criteria in order to be eligible for assignment as a student teacher:

1. A minimum 2.70 cumulative SAU GPA.
2. A minimum 2.70 cumulative GPA in each planned program (elementary) and professional program (elementary) and the professional education block (secondary).
3. A minimum 2.00 grade in each course in the planned program and professional program, except EDU 202 and ENG 104 which require a 2.67 grade.

4. A minimum 2.00 grade in each course in each content area major and minor as well as the elementary education block of courses.
5. Completion of all education courses except Student Teaching Seminar(s) (430’s) and Directed Teaching (450’s).
6. Completion of all courses in the major and minor(s).
7. Completion of all general education courses required by Spring Arbor University and the Michigan Department of Education.
8. A favorable recommendation by the student’s major department(s).
9. A favorable recommendation by the student’s minor department(s).
10. A favorable recommendation by the School of Education.
11. Verification of viability by the Office of Student Development and Learning (main campus) or TESA (off-site locations).
12. Acceptable evaluations on “Professional Behaviors and Dispositions” and “Pedagogical Knowledge, Skills and Dispositions”.  
Pass all three sections of the Michigan Basic Skills Test (MBST).
13. Pass all three sections of the Michigan Basic Skills Test (MBST).
14. Admission to the School of Education.
15. An acceptable “criminal history record check” on file as designated by the SOE.
16. Acceptable liability insurance as designated by the SOE.
17. Completion and proper documentation of a minimum of 120 pre-student-teaching field experience hours.

## **Notes on the Michigan Test for Teacher**

**Certification (MTTC):** Elementary candidates must receive a satisfactory score on the elementary education test on the MTTC. Passing the MTTC in the major or minors subject area tests is not required for certification, but strongly recommended for marketability. Secondary candidates must receive satisfactory score on the subject area test for the major on the MTTC. Passing the MTTC in the secondary minor is not required for certification, but strongly recommended for marketability.

**Notes regarding student teaching:** Due to the number of student teaching weeks required for those who are seeking initial elementary certification with the Special Education: Learning Disabilities major or with Early Childhood Education major or minor, a student should not plan on taking an interim class just prior to spring student teaching. To successfully complete the required weeks, spring student teaching must begin in early January. A fall placement with the aforementioned configuration will continue past one semester and into the next term.

An acceptable application for student teaching must be received in the School of Education Office (main campus or student's appropriate site) by the following dates:

- Candidates who plan to student teach during the fall semester must submit their completed application packet to the School of Education by February 1 of the prior spring semester.
- Candidates who plan to student teach during the spring semester must submit their completed application packet to the School of Education Office by September 15 of the prior fall semester.
- Candidates desiring to teach overseas should apply one year prior to the targeted professional semester.

## **Unsuccessful Student Teaching**

Failure to complete a successful student teaching experience for any reason will result in not being recommended for certification. With approval of the SOE Executive Team, a repeat professional semester may be allowed depending on factors surrounding the termination. The student may not be refunded

tuition or fees for the semester for which he or she is terminated, and may be required to pay full tuition for the repeat experience including student teaching and seminar. (See Student Teacher Handbook for specifics).

## **Certification**

Spring Arbor University recommends for certification to the Michigan Department of Education, students who qualify for or hold a Bachelor of Arts degree, have been cleared by the Business Office, and have met teacher certification program requirements for elementary or secondary certification. Note: The application for teacher certification to The Michigan Department of Education requires a fee paid directly to the state of Michigan.

**If a teacher education candidate plans on seeking a teaching position outside of Michigan, the SOE strongly recommends first obtaining the teacher certificate in Michigan and transferring Michigan certification to another state.**

## **Elementary Certification**

The Michigan Department of Education (MDE) reorganized elementary education through the articulation of new standards. The elementary teacher preparation program that align with MDE standards are displayed on the next page.

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## Content Centered

### Majors

Language Arts (BX)  
Mathematics (EX)  
Social Studies (RX)

### Minors

Integrated Science (DI)  
Language Arts (BX)  
Mathematics (EX)  
Reading (BT)

Option I: One major or two minors from the content centered area requires the student to complete courses in Option I.

## Child Centered

### Majors

Early Childhood Education (ZS)  
Spanish (FF)  
Special Education: Learning Disabilities (SM)

### Minors

Early Childhood Education (ZS)  
English as a Second Language (NS)  
French (FA)  
Spanish (FF)

Option II: One major or two minors from the child centered area OR one minor from the content centered area; and one minor from the child centered area require the student to complete courses in Option II.

## Elementary Education Option I requires:

### Planned Program

ART 152 Art Foundations (2)  
EDU 252 Teaching the Arts - Lab  
EDU 330 Foundations of School Math I (3)  
EDU 331 Foundations of School Math II (3)  
EDU 376 Children's Literature (3)  
ENG 104 College Writing (3)  
ENG 112 World Literature (3) OR  
FRE 102 Elementary French II (3) OR  
GER 102 Elementary German (3) OR  
SPA 102 Elementary Spanish II (3)  
HPR 101 Personal Fitness & Wellness (2)  
HPR 201 Teaching Elem Health & Physical Educ (2)  
MUS 152 Music Foundations (2)  
NSC 200 Elementary Science Survey (4)  
PSY 100 Introduction to Psychology (4)  
SPE 212 Fundamentals of Speech (3)  
SST 200 Human Society: Learning in Social Studies (3)

### Professional Program

EDU 140 Exploring Critical Skills (2)  
EDU 202 Issues & Trends in American Education (2)  
EDU 262 Human Learning & Development (3)  
EDU 271 The Diverse Learner (4)  
EDU 350 Teaching Reading/Lang Arts (5)  
EDU 354 Teaching Social Studies, Science & Math (5)  
EDU 360 Integrating Technology in Teaching (3)  
EDU 424 Elem & Middle School Reading Problems (3)  
EDU 429 Effective Teaching Strategies (3)  
EDU 430 The Professional Semester (3)  
EDU 450 Directed Teaching - Elementary

## Elementary Education Option II Requires:

### Planned Program

ART 152 Art Foundations (2)  
BIO 281 Environmental Science (4)  
EDU 252 Teaching the Arts - Lab  
EDU 330 Foundations of School Math I (3)  
EDU 331 Foundations of School Math II (3)  
EDU 376 Children's Literature (3)  
ENG 104 College Writing (3)  
ENG 112 World Literature (3) OR  
FRE 102 Elementary French II (3) OR  
GER 102 Elementary German (3) OR  
SPA 102 Elementary Spanish II (3)  
HIS 141 United States to 1877 (3)  
HPR 101 Personal Fitness & Wellness (2)  
HPR 201 Teaching Elem Health & Physical Educ (2)  
MUS 152 Music Foundations (2)  
NSC 200 Elementary Science Survey (4)  
PSY 100 Introduction to Psychology (4)  
RDG 426 Interventions & Remediation (2)  
SPE 212 Fundamentals of Speech (3)  
SST 200 Human Society: Learning in Social Studies (3)

### Professional Program

EDU 140 Exploring Critical Skills (2)  
EDU 202 Issues & Trends in American Educ (2)  
EDU 262 Human Learning & Devel (3)  
(ECE majors/minors take ECE 266 and EDU 267)  
EDU 271 The Diverse Learner (4)  
(SED majors take EDU 273)  
EDU 350 Teaching Reading & Language Arts (5)  
EDU 354 Teaching Social Studies, Science & Math (5)  
EDU 360 Integrating Technology in Teaching (3)  
EDU 424 Elem & Middle School Reading Problems (3)  
EDU 429 Effective Teaching Strategies (3)  
EDU 430 The Professional Semester (3)  
EDU 450 Directed Teaching - Elementary

## Michigan Tests for Elementary Teacher Certification

Candidates must receive a satisfactory score on the Elementary Education Michigan Test for Teacher Certification (MTTC) prior to approval for the Professional Semester (student teaching). Official scores must be provided and on file with the School of Education. It is highly recommended that the student pass test(s) in the area of the student's major or minors for additional endorsements on the teaching certificate.

## Secondary Certification Requirements

Completion of a certifiable major and a minor or one comprehensive major approved by the MDE is required. (See list of certifiable majors and minors below). Candidates must have a GPA of at least 2.70 in the major and minor, with no course grade below 2.00.

Note: The two-letter codes are the official certification codes used by the MDE.

### Comprehensive Majors

Music Education (JQ)  
Social Studies Comprehensive (RX)  
Visual Arts Education (LQ)

### Majors

Biology (DA)  
Chemistry (DC)  
English Education (BA)  
History (CC)  
Mathematics (EX)  
Physical Education (MB)  
Spanish (FF)  
Speech and Theater Education (BD)  
(pending MDE approval)  
Social Studies (group) (RX)  
Special Education: Learning Disabilities (SM)

### Minors

Biology (DA)  
Chemistry (DC)  
English as a Second Language (NS)  
English Education (BA)  
French (FA)  
Health Education (MA)  
History (CC)  
Mathematics (EX)  
Physical Education (MB)  
Physics (DE)

Political Science (CD)  
Psychology (CE)  
Spanish (FF)  
Speech and Theater Education (BD)  
(pending MDE approval)

### Secondary Professional

EDU 140 Exploring Critical Skills for the Professional Educator (2)  
EDU 202 Issues and Trends in American Educ (2)  
EDU 262 Human Learning & Development (3)  
EDU 271 The Diverse Learner (4)\* OR  
EDU 273 Diversity Issues for Educators (2)  
(SED majors only)  
EDU 360 Integrating Technology in Education (3)  
EDU 425 Reading Development in Middle & Secondary Content Areas (3)  
EDU 429 Effective Teaching Strategies (3)  
EDU 430S Seminar in Teaching Secondary (3)  
EDU 450S Directed Teaching - Secondary

Plus two of the following courses, one course in the major and one in the minor:

EDU 336 Teaching at the Secondary Level (2)  
EDU 341 Teaching English - Secondary Level (2)  
EDU 342 Foundations of Sec School Math (3)  
EDU 343 Teaching Science - Secondary Level (2)  
EDU 344 Teaching History & SST - Sec Level (2)  
EDU 345 Teaching Speech/Drama - Sec Level (2)  
EDU 346 Teaching World Languages (2)  
EDU 347 Teaching Physical Educ - Sec Level (4)  
EDU 348 Teaching Art - Secondary Level (4)  
EDU 349 Methods & Materials for Teaching Music in the Secondary School (3)

**Note:** EDU 336 should be taken as one of the methods courses if the combination of the major and minor would put the student in the same methods course. Example: Chemistry major and Biology minor should register for EDU 343 and EDU 336. Consult your SOE advisor with questions.

### Michigan Tests for Secondary Teacher Certification

Candidates must receive satisfactory scores on the subject area test for the major on the Michigan Test for Teacher Certification (MTTC), prior to approval for the Professional Semester (student teaching). Official scores must be provided and on file with the SOE. Passing the MTTC in the secondary minor is not required for certification, but strongly recommended.

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## Post baccalaureate certification and additional endorsement programs

Details of the following programs are available at the School of Education.

1. Initial certification at elementary and secondary levels.
2. Additional endorsements:
  - a. Elementary endorsement (ZE) onto a secondary certificate (K-5 all subjects)
  - b. Secondary endorsement (ZF) onto an elementary certificate (Grades 6-12 in the major and minor fields appropriate to secondary certification.)
  - c. Additional subject area endorsements (see listing of majors and minors on previous pages)
3. Professional education certification: 18-hour planned program.
4. Three-year renewals of Provisional Certification.

**Note:** Students who have a bachelor's degree may earn elementary teacher certification by successfully completing one child centered minor and the courses in Option II.

## Course descriptions:

### EDU 140 Exploring Critical Skills for the Professional Educator (2)

This course seeks to identify those essential skills and dispositions necessary to become an effective teacher. Students will receive practical opportunities to develop the skills of critical thinking, human interaction, organization, reading, writing, and speaking in an educational context. Special emphasis will be given to the School of Education's program expectations and processes for those students seeking teacher certification. Field experience at all certification levels is required to enhance discussion and reflections on issues related to the teaching profession. Must earn a 2.00 or better to advance to Professional Skills Lab (PSL) and other EDU courses. Note: This course may not be transferred from another institution. *Prerequisite: 2.67 or better in ENG 104 or ACT Reading and Writing scores of 22 or higher.* (Offered in fall and spring.)

### Professional Skills Lab (PSL)

The PSL serves as an interview process during which SOE representatives evaluate teacher candidate skills and dispositions: critical thinking, human interaction, reading, writing, and speaking. Successful completion of the PSL

merits advancement to other EDU courses and an invitation to apply to the SOE. Students who do not successfully complete PSL will be provided the opportunity to develop a professional improvement plan with individual mentoring to facilitate successful completion and opportunity to advance to the teacher preparation program. An additional PSL may be required - providing the opportunity to demonstrate proficiency in any skill area previously deemed unsatisfactory. Note: *Only upon successful completion of the PSL will students advance to additional education courses.*

**NOTE: EDU 140 and the PSL are prerequisites for all EDU courses.**

### EDU 201 Teaching Elementary Health and Physical Education (2)

For description see HPR 201. (Offered in interim and spring.)

### EDU 202 Issues and Trends in American Education (2)

Historical and contemporary educational ideas are examined, including how unique legal, religious, cultural and diversity issues have shaped education in the United States. Philosophical foundations of schools as instruments of national purpose, values, and social change are studied, and students begin to develop their own philosophy of education. Important educators and topics such as school governance, finance, curriculum standards and accountability, and professional learning communities are also addressed. Note: A grade of 2.67 is required to advance in the SOE. *Prerequisite: Successful completion of EDU 140 and the Professional Skills Lab.* (Offered in fall and spring.)

### EDU 210 Foundations of Christian School Education (2)

This course is an introduction to the philosophy, theory and practice of teaching in Christian schools. A basic analysis of educational philosophies within the framework of a Biblical worldview will be an integral part of the course. Examination of Christian school education - its mission and context for teachers, students, parents and the greater community will also be explored. In addition, students will construct a personal/guiding philosophy of education incorporating biblical principles and be introduced to the development of lesson plans using biblical integration and perspectives. Successful completion of this course is a requirement for students desiring to be admitted in the Christian School Education program leading to an additional teaching certification from the Association of Christian Schools International (ACSI). (Offered fall; offered online in the spring.)

### EDU 252 Teaching the Arts in the Elementary Classroom (0)

Lab course to support ART 152 and MUS 152. The purpose of this course is to focus instruction for elementary education teacher candidates to demonstrate knowledge,

understanding, and application of the content, functions, and achievements of dance, music, theatre, and the visual arts to promote elementary students' ability to create, perform and respond in and through the arts; and to insure that candidates know that all students can obtain the knowledge and skills that make up the arts. Graded S/U. *Prerequisite or Corequisite:* ART 152, MUS 152.

### **EDU 262 Human Learning and Development (3)**

This course will present a systematic study of the major developmental and learning theories within the framework of educational psychology. Educational psychology is an interdisciplinary subject that uses scientific inquiry to study how human beings learn and the principles by which learning can be increased and enhanced. Therefore, those aspects of psychology most relevant to the unique needs and characteristics of learners as they relate to the classroom setting will be emphasized. Note: students endorsing in ECE should take ECE 266 and EDU 267 rather than EDU 262. *Prerequisite:* Successful completion of EDU 140 and the Professional Skills Lab, and a grade of 2.00 or better in PSY 100. (Offered in fall and spring.)

### **EDU 267 Early Adolescent Development (1)**

This course will focus on the development of children ages 9-13. Physical, cognitive, emotional and social development will be discussed, along with techniques to sustain them in attaining their potential. Enrollment concurrent with ECE 266, Early Child Growth and Development. Field assignments of two hours weekly are required, individually arranged. *Prerequisite:* Successful completion of EDU 140, PSL, and PSY100. (Offered in fall.)

### **EDU 271 The Diverse Learner (4)**

The course focuses on a wide variety of diversities found in today's schools such as: race, ethnicity, culture, religion, family, socioeconomic, gender, as well as physical and intellectual diversities and English Language Learners (ELLs). Special emphasis is placed on the teacher's role in creating an inclusive learning environment, including the use of IEPs. Course includes off-campus field experience with diverse student populations. Note: Special Education students should take EDU 273 Diversity Issues for Educators instead of EDU 271, and non-special education majors who successfully transfer in a general diversity class in education may take EDU 272 instead of 271. *Prerequisite:* sophomore standing; successful completion of EDU 140 and PSL. (Offered in fall and spring.)

### **EDU 272 Special Education for Mainstream Teachers (2)**

This course focuses on a wide variety of diversities represented in the spectrum of learning challenges such

as autism, ADD/ADHD, visual and hearing impairments, physical disabilities, learning disabilities and others. It focuses on key pieces of federal legislation and landmark court decisions that impact the educational environments. Special emphasis will focus on the teacher's role and responsibility in creating and implementing IEP's and ways in which strategic adaptations and modifications can be made to the academic learning environment. At least ten approved off-campus field experience hours in a diverse setting required. NOT to be taken by Special Education majors, but should be taken by those who transfer in an education class dealing with other diversities. To meet the diversity requirements, all other students who take this course need to take the complementary course, EDU 273 Diversity Issues for Educators, if they have not transferred an acceptable alternative. *Prerequisite:* successful completion of EDU 140 and PSL. (Offered in spring upon sufficient enrollment.)

### **EDU 273 Diversity Issues for Educators (2)**

This course focuses on a wide variety of diversities represented in contemporary American schools such as: race, ethnicity, culture, religion, family, socioeconomic status, gender, ELL/ESL and others. Special emphasis focuses on the teacher's role and responsibility in maximizing the learning for all students affected by or influenced by any of these factors. At least ten off-campus approved field experience hours in a diverse setting required. This course should be taken by Special Education majors. Other education majors who take this course will need to also take the complementary course, EDU 272 Special Education for Mainstream Teachers, which is not on a consistent rotation. *Prerequisite:* successful completion of EDU 140 and PSL. (Offered in spring.)

**No upper level (300 or 400) courses may be taken unless the MBST is passed in its entirety.**

**Note: All ECE, EDU, ESL, RDG, and SED Methods courses** must be taken at Spring Arbor University. The SOE will not accept methods courses taken from another institution. In addition, methods courses should be scheduled as close to the start of student teaching as possible, while still taking only one methods course at a time.

**Note regarding secondary methods:** Secondary methods courses include a 20-hour, site-based component including practice teaching opportunities of at least two full-length, whole-group class lessons. Due to the time demands of such courses, students are strongly advised to avoid scheduling two secondary methods courses in the same semester. No double counting of hours is allowed.

**EDU 319 Methods and Materials for Teaching Music in the Elementary School (2)**

For description, see MUS 319. *Prerequisites: MBST and grade of 2.67 in EDU 202 and 262.* (Offered in fall of even academic years.)

**EDU 330 Foundations of School Mathematics I (3)**

For description, see MAT 330. *Prerequisites: MBST and grade of 2.0 in EDU 202 and 262.* Does not count toward mathematics major or minor. (Offered in fall and spring.)

**EDU 331 Foundations of School Mathematics II (3)**

For description, see MAT 331. *Prerequisites: EDU/MAT 330.* Does not count toward mathematics major or minor except for those certifying for elementary education. (Offered in fall and spring.)

**EDU 336 Teaching at the Secondary Level (2)**

General topics unique to teaching at the secondary level. Emphasis on lesson planning and design, unit planning and design and classroom management. Students who have a major or minor not offering a specific methods class, would enroll in this course. Also for students desiring more learning opportunities in secondary methods. Off-campus site visits required. *Prerequisites: SOE acceptance; MBST and grade of 2.67 in EDU 202 and 262.* (Offered in spring.)

**EDU 337 Teaching Physical Education at the Elementary Level (4)**

For description, see PED 337. *Prerequisites: SOE acceptance; MBST and grade of 2.67 in EDU 202 and 262.* (Offered in spring.)

**EDU 338 Teaching Art at the Elementary Level (4)**

For description, see ART 338. *Prerequisites: SOE acceptance; MBST and grade of 2.67 in EDU 202 and 262.* (Offered in fall of even academic years.)

**EDU 341 Teaching English at the Secondary Level (2)**

Topics unique to the teaching of English at the secondary level. Emphasis on recent curriculum developments in English. Both grammar and literature are considered. Off-campus site visits required. *Prerequisites: Junior Standing, SOE acceptance; MBST and grade of 2.67 in EDU 202 and 262.* (Offered in fall.)

**EDU 342 Foundations of Secondary School Mathematics (3)**

For description, see MAT 342. *Prerequisites: SOE acceptance; MAT 201, MBST and grade of 2.67 in EDU 202 and 262.* (Offered in spring.)

**EDU 343 Teaching Science at the Secondary Level (2)**

Topics unique to the teaching of science at the secondary level. Emphasis on recent curriculum developments in science and on laboratory supervision. Off-campus site visit required. *Prerequisites: SOE acceptance; MBST and grade of 2.67 in EDU 202 and 262.* (Offered in fall.)

**EDU 344 Teaching History and Social Studies at the Secondary Level (2)**

A practical learning course emphasizing the development and delivery of lesson and unit plans based upon the Michigan Curriculum Framework and Benchmarks along with the application of instructional strategies, lesson modification and assessment methodologies unique to teaching History and the Social Studies at the secondary level. *Prerequisites: SOE acceptance; MBST and grade of 2.67 in EDU 202 and 262.* (Offered in fall.)

**EDU 345 Teaching Speech/Drama at the Secondary Level (2)**

Topics unique to teaching of speech and drama at the secondary level. Emphasis on recent developments in curriculum and pedagogical methods in both areas. Off-campus site visits required. *Prerequisites: SOE acceptance; MBST and grade of 2.67 in EDU 202 and 262.* (Offered in fall.)

**EDU 346 Teaching World Languages (2)**

Topics unique to the teaching of world languages at the K-12 levels. Practical methods of developing oral and comprehension skills will be studied and utilized. Off-campus site visits required. *Prerequisites: SOE acceptance; MBST and grade of 2.67 in EDU 202 and 262.* (Offered in fall.)

**EDU 347 Teaching Physical Education at the Secondary Level (4)**

For description, see PED 347. *Prerequisites: SOE acceptance; MBST and grade of 2.67 in EDU 202 and 262.* (Offered in fall.)

**EDU 348 Teaching Art at the Secondary Level (4)**

For description, see ART 348. *Prerequisites: SOE acceptance; MBST and grade of 2.67 in EDU 202 and 262.* (Offered in spring of even academic years.)

**EDU 349 Methods and Materials for Teaching Music in the Secondary School (3)**

For description, see MUS 349. *Prerequisites: SOE acceptance; MBST and grade of 2.67 in EDU 202 and 262.* (Offered in spring of even academic years.)

**EDU 350 Teaching Reading and Language Arts in Elementary School (5)**

An integrated reading/language arts methods and resources course designed to prepare teachers for an

elementary/middle school classroom. Methods and strategies are discussed and practiced, and materials are examined. Class members participate in *required* on-site experience in an elementary/middle school classroom. Off-campus site visits required. *Prerequisites: SOE acceptance; MBST and grade of 2.67 in EDU 202 and 262.* (Offered in fall and spring.)

### **EDU 354 Teaching Social Studies, Science and Mathematics in Elementary School (5)**

A practical learning laboratory. Examines a variety of techniques, activities and methods for teaching social studies, science and mathematics. Emphasis on Michigan Teaching and Learning Standards, Michigan Curriculum Framework and Benchmarks, in developing objective based lesson plans and standards based units. A significant part of this course requires teaching and learning in a site-based experience under the supervision of a certified teacher. Off-campus site visits required. *Prerequisites: SOE acceptance; MBST and grade of 2.67 in EDU 202 and 262, 330, NSC 200 and SST 200.* (Offered in fall and spring.)

### **EDU 358 Teaching Art (4)**

For description, see Art 358. *Prerequisites: ART 338 and 348; MBST and grade of 2.67 in EDU 202 and 262.* (Offered in interim of even academic years.)

### **EDU 360 Integrating Technology in Education (3)**

This course focuses on the theory and practice of integrating technology into K-12 teaching. Emphases include the development of a technology portfolio, hands-on experience using hardware, software, and web tools generally used in K-12 settings, effective online teaching and learning with support skills, cognitive and motivational basis for effective use of technology benchmarks for K-12 teaching and learning, and assessment of and reflection upon technology-based teaching and learning in-class and through a field experience. *Prerequisites: MBST, sophomore standing, a grade of C+ or better in CPS 150 or a passing score on the SOE Computer Proficiency Exam.* (Offered in fall and spring; online in spring and summer.)

### **EDU 376 Children's Literature (3)**

This course prepares prospective elementary teachers with the knowledge and enthusiasm for the literature of children and young adults. The various genre' will be introduced, evaluative considerations for selection of appropriate materials and enrichment activities will reinforce the versatility of children's literature throughout the school curriculum. Does not count toward English or Language Arts major or minor. *Prerequisites: MBST, admission to School of Education, a grade of 2.67 or better in EDU 202 and EDU 262.* (Offered in fall and spring.)

### **EDU 424 Elementary and Middle School Reading Problems (3)**

This course helps the classroom teacher diagnose and remediate reading problems in the five areas of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. Students will explore reasons for reading difficulties and remediation strategies for each area. MLPP K-2 certification is available through the assignments in this course. Also listed as RDG 424. *Prerequisites: SOE acceptance; MBST and grade of 2.00 or better in EDU 350.* (Offered in fall and spring.)

### **EDU 425 Reading Development in Middle and Secondary Content Areas (3)**

Literacy development strategies emphasizing effective learning in content contexts are the focus. Secondary school instruction necessarily encompasses reading comprehension, critical reading, integrated writing and study strategies. Students will examine the role of assessment, tools to enhance reading to learn as well as writing to learn, and methods to promote more extensive reading. Interaction with adolescent readers will be required in the course. *Prerequisites: SOE acceptance; MBST and grade of 2.00 or better in methods courses.* (Offered in fall and spring.)

### **EDU 429 Effective Teaching Strategies (3)**

Designed as a capstone course for preparation as a professional educator. Students revisit what they have learned and investigate current research and best practice regarding the essential elements of classroom management, classroom assessment, and teaching style/strategies. *Prerequisites: SOE acceptance; MBST and grade of 2.00 or better in secondary methods course or EDU 350 or EDU 354.* (Offered in fall and spring.)

### **EDU 430E Seminar in Teaching Elementary (3)**

The professional seminar runs concurrently with student teaching (450E). During the seminar, classroom teachers and administrators present pertinent topics concerning educational issues, such as: classroom management, legal issues, mentoring new teachers, interviewing and the preparation of a career portfolio. Discussion and feedback on the directed teaching experience take place in a seminar setting. The students are able to gain certification in First Aid and Adult and Child CPR. *Prerequisites: MBST, acceptance into the School of Education, satisfactory completion of all required education courses and the pre-student teaching experience.* Note: Students seeking early childhood endorsement take EDU 430E for three credits hours and will also take ECE 430 for one credit hour. SED students will take SED 430 for one credit hour. (Offered in fall and spring.)

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## **EDU 430S Seminar in Teaching Secondary (3)**

The professional seminar runs concurrently with student teaching (450S). During the seminar, classroom teachers and administrators present pertinent topics concerning educational issues, such as: classroom management, legal issues, mentoring new teachers, interviewing and the preparation of a career portfolio. Discussion and feedback on the directed teaching experience take place in a seminar setting. The students are able to gain certification in First Aid and Adult and Child CPR. *Prerequisites: MBST, acceptance into the School of Education, satisfactory completion of all required education courses and the pre-student teaching experience.* Note: SED students will also take SED 430 for one credit hour. (Offered in fall and spring.)

**NOTE: All ECE, EDU, ESL, and SED 450 Directed Teaching credit hours will be determined individually by specific weeks required by placement(s), as articulated in the student teacher policy.**

## **EDU 450E Directed Teaching—Elementary**

Mentored elementary school teaching. Provides observation and management of the classroom and the learning activities of pupils. The student assumes increasing responsibility for directing the classroom. Graded "S"/"U." *Prerequisites: Satisfactory completion of all required EDU courses, SOE approval and the pre-student teaching experience.* Note: Students seeking early childhood endorsement take EDU 450E and ECE 450. (Offered in fall and spring.)

## **EDU 450G Directed Teaching - K-12 Endorsement Areas of Art, Music or Physical Education**

A student teaching placement in a setting in the candidate's K-12 endorsement to round out the formal teaching experiences usually with additional grade levels (K-5, 6-8, or 9-12) in their endorsed subject. Provides observation and management of the classroom and learning activities of pupils. The student assumes increasing responsibility for directing the classroom. Graded "S"/"U". *Prerequisites: Satisfactory completion of all required EDU courses, SOE approval and the pre-student teaching experience.* (Offered in fall and spring.)

## **EDU 450M Directed Teaching - Middle School**

Mentored middle school teaching experience to compliment a successful elementary placement. Provides observation and management of the classroom and learning activities of pupils. The student assumes increasing responsibility for directing the classroom. Graded "S"/"U". *Prerequisites: Satisfactory completion of all required EDU courses, SOE approval and the pre-student teaching experience.* (Offered in fall and spring.)

## **EDU 450S Directed Teaching—Secondary**

Mentored secondary school teaching. Provides observation and management of the classroom and the learning activities of pupils. The student assumes increasing responsibility for directing the classroom. Graded "S"/"U". *Prerequisites: Satisfactory completion of all required EDU courses, SOE approval and the pre-student teaching experience.* (Offered in fall and spring.)

## **EDU 452 Directed Teaching II**

An additional experience in mentored teaching for those who need further experience in development of classroom techniques. *Prerequisite: EDU 450E or EDU 450S.* (Offered in fall and spring.)

## Special Programs for SAU Education Candidates

### I. Endorsement in International Education Leadership

This endorsement will prepare teacher education candidates who have a desire and heart for international education to be well-prepared with the knowledge and skills necessary to be effective in diverse settings.

#### Requirements:

1 year of university modern world language (or two years of a world language in high school)

- COM 368 Intercultural Communication (3)
- EDU 271 The Diverse Learner (4) OR  
EDU 273 Diversity Issues for Educators (2)
- EDU 290 Independent Study (1)
- EDU 390 Independent Study (1)
- PHI 210 Survey of World Views (3)
- PSY 110 Introduction to Leadership Development (1)
- SOC 311 Racial and Ethnic Relations (3) OR  
SOC 314 Cultural Anthropology (3)

#### Directed Teaching and Seminar

- Teaching Internship (EDU 450) must be overseas
- Required presentation in EDU 430 Online Seminar
- Comprehensive Assessment Presentation/Documentation

#### Cross Cultural Studies

COR 275 Cross Cultural Studies must be in an international setting. Special arrangements will be made for those waiving the requirement due to significant international experience.

#### Field Participation Hours

At least 40 hours must be completed in a pre-approved school setting with a significant international school population and/or tutoring a non-native English speaker at Spring Arbor University or another approved setting.

#### Professional Learning Communities

Participation as designed by the School of Education Endorsement Leadership Team.

### II. Endorsement in Urban Education Leadership

The Urban Education Leadership Endorsement will cultivate an appreciation and love for urban students, while providing the knowledge and skills to be successful in the urban education setting.

#### Requirements:

- EDU 271 The Diverse Learner (4) OR  
EDU 273 Diversity Issues for Educators (2)
- EDU 290 Independent Study (2-3\*) OR  
SOC 327 Social Stratification (3)
- EDU 390 Independent Study (2-3\*)
- PSY 110 Intro to Leadership Development (1)
- SOC 300 Urban Sociology (3)
- SOC 311 Racial and Ethnic Relations (3)

\*Two credits are required if EDU 271 is taken, and 3 credits are required if 273 is taken.

#### Directed Teaching and Seminar

- Teaching Internship (EDU 450) must be in an urban setting
- Required presentation in EDU 430 Online Seminar
- Comprehensive Assessment Presentation/Documentation

#### Urban Visits

Participation in two all-day trips arranged by the School of Education.

#### Field Participation Hours

At least 40 hours must be completed in a pre-approved urban setting.

#### Professional Learning Communities

Participation as designed by the School of Education Endorsement Leadership Team.

### III. Credential (certification) from The Association of Christian Schools International (ACSI)

The SOE is partnering with ACSI to offer a recognized teacher certification for candidates desiring to teach in Christian schools. In addition to a teaching certificate from the MDE, SAU education students will be able to add a second certification

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desired and recognized by thousands of Christian schools worldwide. A candidate must successfully meet their requirements for certification from the MDE to be eligible to earn this specialized teaching certificate. Note: The ACSI certificate is in no way related to, or recognized by the MDE.

## **Requirements for ACSI Certification:**

- EDU 210 Foundations of Christian School Education with a “C” or better
- Six credit hours of Bible coursework
- 20 hours of Field Experience in a Christian school
- Development of a written biblical philosophy of education
- Demonstration of ability to integrate biblical truth and principles within lesson plan and instruction
- Acceptance into the SOE’s ACSI program through the application process
- Successful completion of specific assignments related to ACSI accreditation within identified regular and/or special education courses
- Successful completion of the standard SAU education program requirements, including student teaching, and
- Recommendation to the MDE for certification. Alternate arrangements may be considered if the candidate is initially certifying outside Michigan, or if the candidate is already certified.

# English (ENG)

## Faculty

Kimberly Moore-Jumonville, Chair  
 Jack R. Baker  
 Brent Cline  
 Rhonda D. Hurst  
 Patricia K. Reetz  
 Daniel V. Runyon  
 Melody J. Schneider

## About the discipline

The objectives of the English department are to provide students with a solid foundation in British and American literature, competence in writing and a working background in the Greek and Roman classics. However, it is not enough merely to know what Matthew Arnold calls “the best that has been known and thought” in the literary field. For the Spring Arbor University English graduate, the study of the history of literature and of literature itself will be framed within a liberal arts curriculum and be accompanied by an emphasis on the integration of faith and learning and a call to critical application in the contemporary world. Therefore, students will be able to think broadly and critically, analyze texts from a Christian worldview and apply their knowledge and skills in whatever situations they encounter in their lives beyond the university experience.

## Career opportunities

A degree in English prepares students specifically for careers in teaching at the secondary level or higher, writing, and publishing. However, because the discipline is firmly rooted in the classics and in the liberal arts, it also prepares students for opportunities in more diverse fields that require a broad educational base, such as advertising, marketing, ministry, public relations and law.

## Program strengths and emphases

Appreciation for good literature, acquisition of evaluative tools for literary analysis and competence in writing constitute the objectives of the English major. A study of British and American literature comprises the main part of the curriculum. Other courses emphasize the Greek and Roman classics,

multi-cultural literature, the history of the English language and creative and advanced writing.

## English Exam

English Literature, English Education, English Writing, and English Speech majors are required to take the English Exam by the conclusion of ENG 472. English Literature, English Speech, and English Writing majors must successfully complete the exam March 1 of the year they graduate. To be recommended for student teaching spring semester, English Education students must successfully complete the exam by September 15. To be recommended for student teaching fall semester, English Education students must successfully complete the test by February 1. Pass rates of 81% or higher will receive a designation of “recommend for student teaching.” Pass rates of 71-80% will receive a designation of “recommend with reservations.” Pass rates of 70% or lower will receive a “do not recommend” designation. For English Literature, English Speech, and English Writing majors, less than 71% pass rates can result in no letters of recommendation for graduate school or employment. Students may retake the exam twice for a total of 3 times.

## Senior Thesis

English Literature, English Writing, English Education, and English Speech majors are required to take ENG 472 Advanced English Studies and produce a capstone writing project, the Senior Thesis. English Literature, English Education, and English Speech majors will write an extended literary analysis. English Writing majors will produce a creative project with an analytic component. This creative work will comprise one section of the writing portfolio. The writing portfolio will consist of three pieces: the creative work generated in ENG 472, pieces from earlier courses, and critical pieces based on those creative works. The final draft of the creative project with its analytic component written in ENG 472 will be due by the close of that course. All revisions of the Writing major portfolio pieces will be due by the close of the ENG 472 course. The entire English Writing major portfolio will be due March 1. Senior Theses will be graded; a passing grade of “C” or above is required for graduation.

# ENGLISH

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## Requirements

### The 33-hour *English education major* requires:

(Secondary teacher candidates only.)

- ENG 220 Introduction to Literary Study (3)
- ENG 250 19th Century American Literature (3)
- ENG 260 Early British Literature (3)
- ENG 344 Multicultural Literature (3)
- ENG 361 English Language (3)
- ENG 412 Advanced Composition (3)
- ENG 472 Advanced English Studies (3)

Choose one of the following:

- ENG 350 Early 20th Century American Lit (3)
- ENG 352 American Lit: World War II-Present (3)

Choose one of the following:

- ENG 360 19th Century British Literature (3)
- ENG 362 20th Century British Literature (3)

Choose one of the following:

- ENG 315 Shakespeare (3)
- ENG 330 Genre (3)
- ENG 420 Major Authors (3)

Electives above ENG 112 (excluding ENG 304) to total 33 hours

Prerequisites:

- ENG 104 College Writing (3)
- ENG 112 World Literature (3)

**Note:** 15 upper-division hours must be taken at Spring Arbor University.

### The 39-hour *English literature major* requires:

- ENG 220 Introduction to Literary Study (3)
- ENG 250 19th Century American Literature (3)
- ENG 260 Early British Literature (3)
- ENG 344 Multicultural Literature (3)
- ENG 361 English Language (3)
- ENG 412 Advanced Composition (3)
- ENG 472 Advanced English Studies (3)

Choose one of the following:

- ENG 350 Early 20th Century American Lit (3)
- ENG 352 American Literature: World War II-Present (3)

Choose one of the following:

- ENG 360 19th Century British Literature (3)

ENG 362 20th Century British Literature (3)

Choose two of the following:

- ENG 315 Shakespeare (3)
- ENG 330 Genre (3)
- ENG 420 Major Authors (3)

Electives above ENG 112 (excluding ENG 304) to total 39 hours

Prerequisites:

- ENG 104 College Writing (3)
- ENG 112 World Literature (3)

**Note:** 15 upper-division hours must be taken at Spring Arbor University.

### The 39-hour *English writing major* requires:

- ENG 208 Creative Writing (3)
- ENG 220 Introduction to Literary Study (3)
- ENG 361 English Language (3)
- ENG 472 Advanced English Studies (3)

Choose five from the following:

- ENG 210 News Reporting (4)
- ENG 309 Creative Nonfiction (3)
- ENG 311 Poetry Writing (3)
- ENG 313 Fiction Writing (3)
- ENG 314 Script Writing (3)
- ENG 412 Advanced Composition (3)
- ENG 464 Business Writing (3)

Choose four from the following:

- ENG 315 Shakespeare (3)
- ENG 330 Genre (3)
- ENG 344 Multi-Cultural Literature (3)
- ENG 350 Early 20th Century American Lit (3)
- ENG 352 American Lit: World War II-Present (3)
- ENG 360 19th Century British Literature (3)
- ENG 362 20th Century British Literature (3)
- ENG 420 Major Authors (3)

Prerequisites:

- ENG 104 College Writing (3)
- ENG 112 World Literature (3)

**Note:** 15 upper-division hours must be taken at Spring Arbor University.

**The 38-hour *English speech major* requires:**

- COM 100 Introduction to Communication (3)
- ENG 220 Introduction to Literary Study (3)
- ENG 250 19th Century American Literature (3)
- ENG 260 Early British Literature (3)
- ENG 344 Multi-Cultural Literature (3)
- ENG 361 English Language (3)
- ENG 412 Advanced Composition (3)
- ENG 472 Advanced English Studies (3)
- SPE 115 Voice & Diction for the Stage (2)
- SPE 212 Fundamentals of Speech (3)
- SPE 342 Oral Interpretation (3)

Choose one of the following:

- ENG 350 Early 20th Century American Lit (3)
- ENG 352 American Lit: World War II-Present (3)

Choose one of the following:

- ENG 360 19th Century British Literature (3)
- ENG 362 20th Century British Literature (3)

Prerequisites:

- ENG 104 College Writing (3)
- ENG 112 World Literature (3)

Strongly Recommended:

- ENG 315 Shakespeare (3)

**Note:** 15 upper-division hours must be taken at Spring Arbor University.

**The 24-hour *English education minor* requires:**

(Secondary teacher candidates only.)

- ENG 220 Introduction to Literary Study (3)
- ENG 250 19th Century American Literature (3)
- ENG 260 Early British Literature (3)
- ENG 344 Multicultural Literature (3)
- ENG 361 English Language (3)
- ENG 412 Advanced Composition (3)

Choose two of the following:

- ENG 315 Shakespeare (3)
- ENG 350 Early 20th Century American Lit (3)
- ENG 352 American Lit: World War II-Present (3)
- ENG 360 19th Century British Literature (3)
- ENG 362 20th Century British Literature (3)

Prerequisites:

- ENG 104 College Writing (3)
- ENG 112 World Literature (3)

**The 21-hour *English literature minor* requires:**

- ENG 220 Introduction to Literary Study (3)
- ENG 361 English Language (3)
- ENG 412 Advanced Composition (3)

One upper-division British Literature course

One upper-division American Literature course

Choose two of the following:

- ENG 250 19th Century American Literature (3)
- ENG 260 Early British Literature (3)
- ENG 315 Shakespeare (3)
- ENG 330 Genre (3)
- ENG 344 Multi-Cultural Literature (3)
- ENG 350 Early 20th Century American Lit (3)
- ENG 352 American Lit: World War II-Present (3)
- ENG 360 19th Century British Literature (3)
- ENG 362 20th Century British Literature (3)
- ENG 420 Major Authors (3)

Prerequisites:

- ENG 104 College Writing (3)
- ENG 112 World Literature (3)

**The 21-hour *English writing minor* requires:**

- ENG 208 Creative Writing (3)
- ENG 220 Introduction to Literary Study (3)
- ENG 361 English Language (3)

Choose four from the following:

- ENG 210 News Reporting (4)
- ENG 309 Creative Nonfiction (3)
- ENG 311 Poetry Writing (3)
- ENG 313 Fiction Writing (3)
- ENG 314 Script Writing (3)
- ENG 412 Advanced Composition (3)
- ENG 464 Business Writing (3)

Prerequisites:

- ENG 104 College Writing (3)
- ENG 112 World Literature (3)

**Notes for students certifying to teach:** The English education major and the English education minor meet certification requirements for secondary education. See Education for details.

## Course descriptions:

### ENG 103 Basic Writing (3)

Basic skills in writing with emphasis on the writing of clear sentences, paragraphs and short essays. Does not count toward a major or minor in English or language arts. (Offered in fall.)

### ENG 104 College Writing (3)

Theory and practice of writing analysis and argument essays, with emphasis on how to do library research and writing for university courses. *Prerequisite: Placement Scores or ENG 103.* Does not count toward a major or minor in English or language arts. (Offered in fall and spring.)

### ENG 112 World Literature (3)

Selections from the great literary masterpieces of world literature (classical, to Renaissance periods), stressing analysis of genre. Required of all English majors and minors. Does not count toward the major or minor in English or language arts. *Prerequisite: ENG 104.* (Offered in fall, interim and spring.)

### ENG 208 Creative Writing (3)

Introduces students to techniques of writing fiction, poetry and drama. *Prerequisite: ENG 104.* (Offered in fall and spring.)

### ENG 210 News Reporting (4)

For course description see WRT 210. *Prerequisite: ENG 104.* (Offered in spring.)

### ENG 220 Introduction to Literary Study (3)

Preparatory course for all required English literature courses. Introduction to basic elements of literature (character, theme, structure, etc.) and application of critical functions for interpreting fiction, poetry and drama. *Prerequisites: Sophomore standing and ENG 112.* (Offered in fall and spring)

### ENG 242 Storytelling (2)

For course description see SPE 242. (Offered in spring of odd academic years.)

### ENG 250 19th Century American Literature (3)

This course covers the authors immediately following the formation of the United States as a nation, especially their voices and visions shaping the new nation. It reviews the work of the American Romantics prior to the Civil War; after the war, the course focuses on the major writers who represent new voices of the American Realism in America's emerging landscape. *Prerequisites: ENG 112 and ENG 220 or permission.* (Offered in fall.)

### ENG 260 Early British Literature (3)

A survey of the prose and poetry of Britain from the Old English period to the nineteenth century. *Prerequisites: ENG 112 and ENG 220 or permission.* (Offered in fall.)

### ENG 304 Writing and Research (3)

This course will focus on writing as process. It will help students develop writing skills that support research in the disciplines. Several shorter papers will contribute to a larger writing project to help students create a portfolio of their best work. Does not count toward the major or minor. (Offered in fall and spring.) *Prerequisite: Successfully complete ENG 104.*

### ENG 309 Creative Nonfiction (3)

A study and application of the forms and theories behind "the fourth genre." Students will study formal techniques through readings and apply these techniques through writing the different styles of the genre: history, science, travel and political writing, as well as memoir and biography. Students will address the ethical aspects that exist within creative non-fiction by understanding the development of the genre and some of its most influential writers. *Prerequisite: ENG 208.* (Offered spring of even academic years.)

### ENG 311 Poetry Writing (3)

An in-depth study and application of the craft of contemporary poetry. Students will study the unique forms, techniques and styles of contemporary poets, engage in original research of an individual poet or school, and develop their own poetry. *Prerequisite: ENG 208.* (Offered in fall.)

### ENG 313 Fiction Writing (3)

A study of how writers use theme, characterization, plot, conflict, dialogue, complication, scenes of movement, climax and denouement to create novels and short stories. Writing exercises cultivate the art of writing each component of both genre. (Offered in spring.)

### ENG 314 Script Writing (3)

For description see DRA 314. (Offered in fall of odd academic years.)

### ENG 315 Shakespeare (3)

Selected Shakespearean histories, comedies and tragedies, with special emphasis upon Shakespeare's themes and Elizabethan worldview. *Prerequisite: ENG 220 or permission.* (Offered in fall of even academic years.)

### ENG 323 Introduction to Film: Sight, Sound and Story (3)

This course covers vocabulary, methods and principles of film by focusing on systems of meaning that make film

a sophisticated art form. The course focuses on visual design (including composition, color and lighting) editing, cinematography, narrative structure, acting, sound and music as separate systems of meaning in film. A secondary emphasis is understanding films from the perspective of the director's style. Students will be required to apply their knowledge of film by writing film reviews. This course does not meet requirements for an English major or minor. (Offered in weekend college.)

#### **ENG 324 Introduction to Film (4)**

For course description see VID 324. (Offered in spring.)

#### **ENG 330 Genre (3)**

The style, form and content of varying types of literature: drama, film, mythology, fantasy, epic poetry, novel, short story. Examples: English novel, existential literature, major American novelists. *Prerequisite: ENG 220 or permission.* (Offered in fall.)

#### **ENG 332 History of American Theater (3)**

This course will survey the development of dramatic literature and drama in the United States from the colonial period to the present age, and the evolution of theatre into film, broadcasting, and modern media. This course is designed to assist students to become critical viewers and readers and introduces such concepts as American character and American idiom, and issues related to commercialism and art, formula pieces, stock characters and propaganda. This course does not meet requirements for an English major or minor. (Offered in weekend college.)

#### **ENG 334 Film Theory and History (3)**

Film Theory and History is designed to provide the student broad exposure to film as an art form. The primary emphasis is on theoretical perspectives as a means of understanding film as a sophisticated synthesis of different forms of art. A secondary emphasis is on the understanding of the historical development of artistry in film. Students will gain an understanding of the basic elements of film as different systems of meaning. Students will learn various approaches to analyzing these components by studying significant movements in the history of film and by analyzing various theoretical perspectives on film as an art form. This course does not meet requirements for an English major or minor. (Offered online; weekend college.)

#### **ENG 342 Oral Interpretation (3)**

For description, see SPE 342. (Offered in spring of odd academic years.)

#### **ENG 344 Multi-Cultural Literature (3)**

A survey of the prose and poetry of modern multi-cultural writers in 20th Century literature. *Prerequisite: ENG 220.* (Offered in fall and spring.)

#### **ENG 350 Early 20th Century American Literature (3)**

A study of the major and secondary authors of American literature from 1865 to 1945, including Ernest Hemingway and William Faulkner, with emphasis on the American experience. *Prerequisite: ENG 220.* (Offered in fall.)

#### **ENG 352 American Literature: World War II - Present (3)**

American literature since WWII with an emphasis on the changing culture and evolving canon regarding the emergence of ethnic writers. *Prerequisite: ENG 220.* (Offered in spring.)

#### **ENG 360 19th Century British Literature (3)**

A study of prose, poetry and selected novels of nineteenth-century Britain beginning with the roots of romanticism and continuing through the late Victorians. *Prerequisite: ENG 220.* (Offered in fall.)

#### **ENG 361 English Language (3)**

History of the English language from Anglo-Saxon time to present. Philosophy of language in general. *Prerequisite: Junior standing.* (Offered in fall and spring.)

#### **ENG 362 20th Century British Literature (3)**

Selections from the major works of English literature. *Prerequisite: ENG 220.* (Offered in spring.)

#### **ENG 412 Advanced Composition (3)**

A comprehensive course combining study of basic principles of exposition with various concepts of style and purpose, through writing and essay analysis. In-depth syntax analysis. *Prerequisite: Junior standing and ENG 104.* (Offered in fall and spring.)

#### **ENG 420 Major Authors (3)**

The examination of one or more literary figures in depth, such as Milton, Hardy, C. S Lewis, etc. *Prerequisite: ENG 104 and ENG 112.* (Offered in spring.)

#### **ENG 464 Business Writing (3)**

This course is designed to give students practice in the wide variety of writing formats used in business. Emphasis will be placed on determining which options are most effective under which circumstances and on the use of visual set-up to maximize clear communication. Writing assignments throughout the course will be gathered into a final portfolio of thirteen different examples of writing formats that students can use on job interviews. *Prerequisite: Senior status.* (Offered in spring of odd academic years.)

## **ENG 472 Advanced English Studies (3)**

Advanced English Studies provides students the opportunity to further investigate topics, authors, or works encountered in prior English studies and produce a scholarly paper, the Senior Thesis. This capstone course will allow students to examine primary texts more closely through textual analysis and critical theory. Students will also take the English Exam required for graduation in the English Literature, English Writing, English Education, and English Speech majors. This course is not required for the Language Arts major. *Prerequisite: ENG 412.* (Offered in fall, beginning fall 2012.)

## English As A Second Language (ESL)

### Faculty

Carolee Hamilton  
Bonita Miller  
Maureen Peters, Adjunct

### About the discipline

The objective is to prepare individuals to teach English as a Second Language to children and adults of all ages in Pre K-12 school or community settings. Students will learn how to effectively teach English listening, speaking, reading and writing, to groups of children or adults with multiple levels of English language proficiency and diverse backgrounds.

The ESL minor/endorsement program meets the standards for teaching in public or private schools or teaching English abroad. It provides candidates with a theoretical background in critical issues in second language learning, language education, assessment and evaluation. Candidates will be exposed to and evaluated on a variety of teaching methodologies used in the TESOL profession.

Completion of the minor allows teacher education candidates to add an ESL endorsement to their elementary or secondary teaching certification by successfully completing the courses in the program, practicum experiences, and the Michigan Test for Teacher Certification (MTTC).

**Please note: ESL courses for international students are found in the General Studies (GES) section of the catalog.**

### Career opportunities

The ESL endorsement is highly valued in regular classrooms of K-12 school districts with high concentrations of English Language Learners (ELL).

Teacher education candidates seeking positions in ESL classrooms and Sheltered Immersion Programs are required to have this endorsement on their initial certificate.

If a teacher candidate is bilingual, they may be qualified for Bilingual or Two-Way Immersion (TWI) programs.

Teachers seeking an 18-hour program and who teach in a district with high concentrations of ELLs would be able to use this minor/endorsement to enhance their current teaching or to move into an ESL classroom in their district. Many states require all teachers to have training in culturally and linguistically sensitive methods beyond teacher certification.

There are many opportunities for non-teacher certified students to teach English as a Second Language in the United States or abroad. Many urban churches offer ESL classes for their growing immigrant populations. Community programs need trained teachers to conduct ESL classes for adults.

The ESL minor will prepare students in business, social work, Christian ministry, and prepare individuals to teach English in communities in the United States or around the world.

### Program strengths and emphases

This minor enhances the preparation of teacher education candidates for meeting the demands of a growing population of immigrants from other language groups in the United States or for teaching English internationally.

Students have an added advantage when they combine teaching English as a Second Language, with Spanish or French in bilingual programs.

Practicum experiences for teaching English are required in the program, thus sending our students into the community to teach ESL or arranging options on campus to enhance the global experiences and outreach ministry opportunities for SAU.

The delivery model of this minor is a sequence of online, evening and weekend courses, making the program accessible to graduates, community members and traditional students.

# ENGLISH AS A SECOND LANGUAGE

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## Requirements:

### The 23-hour english as a second language minor requires:

ESL 311	Cross Cultural Communication (4)
ESL 321	Essential Linguistics for Teachers of English (2)
ESL 326	Methods and Materials for Second Language Acquisition (4)
ESL 327	Teaching Grammar for Writing and Speaking (2)
ESL 411	Content-Based Instruction for ELLs: Sheltered English Immersion (4)
ESL 420	Assessment and Evaluation of Language Minority Students (3)
ESL 421	Methods for Teaching Reading, Writing and Spelling for ELLs (4)

### Support Course:

One year of college-level foreign language.  
(May be waived (petition) by completion of two years of high school foreign language with a "B" or better.)

### Non-native speakers of English are required to have:

A TOEFL score of 100 iBT, or  
IELTS score of 7.0, or  
MBST score of 220 in Reading and Writing

Note: English fluency will be determined by classroom observations.

## Notes for students certifying to teach

Those seeking a first-time teacher certification will student teach in an ESL setting which is also at the level required by the particular certification (elementary or secondary).

ESL 450E Directed Teaching - Elementary & ESL OR  
ESL 450S Directed Teaching - Secondary & ESL

Those seeking an elementary certificate complete Option II. All candidates must pass the Michigan Basic Skills Test (MBST) and the subject area test on the MTTC for ESL (NS).

Note: Students with a major in spanish and a minor in ESL who are seeking secondary certification must student teach in both a spanish and an ESL setting.

## Adding an endorsement

Candidates who hold a Michigan Teacher Certificate complete the coursework in the minor, pass the Michigan Basic Skills Test (MBST), and the Michigan Test for Teacher Certification (MTTC) for ESL (NS).

## Course descriptions:

### ESL 311 Cross Cultural Communication (4)

Students explore personal biases and methods of overcoming them, as well as the basic principles underlying multicultural education. This course provides an opportunity to develop appropriate teaching strategies, activities and materials and to adapt and evaluate curricula for use in culturally diverse, as well as homogenous classrooms. A practicum experience of 15 hours in a K-12 ESL classroom is required. (Offered online in fall.)

### ESL 321 Essential Linguistics for Teachers of English (2)

The course content provides a study of English grammar for those preparing to teach English to non-native speakers. The coursework will compare different theories of language and how grammar instruction fits into current practices in language teaching. Prerequisite: ESL 311. (Offered online in fall.)

### ESL 326 Methods and Materials for Second Language Acquisition (4)

This course focuses on the pedagogical aspects of teaching English and the preparation of teaching materials for classroom use. Integrated methods and strategies will be explored for teaching listening, speaking, reading and writing to ELLs of diverse backgrounds and levels. This course requires highly constructive class participation and responsible out-of-class lesson assignment preparation for the practicum setting. Prerequisite: ESL 311. (Offered in spring.)

### ESL 327 Teaching Grammar for Writing and Speaking with English Language Learners (2)

This course will enhance the classroom instruction of teachers of English language learners by blending classroom strategies with a study of the most important grammatical structures of the language.

Students will become familiar with the metalanguage and key concepts of English grammar. Students will develop lessons for the production of English in speaking and writing activities, with a focus on communicative competence. The course will target the most useful grammatical skills needed for beginning and intermediate level English language learners. Students will analyze written language of both native and non-native English speakers in order to understand and explain the most frequent error types of learners from different language groups. (Offered online in fall.)

### **ESL 411 Content Based Instruction for ELLs: Sheltered English Immersion (4)**

This course meets the Michigan requirements for Sheltered Immersion Observation Protocol (SIOP) training. The course will develop an understanding of how to plan a supportive classroom learning environment for ELL students. Candidates will plan for multi-levels of diverse students using standards-based ESL and content curriculum. Candidates will design integrated activities through thematic and inquiry-based units that focus on listening, speaking, reading and writing goals for content area objectives and English language development. One hour a week lab in science/social studies or math classroom with ELLs is required. Prerequisite: ESL 311. (Offered in spring.)

### **ESL 420 Assessment and Evaluation of Language Minority Students (3)**

Theoretical and practical aspects of language assessment and evaluation will be explored, particularly in measuring second language skills of students in ESL programs. Prerequisite: ESL 311. (Offered online in summer; beginning summer 2011.)

### **ESL 421 Methods for Teaching Reading, Writing and Spelling for ELLs (4)**

Focuses on teaching methods and classroom organization ideas for promoting oral language, vocabulary, reading comprehension, writing and spelling for pre K-12 ELLs. Candidates will practice methods for developing reading comprehension, writing and spelling for students at different levels of language proficiency. A practicum experience of 15 hours in a K-12 ESL classroom is required. Prerequisite: ESL 311. (Offered online beginning fall 2011.)

### **ESL 450E Directed Teaching - Elementary and English as a Second language (ESL)**

Mentored ESL teaching experience to compliment a successful elementary placement. Provides observation and management of the classroom and learning activities of pupils. The student assumes increasing responsibility for directing the classroom. Graded "S"/"U". *Prerequisites: Satisfactory completion of all required EDU courses, SOE approval and the pre-student teaching experience.* (Offered in fall and spring.)

### **ESL 450E Directed Teaching - Secondary and English as a Second language (ESL)**

Mentored ESL teaching experience to compliment a successful secondary placement. Provides observation and management of the classroom and learning activities of pupils. The student assumes increasing responsibility for directing the classroom. Graded "S"/"U". *Prerequisites: Satisfactory completion of all required EDU courses, SOE approval and the pre-student teaching experience.* (Offered in fall and spring.)

## Entrepreneurship (ENT)

### Faculty

E. Allen Knight

### About the discipline

Through the Hosmer Center for Entrepreneurship and Innovation and the Gainey School of Business, the following courses are offered to equip students to start a new business, to be small business or agency owners/operators, or to bring entrepreneurial skill and energy to social problems and needs. Students from business and non-business disciplines are welcome to take these courses as electives. With the increasing role of small business in society, the study of entrepreneurship has been a key component of most business schools.

### Career opportunities

These courses will augment the ability to enter the world of small business whether you are a business major or a non-business major. For instance, students in social work might want to start an agency or a ministerial candidate might want to acquire skills and knowledge to help manage a church. With these courses, business majors will be able to expand career options while considering roles within for-profit as well as non-for-profit entities.

### Course Descriptions:

#### **ENT 201 Small Business Management - An Entrepreneurial Approach (3)**

This course will highlight how entrepreneurs approach small business opportunities and challenges. Students will be challenged to think critically and consider how to apply various business discipline concepts in a real-world context while embracing the necessary character attributes of innovation in business practice. (Offered in fall of even academic years.)

#### **ENT 311 Entrepreneurship and Planning for Success (3)**

The course is designed to provide an introduction to the process of turning an idea into a successful startup enterprise. The course focuses on the Business Plan as a necessary component to

beginning a small business and a process by which ideas can become businesses. It addresses facets of the business plan from determining actual content, reviewing examples of plans, to creating a comprehensive plan. (Offered in spring of even academic years.)

#### **ENT 385 Practicum (3)**

Any student of junior standing or above who has adequate coursework may secure college credit for significant working or participatory experience by enrolling in practicum. See a faculty in the discipline for specific guidelines. Graded "S/U".

#### **ENT 401 Social Entrepreneurship (3)**

This course offers students an opportunity to develop entrepreneurial approaches to addressing global challenges. Students will engage in the application of innovation and risk-taking to solve various social challenges from an entrepreneurial perspective. Business entrepreneurship skills such as planning, opportunity analysis, initiative, financial management, resourcefulness and creativity are offered as keys to the changing of the systems and patterns of society to provide creative solutions within a Christian context. (Offered in fall of odd academic years.)

# Finance (FIN)

## Faculty

K. Caleb Chan  
Randall J. Lewis  
Vilma L. Valillee

## About the discipline

The Finance major educates students in all aspects of personal financial planning, corporate finance and investments. Students will learn various methods of allocating capital when considering factors such as age, income, and personal situations. Finance majors will also become acquainted with international finance centers and will be exposed to key members of the international financial community. They will also examine the latest methods in international arbitrage and investment opportunities. Students may also choose specific courses to prepare for the Qualification Examination for General Securities Registered Representative (Series 7 Exam).

## Career opportunities

Money and finance touch almost every aspect of business and life. That's why finance is a wise career choice for anyone with broad business interests. The function of finance involves decisions on how to best use money. Financial planning binds together all functions of an organization, and it takes special skills to deal with the complexities of keeping a firm profitable.

Possible careers in finance include: benefits manager, capital budgeting analyst, commercial banker, corporate investment specialist, credit manager, currency manager, financial analyst, financial planner, investment banker, investment relations manager, loan officer, mergers and acquisitions analyst, portfolio manager, property management, real estate sales and appraisals, research and ratings analyst, risk and insurance specialist, securities sales, stockbroker and trust supervisor.

## Program strengths and emphases

The finance faculty are qualified professionals with over 70 years of combined teaching experience and many years of corporate and consulting expertise.

The faculty can help you design your coursework to fit your specific needs.

The Series 7 emphasis will help you get a position with a reputable financial firm or prepare you to go into your own business. The corporate finance emphasis can prepare you to find a career as a corporate analyst or other corporate financial positions.

## Requirements

### The 68-hour *finance major* requires:

- |   |  |
|---|--|
| ACC 221                                     | Principles of Accounting I (3)         |
| ACC 222                                     | Principles of Accounting II (3)        |
| ACC 314                                     | Cost & Managerial Account Theory I (3) |
| BUS 260                                     | Microcomputer Applications (3)         |
| BUS 271                                     | Business Law I (3)                     |
| BUS 325                                     | Principles of Management (3)           |
| BUS 351                                     | Statistics (4)                         |
| ECN 201                                     | Principles of Economics (3)            |
| ECN 202                                     | Principles of Economics (3)            |
| FIN 268                                     | Personal Finance (3)                   |
| FIN 301                                     | Money and Banking (3)                  |
| FIN 362                                     | Principles of Finance (3)              |
| FIN 367                                     | International Finance (3) OR           |
| FIN 368                                     | Insurance & Risk Management (3)        |
| FIN 418                                     | Investments (3)                        |
| FIN 450                                     | Internship (6)                         |
| FIN 451                                     | Business Forecasting (3)               |
| FIN 452                                     | Series 7 Preparation (3) OR            |
| FIN 480                                     | Finance Capstone (3)                   |
| MAT 222                                     | Applied Calculus (4)                   |
| MKT 321                                     | Marketing Principles (3)               |
| Electives to total at least 6 credits from: |  |
| ACC 341                                     | Cost & Managerial Acct Practice (3)    |
| ACC 391                                     | Individual Taxation (3)                |
| ACC 392                                     | Organizational Taxation (3)            |
| BUS 372                                     | Business Law II (3)                    |
| ECN 323                                     | Economics of the Third World (3)       |
| FIN 367                                     | International Finance (3)              |
| FIN 368                                     | Insurance & Risk Management (3)        |
| FIN 370                                     | Special Topics in Finance (3)          |
| FIN 452                                     | Series 7 Preparation (3)               |
| FIN 462                                     | Financial Institutions (1)             |
| FIN 468                                     | Student Managed Investments (1)        |

# FINANCE

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FIN 480 Finance Capstone (3)  
MKT 275 Sales (3)

Prerequisite courses:

CPS 150 Introduction to Computers (3) OR  
CPS 201 Foundations of Computing I (4)  
MAT 101 Algebra (3)

**The 27-hour *finance minor* requires:**

ACC 221 Principles of Accounting I (3)  
ACC 222 Principles of Accounting II (3)

ECN 201 Principles of Economics (3)  
ECN 202 Principles of Economics (3)

FIN 362 Principles of Finance (3)  
FIN 368 Insurance and Risk Management (3)  
FIN 418 Investments (3)  
FIN 480 Finance Capstone (3) OR  
FIN 452 Series 7 Preparation (3)

Electives from the following to total at least 3 credits:

ACC 314 Cost & Managerial Acct Theory I (3)  
ECN 323 Economics of the Third World (3)  
FIN 301 Money and Banking (3)  
FIN 367 International Finance (3)  
FIN 370 Special Topics in Finance (3)  
FIN 451 Business Forecasting (3)  
FIN 452 Series 7 Preparation (3)  
FIN 462 Financial Institutions (1)  
FIN 468 Student Managed Investments (1)  
FIN 480 Finance Capstone (3)

Prerequisite courses:

CPS 150 Introduction to Computers (3) OR  
CPS 201 Foundations of Computing I (4)  
MAT 101 Algebra (3)

**Notes for general education:** BUS 351 Statistics meets the mathematics liberal arts requirement and ECN 201 Principles of Economics meets the part of the social science requirement. Both are required for the finance major.

## Course descriptions:

### FIN 268 Personal Finance (3)

Various alternatives available in planning financial affairs; budgeting, buying on credit, borrowing, saving, investing intelligently, home ownership and wise estate planning comprise the core of this course. Practical applications facilitate understanding of essential principles of finance and incorporate recent developments. Also listed as ECN 268. (Offered in fall and spring.)

### FIN 301 Money and Banking (3)

The development of our monetary and banking structure, with emphasis on the role of government and the Federal Reserve System in today's economy. Also listed as ECN 301. *Prerequisite:* ECN 201. (Offered in spring of odd academic years.)

### FIN 362 Principles of Finance (3)

The principles and problems involved in the finance function of firms, including financial aspects of the form of the organization and the allocation of capital. *Prerequisites:* ECN 201, 202, ACC 221. (Offered in fall.)

### FIN 367 International Finance (3)

This course will focus on foreign exchange markets, forecasting exchange rates, currency risk hedging techniques, and current derivative instruments. In addition, macroeconomic policies, international portfolio management, and investment practices of multinational firms will be reviewed to expose students to current issues. *Prerequisite:* FIN 362. (Offered in fall of even academic years.)

### FIN 368 Insurance and Risk Management (3)

This course provides an overview of risk management and insurance concepts. The primary focus is on the identification and evaluation of loss exposures in personal and business settings. Alternative techniques for managing these risks will be analyzed. Decision making methods under uncertainty are covered in this course. *Prerequisite:* BUS or MAT 351. (Offered in spring of odd academic years.)

### FIN 370 Special Topics in Finance (3)

Topics may include Financial Information Systems and Real Estate offered on a rotating basis. *Prerequisite:* FIN 362. (Limited offering.)

### FIN 418 Investments (3)

The theory and practice of investments, emphasizing securities, the manner and method of their exchange, the function of security market and the factors promoting changes in security prices. *Prerequisites:* ECN 201, ACC 221. (Offered in spring of even academic years.)

**FIN 450 Internship (6)**

Substantive business experience in Finance. A student is matched up with a corporate partner or a business of choice. The internship experience will involve the student in a substantial financial role. The advisor will visit the work site to assess the student in the workplace and make suggestions that could enhance the internship experience.

**FIN 451 Business Forecasting (3)**

This course will introduce students to the state-of-the-art techniques in business forecasting. Both principles and applications will be emphasized throughout the course. Students will develop forecasting models in Excel and/or other software programs. Mini and large cases will be utilized to enhance learning. *Prerequisite: BUS 351.* (Offered spring of even academic years.)

**FIN 452 Series 7 Preparation (3)**

Comprehensive course with focus on Series 7 preparation. An in-depth examination of the securities industry from the perspective of the brokerage function, including the regulatory environment and legal liability issues, professional ethics, transaction settlement procedures, public/client relations, and investment planning strategies. This course prepares students to complete the Qualification Examination for General Securities Registered Representative (Series 7 Exam). *Prerequisite: FIN 362.* (Offered in fall of even academic years.)

**FIN 462 Financial Institutions (1)**

A trip that explores the financial districts of a major city such as New York, Chicago or London. The length of the trip may vary. This trip could be an extra week added onto the cross cultural experience. Graded "S"/"U". *Prerequisite: FIN 362.* (Offered in spring.)

**FIN 468 Student Managed Investments (1)**

Participation in the Gainey School of Business Investment team that invests funds for student scholarships and trips. This course is graded S/U. This course may be repeated once. (Offered in fall and spring.)

**FIN 480 Finance Capstone (3)**

Comprehensive Course with focus on Corporate Finance concepts. An advanced course in financial management designed to cover theory and practice of the management of the finance function in corporations. Topics covered include capital budgeting, the theory and practice of capital structure, leasing, capital asset pricing model, long-term financing, expansion and synthetic securities. Also includes a study of the wide range of markets and instruments used to finance projects and control risk in today's global economy. Students are introduced to the operational, regulatory, and transitory characteristics of capital markets and financial institutions. Topics in this application-oriented course include the

monetary system, stock, bond, mortgage, futures, and options markets, pension funds, investment firms, commercial banks, credit unions, mutual funds, and insurance companies. *Prerequisite: FIN 362.* (Offered in spring of even academic years.)

## French (FRE)

### Faculty

David G. Hamilton

### About the discipline

The continuing study of a language develops ability to comprehend and interpret the literature, civilization and culture of the country or countries in which the language is spoken. Language study is basic to cross cultural understanding and sensitivity. Language study aids in understanding multiculturalism and diversity. It is traditionally and historically a part of a liberal arts education.

### Career opportunities

Facility in language is useful for a variety of business, academic and professional careers, such as elementary and secondary teaching, international business, finance and trade, social services, medicine and emergency services, Christian service and mission work. Language study is recommended for students planning to pursue graduate or advanced professional studies. Many graduate programs require foreign language study.

### Program strengths and emphases

Language study is designed to emphasize a cross cultural approach to learning. Class sizes are small, and paired or small group activities are frequently used in order to give students many opportunities for oral practice and performance in class sessions. Elementary and intermediate courses make use of audio and video programs that focus on lifestyles and cultures, as well as communication skills development. Computer learning software and online workbook and laboratory activities are integrated into courses for independent student use in developing listening and speaking skills.

### French Minor Requirements

The French minor requires 24 credit hours of language study above the FRE 201 level, 3 or more hours to be obtained by taking FRE 323 Contemporary French Culture or the equivalent during a three-week residency and study abroad in a French-speaking country.

A French minor may fulfill the CCS requirement by living with an indigenous host family and successfully completing an approved contemporary culture course. Credit for COR 274/275 can also be obtained by successfully completing preparation and objectives for an honors individualized CCS option.

**Note:** Students who have had previous instruction or in-depth exposure to the language before enrolling in university-level classes, should consider taking the CLEP exam. Credit earned through the CLEP exam will apply toward graduation. Successful completion of the intermediate level of language study or the equivalent earned by CLEP is a prerequisite to enrollment in any 300-level advanced classes. When developing a 4-year plan, students should keep in mind that the elementary and intermediate level classes do not count toward a minor.

**Notes for general education:** Language study at the level of 102 or higher satisfies the liberal arts requirement for humanities. Language study at the level of 102 or higher may also be used as an alternative to CORE 200.

**Notes for students certifying to teach:** The french minor for elementary certification requires completion of Option II. See Education for details.

### Course descriptions:

#### **FRE 101, 102 Elementary French (3, 3)**

Two-semester sequential courses offering training in the elements of grammar; vocabulary acquisition, pronunciation patterns and practice in conversation; awareness and appreciation of French cultures. These courses do not count on the French major or minor. (FRE 101 offered in fall and FRE 102 offered in spring.)

#### **FRE 201 Intermediate French (3)**

Acquisition of extensive vocabulary; development of conversational and communicative skills; survey of essential grammatical structures; exploration of cultural values in Francophone regions. This course does not count on the French major or minor. (Offered in fall.)

#### **FRE 306 Introduction to French Literature and Culture (3)**

This entry level advanced course focuses on curriculum that will prepare students for the other advanced courses in their minor - especially advanced reading and critical writing skills (like grammatical forms that only appear in

more difficult texts and are often not stressed (in typical Intermediate courses) and more scholarly presentation skills while introducing techniques for analysis and critique within cultural and literary contexts. (Offered in spring.)

**Note:** Most advanced courses are offered in a 3-year cycle. FRE 306 or equivalent is prerequisite to other 300-level classes.

### **FRE 321 Advanced French Composition (3)**

Exercises, compositions, drills and communicative activities designed to develop advanced competence in French. Includes reading assignments and grammar study. *Prerequisite:* FRE 306. (Offered in fall 2011.)

### **FRE 322 Advanced French Conversation & Phonetics (3)**

Intensive practice in speaking French, with oral presentations, discussions and listening assignments. Includes a detailed study of French phonetics, with emphasis on perfection of the students' spoken accent. *Prerequisite:* FRE 306. (Offered in fall of even academic years.)

### **FRE 323 Contemporary French Culture (3)**

Readings and listening assignments dealing with issues in contemporary French life and society. Designed to acquaint students with modern France and the life-styles of its people, as well as politics, current events, commerce and the arts. May include various Francophone regions of the world. *Prerequisite:* FRE 306. *FRE 322 recommended.* (Offered in spring 2012.)

### **FRE 324 French Civilization (3)**

A study of French history and geography with emphasis on the major political, social and artistic movements throughout France's past. Designed to enhance the students' knowledge of French culture in its historical context and to enrich their literary studies. *Prerequisite:* FRE 306. *FRE 322 recommended.* (Offered in fall 2010.)

### **FRE 325 Survey of French Literature (3)**

Selected literary works in prose and poetry dating from the Middle Ages to the twentieth century, with emphasis on the use of language in a critical approach to literature. *Prerequisite:* FRE 306. *FRE 322 recommended.* (Offered in fall 2012.)

### **FRE 326 Survey of French Literature (3)**

Selected literary works in prose and poetry dating from the Middle Ages to the twentieth century, with emphasis on the use of language in a critical approach to literature. *Prerequisite:* FRE 306. *FRE 322 recommended.* (Offered in spring 2013.)

### **FRE 410 Seminar in French Literature (3)**

A capstone study of selected landmark works in prose and poetry incorporating literary analysis and criticism as well as a comprehensive review of the four skills: reading, writing, listening and speaking. *Prerequisite:* FRE 306. *FRE 322 recommended.* (Offered in spring 2011.)

## General Studies (GES)

### Academic Student Connections Staff

Carolee Hamilton, Director

Bonita Miller, Faculty

Barbara Coleman, Administrative Assistant

### About the discipline

Academic Student Connections offers a variety of services that empower students to maximise their learning experience at SAU. The personal attention helps link students to resources to assist with studying, writing, addressing learning challenges and making adjustments to the academic culture.

Note the following areas of focus which may meet various student needs:

- Study Groups
- Write/Right Research skills,
- Reading Skills (GES Course Offerings),
- Math Review
- Study Skills
- English as a Second Language (ESL) Courses
- Testing Strategies
- Disability Services\*

The Academic Student Connections Director is currently the official accommodation officer at Spring Arbor University. Professional Studies personnel route requests and services through the Dean of Graduate and Professional Studies, who consults with the Academic Student Connections Director and follows established \*ADA policy. The Human Resources Director is the compliance officer.

### Contact information

Academic Student Connections

517.750.6481

E-mail: [bcoleman@arbor.edu](mailto:bcoleman@arbor.edu) or [caroleeh@arbor.edu](mailto:caroleeh@arbor.edu)

### Course descriptions:

**General studies** (GES 050, 060, 100, 110, 112, 115, 116 and 155) are academic support courses designed to strengthen the study, reading, writing or math performance of students who need additional prerequisite skills to be successful in University courses. Students may be recommended to take one or more of the courses by University personnel, or students may choose to enroll in one or more of the courses after conferring with appropriate Academic Student Connections personnel, student development or academic advisor.

### GES 050 Workshop for Michigan Basic Skills Test (no credit)

A course designed to assess needs and practice strategies to review for the math portion of the MBST for teacher education students. Study sessions will be scheduled five to six weeks prior to announced MBST times in October and April. (Offered in fall and spring.)

### GES 060 Online Orientation Course (no credit)

Online students explore and develop understanding of the key issues of online learning that directly or indirectly impact online student achievement. The course also facilitates the development of basic proficiency in the use of Blackboard, the Spring Arbor University online learning environment. (Limited offering.)

### GES 100 Writing Experience (1-2)

A course designed for students who want more opportunity to develop their writing skills. This is a process-oriented class in which writing and rewriting of all papers is expected. Course content includes development of ideas, different levels of support, and patterns of writing. Individual needs will be addressed. One additional lab hour a week is required for individual feedback from instructor. *By permission from the Academic Student Connections only.* (Offered fall and spring.)

### GES 110 Study Enhancement (1)

A course for entering students needing modeling and practice using successful study skill enhancement. Primary topics are time management, learning styles, goal setting, strategies for test taking, note taking and reading. GES 112 required as follow-up in the spring. (Offered in fall and spring.)

## **GES 112 Application: Study Strategies (1)**

A course emphasizing application of learning strategies presented in GES 110 and GES 116. Selected content courses being taken concurrently by the students will be monitored weekly through tutorial sessions. *Prerequisites: GES 110 or 116 or permission from the Academic Student Connection.* (Offered in spring.)

## **GES 115 College Reading I (2)**

A developmental reading course to assist new or returning students on strategies for dealing with university textbooks. Skills covered will include locating main ideas, drawing inferences, summarizing and vocabulary development. Entrance test required. (Offered in spring.)

## **GES 116 Reading and Study Assistance Program (3)**

A course designed to prepare a student to successfully handle college-level reading and study tasks. Goal-setting and time management are included early in the semester. Throughout the course, the focus will be on interactive strategies for handling reading, vocabulary development, note-taking and test-taking in targeted general education courses. GES 112 required as a follow-up in the spring. (Offered in fall.)

## **GES 310 Principles of Grant Writing (2)**

This course will assist students writing grants to explore funding publications, newsletters and hidden funding sources. This course is designed for individuals who are new to writing grants. (Offered in weekend college only.)

## **English as a Second Language – ESL for international students**

In the academic English program students study facets of academic English and are prepared for the university classroom. Topics such as writing research papers, reading, effectively using the library, developing computer skills and learning to think critically are all emphasized and reinforced throughout each class. Active learning is encouraged through small classes, qualified instructors and the use of technology. (See GES courses 130-145).

**The courses for the GES-ESL program for international students are as follows:**

### **GES 130 ESL Intermediate Topics (3)**

This course will offer a variety of intermediate topics allowing the students to focus on a particular area. The topics may vary by semester. (Currently not offered. Program under review.)

### **GES 131 ESL Intermediate Foundations I (2-4)**

This integrated skills English course will focus on reading, writing, listening/speaking and grammar. The specific focus will be on reading strategies, presentation skills, summary writing, introduction to essay writing, and comprehension and analysis of a variety of authentic texts. (Limited offering.)

### **GES 132 ESL Intermediate Grammar (2-3)**

This grammar course will focus on understanding and using complex grammatical structures. A detailed editing procedure for written work will be introduced and practiced throughout the semester. (Limited offering.)

### **GES 133 ESL Intermediate Reading (2-4)**

This reading course will emphasize reading strategies to understand the organization of a text and the content. Increasing reading speed will also be a major focus. (Limited offering.)

### **GES 134 ESL Intermediate Writing Workshop (1-4)**

This course will focus on the organization of writing at the sentence and paragraph level. Students will learn to write topic sentences and develop each topic within a paragraph through clear explanations and examples. Effective use of transition words will be emphasized and practiced. (Limited offering.)

### **GES 135 ESL Intermediate Listening and Speaking (1-4)**

This course will focus on developing each student's ability to communicate fluently and accurately by integrating listening, speaking and pronunciation practice. Specific listening and speaking strategies that focus on the American culture as well as the expectations and requirements of the American classroom will be studied and practiced. (Limited offering.)

### **GES 136 ESL Intermediate Projects (3)**

Students will complete projects such as surveys, newsletters and a group presentation, as well as participate in American culture field trips. While researching for the group projects there will be many opportunities to interact and communicate with Americans in the Spring Arbor/Jackson community. (Currently not offered. Program under review.)

### **GES 137 ESL Current Issues in American Culture (3)**

This course will provide the opportunity to learn modern, idiomatic English—especially as used in U.S. journalism to fully understand the current events and issues in the host American culture. The student will focus on the five major social institutions as expressed in American culture. Students will also be exposed to the cultural elements by which those institutions are articulated such as art, movies, sports and leisure activities. (Currently not offered. Program under review.)

# GENERAL STUDIES

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## **GES 140 ESL Advanced Topics**

This course will offer a variety of advanced topics allowing students to focus on a particular area. The topics will vary by semester. (Currently not offered. Program under review.)

## **GES 141 ESL Advanced Foundations II (3)**

This integrated skills English course will focus on reading, writing, listening/speaking and grammar. The specific focus will be expository writing, critical analysis, focused listening, note taking and the analyzation of academic texts. (Limited offering.)

## **GES 142 ESL Writer's Workshop (1-4)**

This writing course will focus on the organization and development of Western-style academic writing. Students will practice writing referenced research papers, as well as personal essays. Grammatical structures will be analyzed and practiced. (Limited Offering.)

## **GES 143 ESL Biblical Literacy (2)**

The course is an introduction to Christianity and Biblical literacy. The basic tenets of Christianity and understanding the Bible will be the focus. (Currently not offered. Program under review.)

## **GES 146 ESL Current Issues in the Global Village (3)**

This course will provide the opportunity to learn modern, idiomatic English as used in U.S. journalism to more fully understand global current events and issues from a North American perspective. Students will be asked to research and articulate their own government's position on specific issues and present those through written and spoken methods of presentation. (Currently not offered. Program under review.)

# German (GER)

## Faculty

Kim T. Bowen

## About the discipline

Learning a world language is an essential tool for building relationships through cultural awareness and appreciation. Within this frame of reference, learning German plays a vital role. With over 120 million native speakers, German is among the very top of the world languages. German continues to play a prominent role as a significant source of philosophical, scientific, and cultural traditions. In some areas, German defines the academic field. Any university course catalog and any university's library holdings will confirm the importance of German in the liberal arts and sciences. Consider an education without the presence of Bach, Einstein, Beethoven, Goethe, Von Braun, Kafka, and innumerable others.

Germany's history through the last 200 years has experienced the political spectrum of totalitarianism to democracy. What better lens to use than the German language to experience issues still in focus today?

In the sciences, German maintains a leading role in engineering fields, green technologies, alternative energy development, manufacturing innovations, inventiveness, design, and digital products. Germany is among the top three leading industrial nations in the world. Germany is the leader in the European Union, and German is the leading language of the EU, spoken by 24% of the EU members.

Knowing German also grants greater access to all liberal arts, the applied sciences, business fields, and cultural studies. The learning of German will enrich students' lives by exposing them to the widest cultural spectrum, improving their professional employment, and engaging them with a wide range of cross-curricular topics and global issues.

## Career opportunities

Knowledge of German brings improved chances for employment and advancement. The German economy is the strongest in the EU and among the top three in the world. Employees in international

companies have an advantage if they know German. Over 1,200 German companies are located in the US Midwest! Staff members who know German are necessary. They are called upon to serve as contacts between corporations, governments, customers, and the media.

The Business German course provides students with significant access and advantages to job placement and professional success.

The German language in business, diplomacy, tourism and science is second only to English in Western Europe. German tops English in Eastern Europe! Multinational employers seek qualified German speakers for business within Europe and as representatives between Europe and North America. Students will have an edge in these economically challenging times to improve their employability with German.

**Notes for general education:** GER 102 Elementary German may be used to fulfill the humanities requirement in the liberal arts.

## Course descriptions:

### GER 101 Elementary German (3)

This is the first of a two-semester sequence in the fundamentals of speaking, reading, writing, and listening to German. Interactive communication skills in everyday life will be emphasized. German culture will be explored. (Offered in fall.)

### GER 102 Elementary German (3)

This is the second of a two-semester sequence in the fundamentals of speaking, reading, writing, and listening to German. Interactive communication skills in everyday life will be emphasized. German culture will be explored. *Prerequisite:* GER 101. (Offered in spring.)

### GER 120 Business German (3)

This introductory course will prepare students to communicate with German in everyday situations with an emphasis on business-related situations. Practice with speaking, listening, writing, and reading will involve business themes and include topics of cultural differences in business etiquette and practices between the USA and German-speaking countries. *Prerequisite:* GER 102. *May be taken concurrently with GER 102.* (Offered in spring.)

## Geography (GEO)

### Faculty

Mark R. Correll

David P. Rawson

### About the discipline

As a component of the department of history, politics and geography, courses in geography are designed to facilitate knowledge of the physical landscapes and cultural regions of the world and to develop understanding of the ways in which human societies interact with their physical settings and environments.

### Career opportunities

A study of geography is essential to all cross-cultural endeavors and to any career that entails an understanding of place and space, from overseas missions or international politics to city planning. Courses in this field are part of preparation for teaching in social studies and are good preparation for advanced studies in any of the social sciences, law or business.

### Strengths and emphases

Geography at Spring Arbor is an interdisciplinary study. After an introductory course, several courses are cross referenced with history and focus on particular cultural realms in a broad perspective of time and space.

### Requirements

#### The 20-hour *geography minor* requires:

GEO 221 Introduction to Geography (3)

GEO 232 North America (3)

Electives to total 20 hours

**Notes for students certifying to teach:** Courses in geography are included in the social studies major and minor for elementary and secondary education. See Education for details.

### Course descriptions:

#### **GEO 221 Introduction to Geography (3)**

The physical and cultural elements of mankind's habitats; the importance of maps and their use; the significance of all elements of the earth to man. (Offered in fall.)

#### **GEO 232 North America (3)**

A course designed to give the student an understanding and appreciation of the North American continent, within the context provided by physical, cultural and historical geography. (Offered in spring of even academic years.)

#### **GEO 304 Geography and History of Russia and the Former Soviet Union (3)**

For description, see HIS 304. (Offered in fall of even academic years.)

#### **GEO 323 Economics of the Third World (3)**

For description see ECN 323. Also listed as POL 323. (Offered in spring of odd academic years.)

#### **GEO 331 China, India and Japan (3)**

For description, see HIS 331. (Offered in spring of odd academic years.)

#### **GEO 332 Africa (3)**

For description, see HIS 332. (Offered in spring of even academic years.)

#### **GEO 333 Latin America (3)**

For description, see HIS 333. (Offered in fall of odd academic years.)

#### **GEO 334 The Middle East (3)**

For description see HIS 334. Also listed as POL 334. (Offered in spring of even academic years.)

#### **GEO 337 Chinese Civilization and Culture (3)**

For description see CHI 337. Also listed as HIS 337. (Offered in fall.)

#### **GEO 342 Hebrew History and Geography (3-4)**

For description, see REL 342. (Limited Offering.)

# Global Missions

## Faculty

The Global Missions minor draws faculty from the Department of Theology and other supporting disciplines.

## About the discipline

The missions program is built on a Global Missions minor and a broad professional major, like Global Studies or Business. This minor will introduce the student to an interdisciplinary experience which takes them from Biblical Studies and World Religions through a broad range of disciplines, like Cultural Anthropology and International Relations.

## Career opportunities

Today's missionaries seldom use the term "missionary." They need to be prepared to go into a foreign or domestic environment as a well-grounded professional. Students with specific service goals in mind should check with mission organizations for guidance.

## Program strengths and emphases

All ministry programs in the Department of Theology offer a creative blend of solid academics, practical ministry training and application, and spiritual formation. Included in all department programs is a central theological curriculum, which provides an essential foundation for all forms of Christian ministry. This curriculum includes courses in the four areas that make up what is commonly known as the Wesleyan Quadrilateral: Scripture, tradition, reason and experience.

## Requirements

**The 27-hour *global missions minor* requires:**

- CMI 222 Introduction to Missions (3)
- COM 368 Cross Cultural Communication (3)
- ECN/POL 323 Economics of the Third World (3) OR  
BUS 223 Biblical Foundations of International Business (3)
- REL 220 Biblical Interpretation (3)
- REL 306 Doctrines of the Christian Faith (3)
- REL 394 World Religions (3)
- SOC 314 Cultural Anthropology (3)

Choose one of the following:

- GEO/HIS 331 China, India and Japan (3)
- GEO/HIS 332 Africa (3)
- GEO/HIS 333 Latin America (3)
- GEO/HIS 334 The Middle East (3)
- GEO/HIS 337 Chinese Civilization and Culture (3)

Choose one of the following:

- POL 230 Contemporary World Affairs (3)
- POL 312 International Relations (3)

## Course descriptions:

See course descriptions under Christian Ministry, Communication, Economics, Geography, History, Politics, Religion and Sociology.

## Global Studies

### Faculty

Jeremy S. Norwood, Chair  
Mark R. Correll  
Paul J. Nemecek  
David P. Rawson  
Kevin Trepus

### About the discipline

Global Studies courses at Spring Arbor University provide students with an understanding of the world around them. The focus of the major is to encourage students to develop an international perspective by integrating history, religion, politics, and sociology with Christian faith perspectives. Coursework in Global Studies will also incorporate foreign language study, internships and study abroad experiences. Significant international issues such as globalization and popular culture, political and religious conflict, and development and human rights will be analyzed.

### Career opportunities

The Global Studies major is designed to provide students with the experiences, language study, and academic coursework necessary to prepare them for a career in international service. A student with a Global Studies major will be prepared for a career in communication, diplomacy, the Foreign Service, international development, international human rights, missions, and teaching abroad. The Global Studies major has also been designed to prepare students for rigorous graduate study in the fields of international relations, law, missiology, politics, and sociology.

### Program strengths and emphases

The Global Studies major is an interdisciplinary major that draws from several academic departments. Features which set the Global Studies major apart from other programs on campus include the foreign language training, the off-campus semester requirement, and the internship opportunities. These requirements, combined with the strong academic course load, will prepare students to be “change agents” on an international level.

### Requirements

#### The 46-hour *global studies major* requires:

- COM 368 Intercultural Communication (3)
- POL 312 International Relations (3)
- POL 322 Globalization: International Economics in the Information Age (3)
- REL 394 World Religions (3)
- SOC 210 Careers in Sociology and Global Studies (1)
- SOC 282 Intro to International Development (3)
- SOC 314 Cultural Anthropology (3)
- SOC 351 Statistics (3)
- SOC 352 Research Design (4)
- SOC 382 International Human Rights (3)
- SOC 422 Social Change & Historical Devel (3)
- SOC 480 Senior Seminar I (1)
- SOC 481 Senior Seminar II (1)
- SOC 484 Spirituality, Faith and Justice (3)

Three of the following courses:

- HIS 303 Twentieth Century Europe (3)
- HIS 304 Geography & History of Russia & the Newly Independent States (3)
- HIS 331 China, India and Japan (3)
- HIS 332 Africa (3)
- HIS 333 Latin America (3)
- HIS 334 The Middle East (3)
- HIS 337 Chinese Civilization and Culture (3)

Complete a Semester Abroad program

Required support courses:

- COR 274 Cross Cultural Orientation (1)
- COR 275 Cross Cultural Studies (3)
- SOC 100 Modern Social Problems (3)
- Intermediate or advanced level foreign language courses (6)

**Note:** Students pursuing the Global Studies major are required to participate in a semester-long study abroad program, strongly recommended to complete an internship, and to compile a substantive academic component (a paper or research project) upon graduation. These components, in combination with courses and language requirement, are in place not to overwhelm the student, but instead allow the student to compete upon entry of the job market and/or graduate school. Participating faculty in the Global Studies major welcome any questions as

to the requirements of the major as well as career options.

**The 27-hour global studies minor requires:**

- COM 368 Cross Cultural Communication (3)
- POL 312 International Relations (3)
- POL 322 Globalization: International Economics in the Information Age (3)
- REL 394 Living Religions of the World (3)
- SOC 314 Cultural Anthropology (3)
- SOC 282 Intro to International Development (3)
- SOC 382 International Human Rights (3)

Intermediate or advanced level foreign language courses (6) OR  
proficiency in a second language, at the sophomore level

**Notes for general education:** COR 274/275 may be fulfilled by the Semester Abroad program chosen. See the Cross Cultural Office for information.

**Course descriptions:**

See course descriptions under Communication and Media, Economics, French, History, Politics, Religion, Sociology and Spanish.

## Health & Exercise Science (HES)

### Faculty

Craig D. Hayward, Chair  
Bethany Butterfield, Affiliate  
Carol Gates, Adjunct  
Anil Joseph  
Debra Thompson  
Deborah G. Varland

### About the discipline

The Health and Exercise Science program of the Department of Health, Human Performance, and Recreation is intended to provide students both depth and breadth of courses to prepare them for careers in the ever-expanding field of health and exercise science. The program is carefully designed to provide students knowledge, skills, and abilities congruent with careers in the field and tailored according to guidelines of recognized professional organizations in the field of exercise science and sports medicine. Students with a Health & Exercise Science major will earn a bachelor of science (BS) degree.

### Career opportunities

Spring Arbor graduates from the program are currently working in areas such as cardiac rehabilitation, corporate wellness, hospital-based wellness programs, and personal training. Recent graduates have pursued graduate degrees in clinical exercise physiology, physical therapy and physician's assistant.

### Program strengths and emphases

In recent years this program has gained significant recognition and respect among employers and graduate schools in the region. No doubt, this is due to the cutting-edge nature of the curriculum and the abilities and successes of graduates from the program. Graduates are finding gainful employment in their field, pursuing and securing professional certifications, and are being accepted into well-recognized graduate programs.

### Requirements for admission to HES

Students planning to major in Health & Exercise Science, must apply to be admitted to the program by the end of the first semester of their sophomore year. Transfer students with higher than sophomore standing or Post-BA students must complete the process by the end of their first semester of attending Spring Arbor University. Program admission forms are available from any faculty member or the departmental secretary. Admission decisions will be rendered with one of the following three possibilities.

1. Admitted with no provisions.
2. Admitted on probationary status with specific provisions.
3. Denied admittance with specific provisions for reapplying or not.

Below are the criteria used in considering admission for all programs followed by criteria for specific programs.

1. Attend an orientation session and any other required information meetings called by the department.
2. At least one year in advance each student must file with the department a "Plan for Practicum, or Internship" experiences.
3. A minimum of 36 semester hours of coursework completed at SAU with a minimum cumulative grade point average (GPA) of 2.5. This requirement is waived for transfer students having higher than a sophomore standing and all Post-BA students.
4. Complete HPR 151, 153, and BIO 111, 263, CHE 101 or 111, where applicable, plus any other HES courses taken with a minimum cumulative GPA of 2.6 and no grade lower than 2.0 in any of these courses.
5. Demonstrate writing skills necessary to succeed in the curriculum and later in careers in the field, as indicated by written assignments given in departmental courses taken to date.
6. Complete the HES Entry-level Mastery Exam with a score of 80% or greater. The exam will cover expected competencies taken from entry-level coursework, including topics such as anatomy, physiology, foundations of physical fitness, nutrition, and exercise. Once admitted to the program, good

standing can be revoked if a student fails to maintain standards implied through the admission to the program process, or is found to have compromised the highest standard of academic honor and integrity as described in the Spring Arbor University Academic Integrity Policy.

Students withdrawing from active enrollment at Spring Arbor University or dismissed due to academic problems must be readmitted to the department upon readmission to the University.

## Requirements

### The 52-60-hour *health and exercise science* major requires:

- BIO 263 Human Anatomy & Physiology (4)
- BUS 325 Principles of Management (3)
- CHE 101 Introduction to Chemistry (4) OR
- CHE 111 General Chemistry (4)
  
- HES 345 Principles of Exercise Prescription (2)
- HES 351 Statistics (3)
- HES 365 Introduction to Pharmacology & Medical Technology (3)
- HES 381 Nutrition and Energy Metabolism (3)
- HES 382 Functional Anatomy & Application (3)
- HES 385 Practicum (4-8) OR
- HES 450 Internship (6-12)
- HES 462 Cardiovascular Function and Electrophysiology (3)
- HES 473 Biomechanical/Anatomic Analysis of Human Motion (4)
- HES 474 Physiology of Exercise (3)
- HES 475 Physiology of Exercise Laboratory (2)
- HES 480 Senior Seminar (1)
  
- HPR 151 Introduction to Health, Human Performance, and Recreation (3)
- HPR 153 Foundations of Physical Fitness, Health, and Wellness (3)
- HPR 178 Aerobic Activities (2)
- HPR 179 Strength and Power Training (2)

### Prerequisites:

- BIO 111 Zoology (4)

### Notes for general education:

Students taking the health and exercise science major also fulfill general education credits with BIO 263 Human Anatomy & Physiology (4), HES 351 Statistics (3) and HPR 153 Foundations of Physical Education, Health & Wellness (3).

### Course descriptions:

#### HES 335 Facilities Planning & Operations for Health, Fitness, Recreation & Sports (3)

For description see REC 335. *Prerequisite: Admission to the HES program and junior standing.* (Offered in fall of even academic years.)

#### HES 345 Principles of Exercise Prescription (2)

This course presents the essential components of systematic, individualized exercise prescriptions for healthy and special populations. The course covers appropriate pre-exercise screening, health-risk stratification, and principles of prescription including mode(s), intensity, duration, frequency, and progression of exercise following American College of Sports Medicine guidelines. *Prerequisites: sophomore standing, BIO 263, HPR 153, 178 and 179 (HPR previously listed as ESS).* (Offered in fall.)

#### HES 351 Statistics (3)

This is an introductory course in statistics taught from an interdisciplinary perspective with examples, problems and applications from the health sciences. Principles in descriptive and inferential statistics will be covered. Emphasis is on problem-solving through careful collection, organization, analysis and interpretation of data. Lab activities and computer applications are utilized. Also listed as PED 351. *Prerequisite: Admission to HES program and junior standing.* (Offered in fall.)

#### HES 365 Introduction to Pharmacology (3)

For description, see BIO 365. *Prerequisites: Admission to HES program and CHE 101 or CHE 111.* (Offered in spring.)

#### HES 381 Nutrition and Energy Metabolism (3)

A study of nutrients and their role in health and fitness, with an emphasis on nutrition knowledge and application for optimal performance. Particular attention is given to body composition, energy balance and fuel for aerobic/anaerobic metabolism. A computerized diet analysis and meal preparation are required. Also listed as PED 381. *Prerequisite: HPR 153, admission to HES program, be a HPR major or minor and have sophomore standing.* (Offered in spring.)

# HEALTH & EXERCISE SCIENCE

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## **HES 382 Functional Anatomy and Application (3)**

An in-depth course on the functional aspects of anatomy, including study of muscle origin and insertions, joints, joint movement, gait and muscle function will be addressed. An introduction to the prevention, evaluation, treatment of athletic related injuries, and other related concepts/theories will also be covered. Prerequisites: BIO 263, admission to the HES program and junior standing. (Offered in fall and spring.)

## **HES 385 Practicum (4-8)**

For description see 385 Practicum under the "Courses for all Disciplines" section of the catalog. *Prerequisite: Admission to HES program with significant upper-division coursework completed.*

## **HES 442 Advanced Athletic Training (3)**

Includes a thorough review of the structure and function of bones, joints and muscles, and instruction in specific anatomic components of major joints. The array of athletic injuries is covered with attention to common causes, examination and recommended treatment. Also provides instruction in the nature and use of various modalities of treatment; and comprehensive programs to rehabilitate and/or prevent specific injuries. *Prerequisites: BIO 263, HES 382, and admission to HES program.* (Limited offering.)

## **HES 450 Internship (6-12)**

For description see 450 Internship under the "Courses for all Disciplines" section of the catalog. *Prerequisite: Admission to HES program with significant upper-division coursework completed.*

## **HES 462 Cardiovascular Function and Electrophysiology (3)**

An in-depth study of circulation, heart structure and function, cardiovascular training responses and heart disease. Includes instruction in EKG interpretation and experience and EKG metabolic cart graded exercise testing. Cardiovascular medications and diagnostic procedures are also addressed. *Prerequisites: BIO 263, HPR 153, admission to HES program and junior standing.* (Offered in fall.)

## **HES 473 Biomechanical and Anatomical Analysis of Human Movement (4)**

An analysis of human movement as it relates to locomotion, basic skills and athletic performance. Biomechanical and anatomic approaches are utilized. Includes a lab. Also listed as PED 473. *Prerequisites: BIO 263, admission to HES program and senior standing.* (Offered in fall.)

## **HES 474 Physiology of Exercise (3)**

This course is designed to assist the future practitioner - teacher, coach, athlete, trainer, fitness instructor, physical therapist or team physician - in the understanding of physiologic principles underlying the physical conditioning process and the body's acute and chronic adaptation to exercise. The understanding and application of basic physiologic principles such as muscular and neurological control of movement, metabolism and basic energy systems, hormonal regulation of exercise, and cardiorespiratory function and performance for improved human fitness and performance is the purpose of this course. Also listed as PED 474. *Prerequisites: BIO 263, admission to HES program and junior standing.* (Offered in spring.)

## **HES 475 Physiology of Exercise Lab (2)**

A laboratory course that is suggested to be taken concurrently with HES 474. Includes field and laboratory testing for various components of physical fitness with special emphasis given to graded exercise testing and metabolic calculations. Required of all students completing the health and exercise science major and strongly encouraged for all others taking HES 474. Also listed as PED 475. *Prerequisites: BIO 263, admission to HES program and junior standing.* (Offered in spring.)

## **HES 480 Senior Seminar (1)**

This is a seminar course for seniors enrolled in the Health and Exercise Science and Recreation and Leisure majors. Intended as a capstone course to the curriculum, emphasis is placed on career and professional development skills and activities, as students prepare to move on to graduate programs or employment in discipline related fields. *Prerequisite: Admission to HES program and senior standing.* (Offered in fall.)

## Health Education (HLT)

### Faculty

Craig D. Hayward, Chair  
 Beth J. Butterfield, Affiliate  
 Betty Griffiths, Adjunct  
 Anil Joseph  
 Keila Kilgore, Adjunct  
 Steve Sukta, Director and Affiliate

### About the discipline

The department of health, human performance and recreation developed health education as a teacher certification minor to complement a variety of teacher education majors offered at Spring Arbor University. The state of Michigan requires most individuals certifying to teach at the secondary level to complete both a certifiable major and minor. The health education minor was approved by the Michigan Department of Education (MDE) in the spring of 2007 and is a timely addition to the SAU teacher education offerings – following the new Michigan High School graduation requirement for all high school students to have health education included in their high school curriculum.

### Career opportunities

Even though the program is in its early stages, a number of opportunities appear to be available throughout the state of Michigan for teachers with secondary health education teacher certification endorsements. The state of Michigan mandates that all secondary health education teachers must be appropriately endorsed. SAU has developed a cutting-edge program that meets the MDE benchmarks, and is aligned with the national standards for health education.

### Requirements

**The 28-hour secondary health education minor requires:**

- HLT 153 Foundations of Physical Fitness, Health, and Wellness (3)
- HLT 202 First Aid/CPR/AED Instructor (2)
- HLT 273 Foundations of School and Community Health (3)
- HLT 341 Teaching Health Concepts I: Nutrition and Physical Activity (3)

- HLT 342 Teaching Health Concepts II: Human Sexuality & STD Prevention (3)
- HLT 343 Teaching Health Concepts III: Violence, Suicide, and Substance Abuse Prevention and Character Education (3)
- HLT 344 Planning the Coordinated School Health Program (4)
- HLT 437 Teaching Skills and Methods in Health Education (4)
- HLT 447 Health Education Assessment and Evaluation (3)

**Notes for general education:** HPR 153 meets the general education requirement of HPR 101.

**Notes for students certifying to teach:** The health education minor meets certification requirements for the secondary level. Candidates meeting all required courses (and passing requisite exam) are certified for health education grades 6-12. Requirements are subject to change, as mandated by the Michigan Department of Education (MDE). All MDE requirements supersede those stated in the Spring Arbor University catalog. See Education for details.

### Course descriptions:

#### HLT 202 First Aid, CPR, and AED Instructor (2)

For description see PED 202. Also listed as REC 202. *Prerequisite: HPR 153. (Offered in interim.)*

#### HLT 273 Foundations for School and Community Health (3)

This course provides a survey of each of the health education content areas as they apply to social, mental, physical and environmental health. Students will demonstrate skills related to individual health and use technology to access valid health information for teaching health content. Students will also be introduced to concepts, purposes and theories of school health education. *Prerequisite: HPR 153, sophomore standing. (Offered in fall.)*

#### HLT 341 Teaching Health Concepts I – Nutrition and Physical Activity (3)

Course content provides understanding of optimal nutrition and weight management principles and practices including physical activity. Emphasis is placed on selecting effective educational resource materials and applying the health belief's model to teaching adolescents

# HEALTH EDUCATION

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healthy approaches to diet and weight management. This course will also explore the social and personal factors influencing diet and physical activity among adolescents including the problem of obesity. *Prerequisite: HLT 273, sophomore standing.* (Offered in spring of odd academic years.)

## **HLT 342 Teaching Health Concepts II – Human Sexuality and STI Prevention (3)**

Students will understand basic health content as they apply to sexual health and the prevention of sexually transmitted infections. Sex education laws and requirements for public schools in Michigan, roles and responsibilities of the sex education advisory board, the process for developing the sex education program, and achieving consensus on sex education content will be analyzed and applied. *Prerequisite: HLT 273, sophomore standing.* (Offered in fall of odd academic years.)

## **HLT 343 Teaching Health Concepts III – Violence, Suicide, and Substance Abuse Prevention and Character Education (3)**

Students will understand basic health content and demonstrate skills for individual health related to violence prevention, character education, suicide prevention, and substance abuse prevention. Emphasis of this course will be to explore methods of teaching these content areas to adolescents. Students will also investigate social and personal factors influencing health behaviors of young people related to these content areas. *Prerequisite: HLT 273, sophomore standing.* (Offered in spring.)

## **HLT 344 Planning the Coordinated School Health Program (4)**

Course content will identify and investigate the health education teacher's role as advocate, consultant, collaborator, liaison, role model and parent educator in the promotion of comprehensive school health education and the coordinated school health program in the local school district. Students will also examine theories of behavior change as well as analyze state laws and local policies related to child health. Competencies to promote and contribute to a nurturing and health promoting school climate will also be addressed. *Prerequisite: HLT 341, 342, 343, admission to SOE programs and junior standing.* (Offered in fall of even academic years.)

## **HLT 437 Teaching Skills and Methods in Health Education (4)**

Students will learn best practices in health education instruction and have the opportunity to practice skills and methods in the classroom through a 20-hour practicum. Course content will include selecting teacher methods and strategies to maximize learning including asset

building. Strategies and methods for building positive relationships with and among students will be taught and modeled. Students will analyze and be able to utilize different learning styles and multiple intelligence approaches for teaching health education concepts in the classroom setting. Participation in professional organizations, professional development, and other sources of professional growth will also be addressed. This course meets the School of Education teaching methods requirement for the content discipline as indicated in the course title. Note: Current classroom teachers seeking endorsement in health education will have the option of doing an independent project in lieu of the 20-hour practicum. *Prerequisite: HLT 341, 342, 343, admission to SOE and junior standing.* (Offered in spring of even academic years.)

## **HLT 447 Health Education Assessment and Evaluation (3)**

Use and selection of data and data gathering instruments to obtain valid and current sources of health-related information will be addressed along with evaluation of health education curricula, strategies and activities. Students will practice developing authentic assessments and realistic evaluation plans for health instruction and connected elements of the coordinated school health program. In addition, students will practice analyzing and interpreting the results of student assessments and program evaluations and making recommendations for future program planning. *Prerequisite: HLT 341, 342, 343, admission to HPR and SOE programs, junior standing.* (Offered in fall of even academic years.)

## Health, Human Performance & Recreation (HPR)

### Faculty

Craig D. Hayward, Chair  
Larry Brown, Affiliate  
Bethany Butterfield, Affiliate  
Anil Joseph  
Tara Kreklau  
Steve Sukta, Affiliate  
Debra L. Thompson  
Deborah G. Varland

### About the discipline

In 2004 the then Department of Exercise and Sport Science at Spring Arbor University developed a strategic plan aimed toward significant restructuring and program development. From a program that offered three concentrations and two minors under the old ESS structure the program has evolved to include three degree granting majors and four minors. As part of the strategic plan the department decided a name more appropriate to their mission was necessary. Therefore, in January 2008 the name was changed to the Department of Health, Human Performance, and Recreation. As a result of the changes the department is positioned more than ever to offer cutting-edge programs to its students as we move forward into the 21st Century.

### The department offers three majors:

- Health & Exercise Science (BS)
- Physical Education (BA)
- Recreation & Leisure Management (BA)

### The department also offers three minors:

- Health Education Secondary
- Physical Education Secondary
- Recreation & Leisure Management

### Career opportunities

Each of the programs housed in the department of Health, Human Performance, and Recreation are intended to offer students opportunities in their specific field of interest. For more information on

each of the three programs, see information listed in this catalog under the specific area of interest.

### Program strengths and emphases

The departmental faculty members possess complementary areas of specialization and extensive experience in teaching, clinical cardiac rehabilitation, corporate wellness, intercollegiate coaching, recreation and leisure management, and in other professional activities. Every effort is made by the Department of Health, Human Performance, and Recreation faculty to stay current in their respective field and to maintain and revise the curriculum, where necessary, in order to assure current and relevant programs for students enrolled in the departmental offerings.

### Notes for general education:

In keeping with Spring Arbor's interest in developing the whole person, all students who are not majoring or minoring in one of the Health, Human Performance, & Recreation areas, take HPR 101 Personal Fitness and Wellness in order to fulfill an institutional general education requirement. Health, Human Performance, & Recreation students take HPR 153 Foundations of Physical Education, Health & Wellness (3) in place of HPR 101.

### Course descriptions:

#### HPR 101 Personal Fitness and Wellness (2)

Course covers the components of health-related fitness and the relationship between lifestyle, individual fitness level and chronic disease risk. Emphasis is given to cardiovascular health, nutrition and weight management, and stress reduction. (Offered in fall, interim and spring.)

#### HPR 151 Introduction to Health, Human Performance, and Recreation (3)

The historical and philosophical bases of the physical education profession are explored. In addition, social and educational trends impacting career options in exercise and sport are examined. Majors should take HPR 153 concurrently. (Offered in fall.)

#### HPR 153 Foundations of Physical Fitness, Health, and Wellness (3)

This course provides students with comprehensive introduction to the assessment and development of physical fitness, health, and wellness; with emphasis on both personal application and group leadership. Topics include all components of physical fitness, plus nutrition;

stress management; and cardiovascular disease, cancer, and metabolic disease. (Offered in fall and spring.)

## **HPR 178 Aerobic Activities (2)**

Designed to assist students in gaining competency in basic instruction of kickboxing, step, chair, water and line dance aerobics, as well as aerobic games. Students will learn basic elements of exercise design and leadership and will demonstrate these skills through teaching experience.

*Prerequisite:* HPR 153. (Offered in fall and spring.)

## **HPR 179 Strength and Power Training (2)**

Students will learn fundamental concepts involved in structuring strength and power training programs for individuals from youth through adulthood. Consideration will be given to a wide range of training environments ranging from athletic to general fitness settings.

*Prerequisite:* HPR 153. (Offered in fall and spring.)

## **HPR 201 Teaching Elementary Health and Physical Education (2)**

This course meets health and physical education standards of the Michigan Department of Education for elementary certification. It will address the health education standard (1.6) with its four competencies and the physical education standard (1.7) and its three competencies.

Classroom and interactive activities will be included with pertinent peer practice teaching experience in both health and physical education. (Offered in interim and spring).

## **HPR 281 Nutrition and Exercise (2)**

Examines the nature and benefits of physical fitness in the adult years as well as nutrients and their role in maintaining optimal health and preventing disease. Emphasis is given to body composition, obesity and energy balance, with attention to the scientific basis for modification of eating and exercise behaviors. (Offered in weekend college by Professional Studies).

# History (HIS)

## Faculty

Mark R. Correll, Chair  
 Mark T. Edwards  
 Robert J. Eells  
 David Rawson  
 Charles E. White

## About the discipline

The fundamental purpose of the department of history, politics, and geography is to aid the student in gaining an understanding of the development of ancient, medieval and modern civilizations, as they compare developments in the United States and Michigan with the multicultural aspects of past as well as contemporary societies. Particular emphases will be placed on the legacies of Greece and Rome, Christianity, major non-Western societies like China, India and Japan; the Protestant Reformation; the Enlightenment; the American colonial world; the Revolution and Constitution; the emergence of democracy; the expansion of America in the 19th Century; the Civil War; and the significant events of the 20th Century, including the two world wars and the tumultuous 1960s. Insights from various Christian perspectives will be utilized as the past is examined so that students will be challenged to become effective citizens of the church, community, country and the world. A study of history provides a rich and varied background to all other disciplines in the liberal arts.

## Career opportunities

A major or minor in history at Spring Arbor University prepares the student for teaching at the secondary level. The major provides excellent preparation for graduate study in history, historical preservation and museum administration, law or seminary.

## Program strengths and emphases

Students who major or minor in history will develop strong skills in analysis and evaluation of the past as sources of critical inquiry into the nature of current issues. Through Spring Arbor University's membership in the Council for Christian Colleges and Universities (CCCU), students are eligible to participate in semester-long programs in Washington,

D.C., Costa Rica, Russia and the Middle East (Cairo) at little additional cost. Opportunities for writing an honors thesis are available. Many majors participate in planning and implementing a Model United Nations program for area high school students, while others have taken part with distinction in the Model Arab League.

## Requirements

### The 35-hour *history major* requires:

- HIS 121 History of Civilization I (4)
- HIS 122 History of Civilization II (4)
- HIS 141 United States to 1877 (3)
- HIS 142 United States Since 1877 (3)
- HIS 480 Philosophy of History (3) OR
- HIS 422 Social Change and Historical Development (3)

Choose one of the following:

- HIS 307 Colonial America (3)
- HIS 308 The American Revolution (3)
- HIS 309 Civil War & Reconstruction (3)
- HIS 310 20th Century America (3)
- HIS 313 America in the 1960's (3)
- HIS 340 Women in American History (3)
- HIS 368 Diplomatic History (3)

Choose one of the following:

- HIS 301 Early Modern Europe (3)
- HIS 302 19th Century Europe (3)
- HIS 303 20th Century Europe (3)
- HIS 305 The Renaissance and Reformation (4)

Choose one of the following:

- HIS 304 Geography & History of Russia & the Newly Independent States (3)
- HIS 331 China, India and Japan (3)
- HIS 332 Africa (3)
- HIS 333 Latin America (3)
- HIS 334 The Middle East (3)
- HIS 337 Chinese Civilization & Culture (3)

Electives to total 35 hours

**Note:** A background in the other social sciences such as geography, sociology, economics, and politics and a study of French and/or Spanish are strongly recommended.

**Note for teacher certification:** The following courses are required in addition to the History major:

HIS 361 Michigan History (3)

Required support courses:

POL 213 American National Government (3)

GEO 221 Introduction to Geography (3)

Choose one of the following:

ECN 101 Introduction to Economics (3)

ECN 201 Principles of Economics (3)

ECN 323 Economics of the Third World (3)

**The 24-hour *history minor* requires:**

HIS 121 History of Civilization I (4)

HIS 122 History of Civilization II (4)

HIS 141 United States to 1877 (3)

HIS 142 United States Since 1877 (3)

Electives to total 24 hours

**The 24-hour *history-education minor* requires:**

HIS 121 History of Civilization I (4)

HIS 122 History of Civilization II (4)

HIS 141 United States to 1877 (3)

HIS 142 United States Since 1877 (3)

HIS 361 Michigan History (3)

Electives to total 24 hours

Support courses:

POL 213 American National Government (3)

GEO 221 Introduction to Geography (3)

Choose one:

ECN 101 Introduction to Economics (3)

ECN 201 Principles of Economics (3)

ECN 323 Economics of the Third World (3)

**Notes for general education:** Courses required for the history major or minor meet the history portion of the liberal arts requirements.

**Notes for students certifying to teach:** Both the history-education major and history-education minor meet certification requirements for secondary education. See Education for details.

**Course descriptions:**

### **HIS 121 History of Civilization I (4)**

A study of the rise and development of civilization throughout the world. Emphasis will be placed on the origins of Western civilization in the river valleys of Egypt and Mesopotamia, its development in Greece and Rome and its flowering during the Middle Ages. Attention will also be given to the civilizations of South and East Asia, Africa and the Americas, and their contributions to world civilization. The course will conclude with the voyages of European discovery, which brought the isolated civilizations of the world into direct contact with each other. The course will explore Christian interpretations of world history. (Offered in fall.)

### **HIS 122 History of Civilization II (4)**

A continuation of HIS 121, from the rise of the Renaissance in Europe to the present day. Major themes that will be explored include the Scientific Revolution, Enlightenment, revolutionary era, industrialization and colonialism, the two world wars and the Cold War. The response of the peoples of Africa, Asia and Latin America to the encroachments of the West will also receive emphasis. The course will conclude with the rise of an uneasy global civilization in the 21st Century. Students will be invited to explore Christian interpretations of modern history. (Offered in spring.)

### **HIS 141 United States to 1877 (3)**

A study of American history from colonial times through the Civil War and Reconstruction. Emphasis will be given to the fundamental forces or cultural ideals that have shaped this period of history, such as Puritanism, the Enlightenment, the Revolution, antebellum Evangelicalism and the struggle over slavery. A multidisciplinary approach will be taken, as well as efforts to develop Christian insights concerning the unfolding of American history. (Offered in fall.)

### **HIS 142 United States Since 1877 (3)**

A study of the cultural ideals and forces that have helped to shape modern America, such as industrialization, progressivism, the battle between science and religion, the two world wars, the Great Depression, the New Deal and Great Society, the spirits unleashed in the 1960s, and the culture wars of the 1990s. A multidisciplinary framework will again be used, as well as efforts to develop Christian insights so that students will be better able to make sense out of life at the end of the 20th Century. (Offered in spring.)

### **HIS 221 Black Experience in America (3)**

A black studies course focusing on the experience of being black in America. The black experience will

be analyzed from historical, sociological and artistic perspectives. (Offered in fall of even academic years.)

### **HIS 223 Europe in the Middle Ages (3)**

Examination of the thousand year period from c. 500-1500 during which a distinctive European civilization was created and flourished. Politics, economics, religion and the arts will be explored with special emphasis on the role of the Christian church in shaping the values and institutions of the era. (Offered in interim of even academic years.)

### **HIS 230 Contemporary World Affairs (3)**

For description see POL 230. (Offered in fall.)

### **HIS 236 Christianity and Politics (3)**

For course description see POL 236. (Offered in spring of even academic years.)

### **HIS 301 Early Modern Europe (3)**

Examination of political, economic, religious and intellectual developments in Europe from 1648 to 1815. Students will consider the impact of the scientific revolution and Enlightenment on all subsequent history, and the ways in which religious thinkers and leaders responded to their challenge. The French Revolution and Napoleonic eras will receive major emphasis. (Offered in fall of even academic years.)

### **HIS 302 Nineteenth Century Europe (3)**

Examination of political, social and ideological developments in Europe during the “long peace” from 1815 to 1914. Special emphasis will be placed on the growth and development of the major ideologies of conservatism, liberalism, socialism and nationalism, and how they have changed from their inception to the present. Students will be encouraged to develop discernment in the study of primary sources and the variety of historical interpretations. (Offered in fall of odd academic years.)

### **HIS 303 Twentieth Century Europe (3)**

A study of events and developments in Europe from the outbreak of the first World War to the present. The challenge to democratic thought and institutions posed by communism and fascism will be explored, as well as the collapse of the communist system since 1989. The decline of Europe as the center of world power and the development of a post-imperial culture will be studied. Students will be encouraged to develop discernment in the study of primary sources. (Offered in spring of odd academic years.)

### **HIS 304 Geography and History of Russia and the Former Soviet Union (3)**

The physical and political geography of Russia and the newly independent states of the former Soviet Union, a region of enormous influence on the world stage. The historical development of the Russian state, the creation of communist ideology, the Soviet Union and collapse of both ideology and the Union will be emphasized. Also listed as GEO 304. (Offered in fall of even academic years.)

### **HIS 305 The Renaissance and Reformation (4)**

A study of the era of transition from the Middle Ages to the early modern era, c.1300-1650, including the Italian and northern European renaissances and the Protestant and Catholic reformations. Emphasis will be placed on the interactions among politics, society, economics, religion and culture in the development of a dynamic European civilization, moving from a medieval matrix toward more modern structures and values. The impact of the Protestant reformation on Christian belief and practice up to the present will be explored in-depth. (Offered in spring of odd academic years.)

### **HIS 307 Colonial America, 1492-1760 (3)**

Examination of the American colonies from their founding by European powers to the expulsion of the French by the British at the conclusion of the French and Indian War. Concentration will be on the clash of various cultural ideals—both Native American and European—as well as the religious bases of many movements and colonies. Students will be encouraged to compare and contrast various movements in light of their own maturing perspectives, and to show connections between the colonial past and present conditions. (Offered in fall of even academic years.)

### **HIS 308 The American Revolution (3)**

Examination of this crucial period in the formation of the new nation, with special emphasis on clash of cultural ideals between British and colonial leaders. Students will be encouraged to understand both sides of the struggle and to reflect upon the fate of other communities, such as native Americans, loyalists and other minorities. The strengths and weaknesses of revolutionary ideals will be studied in light of subsequent history. (Offered in spring of even academic years.)

### **HIS 309 Civil War and Reconstruction (3)**

Examination of the forces leading up to the war, the major battles and the difficulties of reuniting a country torn apart by major conflict. Special emphasis will be placed on causative factors such as slavery, comparing and contrasting the strengths and weaknesses of both sides, as well as the various reconstruction plans and

realities. Students will be encouraged to see all sides of this conflict, as well as reflecting on the impact it has had on subsequent history. (Offered in fall of odd academic years.)

### **HIS 310 Twentieth Century America (3)**

Examination of the dominant cultural ideals that have shaped American history for the past century. Emphasis will be placed on the clash of secular and religious themes in the making of America, a struggle continuing to the present. Students will compare and contrast these movements and themes as they attempt to formulate their own perspectives on directions to take at the dawn of a new century. (Offered in spring of odd academic years.)

### **HIS 313 America in the 1960s (3)**

An in-depth examination of this tumultuous decade that brought so many changes into American culture—political, social, economic, cultural and religious. Insights from various Christian communities regarding this decade will also be introduced. Also listed as POL 313. (Offered in interim.)

### **HIS 322 Ancient History (4)**

A seminar of the history of the ancient roots of Western civilization from the river valleys of Mesopotamia and Egypt to the fall of the Western Roman Empire, approximately 3000 B.C. to A.D. 476. The remarkable contributions of the peoples of the ancient Near East, Greece and Rome will be emphasized. Special attention will be put on the Mediterranean cultures of Greece and Rome. Students will develop discernment in the study and interpretation of primary sources. (Offered in spring of even academic years.)

### **HIS 331 China, India and Japan (3)**

Asia's lands and peoples, with special emphasis on China, India and Japan. Includes historical, political, cultural and economic insights within a geographical context. Also listed as GEO 331. (Offered in spring of odd academic years.)

### **HIS 332 Africa (3)**

The African continent: the natural environment, the people and their customs, the discovery and opening of the country by explorers and missionaries, the partition of Africa and the present political and economic trends. Also listed as GEO 332. (Offered in spring of even academic years.)

### **HIS 333 Latin America (3)**

Latin America from the beginning of the colonial period to the present, with the purpose of understanding their history and culture in a geographical setting, and their relations with the rest of the world. Also listed as GEO 333. (Offered in fall of odd academic years.)

### **HIS 334 The Middle East (3)**

An interdisciplinary survey of the lands, history and political dynamics of Southwest Asia (commonly known as the Middle East) and North Africa, this course covers main elements of the realm's topography and cultural landscape, a survey of its history since 7th Century Muslim conquest and a discussion of current political issues. The course coincides with the holding of the Michigan Model Arab League, which students may attend in partial fulfillment of course requirements; alternatively, students may undertake focused research into a particular state or culture of the realm. Also listed as GEO 334 and POL 334. (Offered in spring of even academic years.)

### **HIS 337 Chinese Civilization and Culture (3)**

For description see CHI 337. Also listed as GEO 337. (Offered in fall.)

### **HIS 340 Women in American History (3)**

This course is designed to disclose the significant achievements of women in major fields of endeavor and will survey the voluminous literature that is available. The long struggle of American women to cast off the image of "the weaker sex" in an effort to have their roles recognized is a study that promises to contribute significantly to contemporary reform decisions. (Limited offering.)

### **HIS 342 Hebrew History and Geography (3-4)**

For description, see REL 342. Also listed at GEO 342. (Limited Offering.)

### **HIS 343 History of Christianity (3)**

For description, see REL 343. (Offered in fall.)

### **HIS 346 History of Christianity in America (3)**

For description, see REL 346. (Offered in spring.)

### **HIS 361 Michigan History (3)**

This course will present the history of Michigan within its geographic context at the heart of the great lakes region. The settlement of the state, the variety of peoples which make up the area, the political, social and cultural institutions of the state will be discussed. Michigan's role in the economy of North America, and history of the state's use of resources will also be emphasized. (Offered in fall.)

### **HIS 368 Diplomatic History (3)**

A chronological and conceptual journey through the maze of relations between the United States and other states during the past 230 years. The course assumes an understanding of the broad outlines of U.S. history and a lively interest in our relations with other nation states. While grounded on founding principles, the

course explores the changing dynamics of extra-territorial relations as the United States expands across the continent and extends its influence around the world. The interaction of non-state actors with national policy is a particular focus. The foreign policy challenges of the 21<sup>st</sup> century provide a prospective conclusion to this historical overview. Also listed as POL 368. (Offered fall of odd academic years.)

**HIS 382 International Human Rights (3)**

See SOC 382 for course description. Also listed as SWK 382. (Offered in spring of odd years.)

**HIS 422 Social Change and Historical Development (3)**

For description see SOC 422. Also listed as POL 422.

*Prerequisite: Junior or senior status.* (Offered in the spring of odd academic years.)

**HIS 480 Philosophy of History (3)**

Examination, in a seminar format, of the main secular and religious philosophies of history, as well as the methods of historical logic, research and writing. Students will demonstrate their insights by means of a major research paper which will also be delivered to the class as a formal presentation. *Prerequisite: Junior or senior status.* (Offered in spring of even academic years.)

## Integrated Science

### Faculty

The integrated science minor draws faculty from Biology, Chemistry and Physics.

### About the discipline

The integrated science minor is designed for students certifying to teach elementary. It is intended to include essential elements of the Michigan Curriculum Framework Science Benchmarks in their academic content area settings.

Each of the component courses is expected to demonstrate not only the concepts necessary for understanding and teaching the benchmarks, but also to demonstrate the integration of the particular discipline with other scientific fields. Beyond this, each course is also expected to show applications of the discipline in daily life.

### The 24-hour *integrated science minor* requires:

(All courses require a grade of 2.67 or better.)

BIO 100 Principles of Biology (4) *preferred* OR

BIO 111 Zoology (4)

CHE 101 Introductory Chemistry (4) *preferred* OR

CHE 111 General Chemistry (4)

PHY 102 Conceptual Physics (4)

PHY 120 Introduction to Earth Science (4)

PHY 121 Astronomy (4)

Electives from BIO, CHE or PHY to total 24 hours.

**Notes for students certifying to teach:** The Integrated Science minor is certifiable for elementary education, and requires completion of Option I. See Education for details.

### Course descriptions:

For course descriptions see Biology, Chemistry and Physics.

## International Business (IBS)

### Faculty

K. Caleb Chan  
James Coe  
Randall Lewis  
Vilma Vallilee

The IBS program also draws faculty from various disciplines such as Accounting, Business, Finance, Marketing, Entrepreneurship, Politics, Sociology, and Communication.

### About the discipline

Built upon the core business curriculum, the International Business program educates and equips students to work effectively in a global business environment. In addition to business knowledge and skills, students will develop and assimilate cultural understanding and language proficiency that increase their ability to function in a global business environment. They will also choose a track of study within the major to increase their marketability. Students will engage in an overseas practicum. Though not mandatory, students are highly encouraged to participate in a semester abroad program approved by the international business faculty. The Christian perspective will be emphasized throughout the program.

### Career Opportunities

If you are interested in meeting people from different cultures, traveling to foreign countries, taking risks, and accepting challenging assignments, this program may be what you are looking for. The program will prepare graduates primarily for one of three career paths: 1) working domestically or globally for a business or non-profit, 2) self-employed entrepreneur engaging in international business, and 3) combining business and biblical principles to advance God's kingdom. Some graduates might also pursue a career in the government sector, working domestically or globally. Possible careers in international business include: international consultant, international market researcher, international purchasing agent, international finance manager, international sales manager, international logistic manager, international

economic development manager, international business operator, and international human resources manager.

### Program strengths and emphases

The program integrates the best of business coursework with international business core courses enriched by the study of inter-cultural communication (or cultural anthropology) and international relations (or international economics) offered by various departments outside the Gainey School of Business.

Students will develop (or demonstrate through standardized tests) their proficiency in a foreign language and gain working experience in a global business environment through their practicum.

Students will add a track of study, depending on career interest, to further develop technical skills and/or knowledge in that field. The international business faculty can help you design your coursework to fit your specific needs. Students are strongly encouraged to participate in a semester abroad program to broaden their cross-cultural preparation while strengthening language skills.

### Requirements

#### The 68-hour *international business major* requires:

- ACC 221 Principles of Accounting I (3)
- ACC 222 Principles of Accounting II (3)
- BUS 271 Business Law I (3)
- BUS 325 Principles of Management (3)
- BUS 351 Statistics (4)
- COM 368 Intercultural Communication (3) OR
- SOC 314 Cultural Anthropology (3)
- ECN 201 Principles of Economics I (3)
- ECN 202 Principles of Economics II (3)
- FIN 362 Principles of Finance (3)
- IBS 223 Biblical Foundation of Intl Bus (3)
- IBS 305 Principles of Intl Business (3)
- IBS 370 Special Topics (2)
- IBS 385 Practicum (6)
- IBS 480 Senior Seminar (2)
- MKT 321 Marketing Principles (3)
- POL 312 International Relations (3) OR
- POL 322 Globalization: Intl Econ (3)
- Foreign Language (200-Level and above) (6)
- Choose one of seven Tracks

# INTERNATIONAL BUSINESS

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## Tracks

Complete 12 hours from one of the following:

### Economic Development Track

- ECN 323 Economics of the Third World (3)
- ENT 401 Social Entrepreneurship (3)
- POL 322 Globalization: Intl Economics (3)
- SOC 382 International Human Rights (3)
- SOC 422 Social Change & Hist Devel (3)
- SOC 484 Spirituality, Faith & Justice (3)

### Entrepreneurship Track

- ENT 201 Small Business Management (3)
- ENT 311 Entrepren & Planning for Success (3)
- ENT 385 Practicum (3)
- ENT 401 Social Entrepreneurship (3)
- MKT 461 Marketing Research & Design (3)

### Finance Track

- FIN 301 Money and Banking (3)
- FIN 367 International Finance (3)
- FIN 368 Insurance & Risk Management (3)
- FIN 370 Special Topics in Finance (3)
- FIN 418 Investments (3)
- FIN 451 Business Forecasting (3)
- FIN 462 Financial Institutions (1)

### Management Track

- ACC 341 Cost & Managerial Acct Practice (3)
- BUS 107 Foundations of Leadership (3)
- BUS 310 Organization Theory (3)
- BUS 371 Organizational Behavior (3)
- BUS 372 Business Law II (3)
- BUS 424 Strategic Management (4)
- BUS 426 Production & Operations Mgmt (3)

### Marketing Track

- MKT 207 Advertising (4)
- MKT 275 Sales (3)
- MKT 340 Consumer Relations (3)
- MKT 347 Public Relations (4)
- MKT 421 International Marketing (3)
- MKT 452 Marketing Research & Design (3)
- MKT 461 Marketing Strategy (3)

## Missions Track

- CMI 222 Introduction to Missions (3)
- REL 220 Biblical Interpretation (3)
- REL 306 Doctrines of the Christian Faith (3)
- REL 394 World Religions (3)
- SOC 314 Cultural Anthropology (3)

### Political Economy Track

- POL 213 American Natl Government (3)
- POL 236 Christianity & Politics (3)
- POL 311 Comparative Government (3)
- POL 322 Globalization: Intl Economics (3)
- POL 323 Economics of the Third World (3)

## The 29-hour international business minor requires:

- COM 368 Intercultural Communication (3) OR  
SOC 314 Cultural Anthropology (3)
- ECN 201 Principles of Economics (3)
- ECN 202 Principles of Economics (3)
- FIN 362 Principles of Finance (3)
- IBS 223 Biblical Foundation of Intl Bus (3)
- IBS 305 Principles of Intl Business (3)
- IBS 370 Special Topics (2)
- MKT 321 Marketing Principles (3)
- POL 312 International Relations (3) OR  
POL 322 Globalization: Intl Economics (3)
- Foreign Language (200-Level or above) (3)

## The 17-hour international business endorsement requires:

- COM 368 Intercultural Communication (3) OR  
SOC 314 Cultural Anthropology (3)
- ECN 101 Introduction to Economics (3)
- IBS 223 Biblical Foundation of Intl Bus (3)
- IBS 305 Principles of Intl Business (3)
- IBS 370 Special Topics (2)
- POL 312 International Relations (3) OR  
POL 322 Globalization: Intl Economics (3)

## Notes for General Education

The following courses required in the International Business major also fulfill general education requirements. BUS 351 Statistics meets the mathematics liberal arts requirement and ECN201 Principles of Economics meets the social science requirement. Foreign Language (intermediate level or above) meets the requirement for COR200 Christian Faith: Issues and Cultures as well as Humanities in the Liberal Arts. Students choosing to take the

semester abroad program may also meet the cross cultural study requirement, the foreign language (3-6 hours) requirement, plus the international practicum. Please consult with your advisor and/or the Office of Registration and Records for details.

## Course Descriptions

### **IBS 223 Biblical Foundation of International Business (3)**

This survey course seeks to integrate business and Christian principles for students who are interested in exploring a career that applies business skills and talents to advance God's Kingdom. The biblical foundation along with examples from the Scriptures and the global economy will be reviewed and discussed in this course. Field trips and guest speakers may be arranged to enhance the experience of students as they consider various options for integrating business and faith, especially in the growing arena of international business. (Offered interim of odd academic years.)

### **IBS 305 Principles of International Business (3)**

This course canvasses key aspects of contemporary international business. 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 such as diversity issues in international business, legal issues in international business, international marketing, and international finance. (Offered in spring).

### **IBS 370 Special Topics in International Business (2)**

This course will cover special topics introduced in IBS 305 that will be rotated to cover more indepth information. Topics may include but not be limited to 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 such as diversity and legal issues, as well as country-specific topics. (Offered in fall.)

### **IBS 385 Practicum (6)**

For students born in the U.S., at least three credit hours of practicum must be earned overseas. The remaining three credit hours can be received by working with firms in the U.S. which have a global emphasis. Students should begin the practicum the summer of the junior year, or during the senior year. The six hours of practicum can be completed with two separate host organizations.

### **IBS 480 Senior Seminar in International Business (2)**

This business capstone course seeks to integrate the various aspects of the international business curriculum. The case study approach will be employed for students to demonstrate their understanding of the dynamics of international business. Students will assume the role of an international business consultant as they make recommendations to real or simulated multinational firms. Students will be able to choose among their completed case studies to produce a portfolio of best work samples along with skills developed throughout their college career - and develop a job searching strategy that fits their career objectives. Prerequisite: IBS 305. (Offered spring of even academic years.)

**For more course descriptions see Accounting, Business, Christian Ministries, Communication, Economics, Entrepreneurship, Finance, Marketing, Religion, Sociology and Politics.**

## Language Arts

### Faculty

The language arts (group) minor and major draw faculty from English, Professional Writing and Speech.

### About the discipline

The language arts (group) major and minor are designed for students certifying to teach at the elementary level, and requires completion of Option I. See Education for certification requirements.

### Requirements

#### The 37-hour *language arts major* requires:

- ENG 220 Introduction to Literary Study (3)
- ENG 344 Multi-Cultural Literature (3) (ENG 330 Genre may be substituted for this course when its focus is diversity: gender studies, ethnic studies, etc.).
- ENG 361 English Language (3)
- ENG 412 Advanced Composition (3)

Choose one of the following:

- ENG 250 19<sup>th</sup> Century American Literature (3)
- ENG 350 Early 20<sup>th</sup> Century American Literature (3)
- ENG 352 American Literature: World War II-Present (3)

Choose one of the following:

- ENG 260 Early British Literature (3)
- ENG 360 19<sup>th</sup> Century British Literature (3)
- ENG 362 20<sup>th</sup> Century British Literature (3)

One additional American or British Literature course (3)

- SPE 212 Fundamentals of Speech (3)
- WRT 210 News Reporting (4)

Choose six hours from the following:

- SPE 115 Voice & Diction (2)
- SPE 242 Story Telling (2)
- SPE 265 Acting Techniques (4)
- SPE 342 Oral Interpretation (3)
- SPE 370 Special Topics (1-3)
- SPE 404 Persuasive Speaking (3)

Choose one of the following:

- ENG 208 Creative Writing (3)
- ENG 309 Creative Nonfiction (3)
- ENG 311 Poetry Writing (3)
- ENG 313 Fiction Writing (3)
- ENG 314 Script Writing (3)
- WRT 306 Writing for Children (3)
- WRT 316 Copy Editing (3)
- WRT 373 Feature Writing (3)

Prerequisites:

- ENG 104 College Writing (3)
- ENG 112 World Literature (3)

#### The 26-hour *language arts minor* requires:

- ENG 220 Introduction to Literary Study (3)
- ENG 344 Multi-Cultural Literature (3) OR  
ENG 330 Genre (3) (when its focus is diversity, gender and ethnic studies, etc.)
- ENG 361 English Language (3)
- ENG 412 Advanced Composition (3)
- SPE 212 Fundamentals of Speech (3)
- Two additional hours of Speech (above SPE 100)

Choose one of the following:

- ENG 250 19<sup>th</sup> Century American Literature (3)
- ENG 350 Early 20<sup>th</sup> Century American Literature (3)
- ENG 352 American Literature: World War II-Present (3)

Choose one of the following:

- ENG 260 Early British Literature (3)
- ENG 360 19<sup>th</sup> Century British Literature (3)
- ENG 362 20<sup>th</sup> Century British Literature (3)

Choose one of the following:

- ENG 208 Creative Writing (3)
- ENG 309 Creative Nonfiction (3)
- ENG 311 Poetry Writing (3)
- ENG 313 Fiction Writing (3)
- WRT 216 Writing for the Media (4)
- WRT 306 Writing for Children (3)
- WRT 316 Copy Editing (3)
- WRT 370 Topics in Professional Writing (1-3)
- WRT 373 Feature Writing (3)

Prerequisites:

- ENG 104 College Writing (3)
- ENG 112 World Literature (3)

**Notes for general education:** ENG 104 College Writing, ENG 112 World Literature, and SPE 212 Fundamentals in Speech meet general education requirements.

**Course descriptions:**

For course descriptions see English, Professional Writing and Speech.

## Management Information Systems (MIS)

### Faculty

K. Caleb Chan  
Mary Hayward  
Shasha Wu

### About the discipline

The management information systems major (MIS) at Spring Arbor University provides the student with an opportunity to combine preparation for a career in information systems technology with a liberal arts education. The MIS major focuses on two related topics; organizations and technology. Businesses and other organizations have a strong need for individuals who understand the various business functions and who understand the role of computers, software and other information technologies in modern organizations. Our curriculum has been carefully developed to ensure that the MIS major is prepared to step into these positions upon graduation.

### Career opportunities

Computer and information systems managers play a vital role in the technological direction of their organizations. They do everything from constructing the business plan to overseeing network security to directing Internet operations. This industry provides services related to the commercial use of computers on a contract basis, including custom computer programming services; computer systems integration design services; computer facilities management services, including computer systems or data-processing facilities support services; and other computer-related services, such as disaster recovery services and software installation. Other large employers include insurance and financial firms, government agencies, and manufacturers.

### Program strengths and emphases

The MIS program brings the best of information technology and business curriculum together, allowing students to interface effectively with both internal and external customers on their information systems needs. Students gain the technical knowledge and skills in the information technology area while recognizing that all information systems are operated in the context of a business environment that is constantly changing. This is where the business curriculum fills the gap. As students take the business courses, they also develop the people skills that are so critical to success in the business world.

Most courses require the completion of final projects and/or analysis of case scenarios. Both of these activities are geared toward helping students see the applications of their coursework and be better prepared for the challenges of the dynamic workplace. All students are required to complete an exploratory experience and practicum, which provide opportunities for them to see management information systems in action.

### Requirements

#### The 62-64-hour *management information systems major* requires:

ACC 221	Principles of Accounting I (3)
BUS 260	Microcomputer Applications (3)
BUS 310	Organizational Theory (3)
BUS 325	Principles of Management (3)
BUS 351	Statistics (4)
CPS 201	Foundations of Computing I (4)
CPS 202	Foundations of Computing II (4)
CPS 210	Data Comm & Networking (3)
CPS 220	File Processing & Database Systems (3)
CPS 301	Data Structures & Large Software Sys (3)
CPS 330	Systems Analysis and Expert Systems (3)
CPS 331	Software Development Project (3)
ECN 101	Introduction to Economics (3)
MIS 285	Exploratory Experience (1)
MIS 301	Management Information Systems (3)
MIS 385	Practicum (2)
MIS 480	MIS Senior Seminar (1)

# MANAGEMENT INFORMATION SYSTEMS

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Choose two courses from each group:

(Note: Satisfactory completion of approved certification programs may substitute for the *Computer Science* group.)

## *Quantitative*

BUS 426 Production & Operations Mgmt (3)  
FIN 362 Principles of Finance (3)  
MAT 222 Applied Calculus (4)

## *Computer Science*

CPS 206 Geographic Information Systems (4)  
CPS 302 Architecture, Applications & Lang (4)  
CPS 310 Operating Systems (3)  
CPS 350 Web Tools (4)

## **The 27-hour management information systems minor requires:**

BUS 260 Microcomputer Applications (3)  
BUS 325 Principles of Management (3)

CPS 201 Foundations of Computing I (4)  
CPS 202 Foundations of Computing II (4)  
CPS 220 File Processing & Database Systems (3)

MIS 301 Management Information Systems (3)

Complete one of the following groups:

## *Accounting*

ACC 341 Cost & Managerial Accounting (3)  
ACC 360 Accounting Information Systems (4)

## *Management*

BUS 310 Organizational Theory (3)  
BUS 426 Production & Operations Mgmt (3)  
MIS 285 Exploratory Experience (1)

## *Systems*

CPS 330 Systems Analysis and Design (3)  
MIS 285 Exploratory Experience (1)  
An additional CPS course 200-level or above (3)

**Notes for general education:** BUS 351, as well as MAT 222, meet the mathematics liberal art requirement. In addition, ECN 101 meets part of the social science requirement. Each of these is required for the management information systems major.

## **Course descriptions:**

### **MIS 301 Management Information Systems (3)**

Introduction to the following: organizations as systems, managerial decision-making processes and the role of information technology and systems supporting management and operations. *Prerequisite:* CPS 202. (Offered in spring of odd academic years.)

### **MIS 480 Senior Seminar (1)**

This course will cover ethical issues, installation issues, organizational issues and software analysis. Also listed as CPS 480. *Prerequisite:* Senior standing or permission. (Offered in spring of even academic years.)

## Marketing (MKT)

### Faculty

The marketing major draws faculty from Accounting, Business, Communications and Economics.

### About the discipline

An important part of any business, effective and efficient marketing plans may make the difference in the success of an organization. Marketing majors learn to generate and support important market exchanges between customers and for profit or nonprofit organizations. Students with a marketing major earn a bachelor of science (BS) degree. The Gainey School of Business professors utilize various methodologies to incorporate current marketing methods into courses, including researching and developing marketing strategies and plans for local businesses.

### Program strengths and emphases

Students in the marketing major will learn to utilize analytical thinking and creativity for generating a marketing mix appropriate for the current business environment. The marketing curriculum facilitates student focus on effectiveness, efficiency and the overall ethics of strategic marketing.

### Career opportunities

Because of the importance and high visibility of their jobs, advertising, marketing, promotions, public relations, and sales managers often are prime candidates for advancement to the highest ranks. Well-trained, experienced, and successful managers may be promoted to higher positions in their own or another firm; some become top executives. Managers with extensive experience and sufficient capital may open their own businesses. Marketing managers held more than a fourth of the jobs; the professional, scientific, and technical services, and the finance and insurance industries employed almost one-third of marketing managers.

### Requirements

The 54-hour *marketing major* requires:

#### *Marketing Core*

MKT 207	Advertising (4)
MKT 275	Sales (3)
MKT 321	Marketing Principles (3)
MKT 340	Consumer Behavior (3)
MKT 341	Retailing (3)
MKT 347	Public Relations (4)
MKT 351	Statistics (4)
MKT 385	Practicum (3)
MKT 452	Marketing Research and Design (3)
MKT 461	Marketing Strategy (3)

#### *Business Core*

ACC 221	Accounting I (3)
ACC 222	Accounting II (3)
BUS 260	Microcomputer Applications (3)
BUS 271	Business Law (3)
ECN 202	Principles of Economics II (3)

#### *Electives*

APR 311	Corporate Communication (3)
APR 404	Persuasive Speaking (3) OR
BUS 403	Argument and Persuasion (3)
BUS 325	Principles of Management (3)
COM 110	Communication Technology (3)
FIN 362	Principles of Finance (3)
MKT 231	Creativity and Innovation (3)
MKT 309	Advanced Advertising (4)
MKT 421	International Marketing (3)
WRT 216	Writing for the Media (4)

### Course descriptions:

#### **MKT 207 Advertising (4)**

See APR 207 for course description. (Offered in spring).

#### **MKT 231 Creativity and Innovation (3)**

A course designed to support the major by exploring concepts of creative thinking and innovative decision-making. Creative problem-solving of marketing, public relations, and advertising situations will be the focus of the course. An additional focus will be on the marketing of new innovations and exploration of the entrepreneurial stage of the product life cycle. (Offered fall of even academic years, beginning Fall 2012.)

**MKT 275 Sales (3)**

Explores the theory, skills, and techniques necessary for success in the field of sales. An emphasis will be placed on ethics and biblical values throughout the course. (Offered in fall of odd academic years).

**MKT 309 Advanced Advertising (4)**

See APR for course description. (Offered in fall of odd academic years).

**MKT 321 Marketing Principles (3)**

Functions and problems of the marketing process, including financing, transportation, distribution, and some aspects of advertising and salesmanship. Students will be working with clients to put their knowledge and skills into practice. (Offered in fall and spring).

**MKT 340 Consumer Relations (3)**

Marketing strategy implications of consumer behavior, anthropology, economics, psychology, sociology and the consumer. (Offered in spring).

**MKT 341 Retailing (3)**

A critical part of many businesses is getting products into the hands of consumers. Retail is one of the largest industries in the United States. This course covers all activities involved in selling goods or services directly to final consumers. Topics include: types and structures of retail operations; pricing and positioning stores in minds of consumers; marketing strategy for retailers; promotional strategies; growth of non-store retail: global retail operations. (Offered spring of even academic years.)

**MKT 347 Public Relations (4)**

See APR 347 for course description. (Offered in fall).

**MKT 351 Statistics (4)**

See BUS 351 for course description. (Offered in fall).

**MKT 421 International Marketing (3)**

A conceptual framework will be developed to help students understand international business practices, international marketing strategy, and international market positioning. Additional topics will include: importing and exporting issues, international trade laws and ethics; pricing and promotion issues, geopolitical concerns, and rival strategies. (Limited offering.)

**MKT 452 Marketing Research and Design (3)**

Students will learn and practice developing and conducting marketing research. The goal of the research will be to determine an organization's competitive position and enhance its performance. Techniques covered will include: questionnaire design, focus

groups, observational research, testing/sampling results, and statistical analysis of collected data. (Offered spring of odd academic years.)

**MKT 461 Marketing Strategy (3)**

Designed as a marketing capstone course, this course integrates content from previous coursework. Students develop competitive marketing strategies for various types of complex organizations. (Offered spring of odd academic years.)

**For more course descriptions see ACC, APR, BUS, ECN and WRT.**

## Mathematics (MAT)

### Faculty

Mary Hayward, Chair  
Charles B. Carey  
Garnet Hauger, Affiliate  
Tim Wegner

### About the discipline

The number of applications of mathematics has grown enormously in the natural, physical and social sciences over the past century. In addition, the computer has transformed problem-solving in both pure and applied mathematics. The mathematics department at Spring Arbor University has responded by developing a program designed to prepare students for a variety of careers or graduate and professional schools. The department offers three majors and three minors.

The department provides services for three types of students.

1. All graduates of the University must have at least one quantitative literacy course. The department takes seriously its responsibility to design and teach courses that prepare University graduates to be quantitatively literate. Our selection of quantitative literacy courses takes into consideration applications in a variety of areas.
2. Some students major in programs that require the study of specialized mathematics. The department supplies courses for students from computer science, biology, chemistry, physics, health and exercise science, education and business.
3. For students wishing to major or minor in mathematics, the department offers a program consistent with the recommendations of Mathematical Association of America ([www.maa.org](http://www.maa.org)), National Council of Teachers of Mathematics ([www.nctm.org](http://www.nctm.org)) and Conference Board of the Mathematical Sciences.

### Career opportunities

Students who major or minor in mathematics pursue a variety of careers. Many certify to teach mathematics in elementary and secondary schools. A good proportion prepare for graduate school in mathematics or related fields. Still others combine their mathematics major or minor with other majors or minors (such as computer science, biology, chemistry, physics, business, accounting and health and exercise science) to prepare for entry-level positions in business and industry. A probability and statistics minor is available for students who want to enhance their career options within their academic discipline with a quantitative emphasis.

An interdisciplinary actuarial science major is available to help students prepare for careers that use mathematics in business and industry. Actuarial Science majors would be positioned to pass the first two actuarial exams (P and MF) before graduation, to obtain employment using their skills, and to pursue other educational opportunities that will allow them to advance in the field (graduate school, passing additional exams, etc.). See Actuarial Science.

The department has a strong commitment to prepare students for careers in specific areas. For example, the department conducts special problem seminars to help students prepare to take the GRE and actuarial exams. The GRE exams are needed for students going to graduate school and the actuarial exams are needed by those preparing for careers in insurance, pension planning and risk management. The department has information on graduate schools in mathematics and related areas. In addition, the department often arranges independent studies for advanced work in mathematics for those students who have taken all of our current mathematics offerings and wish to prepare for specific graduate or professional programs. The department also works with majors in arranging internships and practica for students preparing for entry-level jobs in businesses and industry. (See [www.ams.org](http://www.ams.org), [www.siam.org](http://www.siam.org) and [www.archives.math.utk.edu](http://www.archives.math.utk.edu).)

## Program strengths and emphases

The mathematics program at Spring Arbor University stresses two major strands in mathematics—pure/classical mathematics and applied mathematics. It is our belief that each complements the other, that the techniques of applied mathematics are based on the concepts and results of pure/classical mathematics, and that applications of mathematics often serve as an appropriate pedagogical segue into a study of pure/classical mathematics.

The course offerings of the department have traditional pure/classical offerings like abstract algebra, linear algebra, real analysis and vector calculus. Within each of these courses, significant applications of concepts and results are considered.

The department also offers courses more appropriately considered applied mathematics, such as differential equations, probability and statistics (see probability and statistics minor), numerical analysis, and mathematical modeling. Each of the topics studied in these courses is based firmly on theoretical aspects of pure/classical mathematics.

The probability and statistics minor is intended for students who are not math majors or minors but who might want to strengthen their program with a quantitatively based minor. Students who take this minor with a major in biology or health and exercise science, are then prepared for graduate programs in biostatistics or other quantitatively oriented health related science programs. The combination of this minor with a major in finance or business, are then prepared for graduate programs in finance or more quantitatively oriented business programs.

The faculty members in the mathematics department work closely with faculty from computer science, biology, chemistry, physics, health and exercise science, business, and education to provide mathematical experiences that serve their students.

## Requirements

### The 32-36-hour *mathematics major* requires:

- MAT 201 Calculus I (4)
- MAT 202 Calculus II (4)
- MAT 232 Proof and Discrete Structures (3)
- MAT 302 Vector Calculus (3)
- MAT 311 Differential Equations (3)
- MAT 321 Abstract Algebra I (3)
- MAT 322 Abstract Algebra II (2)
- MAT 352 Linear Algebra (3)
- MAT 401 Real Analysis (3)

Two additional courses from MAT - 300-level or above (excluding MAT 330, 331 and 342) OR  
Two courses from CPS - 200-level or above OR  
Two courses from PHY - 200-level or above

### The 30-hour *mathematics major for those certifying to teach elementary* requires:

- MAT 201 Calculus I (4)
- MAT 202 Calculus II (4)
- MAT 232 Proof & Discrete Structures (3)
- MAT 321 Abstract Algebra I (3)
- MAT 342 Found of Secondary School Math (3)
- MAT 351 Statistics (3)
- MAT 401 Real Analysis (3)
- MAT 421 Modern Geometry (3)

Electives from the following to reach 30 hours:

- MAT 302 Vector Calculus (3)
- MAT 311 Differential Equations (3)
- MAT 322 Abstract Algebra II (3)
- MAT 352 Linear Algebra (3)
- MAT 360 Mathematical Modeling (2)
- MAT 402 Numerical Analysis (2)

### The 35-hour *mathematics major for those certifying to teach secondary* requires:

- MAT 201 Calculus I (4)
- MAT 202 Calculus II (4)
- MAT 232 Proof & Discrete Structures (3)
- MAT 302 Vector Calculus (3)
- MAT 311 Differential Equations (3)
- MAT 321 Abstract Algebra I (3)
- MAT 342 Found of Secondary School Math (3)
- MAT 351 Statistics (3)
- MAT 352 Linear Algebra (3)
- MAT 401 Real Analysis (3)
- MAT 421 Modern Geometry (3)

# MATHEMATICS

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## **The 20-hour *mathematics minor* requires:**

- MAT 201 Calculus I (4)
- MAT 202 Calculus II (4)
- MAT 232 Proof & Discrete Structures (3)
- MAT 321 Abstract Algebra I (3)

Six additional hours in MAT - 300-level or above (excluding MAT 330,331 and 342).

## **The 23-hour *mathematics minor for those certifying to teach elementary* requires:**

- MAT 201 Calculus I (4)
- MAT 202 Calculus II (4)
- MAT 232 Proof & Discrete Structures (3)
- MAT 321 Abstract Algebra I (3)
- MAT 342 Found of Secondary School Math (3)
- MAT 351 Statistics (3)
- MAT 421 Modern Geometry (3)

## **The 26-hour *mathematics minor for those certifying to teach secondary* requires:**

- MAT 201 Calculus I (4)
- MAT 202 Calculus II (4)
- MAT 232 Proof & Discrete Structures (3)
- MAT 321 Abstract Algebra I (3)
- MAT 342 Foundations of Secondary School Mathematics (3)
- MAT 351 Statistics (3)
- MAT 352 Linear Algebra (3)
- MAT 421 Modern Geometry (3)

Note: MAT 342 and one other upper level course in this minor must be taken with SAU.

## **The 24-hour *probability and statistics minor* requires:**

- CPS 201 Foundations of Computing I (4)
- MAT 201 Calculus I (4)
- MAT 202 Calculus II (4)
- MAT 302 Vector Calculus (3)
- MAT 351 Statistics (3)
- MAT 363 Theory of Statistics I (3)
- MAT 364 Theory of Statistics II (3)

## **See Physics for the Physics/Mathematics major.**

## **Students planning to attend graduate school in mathematics or a related area**

Recommended courses:

- MAT 322 Abstract Algebra II (2)
- MAT 421 Modern Geometry (3)
- MAT 422 Seminar: Topics in Advanced Mathematics (1-3)

## **Students planning on entry level careers in business and industry**

Recommended courses:

- MAT 351 Statistics (3)
- MAT 360 Mathematical Modeling (2)
- MAT 402 Numerical Analysis (2)

At least two courses in computer science beyond CPS 150.

Students maximize their chances for employment and career advancement by obtaining a minor or second major in biology, business, chemistry, computer science, economics, accounting, health and exercise science or physics.

**Notes for general education:** MAT 201 is required for the major and also meets the requirement for one of two natural science liberal arts courses. Mathematics majors who minor in biology, chemistry or physics will take courses in those programs that meet the requirement for the lab natural science liberal arts course.

**Notes for students certifying to teach:** The mathematics for elementary major and minor meet certification requirements for elementary (complete Option I). The mathematics for secondary major and minor meet certification requirements for secondary. See Education for details.

## Course descriptions:

### **MAT 100 Basic College Mathematics (3)**

Using number concepts and computation skills, solving word problems involving integers, fractions, or decimals including percents, ratios, and proportions, interpreting information from graphs, tables and charts, graphing number and number relationships, solving one- and two-variable equations, solving word problems involving one and two variables, understanding operations with algebraic expressions, solving problems involving geometric figures and applying reasoning skills. This course is only available to students with an ACT math score less than 18. (Offered in interim.)

### **MAT 101 Algebra (3)**

Operating with algebraic and geometric properties of linear, quadratic, polynomial, rational, radical, exponential, and logarithmic functions; linear inequalities in one and two variables. Applications in many areas. Students with ACT math score greater than or equal to 24 may not take this course for credit. Does not count toward major or minor. *Prerequisites: One year high school algebra, one year high school geometry and ACT math score between 12 and 24.* (Offered in fall and spring.)

### **MAT 112 Precalculus (3)**

The study of elementary functions to prepare students for the calculus sequence or courses in the sciences. Topics include properties of the real number system, inequalities and absolute value, functions and their graphs, solutions of equations; polynomial, rational, radical, trigonometric, exponential, and logarithmic functions. *Prerequisite: MAT 101 or three years of high school mathematics including two years of algebra.* (Offered in spring.)

### **MAT 201 Calculus I (4)**

The theory and techniques of differentiation and integration of the elementary, and other functions of one variable, as well as functions defined by parametric equations or polar coordinates, and applications of the calculus in the physical and social sciences. Includes continuity, infinite series and sequences. *Prerequisite: MAT 112 or high school math through pre-calculus with at least a "B" average.* (Offered in fall.)

### **MAT 202 Calculus II (4)**

The theory and techniques of differentiation and integration of the elementary, and other functions of one variable, as well as functions defined by parametric equations or polar coordinates, and applications of the calculus in the physical and social sciences. Includes continuity, infinite series and sequences. *Prerequisite: MAT 201.* (Offered in spring.)

### **MAT 222 Applied Calculus (4)**

Mathematical models of linear equations and inequalities, differential and integral calculus of algebraic, exponential, and logarithmic functions, maxima and minima, curve sketching, exponential growth and decay, and differential equations; focus on applications in business, economics, life sciences, and social sciences. *Prerequisite: MAT 112 or high school math through pre-calculus with at least a "B" average.* (Offered in fall.)

### **MAT 232 Proof and Discrete Structures (3)**

Functions, relations, sets, basic logic, proof techniques, counting theory, graph and tree concepts, discrete probability, recurrence relations, difference equations, algorithm development, and linear programming. (Offered in fall.)

### **MAT 302 Vector Calculus (3)**

Calculus of functions of two variables: limits, continuity, partial derivatives, chain rule, directional derivatives and the gradient, tangent planes and normals to surfaces, iterated integrals, cylindrical and spherical coordinates, curves in space, polar coordinates, line integrals, surface integrals, Green's theorem, Stoke's theorem, change of variable, Taylor's expansion, implicit function theorem, and Divergence theorem. *Prerequisite: MAT 202.* (Offered in fall.)

### **MAT 311 Differential Equations (3)**

Fundamental methods of solving differential equations of the first order and first degree, higher ordered differential equations with constant coefficients, systems of equations and applications of all. *Prerequisite: MAT 202.* (Offered in spring.)

### **MAT 321 Abstract Algebra I (3)**

Structure of our number system. Topics such as rings, fields and integral domains are covered. *Prerequisite: MAT 201 and 232.* (Offered in fall.)

### **MAT 322 Abstract Algebra II (2)**

The structure of our number system with emphasis on group theory. *Prerequisite: MAT 321.* (Offered in spring of even academic years.)

### **MAT 330 Foundations of School Mathematics I (3)**

Fundamental concepts of mathematics for prospective teachers of grades K-8. Topics include strands I, IV and V from Michigan Curriculum Framework: Patterns, Relationships and Structures; Number Sense and Numeration; Numerical and Algebraic Operations and Analytical Thinking. *Prerequisite for education credit: EDU 202, 262.* Does not count toward mathematics major or minor. Also listed as EDU 330. (Offered in fall and spring.)

**MAT 331 Foundations of School Mathematics II (3)**

Fundamental concepts of mathematics for prospective teachers of grades K-8. Topics include strands II, III, VI from Michigan Curriculum Framework: Geometry and Measurement; Data Analysis and Statistics; Probability and Discrete Mathematics. *Prerequisite for education credit: MAT/EDU 330.* Does not count toward mathematics major or minor except for those certifying for elementary education. Also listed as EDU 331. (Offered fall and spring.)

**MAT 342 Foundations of Secondary School Mathematics (3)**

Topics unique to the teaching of mathematics at the secondary level. Emphasis on recent curriculum developments in mathematics including reform curricula, use of technology and cooperative groups. *Prerequisites: SOE acceptance; MAT 201, MBST and grade of 2.67 in EDU 202 and 262.* (Offered in spring.)

**MAT 351 Statistics (3)**

Descriptive and inferential statistics including z- and t-tests for means and proportions, Chi-Square, ANOVA and regression. Topics from probability: sample space, events, additive rules, conditional probability, multiplicative rules, Bayes' rule, random variables, discrete and continuous probability distributions, expected value, Chebyshev's theorem. *Prerequisite: MAT 101.* (Offered in spring.)

**MAT 352 Linear Algebra (3)**

This course deals with the study of vectors, vector spaces, matrices and linear transformations, and multilinear vector functions. *Prerequisite: MAT 202.* (Offered in spring.)

**MAT 360 Mathematical Modeling (2)**

A course in mathematical modeling emphasizing model construction and selection, as well as specific model types (proportionality, optimization, fitting experimental data, dimensional analysis, similitude and simulation), especially as applied to problems in physics, chemistry, biology, economics and computer science. *Prerequisites: MAT 201 or MAT 222.* (Offered in spring of odd academic years.)

**MAT 363 Theory of Statistics I (3)**

General Probability (Set functions including set notation and basic elements of probability, Mutually exclusive events, Addition and multiplication rules, Independence of events, Combinatorial probability, Conditional probability – Non Bayes Theorem, Bayes Theorem/ Law of total probability); Univariate probability distributions including binomial, negative binomial, geometric, hypergeometric, Poisson, uniform, exponential, chi-square, beta, Pareto, lognormal, gamma, Weibull, and normal (Probability functions and probability density

functions, Cumulative distribution functions, Conditional probability, Mode, median, percentiles, and moments, Variance and measures of dispersion, Moment generating functions, Transformations. *Prerequisites: MAT 202 and MAT 351.* (Offered in fall of odd years).

**MAT 364 Theory of Statistics II (3)**

Multivariate probability distributions including the bivariate normal (Joint probability functions and joint probability density functions, Joint cumulative distribution functions, Central limit theorem, Conditional and marginal probability distributions, Moments for joint, conditional, and marginal probability distributions, Joint moment generating functions, Variance and measures of dispersion for conditional and marginal probability distributions, Covariance and measures of dispersion for conditional and marginal probability distributions, Transformations and order statistics, Probabilities and moments for linear combinations of independent random variables. *Prerequisite: MAT 363.* (Offered in spring of odd years.)

**MAT 401 Real Analysis (3)**

A rigorous treatment of the calculus of functions of one real variable. Formal proofs are given for the familiar theorems dealing with limits, continuity, differentiation, integration, sequences and series. Special topics may include vector analysis, gamma functions and Fourier analysis. *Prerequisite: MAT 232.* (Offered in spring.)

**MAT 402 Numerical Analysis (2)**

Solution of a single nonlinear equation; linear systems of equations; interpolation and approximation; numerical integration and differentiation; initial value problems in ordinary differential equations. Also listed as CPS 402. *Prerequisites: MAT 201 or MAT 222 and CPS/MAT 232.* (Offered in spring of even academic years.)

**MAT 421 Modern Geometry (3)**

A general overview of elementary geometry appropriate for all math majors and required of secondary education math majors. Primary emphasis on Euclidean and non-Euclidean geometries with some discussion of finite, neutral, transformational and projective geometry. Consideration of historical development. *Prerequisite: MAT 232.* (Offered in spring of even academic years.)

**MAT 422 Seminar: Topics in Advanced Mathematics (1-3)**

Designed to meet the current needs of the mathematics majors. Examples of topics that may be selected are: Introduction to topology, projective geometry, complex variables and partial differential equations. *Prerequisite: MAT 232.* (Limited offering.)

## Military Science (MSL)

### Advising Coordinator

Renn Moon

### About the discipline

Spring Arbor University students may participate in Reserve Officer Training Corps (ROTC) through either the Army or the Air Force; students completing either ROTC program will receive an officer commission upon graduation. Army ROTC students may also receive a minor in Military Science and Leadership. Army ROTC courses listed below may be offered on Spring Arbor University's main campus or at Eastern Michigan University in Ypsilanti, Michigan. Students taking Air Force ROTC courses commute to the University of Michigan campus in Ann Arbor, Michigan for all coursework. Spring Arbor University has agreed that credits from courses in either program may be used as elective credits and can appear on Spring Arbor transcripts. Further information for the ROTC programs may be obtained from the respective addresses below.

Department of Military Science  
Eastern Michigan University  
18 Roosevelt Hall  
Ypsilanti, MI 48197

Air Force Officer Education Program  
1105 N. University (North Hall)  
University of Michigan  
Ann Arbor, MI 48109-1085

### Requirements

**NOTE:** Students must take all of the courses below unless granted advanced placement for the Military Science minor.

The 23-hour *Military Science* minor requires:

- MSL 101 Foundations of Officership (2)
- MSL 102 Basic Leadership (2)
- MSL 201 Individual Leadership Studies (2)
- MSL 202 Leadership and Teamwork (2)
- MSL 301 Leadership and Problem Solving (3)
- MSL 302 Leadership and Ethics (3)

- MSL 401 Leadership and Management (3)
- MSL 402 Officership (3)
- MSL 498 Military History (3)

**Note:** The twelve semester hours of credit earned in the advanced program may be used as elective credit. Requirements in certain majors and curricula will cause the ROTC student to take more than the minimum 124 credit hours for graduation. When finalizing their undergraduate program, students should consult an academic advisor within the department of their declared major.

**Notes for general education:** MSL 101 Foundations of Officership fulfills the general education requirement of HPR 101 Personal Fitness and Wellness.

### Course descriptions:

#### MSL 101 Foundations of Officership (2)

This course introduces students to issues and competencies that are central to a commissioned officer's responsibilities. Established framework for understanding officership, leadership, and Army values. Includes life skills such as physical fitness training and time management. (Offered in fall.)

#### MSL 102 Basic Leadership (2)

This course establishes foundation of basic leadership fundamentals such as problem solving, communications, briefings, effective writing, goal setting, techniques for improving listening and speaking skills, and introduction to counseling, additional physical fitness training and time management training. (Offered in spring.)

#### MSL 201 Individual Leadership Studies (2)

Students identify successful leadership characteristics through observation of others and self through experiential learning exercises. Students record observed traits (good and bad) in a dimensional leadership journal and discuss observations in small group settings, additional physical fitness training and additional time management training. (Offered in fall.)

#### MSL 202 Leadership and Teamwork (2)

Students examine how to build successful teams, various methods for influencing action, effective communication in setting and achieving goals, the importance of timing the decision, creativity in the problem solving process,

# MILITARY SCIENCE

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and obtaining team buy-in through immediate feedback and additional physical fitness training. (Offered in spring.)

## **MSL 301 Leadership and Problem Solving (3)**

Students conduct self-assessment of leadership style, develop personal fitness regimen, and learn to plan and conduct individual/small unit tactical training while testing reasoning and problem solving techniques. Students receive direct feedback on leadership abilities. (Offered in fall.)

## **MSL 302 Leadership and Ethics (3)**

This course examines the role communications, values, and ethics play in effective leadership. Topics include ethical decision-making, consideration of others, spirituality in the military and survey Army leadership doctrine. Emphasis is on improving oral and written communication abilities, as well as, additional physical fitness training. (Offered in spring.)

## **MSL 401 Leadership and Management (3)**

This course develops student proficiency in planning and executing complex operations, functioning as a member of a staff, and mentoring subordinates. Students explore training management, methods of effective staff collaboration and developmental counseling techniques along with additional physical fitness training. (Offered in fall.)

## **MSL 402 Officership (3)**

Study includes case study analysis of military law and practical exercises on establishing an ethical command climate. Students must complete a semester long senior leadership project that requires them to plan, organize, collaborate, analyze, demonstrate their leadership skills, and additional physical fitness training. This course is designed to transition the student/cadet to service as a second lieutenant in the Army or for government service. (Offered in spring.)

## **MSL 496, 497, 498 Independent Study (1, 2, 3)**

Intensive study or project approved by the department head. Study or project is directly related to a military subject.

## Music (MUS)

### Faculty

J. Bruce Brown, Chair  
 Audrejean M. Heydenburg  
 Ji Hyun Kim, Affiliate  
 Charles J. Livesay  
 Shawn Teichmer  
 Brian Walrath

### Adjunct Faculty

Brundage, Cynthia  
 Emptage-Downs, Natalie  
 Feinberg, Joseph  
 Hamburg-Mead, Amy  
 Jones, Stacey  
 Marquart, Virginia  
 McCanless, Clinton  
 Nebelung, Russell  
 Olin, Marissa  
 Popham, Phil  
 Runyon, Renee  
 Slezak, Heide  
 Sprung, Andrew  
 Teichmer, Jaime  
 Walbridge, William  
 Williams, Larry

### Music department philosophy

The Spring Arbor University music department believes that music, as both a science and an art, is a gift from God, to be used to express all of the emotions, moods, values and thoughts He has given us. We believe in the sacredness of all music-making (in composition or performance), whether the music is sacred or secular, or classical, jazz or contemporary. Therefore, whatever music is written or performed at Spring Arbor should honor God through a striving for excellence, genuineness of expression, and a broader understanding of God's purpose and presence in our lives.

### Mission statement

The mission of the music department at Spring Arbor University is to develop the ability of each student to perform music with expertise and insight and to understand music within a context of serious study of the liberal arts, Jesus Christ as the perspective for learning, and critical participation in the contemporary world.

### Programs of study

The music department offers a Bachelor of Arts degree – with four options for a major, as well as an Associate of Arts in Piano Pedagogy. Music may also be selected as a minor (the Michigan Department of Education (MDE) does not allow teaching certification in music with a music minor).

### Music (BA)

This program offers broad musical preparation for the student who wishes to major in music as part of a liberal arts curriculum. The B.A. in Music prepares students for many different career possibilities including private music teaching and graduate school. The B.A. in Music is ideal for combination with other campus minors or for students interested in a double major.

### Music Education (BA)

This 68-hour program prepares students for careers in choral, instrumental or general music education in public or private schools. Music is the student's major and minor in this intensive professional program. This degree will qualify the candidate to teach K-12 music on a secondary certificate.

### Worship Arts (BA)

This major incorporates music, communication, and religion courses to prepare students for worship arts ministries in today's church. Spring Arbor University has designed this program to meet the rapidly growing need for staff and volunteers who are knowledgeable in the areas of music, drama, video and audio design and production, and worship planning. (See the Worship Arts Major in this catalog.)

### Associate of Piano Pedagogy (APP)

This program is designed for students who want to focus on improving keyboard skills and learning techniques for teaching private beginning piano lessons in the context of a two-year degree. It is also available as a supplemental degree in conjunction with other Bachelor of Arts degrees.

### About the discipline

Excellence in music study requires dedication, self-discipline and consistent practice, as well as talent.

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Private lessons and recital requirements increase performance skill. Group performance develops interaction skills and knowledge of literature. Courses in music theory and history develop musical understanding and knowledge base. Other required courses are designed to develop specific skills, such as the ability to conduct or teach a woodwind instrument. Specific degree requirements are carefully aligned with national and state standards and are designed to provide a balance of skills needed for success in a chosen profession or in graduate study.

Progress made by music majors is monitored in annual “juries” in which the students perform selected compositions and technical skills for the music faculty. Music students are also required to attend a minimum number of performances each semester. (Details of all music department policies are available in the Music Department Handbook.)

## **Admission requirements**

Students must perform an entrance audition to be formally admitted as a music major. At the end of the sophomore year, music majors must perform a “sophomore check,” a more elaborate jury including sight reading and technical skills, to be admitted to upper division standing. (Details about requirements for the sophomore check are available in the music department handbook.) Students transferring to Spring Arbor University as juniors or seniors must audition for admission to the program and perform a jury during their first semester on campus.

## **Career opportunities**

Students interested in teacher certification should opt for the major in instrumental music education or vocal music education. Other career opportunities include ministry in performing groups and/or churches, careers in music business and private studio teaching. A bachelor’s degree in music provides the foundation for graduate studies leading to careers in fields such as ministry, college teaching, arts management and music therapy.

## **Program strengths and emphases**

Spring Arbor University offers a rich environment for musical participation. Interested students are able

to participate in several different kinds of performance ensembles including concert choir, chamber singers, concert band, string ensemble, jazz ensemble, flute, saxophone, brass and percussion ensembles; and contemporary-Christian music ensembles. Students perform often in chapel and other University events, and are in demand in area churches. Music scholarships are available to many students, including non-majors, who are active in performance groups and accompanying.

Students are able to work closely with the department’s skilled faculty. Adjunct faculty members provide specific expertise in a variety of areas. An excellent student-to-faculty ratio and small class sizes allow students to receive personal attention and instruction geared toward their own educational goals.

The curriculum and performance ensembles explore many different musical styles. The rich heritage of classical and sacred music is fundamental to the curriculum. Jazz and other popular styles are studied in a variety of settings. Contemporary music plays an important role, and incorporating it effectively in ministry is a key emphasis. There are also numerous possibilities for composing, arranging and producing recordings in the music department’s electronic music studio.

**Notes for general education:** Participation in performance groups for a minimum of two credit hours fulfills MUS 152 Music Foundations in the liberal arts.

**Notes for students certifying to teach:** The requirements listed in this catalog will qualify the candidate to teach K-12 music on a secondary certificate. This comprehensive K-12 music-education major does not require a certifiable minor. See Education for details.

## Requirements

### Music Education major (68 hours)

#### Choose: Instrumental or Vocal concentration

- MUS 101 Music Theory I (3)
- MUS 102 Music Theory II (3)
- MUS 103 Aural Harmony I (1)
- MUS 104 Aural Harmony II (1)
- MUS 115 Music Perspectives (2)
- MUS 201 Music Theory III (3)
- MUS 202 Music Theory IV (3)
- MUS 203 Aural Harmony III (1)
- MUS 204 Aural Harmony IV (1)
- MUS 212 Intro to Electronic Music (2)
- MUS 310 Secondary Instrument or Voice (2)
- MUS 313 Music History and Lit. To 1750 (3)
- MUS 314 Music History and Lit. Since 1750 (3)
- MUS 319 Elementary Methods (3)
- MUS 323 World Music (2)
- MUS 349 Secondary Methods (3)
- MUS 361 Choral Conducting (2)
- MUS 362 Instrumental Conducting (2)
- MUS 461 Rehearsal Strategies (2)
- MUS 480 Theory Seminar (2)
- MUS 486 Senior Recital
- MUS 310 Private Lessons on principal instrument or voice (8)
- MUS 310C1 Private Conducting (1)  
(taken concurrently with student teaching)
- MUS 230/240 Large Ensemble (8)  
(concert band, concert choir or string ensemble)

Note: Music Education majors must participate in small ensemble on their primary instrument or voice each semester. Options are:

- MUS 230B Brass Ensemble
- MUS 230D Percussion Ensemble
- MUS 230F Flute Ensemble
- MUS 230R Clarinet Ensemble
- MUS 230X Sax Ensemble
- MUS 240CS Chamber Singers

Piano Proficiency Exam

Complete one of the following concentrations:

#### *Instrumental Concentration*

- MUS 311 Vocal Pedagogy (2)
- MUS 332 Brass Methods (1)
- MUS 333 Percussion Methods (1)
- MUS 336 String Methods (1)
- MUS 337 Woodwind Methods (1)
- MUS 341 Marching Band Materials/Methods (1)

#### *Vocal Concentration*

- MUS 311 Vocal Pedagogy (2)
- MUS 312 Diction (3)
- MUS 338 Survey of Instrumental Techniques (2)

### Music Major (46 hours)

(This major is not approved for teacher certification)

- MUS 101 Music Theory I (3)
- MUS 102 Music Theory II (3)
- MUS 103 Aural Harmony I (1)
- MUS 104 Aural Harmony II (1)
- MUS 115 Music Perspectives (2)
- MUS 201 Music Theory III (3)
- MUS 202 Music Theory IV (3)
- MUS 203 Aural Harmony III (1)
- MUS 204 Aural Harmony IV (1)
- MUS 212 Intro to Electronic Music (2)
- MUS 313 Music History and Lit. To 1750 (3)
- MUS 314 Music History and Lit. Since 1750 (3)
- MUS 361 Choral Conducting (2) OR  
MUS 362 Instrumental Conducting (2)
- MUS 486 Senior Recital
- MUS 310 Private Lessons on principal instrument or voice (8)
- MUS 230/240 Large Ensemble (4)  
(concert band, concert choir or string ensemble)

Piano Proficiency Exam

Electives (at least 6 credits)

*For vocal majors, electives must include:*

- MUS 311 Vocal Pedagogy (2)
- MUS 312 Diction (3)

*For keyboard majors, electives must include:*

- MUS 308 Survey of Keyboard Literature (2)
- MUS 309 Piano Pedagogy (3)

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## Music Minor (24 hours)

MUS 101 Music Theory I (3)  
MUS 102 Music Theory II (3)  
MUS 103 Aural Harmony I (1)  
MUS 104 Aural Harmony II (1)  
MUS 115 Music Perspectives (2)  
MUS 313 Music History & Lit to 1750 (3) OR  
MUS 314 Music History & Lit Since 1750 (3)  
MUS 361 Choral Conducting OR  
MUS 362 Instrumental Conducting (2)  
Electives (1)  
MUS 310 Private Lessons (4)\*  
MUS 230/240 Large Ensemble (4)\*

\*Piano or organ students take 6 hours of lessons and 2 hours of ensemble.

## The Associate of Piano Pedagogy Degree

This is a two-year program requiring the completion of 62 hours distributed as follows (audition is required for entrance into this curriculum):

### GENERAL REQUIREMENTS

ENG 104 College Writing (3)  
SPE 100 Oral Communication (2)  
HPR 101 Personal Fitness and Wellness (2)  
FRE 101 Elementary French (3)  
(or FRE 102, 201 or 306)  
PHI 200 Introduction to Philosophy (3)

Choose one from the following:

REL 218 The Gospel and Acts (3)  
REL 212 Old Testament Foundations (3)  
COR 300 The Christian Faith: Its Practices (3)  
Choose one from the following:  
PSY 100 Introduction to Psychology (4)  
PSY 221 Psychology of the Exceptional Child (3)  
PSY 261 Child and Early Adolescent Dev (3)  
SOC 100 Modern Social Problems (3)  
SOC 101 Introduction to Sociology (4)  
SOC 250 Marriage and Family (3)

### MUSIC REQUIREMENTS

MUS 101 Music Theory I (3)  
MUS 102 Music Theory II (3)  
MUS 201 Music Theory III (3)  
MUS 103 Aural Harmony I (1)  
MUS 104 Aural Harmony II (1)  
MUS 203 Aural Harmony III (1)  
MUS 115 Music Perspectives (2)

MUS 212 Electronic Music (2)  
MUS 250 Applied Pedagogy Methods (1, 1)  
MUS 308 Survey of Keyboard Literature (2)  
MUS 309 Piano Pedagogy (3)  
MUS 314 Music History/Literature since 1750 (3)  
MUS 310 Private Lessons  
(8 - two credit hours each semester.)  
MUS 361 Conducting I (2)

Electives (at least 6-7 credits) from music offerings to total a minimum of 62 hours.

A 30-minute piano recital at the end of the final semester.

Piano Proficiency Exam  
Freshman and Sophomore Juries

## Course descriptions:

### MUS 101 Music Theory I (3)

Comprehensive study and application of the basic materials of music and the fundamentals of common practice harmony, with an emphasis on the development of analytical skills. (Offered in fall.)

### MUS 102 Music Theory II (3)

Comprehensive study and application of the basic materials of music and the fundamentals of common practice harmony, with an emphasis on the development of analytical skills. *Prerequisite: MUS 101.* (Offered in spring.)

### MUS 103 Aural Harmony I (1)

Application of principles covered in MUS 101, through ear training, sight-singing, error detection and keyboard skills. To be taken with 101. (Offered in fall.)

### MUS 104 Aural Harmony II (1)

Application of principles covered in MUS 102, through ear training, sight-singing, error detection and keyboard skills. To be taken with 102. *Prerequisite: MUS 103.* (Offered in spring.)

### MUS 115 Music Perspectives (2)

An introductory survey of a wide range of musical styles and issues. Emphasis on cultural understanding, informed judgment and understanding the challenges of preparing for a career in music. Required for all music majors and minors. (Offered in the fall.)

**MUS 152 Music Foundations (2)**

A survey of music literature and history focusing on critical listening and enjoyment. Works by significant composers are discussed in terms of their design, place in history and aesthetic impact. Designed to satisfy the fine arts liberal arts requirement for art majors and minors. One or more field trips may be taken in order to provide a greater understanding of various music forms. Student may not take both MUS 152 and MUS 220. Does not count toward music major or minor. (Offered in fall, interim and spring.)

**MUS 201 Music Theory III (3)**

Comprehensive study and application of nineteenth and twentieth century harmony, with an emphasis on the analysis of style and form of representative works from this period. MUS 202 will include the study and application of practical orchestration. *Prerequisite: MUS 102.* (Offered in fall.)

**MUS 202 Music Theory IV (3)**

This course follows MUS 201. Comprehensive study and application of nineteenth and twentieth century harmony, with an emphasis on the analysis of style and form of representative works from this period. MUS 202 will include the study and application of practical orchestration. *Prerequisite: MUS 201.* (Offered in spring.)

**MUS 203 Aural Harmony III (1)**

Continuation of skills taught in MUS 103 and 104. *Prerequisite: MUS 104.* (Offered in fall.)

**MUS 204 Aural Harmony IV (1)**

Continuation of skills taught in MUS 203. *Prerequisite: MUS 203.* (Offered in spring.)

**MUS 212 Introduction to Electronic Music (2)**

Hands-on practice with equipment and strategies for sound recording and playback: multi-channel recording; using synthesizers, mixers and digital sound "effects"; networking synthesizers and computers (MIDI). (Offered in spring.)

**MUS 220 Music Appreciation (3)**

The student gains a thorough exposure to musical literature through extensive listening to examples of music by significant composers. Details of the lives of these composers are placed in historical perspective in reading and taped lectures. During the course a foundation is laid for a lifelong process of discovery and enjoyment of music. Student may not take both MUS 152 and MUS 220. Does not count toward music major or minor. (Offered on-line.)

**MUS 250 Applied Pedagogy Methods (1,1)**

This is the "student teaching" segment for the associate in piano pedagogy degree. The student has one or two students, is observed five times each semester, with follow up meetings, writes a journal and a paper. *Prerequisite: Must be enrolled in pedagogy program.* (1 hour each semester for one year.)

**MUS 260 Contemporary Worship Ensemble (1)**

A music ministry group with an emphasis in contemporary worship music. Other groups may be formed if potential enrollment permits. A very active performance schedule. Membership by audition. Sophomore standing is required, except by permission. Open to all music students regardless of major. (Offered in fall and spring.)

**MUS 302 Music in Praise and Worship (2)**

The use of music in modern Christian ministry, including an historical overview, administration of the church music program, use of music in Christian outreach ministries and a survey of the Contemporary Christian Music industry. (Offered in fall of even academic years.)

**MUS 306 Music in Ministry (2)**

A survey of 19 centuries of music in Christian worship, including hymnology and varieties of liturgical and non-liturgical services. Will include Sunday field trips to participate in a number of different church worship services. (Offered in fall of odd academic years.)

**MUS 308 Survey of Keyboard Literature (2)**

Survey of keyboard literature and composers from the late 1500s through the 1900s and an in-depth study of the various style characteristics and performance practices of literature surveyed. *Prerequisite: MUS 101 or permission.* (Offered in spring of even academic years.)

**MUS 309 Piano Pedagogy (3)**

Methods and techniques used in teaching piano. Emphasis on study of materials available. Required of piano performance majors and associate in piano pedagogy majors. *Prerequisite: audition and/or two semesters of private piano.* (Offered in interim of even academic years.)

**MUS 311 Vocal Pedagogy (2)**

Methods and techniques used in teaching voice. Emphasis on study of the anatomy involved in vocal production. Required of vocal education majors and vocal performance majors. *Prerequisite: Two semesters of private voice.* (Offered in spring of even academic years.)

**MUS 312 Diction (3)**

Elementary singing pronunciation techniques in English, Latin, Italian, French and German. Students prepare songs in all five languages. Required of vocal education majors

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and vocal performance majors. *Prerequisite: At least two semesters private voice study.* (Offered in spring of odd academic years.)

### **MUS 313 The History and Literature of Music (3)**

Survey of the history and literature of music. Emphasis on style, periods, composers and form. This course covers medieval through baroque periods. (Offered in fall of even academic years.)

### **MUS 314 The History and Literature of Music (3)**

Survey of the history and literature of music. Emphasis on style, periods, composers and form. This course covers classical through 20th Century. *Prerequisite: MUS 102.* (Offered in fall of odd academic years.)

### **MUS 319 Methods and Materials for Teaching Music in the Elementary School (3)**

Principles, methods and materials for teaching general, vocal and instrumental music in the elementary school. Required of music education majors. Includes 20 hours of clinical and field experience. *Prerequisites: MBST and grade of 2.67 in EDU 202 and 262.* (Offered in fall of even academic years.)

### **MUS 323 World Music (2)**

A survey of traditional music outside the Western Classical heritage, including genres from Africa, South America, the Far East, the South Pacific, the mid-East and Europe. Special emphasis is given to the role of music within culture. (Offered in the interim of even years.)

### **MUS 332 Brass Methods (1)**

Fundamental techniques of playing and teaching the brass instruments are explored. A minimal proficiency on the various instruments is expected. *Prerequisite: MUS 102.* (Offered in fall of odd academic years.)

### **MUS 333 Percussion Methods (1)**

Fundamental techniques of playing and teaching the percussion instruments are explored. Minimal proficiency on the various instruments is expected. *Prerequisite: MUS 102.* (Offered in fall of even academic years.)

### **MUS 336 String Methods (1)**

Fundamental techniques of playing and teaching the string instruments are explored. A minimal proficiency on the various instruments is expected. *Prerequisite: MUS 102.* (Offered in spring of even academic years.)

### **MUS 337 Woodwind Methods (1)**

Fundamental techniques of playing and teaching the woodwind instruments are explored. A minimal proficiency on the various instruments is expected. *Prerequisite: MUS 102.* (Offered in spring of odd academic years.)

### **MUS 338 Survey of Instrumental Techniques (2)**

Study of basic performance and pedagogy skills for wind, string and percussion instruments. Required for vocal music education majors. (Offered in spring of even academic years.)

### **MUS 341 Marching Band Materials and Methods (1)**

Specialized study of the techniques and skills associated with the preparation and management of marching bands, including organization, show design, music arranging, teaching of marching fundamentals and rehearsal of marching routines and marching show music. Also included will be specific instruction on working with percussion sections and auxiliary units. Required for instrumental music education majors. (Offered Interim of odd years.)

### **MUS 349 Methods and Materials for Teaching Music in the Secondary School (3)**

Procedures for teaching vocal and instrumental music in the secondary school, as well as philosophy and principles of secondary school music curriculum design. Emphasis on organization, administration and pedagogy for ensemble instruction. Includes 20 hours of clinical and field experience. *Prerequisites: SOE acceptance; MBST and grade of 2.67 in EDU 202 and 262.* (Offered in spring of even academic years.)

### **MUS 361 Choral Conducting (2)**

Fundamentals of conducting, with emphasis on choral conducting techniques, including gestures, score study and rehearsal methods. *Prerequisite: MUS 102.* (Offered in fall.)

### **MUS 362 Instrumental Conducting (2)**

Advanced course, following MUS 361, with emphasis on instrumental conducting techniques. *Prerequisite: MUS 102.* (Offered in spring.)

### **MUS 386 Junior Recital (0)**

Required for all performance majors. Graded S/U.

### **MUS 390 Independent Study (1-4)**

A research project to be undertaken by music performance majors in their junior or senior year. Project should involve research into the history, pedagogy or performance practices of their principle instrument. Variable credit approved by instructor.

### **MUS 461 Rehearsal Strategies (2)**

A capstone course to be taken by music education students prior to student teaching. Topics covered include advanced conducting skills, artistic decision making, rehearsal planning and organization, error-detection in the rehearsal setting, motivational aspects for performing ensembles and evaluating ensembles from

an adjudicator's perspective. *Prerequisites: MUS 361 and MUS 362.* (Offered in the spring semester of odd years.)

### **MUS 480 Theory Seminar (2)**

Application of music theory skills to advanced topics including detailed analysis of extended works, orchestration, arranging and composition. *Prerequisite: MUS 202.* (Offered in fall.)

### **MUS 486 Senior Recital (0)**

Required for all music majors. Graded S/U.

## **MUSIC: GROUP PERFORMANCE**

### **MUS 230 Instrumental Groups (1)**

#### **Concert Band (C)**

Performs standard band literature including marches, contemporary composition, transcribed orchestral literature and combined band and choral literature. Periodic public appearances are required. Membership is open to interested and reasonably competent musicians. (Offered fall and spring.)

#### **Instrumental Ensembles**

The following instrumental ensembles are available for one credit and are offered upon student demand and available faculty:

- Brass Ensemble (B)
- Clarinet Ensemble (R)
- Flute Choir (F)
- Guitar Ensemble (G)
- Horn Ensemble (H)
- Percussion Ensemble (D)
- Sax Ensemble (X)
- String Orchestra (S)

#### **Jazz Ensemble (J)**

A 20-member group that performs big-band and jazz-oriented compositions. Membership is open by invitation and/or audition.

#### **String Orchestra (S)**

A string orchestra performing a variety of music from the Baroque, Classical, Romantic and Contemporary periods. Membership is open to students and community members with sufficient experience in violin, viola, cello or bass.

### **MUS 240 Choral Groups (1)**

#### **Concert Choir (CC)**

A 40 to 70-voice mixed choir. Performs a variety of literature for churches, schools and civic groups. Tours during the spring of each year, but only tours during spring break once each four years. Members must participate in all public appearances throughout the year. An audition is required. (Offered fall and spring.)

### **Chamber Singers (CS)**

A 16 to 20-member mixed group, chosen from concert choir, specializing in literature for small choral groups: madrigals, motets, anthems and contemporary chamber works. Performs for churches, schools, civic groups and festivals. (Offered fall and spring.)

### **MUS 260 Contemporary Music Ensemble (1)**

A music ministry group with an emphasis in contemporary worship music. Other groups may be formed if potential enrollment permits. A very active performance schedule. Membership by audition. Sophomore standing is required, except by permission. Open to all music students regardless of major. (Offered fall and spring.)

## **MUSIC: APPLIED**

One half-hour private lesson per week for one semester hour of credit. Private lessons may not be taken for audit. Two-credit-hour lessons given to students who are not performance majors must have the approval of the music department chair.

### **MUS 210 Applied (1)**

Not available to majors or minors in music. (See listing below for options.)

### **MUS 210 Lab (0)**

This lab is required for all students registering for MUS 210. Graded S/U.

### **MUS 310 Applied (1-2)**

Open only for music majors and minors.

- Private Brass (B)
- Private Composition (M)
- Private Conducting (C)
- Private Guitar (G)
- Private Harp (H)
- Private Organ (O)
- Private Percussion (D)
- Private Piano (P)
- Private Strings (S)
- Private Voice (V)
- Private Woodwinds (W)

### **MUS 310 Lab (0)**

This lab is required for all students registering for MUS 310. Graded S/U.

## Natural Science (NSC)

### Faculty

Diane Crosley, Affiliate  
Reuben A. Rubio, II

**Note on general education:** For students certifying to teach elementary, NSC 200 meets the lab science requirement in the liberal arts.

### Course descriptions:

#### **NSC 200 Elementary Science Survey - Science by Inquiry (4)**

A survey course of life science, physical science and earth/space science taught in an inquiry format. Students will learn science concepts through inquiry-based activities as well as more traditional teaching methods. Technology activities will be integrated into the science conceptual material. Ability to work independently and responsibly is essential. *Prerequisite: sophomore status and certifying elementary. As a required support course for the elementary education program, a grade of 2.67 or better is required. (Offered in fall and spring.)*

## Pastoral Ministry

### Faculty

Kenneth W. Brewer  
 Brian S. Kono  
 Robert Moore-Jumonville  
 Laura Widstrom

### About the discipline

The pastoral ministry program is designed to: (1) cultivate a broad perspective on Christian life as ministry; (2) introduce the student to an expanding variety of pastoral ministries, particularly in the church; (3) provide significant preparation for pastoral service in one of several vocational areas; and (4) help the student assess what further education might be needed for effective service in the chosen area of ministry. For students from the Free Methodist Church, the program also fulfills the educational requirements for ministry ordination.

### Career opportunities

The pastoral ministry major is a “career entry” program for students who anticipate beginning a career in pastoral ministry or other forms of church ministry immediately after college graduation or after further education. In specialized ministries, such as counseling, additional education may still be required, yet generally this program should fulfill the minimal entry requirement for certain agencies. In these and other cases, the church or agency through which an individual will minister will determine the level of education required—some churches and agencies require seminary preparation.

### Program strengths and emphases

A primary objective of the pastoral ministry program is the meaningful integration of academic and experiential learning, of the theoretical bases of ministry as well as practical skills in ministry. The student is required to do vocational exploration in ministry (through class and service experience) as well as a formal internship after the completion of most course work. Adjunct faculty serve also to bring into the classroom current practices in ministry for additional perspectives.

All ministry programs in the Department of Theology offer a creative blend of solid academics, practical ministry training and application, and spiritual formation. Included in all department programs is a central theological curriculum, which provides an essential foundation for all forms of Christian ministry. This curriculum includes courses in the four areas that make up what is commonly known as the Wesleyan Quadrilateral: Scripture, tradition, reason and experience.

### Requirements

**The 63-69-hour *pastoral ministry major* requires:**

#### COMMON THEOLOGICAL CURRICULUM

##### *Scripture (12 hours)*

REL 220 Biblical Interpretation (3)

##### One of the following:

REL 301 Pentateuch (3)

REL 302 Old Testament Historical Books (3)

REL 303 Old Testament Prophets (3)

REL 404 Theology in Psalms and Wisdom Lit (3)

(Any of these four courses will replace REL 218 in the liberal arts requirements)

##### One of the following:

REL 331 Synoptic Gospels and Acts (3)

REL 332 Gospel of John and Revelation (3)

REL 333 Pauline Letters (3)

REL 434 Theology in Romans (3)

(Any of these four courses will replace REL 212 in the liberal arts requirements)

One additional Bible course from the above (3)

##### *Tradition (6 hours)*

REL 306 Doctrines of the Christian Faith (3)

REL 343 History of Christianity (3) OR

REL 346 History of Christianity in America (3)

##### *Reason (6 hours)*

PHI 200 Introduction to Philosophy (3) OR

PHI 210 Survey of Worldviews (3)

REL 324 Christian Ethics (3) OR

PHI 314 Contemporary Moral Issues (3)

# PASTORAL MINISTRY

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*Experience (6 hours)*

CMI 361 Spiritual Formation (3)

REL 410 Theological Praxis and the Essentials of Ministry (3)

## PASTORAL MINISTRY

CMI 210 Philosophy of Ministry (3)

CMI 227 Exploring Ministry (2)

CMI 285 Exploratory Experience (1-2)

CMI 310 Communication in Ministry (3)

CMI 337 Principles of Preaching (3)

CMI 344 Church Leadership (3)

CMI 422 Counseling in Ministry (3)

CMI 450 Internship (4-8)

PHI 381 Philosophy of Religion (3) OR

REL 394 World Religions (3)

REL 470 Development of Wesleyan Thought (3)

Choose one of the following:

REL 318 Patristic Theology (3)

REL 320 History and Theology of the Reformation Period (3)

REL 420 Sources and Norms of Theology (3)

Choose one elective:

REL 322 Introduction to Free Methodism (2)

Any course from CMI, HEB, GRE, PHI, REL or YMI (2-3)

Support courses:

BUS 325 Principles of Management (3)

PSY 100 Introduction to Psychology (4)

## The 21-hour pastoral ministry minor requires:

CMI 210 Philosophy of Ministry (3)

CMI 227 Exploring Ministry (2)

CMI 337 Principles of Preaching (3)

CMI 344 Church Leadership (3)

REL 306 Doctrines of the Christian Faith (3)

REL 470 Development of Wesleyan Thought (3)

Electives from CMI, HEB, GRE, PHI, REL or YMI to reach 21 hours

**Notes for general education:** The following courses required for the Pastoral Ministry major also fulfill requirements for general education: One Old Testament Biblical Literature course, One New Testament Biblical Literature course, PHI 200 Introduction to Philosophy or PHI 210 Survey of Worldviews, and CMI 361 Spiritual Formation.

## Course descriptions:

See course descriptions under Business, Christian Ministries, Philosophy, Psychology and Religion.

# Philosophy (PHI)

## Faculty

Kenneth W. Brewer  
Matthew Hill

## About the discipline

The philosophy major at Spring Arbor University seeks to stimulate a sense of wonder that leads to wisdom; encourage development of a capacity for analytical and critical judgment; foster discriminating reflection on reality, existence, knowledge, duty and values; and set a pattern for continuing growth in faith and philosophy of life.

## Career opportunities

Students completing a major in this area are, many times, interested in immediate graduate school work in philosophy. Preparation in this area may lead to a teaching career in higher education or may be used as a pre-law program.. Philosophy majors also may enter seminary as a way into Christian ministry.

## Program strengths and emphases

Our philosophy program is purposefully broad-based. It uses a two course sequence to engage the student in the history of philosophy. Along with the historical emphasis the student is offered courses in special topics such as logic, ethics, world religions and philosophy of religion.

Our philosophy courses are used as support courses for the other majors and programs within the Department of Theology. All programs in the Department of Theology offer a unique blend of solid academics and spiritual formation, seen most readily in a central theological curriculum that all these programs share. This curriculum includes courses in the four areas that make up what is commonly known as the Wesleyan Quadrilateral: Scripture, tradition, reason and experience.

## Requirements

The 51-hour *philosophy major* requires:

### COMMON THEOLOGICAL CURRICULUM

*Scripture (12 hours)*

REL 220 Biblical Interpretation (3)

One of the following:

REL 301 Pentateuch (3)

REL 302 Old Testament Historical Books (3)

REL 303 Old Testament Prophets (3)

REL 404 Theology in Psalms and Wisdom Lit (3)

(Any of these four courses will replace REL 218 in the liberal arts requirements)

One of the following:

REL 331 Synoptic Gospels and Acts (3)

REL 332 Gospel of John and Revelation (3)

REL 333 Pauline Letters (3)

REL 434 Theology in Romans (3)

(Any of these four courses will replace REL 212 in the liberal arts requirements)

One additional Bible course from the above (3)

*Tradition (6 hours)*

REL 306 Doctrines of the Christian Faith (3)

REL 343 History of Christianity (3) OR

REL 346 History of Christianity in America (3)

*Reason (6 hours)*

PHI 200 Introduction to Philosophy (3) OR

PHI 210 Survey of Worldviews (3)

PHI 314 Contemporary Moral Issues (3)

*Experience (6 hours)*

CMI 361 Spiritual Formation (3)

REL 410 Theological Praxis and the Essentials of Ministry (3)

### PHILOSOPHY

PHI 311 History of Philosophy (Ancient, Medieval) (3)

PHI 321 History of Philosophy - Modern and Contemporary (3)

PHI 334 Critical Thinking (3)

PHI 381 Philosophy of Religion (3)

PHI 394 World Religions (3)

PHI 483 Seminar in Philosophy (3) OR

PHI 490 Honors Project (3-4)

Elective philosophy course (3)

# PHILOSOPHY

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## The 21-hour *philosophy minor* requires:

- PHI 200 Introduction to Philosophy (3) OR
- PHI 210 Survey of Worldviews (3)
- PHI 311 History of Philosophy (Ancient, Medieval) (3)
- PHI 321 History of Philosophy - Modern and Contemporary (3)
- PHI 334 Critical Thinking (3)
- Electives in philosophy (9)

**Notes for general education:** The following courses required for the *Philosophy* major also fulfill requirements for general education: One Old Testament Biblical Literature course, One New Testament Biblical Literature course, PHI 200 Introduction to Philosophy or PHI 210 Survey of Worldviews and CMI 361 Spiritual Formation.

## Course descriptions:

### PHI 200 Introduction to Philosophy (3)

Introduction to logic, philosophy of science, and traditional and contemporary answers to the human problems of knowledge, reality and morality. *Prerequisite: Sophomore standing or permission.* (Offered in fall and spring.)

### PHI 210 Survey of Worldviews (3)

This course seeks to introduce and examine the major belief systems found in our contemporary world: theism, deism, naturalism, nihilism, existentialism, Islam, eastern religious thought, new age teaching, post-modernism and other beliefs as reflected in pop culture. Non-western views of reality found in much of the world (animism/spiritism) will also be explored and compared to the western secular worldview. This course will culminate in comparing western and non-western worldviews to: 1) the main components of the Christian worldview; 2) how naturalism has impacted western Christianity; and 3) how Jesus' Kingdom perspectives can empower our Christian worldview so as to transform the practice of our faith. *Prerequisite: Sophomore standing or permission.* (Offered in fall and spring.)

### PHI 311 History of Philosophy (Ancient, Medieval) (3)

Prominent philosophers of the ancient and medieval periods, with concentration on Plato, Aristotle, Augustine and Aquinas. *Prerequisite: PHI 200 or 210.* (Offered in spring of odd academic years.)

### PHI 314 Contemporary Moral Issues (3)

Analyzes selected current and vital, moral problems such as those in medical, legal and political ethics; race, sex and other forms of discrimination; the impact of technology in human values; war and peace; poverty and hunger. Topics vary with concerns of students. Ethical resources are the great philosophers as well as Christian thinkers. *Prerequisite: PHI 200 or 210.* (Offered in spring of even academic years.)

### PHI 316 Western Political Thought (3)

For description see POL 316. (Offered in fall of odd academic years.)

### PHI 321 History of Philosophy - Modern and Contemporary (3)

Prominent philosophers of the 17th and 18th centuries, with concentration on Descartes, Hume and Kant. Pragmatism, positivism and existentialism. Prominent exponents of these views discussed and primary sources read. *Prerequisite: PHI 200 or 210.* (Offered in spring of even academic years.)

### PHI 334 Critical Thinking (3)

Introduction to logic: analysis of language to achieve clarity in thinking and communication; examination of common informal fallacies; and study of techniques for testing the validity of formal arguments. *Prerequisite: PHI 200 or 210.* (Offered in spring of odd academic years.)

### PHI 381 Philosophy of Religion (3)

Evaluates the ideas of religion in a philosophical manner. The reliability of the theistic hypothesis; the nature of acceptable evidence; and the possibility of religious knowledge. Alternatives, positions, and key problems of freedom, determinism and evil. *Prerequisite: PHI 200 or 210.* (Offered in fall of odd academic years.)

### PHI 394 World Religions (3)

For description see REL 394. *Prerequisite: PHI 200 or 210.* (Offered in fall of even academic years.)

### PHI 483 Seminar in Philosophy (3)

In-depth study of particular problems in philosophy. A different topic will be chosen each time it is offered. *Prerequisite: 12 hours of philosophy or instructor's permission.* (Limited Offering.)

### PHI 490 Philosophy Honors Project (3-6)

An opportunity for a student to do a significant project of scholarly productivity and/or research in philosophy. The student must have senior status and a GPA of 3.50 in the major.

## Physical Education (PED)

### Faculty

Craig D. Hayward, Chair  
Bethany Butterfield, Affiliate  
Anil Joseph  
Debra L. Thompson  
Deborah G. Varland

### About the discipline

Students successfully completing the major in physical education will receive a Bachelor of Arts degree and may be endorsed to teach K-12 physical education.

The program also provides a 27-semester-hour secondary physical education minor, providing a 6-12 physical education endorsement on a secondary certificate to those who successfully complete program requirements.

### Career opportunities

The major or minor in physical education prepares students with a certifiable major or minor for the Michigan Department of Education standards. Attaining teacher certification in Michigan opens the opportunity to apply for teacher certification in other states as well.

### Program strengths and emphases

The PED program at Spring Arbor University has been long-standing. SAU has a tradition of excellence in training physical education teachers for over 40 years.

### Requirements for admission to the PED program

Students planning to major in Physical Education, must apply to be admitted to the program by the end of the first semester of their sophomore year. Transfer students with higher than sophomore standing or Post-BA students must complete the process by the end of their first semester of attending Spring Arbor University. Program admission forms are available from any faculty member or the departmental

secretary. Admission decisions will be rendered with one of the following three possibilities.

1. Admitted with no provisions.
2. Admitted on probationary status with specific provisions.
3. Denied admittance with specific provisions for reapplying or not.

Below are the criteria used in considering admission for all programs followed by criteria for specific programs.

1. Attend an orientation session and any other required information meetings called by the department.
2. A minimum of 36 semester hours of coursework completed at SAU with a minimum cumulative grade point average (GPA) of 2.7. This requirement is waived for transfer students having higher than a sophomore standing and all Post-BA students.
3. Complete HPR 151, 153, and BIO 111, 263, where applicable, plus any other PED courses taken with a minimum cumulative GPA of 2.6 and no grade lower than 2.0 in any of these courses.
4. Demonstrate writing skills necessary to succeed in the curriculum and later in careers in the field, as indicated by written assignments given in departmental courses taken to date.

### Teacher Education Students:

1. At the time of application for admission to the *physical education major*, all students must have applied or been accepted to the School of Education.
2. Teacher education candidates must have passed all three portions of the Michigan Basic Skills Test (MBST).
3. Complete the physical education Entry-level Mastery Exam with a score of 80% or greater. The exam will cover expected competencies taken from entry-level coursework, including topics such as anatomy, physiology, foundations of physical fitness, nutrition, and exercise.

Once admitted to the program, good standing can be revoked if a student fails to maintain standards implied through the admission to the program

# PHYSICAL EDUCATION

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process, or is found to have compromised the highest standard of academic honor and integrity as described in the Spring Arbor University Academic Integrity Policy. Students withdrawing from active enrollment at Spring Arbor University or dismissed due to academic problems must be readmitted to the department upon readmission to the University.

## Requirements

### The 39-hour *physical education secondary major* requires:

- BIO 263 Human Anatomy & Physiology (4)
- HPR 151 Introduction to Health, Human Performance, and Recreation (3)
- HPR 153 Foundations of Physical Fitness, Health & Wellness (3)
- HPR 178 Aerobic Activities (2)
- HPR 179 Strength and Power Training (2)
- PED 173 Individual Recreational Sports (2)
- PED 188 Team Recreation Sports (2)
- PED 337 Teaching Physical Education Elementary Level (4)
- PED 347 Teaching PE Secondary Level (4)
- PED 351 Statistics (3)
- PED 361 Motor Dev & Motor Learning (3)
- PED 473 Biomechanical/Anatomic Analysis of Human Movement (4)
- PED 474 Physiology of Exercise (3)

Strongly recommended:

- PED 475 Physiology of Exercise Lab (2)

### The 27-hour *physical education secondary minor* requires:

- HPR 153 Foundations of Physical Fitness, Health & Wellness (3)
- HPR 178 Aerobic Activities (2)
- HPR 179 Strength and Power Training (2)
- PED 173 Individual Recreational Sports (2)
- PED 188 Team Recreation Sports (2)
- PED 202 First Aid/CPR/AED Instructor (2)
- PED 347 Teaching PE Secondary Level (4)
- PED 361 Motor Dev & Motor Learning (3)
- PED 473 Biomechanical/Anatomic Analysis of Human Movement (4)
- PED 474 Physiology of Exercise (3)

Prerequisite:

- BIO 263 Human Anatomy & Physiology (4)

## Notes for general education:

Students taking the physical education major also fulfill general education credits with BIO 263 Human Anatomy & Physiology (4), HES 351 Statistics (3) and HPR 153 Foundations of Physical Education, Health & Wellness (3).

## Notes for teacher certification:

Requirements are subject to change, as mandated by the Michigan Department of Education (MDE). All MDE requirements supersede those stated in the Spring Arbor University catalog.

## Course descriptions:

### PED 130 Beginning Swimming (1)

Instruction in fundamental swimming skills. Graded S/U. (Limited offering.)

### PED 135 Intermediate Swimming (1)

Instruction in intermediate swimming skills. Graded S/U. *Prerequisite:* PED 130. (Limited offering.)

### PED 138 Advanced Swimming (1)

Instruction in advanced swimming skills. Graded S/U. *Prerequisite:* PED 135. (Limited offering.)

### PED 171-188 Activity Labs – Sports Skills and Instructional Strategies

These activity/participation courses expose HPR majors and minors to selected sports skills and/or training regimen. The primary focus of each course is on effective instructional strategies designed to prepare the student to learn and teach the activities. A learn-by-doing approach is emphasized through instruction followed by practice and participation. Most of these courses are also listed in REC and some are listed in HES.

### PED 171 Water Safety Instructor (2)

A variety of educational methods, which may be employed in conducting swimming and safety courses on various levels will be taught. Emphasis will be given to setting up waterfronts for camps and recreational facilities. American Red Cross certification can be earned. Also listed as REC 171. *Prerequisite:* PED 138. (Limited offering.)

### PED 173 Individual Recreational Sports (2)

This course is designed to cover rules and skills for a variety of individual sports, such as badminton, golf, pickle ball and tennis. Also listed as REC 173. *Prerequisite:* HPR 153. (Offered in spring.)

## **PED 188 Team Recreational Sports (2)**

This course is designed to cover rules and skills for a variety of team sports, such as basketball, flag football, floor hockey, volleyball, soccer and softball. Also listed as REC 188. *Prerequisite: HPR 153.* (Offered in fall.)

## **PED 202 First Aid/CPR/AED Instructor (2)**

This course trains instructor candidates to teach American Red Cross First Aid/CPR/AED Program courses and modules. Students also receive the instructor prerequisites of First Aid/CPR/AED Red Cross certifications as part of the course. Also listed as HLT 202 and REC 202. *Prerequisite: HPR 153.* (Offered in interim.)

## **PED 248 Lifeguard Training (2)**

Covers the skills and knowledge necessary in preventing and/or responding to aquatic emergencies. Includes waterfront lifeguards module. American Red Cross certification can be earned. Also listed as REC 248. *Prerequisite: Appropriate swimming skills.* (Limited offering.)

## **PED 272 Personal and Community Health (3)**

This course is designed to assist HPR majors and minors in the development of strategies for teaching age-appropriate health concepts and practices across the educational curriculum. Non-education students will be equipped to work with professional and community groups. Hands-on learning will be emphasized for each of the "Ten Health Education Content Areas". (Limited offering.)

## **PED 337 Teaching Physical Education at the Elementary Level (4)**

Provides an understanding of the purpose of physical activities in the elementary schools. Emphasizes the integration of physical fitness activities, appropriate motor development activities and skill activities for children. *Prerequisites: SOE acceptance; MBST and grade of 2.67 in EDU 202 and 262.* Also listed as EDU 337. (Offered in spring.)

## **PED 347 Teaching Physical Education at the Secondary Level (4)**

A study of curriculum development, instructional methods, principles of motor learning, assessment techniques and program evaluation for physical education in secondary schools. Also listed as EDU 347. *Prerequisites: SOE acceptance; MBST and grade of 2.67 in EDU 202 and 262.* (Offered in spring.)

## **PED 348 Lifeguard Training Instructor (2)**

A course for instructor candidates in lifeguard training instruction. Includes head lifeguard module, head lifeguard instructor module, and waterfront lifeguarding instructor module. American Red Cross certification can

be earned. *Prerequisite: Appropriate swimming skills. PED 248 or a comparative course with PED 202 suggested.* (Limited offering.)

## **PED 351 Statistics (3)**

For description see HES 351. *Prerequisites: Admission to PED and SOE programs and junior standing.* (Offered in fall.)

## **PED 361 Motor Development and Motor Learning (3)**

A study of the stages of motor development with observation and analysis in laboratory setting; also includes exploration of developmentally appropriate instructional activities for skill learning in early childhood and adolescence. Also listed as ECE 361. *Prerequisites: PSY 100, admission to PED and SOE programs and junior standing.* (Offered in fall.)

## **PED 381 Nutrition and Energy Metabolism (3)**

For description see HES 381. *Prerequisites: HPR 153, admission to PED program, be an HPR major or minor and have sophomore standing.* (Offered in spring.)

## **PED 473 Biomechanical and Anatomical Analysis of Human Movement (4)**

For description see HES 473. *Prerequisites: BIO 263, admission to PED program and senior standing.* (Offered in fall.)

## **PED 474 Physiology of Exercise (3)**

For description see HES 474. *Prerequisites: BIO 263, admission to PED program and junior standing.* (Offered in spring.)

## **PED 475 Physiology of Exercise Lab (2)**

For description see HES 475. *Prerequisites: BIO 263, admission to PED program and junior standing.* (Offered in spring.)

## Physics (PHY)

### Faculty

Harold L Chambers  
Paul Hosmer, Affiliate

### About the discipline

Physics is a basic science, underpinning all the other sciences. With an emphasis on the principles of how things work, analytical problem-solving skills, and critical thinking, physics provides a broad base for many careers. There will always be a need for people trained in physics as long as we have a technological society. In the next decade more than half of the nation's high school physics teachers will have retired, and there will be a shortage of physics teachers. Many industries are experiencing difficulty finding enough technically trained people. Our department can help meet that demand with graduates who can represent Christ as they apply physics in the schools and industries of our nation.

The physics program at Spring Arbor University provides the physics-mathematics major, the physics minor and two pre-engineering programs. The normal (2+2) pre-engineering program involves two years of study at Spring Arbor University, followed by transfer to an engineering school for the second two years to complete an engineering degree. The dual-degree (3+2) pre-engineering program results in a Bachelor of Arts degree with the physics-mathematics major awarded by Spring Arbor University following successful completion of the appropriate Bachelor of Science in Engineering degree from an engineering school.

Although the (2+2) pre-engineering degree allows students to begin their engineering program sooner, the cross-over skills such as communication, leadership, and a multi-disciplinary perspective developed by students in the liberal arts (3+2) dual-degree program prepares students for management tracks in engineering.

Students selecting both the (2+2) and (3+2) pre-engineering program experience the benefits of small classes and one-on-one interaction with faculty. Student success is enhanced by developing a firm

foundation in the pre-requisite engineering courses in a faith-based setting. SAU students are well-prepared to enter nationally recognized engineering programs.

### Career opportunities

The physics-mathematics major is a possible preparation for careers in business, industry, or graduate school in medicine, dentistry, veterinary medicine, pharmacy, law and engineering. (Additional chemistry and biology courses will be needed where appropriate.) The American Institute of Physics posts information on careers in physics at [www.aip.org](http://www.aip.org).

The physics minor provides preparation for secondary school teaching, and broadens the majors in mathematics, computer science, chemistry, biology and business administration.

The dual-degree (3-2) engineering program is designed to provide quality engineering preparation with a broad liberal arts background from an evangelical Christian perspective.

### Requirements

#### The 36-hour *physics-mathematics major* requires:

Choose 24 hours from the following:

- PHY 211 Modern University Physics I (4)
- PHY 212 Modern University Physics II (4)
- PHY 311 Electromagnetism (4)
- PHY 321 Intermediate Mechanics (4)
- PHY 349 Electronics (4)
- PHY 350 Intermediate Laboratory (3)
- PHY 351 Heat and Thermodynamics (4)
- PHY 372 Atomic and Nuclear Physics (4)

Choose 12 hours from the following:

- MAT 222 Applied Calculus (4)
- MAT 232 Proof & Discrete Structures (4)
- MAT 302 Vector Calculus (3)
- MAT 311 Differential Equations (3)
- MAT 321 Abstract Algebra I (3)
- MAT 322 Abstract Algebra II (2)
- MAT 351 Statistics (3)
- MAT 352 Linear Algebra (3)
- MAT 360 Mathematical Modeling (2)
- MAT 363 Theory of Statistics I (3)
- MAT 364 Theory of Statistics II (3)

- MAT 401 Real Analysis (2)  
 MAT 402 Numerical Analysis (2)  
 MAT 421 Modern Geometry (3)  
 MAT 422 Seminar: Topics in Advanced Mathematics (1-3)

**The 20-hour *physics minor* requires:**

- PHY 211 Modern University Physics I (4)  
 PHY 212 Modern University Physics II (4)

Choose 12 hours from the following:

- PHY 311 Electromagnetism (4)  
 PHY 321 Intermediate Mechanics (4)  
 PHY 349 Electronics (4)  
 PHY 350 Intermediate Laboratory (3)  
 PHY 351 Heat and Thermodynamics (4)  
 PHY 372 Atomic and Nuclear Physics (4)

Required support courses:

- MAT 201 Calculus I (4)  
 MAT 202 Calculus II (4)  
 MAT 311 Differential Equations (4)  
 MAT 302 Vector Calculus (3)

**Note:** For secondary teacher certification, the minor also requires CHE 101 Introductory Chemistry, or high school chemistry with a minimum grade of "B."

**The 34-hour (2+2) pre-engineering program requires:**

- CHE 111 General Chemistry I (4)  
 CHE 112 Inorganic Chemistry (4)  
 CPS 201 Foundations of Computing I (4)  
 MAT 201 Calculus I (4)  
 MAT 202 Calculus II (4)  
 MAT 302 Vector Calculus (3)  
 MAT 311 Differential Equations (3)  
 PHY 211 Modern University Physics I (4)  
 PHY 212 Modern University Physics II (4)

**Additional requirements for 2+2**

(as established by ABET for pre-engineering)

- ENG 104 College Writing (3)
- POL 213 American National Government (3)
- SPE 212 Fundamentals of Speech (3)
- 18 hours of Social Studies and Humanities electives, not including studio or performance classes. [Of the 18 hours, 6 credits must be beyond the introductory level, and one of the following courses must be included: ECN 201 or ECN 202.]

**The 37-38-hour dual-degree (3+2) engineering program requires:**

- CHE 111 General Chemistry I (4)  
 CHE 112 Inorganic Chemistry (4)  
 CPS 201 Foundations of Computing I (4)  
 MAT 201 Calculus I (4)  
 MAT 202 Calculus II (4)  
 MAT 302 Vector Calculus (3)  
 MAT 311 Differential Equations (3)  
 PHY 211 Modern University Physics I (4)  
 PHY 212 Modern University Physics II (4)

Choose one of the following Physics courses:

- PHY 311 Electromagnetism (4)  
 PHY 321 Intermediate Mechanics (4)  
 PHY 349 Electronics (4)  
 PHY 350 Intermediate Laboratory (3)  
 PHY 351 Heat and Thermodynamics (4)  
 PHY 372 Atomic and Nuclear Physics (4)

**Additional requirements for 3+2**

(as established by ABET for pre-engineering)

- ENG 104 College Writing (3)
- POL 213 American National Government (3)
- SPE 212 Fundamentals of Speech (3)
- 18 hours of Social Studies and Humanities electives, not including studio or performance classes. [Of the 18 hours, 6 credits must be beyond the introductory level, and one of the following courses must be included: ECN 201 or ECN 202.]

During the first three years, a minimum of 90 credit hours are taken at Spring Arbor University, including all the general education requirements. It is assumed that Calculus will be taken in the freshman year. The last two years are completed at an engineering degree-granting university studying mechanical, electrical or civil engineering.

Spring Arbor University has an articulation agreement with University of Michigan, but transfers to other engineering schools are possible.

# PHYSICS

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**Notes for general education:** PHY 102 Conceptual Physics, PHY 120 Introduction to Earth Science (geology) and PHY 121 Astronomy are recommended for meeting the liberal arts lab science requirement. Lab courses required for physics majors and minors also meet the liberal arts science requirement.

**Notes for students certifying to teach:** The physics minor meets the certification requirements for secondary education. See Education for details.

## Course descriptions:

### PHY 102 Conceptual Physics (4)

A liberal arts physics course emphasizing scientific literacy, modern physics, societal connections and appropriate quantitative skills at a basic math level. Practical laboratory exercises. (Offered in fall of odd academic years and spring of even academic years.)

### PHY 120 Introduction to Earth Science (4)

A survey of the structure of the earth's interior, surface and atmosphere, with emphasis on physical geology. Origin and identification of rocks, minerals and landforms; features of the ocean floor, currents; atmospheric circulation. Includes lab. (Offered in spring of odd academic years.)

### PHY 121 Astronomy (4)

Planetary, stellar and galactic astronomy, and discoveries of recent years. Labs cover visual and telescopic observations, computer simulations, videos and problem solving. Includes lab. (Offered in fall of even academic years.)

### PHY 201 General Physics I (4)

Trigonometry based. Classical physics with applications to the life sciences, including mechanics, thermodynamics, material properties and waves. Includes lab. *Prerequisites:* MAT 110 or MAT 112 or equivalent high school course. (Offered in fall.)

### PHY 202 General Physics II (4)

Continuation of PHY 201. Trigonometry-based. Modern physics with applications to the life sciences. Electromagnetism, optics, relativity, quantum physics, atoms, molecules, solids, nuclei and quarks. Includes lab. *Prerequisite:* PHY 201. (Offered in spring.)

### PHY 211 Modern University Physics I (4)

Calculus-based. Classical physics, including mechanics, thermodynamics and waves. Includes lab. *Corequisite:* MAT 201. MAT 202 is recommended. (Offered in fall.)

### PHY 212 Modern University Physics II (4)

Continuation of PHY 211. Calculus-based. Modern physics. Electromagnetism, optics, relativity, quantum physics, atoms, molecules, solids, nuclei and quarks. Includes lab. *Prerequisite:* PHY 211. (Offered in spring.)

### PHY 311 Electromagnetism (4)

The phenomena of static and dynamic electromagnetic fields. Maxwell's equations developed and applied to various situations, including potentials due to conductors of different geometries, radiation, electromagnetic waves, waves in plasmas and some topics from special relativity. *Prerequisite:* PHY 212. MAT 311 is recommended. (Offered in spring of odd academic years.)

### PHY 321 Intermediate Mechanics (4)

Vector analysis, statics and dynamics of rigid bodies, particle dynamics, central forces and simple harmonic oscillators, with emphasis placed on the mathematical modeling of physical motions. *Prerequisites:* MAT 301 and PHY 211. (Offered in fall of even academic years.)

### PHY 349 Electronics (4)

Introduction to electronic devices and circuitry. AC and DC circuits, instrumentation, diodes, transistors, transistor amplifiers, operational amplifiers and selected specific devices. Includes lab. *Prerequisite:* PHY 202 or 212. (Limited offering.)

### PHY 350 Intermediate Laboratory (3)

Principles of experimental research, with problems and applications in the areas of atomic and nuclear physics. Covers experimental design, data acquisition, and reduction and reporting of results. Specific lab techniques, such as vacuum technology, with use of magnets and the use of electronic instrumentation. *Prerequisite:* Permission of the instructor. (Limited offering.)

### PHY 351 Heat and Thermodynamics (4)

Thermal expansion, calorimetry, specific heat, change of state, heat transfer, the thermodynamics laws, elementary kinetic theory and statistical mechanics, entropy and other thermodynamic functions. *Prerequisites:* PHY 212 and MAT 202. (Offered in fall of odd academic years.)

### PHY 372 Atomic and Nuclear Physics (4)

Atomic and atomic/molecular spectra and structure, radiation detection, radioactivity, particle detection, nuclear structure and related topics. *Prerequisite:* PHY 212 and MAT 202. (Offered spring of even academic years.)

**For more course descriptions see Chemistry, Computer Science, English, Politics, Speech and Mathematics.**

## Political Economy

### Faculty

Gary Britten  
K. Caleb Chan  
Robert J. Eells  
Randall J. Lewis  
David Rawson

### Course descriptions:

For course descriptions see Business, Economics and Politics.

### About the discipline

The Political Economy major provides a thorough grounding in economics and politics to undergraduates, allowing them to be conversant with basic theories and practices of the political world and to connect that knowledge to the study of economic forces in the global environment. With a strong liberal arts focus strategically linked to realities of political and economic action, the major prepares students for entry-level positions in government and business, and graduate studies in economics, politics or law.

### Requirements

#### The 36-hour *political economy major* requires:

ECN 201 Principles of Economics (Macro) (3)  
ECN 202 Principles of Economics (Micro) (3)  
ECN 301 Money and Banking (3)  
ECN/POL 385 Practicum (3)  
POL 213 American Government (3)  
POL 312 International Relations (3)  
POL 316 Western Political Thought (3)  
POL 351 Statistics (3) OR  
BUS 351 Statistics (4)

One of the following courses:

ECN/POL 322 Globalization: Intl Economics in the  
Information Age (3)  
ECN/POL 323 Economics of the Third World (3)

One of the following courses:

POL 412 Constitutional Law (3)  
BUS 435 Business & Government (3)

Six hours of electives from Business, Economics, and Politics.

## Politics (POL)

### Faculty

Mark T. Edwards  
Robert J. Eells  
David P. Rawson

### About the discipline

The study of politics within the Department of History, Politics and Geography uses political philosophy, comparative studies, constitutional analysis, empirical theory and economic concepts to give students a broad-based orientation to the American political institutions, other models of governance around the world, and issues facing contemporary society. The discipline explores a pluralistic universe of opinion and method within a community of common commitment to lifelong learning and service. Equipping students to engage critically in the public arena as followers of Christ and active citizens is the goal of the disciplined study of politics.

### Program strengths and emphases

Students interested in politics may take the major in political economy or the major in social studies with emphasis on politics, or a minor in political science.

A minor in political science is broadly based on core courses in politics and serves as a complement to any major in the liberal arts where students hold a continuing interest in political affairs.

### Requirements

#### The 20-hour *political science* minor requires:

- POL 213 American National Government (3)
- POL 236 Christianity & Politics (3)
- POL 311 Comparative Government (3)
- POL 316 Western Political Thought (3)
- Electives to total 20 hours

**Note for students certifying to teach:** For students certifying in secondary education with a political science minor, the following support courses are required:

Choose one of the following:

- ECN 101 Introduction to Economics (3)
- ECN 201 Principles of Economics (3)
- ECN 323 Economics of the Third World (3)

- GEO 221 Introduction to Geography (3)
- HIS 141 United States to 1877 (3) OR
- HIS 142 United States Since 1877 (3)

### Course descriptions:

#### **POL 213 American National Government (3)**

A study of the structure and direction of the federal system, concentrating on the various overlapping aspects of the national government. Policy issues, such as welfare, preservation of the environment, social security and foreign affairs, will be seen from the “top-down”, that is from the point of view of national norms and their impact on other levels of government, as well as individuals and communities. (Offered in fall.)

#### **POL 214 State and Local Government (3)**

A study of the structure and direction of state, county and local governments, with a major focus on how they function together and how they relate to the national government. Policy issues, such as welfare, the environment, social security and zoning, will be seen from the “bottom-up” of our federal system, that is, how they originate at one of these “lower” levels, yet do so within the guidelines and constraints of the national agenda. (Offered in spring.)

#### **POL 230 Contemporary World Affairs (3)**

Contemporary events of the world, with an emphasis on critical use of such sources as newspapers, journals of opinion, electronic media and library materials. Christian perspectives on current topics and a diversity of views on events of the day will be presented. Also listed as HIS 230. (Offered in fall.)

#### **POL 236 Christianity and Politics (3)**

An examination of ancient civilizations, especially Greece and Rome, as background to Christianity, and a survey of key Christian individuals and movements, such as Roman Catholicism (Augustine/Aquinas), Luther, Calvin, Anabaptists, Wesleyans, Christian socialism,

Conservatism, Christian Coalition. Questions dealing with the nature of the state and what difference Christian insights make for public policy will receive major attention. Required for political science minors. (Offered in spring of even academic years.)

**POL 310 Freedom, Order and Justice in the Western World (3)**

A study of the major ideas on politics and society in Western civilization from the Greeks to the present. The course will stress the analysis of primary sources in shaping Western ideas of freedom, order and justice. (Offered in weekend college only.)

**POL 311 Comparative Government (3)**

A study of the political culture, behavior and institutions of the governments of Great Britain, France, Germany, Russia, Japan and selected other countries. Emphasis is placed on geography and history as vital factors in the understanding of politics. Students will each explore the government of one other sovereign state in the contemporary world. Comparisons of political systems will lead students to consider the elements of a "good" government. (Offered in spring of even academic years.)

**POL 312 International Relations (3)**

The background of international politics and forces, organizations and laws influencing international relations within the present state system. (Offered in spring of odd academic years.)

**POL 313 America in the 1960s (3)**

For course description see HIS 313. (Offered in interim.)

**POL 316 Western Political Thought (3)**

A study of approaches to building human community and organizing power developed by classic philosophers of antiquity: Plato, Aristotle, Augustine and Aquinas, as well as by the fathers of contemporary social thought: Machiavelli, Hobbes, Locke, Rousseau and Kant. (Offered in fall of odd academic years.)

**POL 322 Globalization: International Economics in the Information Age (3)**

This course surveys the principles, regimes and dynamics of the international economy looking at productive factors, trade, financial payments, regulatory mechanisms and international challenges in the information age. Also listed as ECN 322. (Offered in fall of odd academic years.)

**POL 323 Economics of the Third World (3)**

For course description, see ECN 323. Also listed as GEO 323. (Offered in spring of odd academic years.)

**POL 334 The Middle East (3)**

For description see HIS 334. Also listed as GEO 334. (Offered in spring of even academic years.)

**POL 351 Statistics for the Behavioral Sciences (3)**

For description, see PSY 351. Also listed as SWK 351. (Offered fall and spring.)

**POL 352 Research Design (4)**

For description, see PSY 352. *Prerequisite: POL 351.* (Offered in fall and spring.)

**POL 368 Diplomatic History (3)**

For description see HIS 368. (Offered fall of odd academic years.)

**POL 412 Constitutional Law (3)**

A case approach to constitutional principles, organization of the US judiciary, limits of state action and the protection of civil liberties. (Offered in fall of even academic years.)

**POL 422 Social Change & Historical Development (3)**

For description see SOC 422. Also listed as HIS 422. *Prerequisite: Junior or senior status.* (Offered in the spring of odd academic years.)

**POL 484 Spirituality, Faith and Justice (3)**

For description see SOC 484. Also listed as SWK 484. (Offered in fall )

## Professional Writing (WRT)

### Faculty

Paul Patton, Chair  
Mary Albert Darling  
Jen Letherer  
Wallis C. Metts Jr.  
Dorie Morgan-Shelby  
Robert H. Woods Jr.

### Mission

Our mission is to prepare credible, creative Christian professionals for a world where the mastery of communication skills and technologies is essential. We accomplish our mission by helping students produce, publish and perform original work that is both ethical and effective.



### About the discipline

Our professional writing program explores all the ways nonfiction writers make a living — writing, editing, reporting for newspaper, magazines and the Web. It's not a creative writing program, although we are creative enough. And it's not a journalism program, with an emphasis on a career in newspapers where there are fewer and fewer jobs.

Professional writing is a what-do-you-want-to-write-or-edit program to prepare you for existing and unimagined careers in writing for publication. With strong writing skills and a little design, photography

and web management, you can find your way as a writer in a rapidly changing world.

A unique feature of this program is a two-semester in-house agency experience where students gain practical experience working on film projects. A senior capstone course prepares students for a career search and requires the completion of a professional portfolio. Students with a Professional Writing major earn a bachelor of science (BS) degree.

### Career opportunities

The study of communication will help you develop useful skills in such fields as ministry, mass media, theatre, business, government and social services. Our program is particularly appropriate for positions involving public relations, broadcasting, corporate communication, public information management, employee communication, training and development, and print journalism.

### Program strengths and emphases

The study of communication at Spring Arbor University is a hands-on experience, with a foundation in classical and Christian perspectives. All students complete a core sequence that promotes a thoughtful and ethical understanding of communication principles and best practices.

Throughout the program you will apply these principles. We offer extracurricular opportunities in writing, acting, broadcasting, designing, producing and researching in addition to practical hands-on experiences in the classroom. Each year students win awards in state and national competitions and engage in meaningful internships.

### Requirements

#### The 62-hour *professional writing major* requires:

- COM 100 Introduction to Communication (3)
- COM 102 Introduction to Mass Media (3)
- COM 110 Communication Technology (3)
- COM 200 Comm Theory & Research (4)
- COM 212 Rhetoric (4)
- COM 324 Web Content and Management (4)
- COM 356 Popular Culture (3)
- COM 387 Agency Experience (4,4)
- COM 480 Senior Seminar (2)

WRT 210 News Reporting (4)  
WRT 216 Writing for the Media (4)  
WRT 310 Advanced Reporting (4)  
WRT 316 Editing (4)  
WRT 324 Photo Journalism (3)  
WRT 373 Feature Writing (3)

Electives to total 62 hours from:

COM 368 Intercultural Communication (3)  
WRT 370 Special Topics (1-3)  
SPE 340 Forensics and Debate (3)  
Writing courses from ENG and/or DRA

Support Course:

SOC 351 Statistics (3)

**The 21-hour professional writing minor requires:**

COM 100 Introduction to Communication (3)  
COM 200 Comm Theory & Research (4)  
Electives from WRT to total 21 hours

**Notes for general education:** COM 212 Rhetoric (4) fulfills the general education speech requirement.  
SOC 351 Statistics (3) fulfills the general education math requirement.

**Course descriptions:**

**WRT 210 News Reporting (4)**

A study of the influence journalists have on political and cultural change with a study of basic news gathering and writing. Includes campus-based publications and/or broadcast experiences. Also listed as ENG 210.  
*Prerequisite:* ENG 104. (Offered in spring.)

**WRT 216 Writing for the Media (4)**

Develops basic skills in informative and persuasive writing and applies them in print and electronic contexts. Students create press releases, news stories, and scripts for audio and video projects by applying effective and ethical principles of audience analysis and message design.  
(Offered fall and spring.)

**WRT 306 Writing for Children (3)**

This course reviews skills and techniques for writing fiction and nonfiction for children. Publication strategies and current markets will also be reviewed. Students prepare a portfolio and submit articles for publication.  
(Offered online.)

**WRT 310 Advanced News Reporting (4)**

Techniques for researching and writing articles of social and political significance. Includes units on broadcast and print journalism. Requires off-campus writing experiences for print or broadcast media. *Prerequisite:* WRT 210.  
(Offered in fall of even academic years.)

**WRT 316 Copy Editing (4)**

Emphasis on mastery of a craft and understanding principles involved in editing copy for various media. Includes head writing and layout. *Prerequisite:* ENG 210 or WRT 210. (Offered in spring of odd academic years.)

**WRT 324 Photo Journalism (3)**

Relationship of photography to journalism. Basic visual communication theory, photographic design and technical skills of the photographer. Assignments allow opportunity to tell a story, set a mood and catch the high point of an event. Each student will develop a portfolio of photographic work. *Prerequisite:* ART 204 or ART 205 or permission. (Offered in fall of even academic years.)

**WRT 370 Topics in Professional Writing (1-3)**

Topics selected to meet the needs and interests of students interested in writing careers. (Limited offering.)

**WRT 373 Feature Writing (3)**

Steps involved in writing for magazine and book publication from the time the idea is conceived until the manuscript is accepted for publication. Explores freelance opportunities. *Prerequisite:* ENG 104. (Offered spring online.)

## Psychology (PSY)

### Faculty

Terry W. Darling, Chair  
Terri L. Pardee  
Lawrence A. Pfaff  
Jan Yeaman

### About the discipline

The purpose of the psychology department is to foster the understanding of the methods and applications of the discipline of psychology within a Christian worldview. Course offerings provide exposure to experimental and clinical methods for studying persons; study of the major theoretical concepts and research findings of the field; exploration of the historical background and philosophical assumptions underlying the methods and theories of modern psychology, and how these relate to Christian belief and experience; and experience in applying psychological knowledge to address significant human need in the field setting.

### Career opportunities

The psychology major leads to careers in the helping professions including entry-level positions in crisis intervention and counseling centers, community service agencies and social work programs, evaluation and intervention in the psychiatric clinical and hospital settings, substance-abuse programs, rehabilitation services, law enforcement, services and programs for senior citizens, youth ministry, services to children and adolescents with special needs and international volunteer service.

The psychology major at Spring Arbor University has also successfully prepared students for admission into graduate training programs so that they can embark on careers as professionals and leaders in clinical and counseling psychology, social work, administration and management, public health, law, diplomacy and foreign service and advanced seminary training for full-time Christian ministry.

A psychology minor prepares one to teach psychology at the secondary level.

### Requirements

#### The 32-hour *psychology major* requires:

- PSY 100 Introduction to Psychology (4)
- PSY 327 Integration of Psych & Christianity (3)
- PSY 351 Statistics (3)
- PSY 352 Research Design (4)
- PSY 385 Psychology Practicum (4-8) OR  
PSY 460 or PSY 490 Honors Thesis (3-6)
- PSY 411 Systems of Psychology (3)
- PSY 499 Portfolio Assessment of the Psychology Major (1)

#### *Experimental Physiological*

Choose one course:

- PSY 382 Learning and Thinking (4)
- PSY 403 Physiological Psychology (4)

#### *Developmental*

Choose one course:

- PSY 306 Adolescent & Early Adult Devel (3)
- PSY 309 Lifespan Development (3)
- PSY 375 Psychology of Personality (3)

#### *Clinical-Counseling*

Choose one course:

- PSY 305 Abnormal Psychology (3)
- PSY 422 Methods & Procedures of Counseling (3)

Electives to total 32 hours

**Note:** Students planning to do graduate study in psychology are advised that success in PSY 385/460/490 and PSY 403 will enhance chances for acceptance into a quality counseling or clinical graduate program. PSY 460 is described in the catalog section *Courses for All Disciplines*. If students intend to complete PSY 460 or 490 their senior year, they are encouraged to complete the PSY 351 and PSY 352 sequence no later than their junior year of study.

## A 20-hour *psychology minor* requires:

PSY 100 Introductory Psychology (4)

### *Experimental Physiological*

Choose one course:

PSY 382 Learning and Thinking (4)  
(required for teacher certification)

PSY 403 Physiological Psychology (4)  
(required for teacher certification)

### *Developmental*

Choose one course:

PSY 306 Adolescent & Early Adult Devel (3)

PSY 309 Lifespan Development (3)

PSY 375 Psychology of Personality (3)

### *Clinical-Counseling*

Choose one course:

PSY 305 Abnormal Psychology (3)

PSY 422 Methods & Procedures of  
Counseling (3)

Electives to total 20 hours

## Rationale for requirements:

1. In Introduction to Psychology (PSY 100) students will receive a broad overview of the large federation of sub-disciplines that exist in the field of psychology.
2. Through Systems of Psychology (PSY 411) students gain historical perspective on the discipline of psychology and its relationship to a Christian worldview.
3. By taking courses in statistics (PSY 351) and research design (PSY 352) students develop a confident knowledge of the basic quantitative methods of inquiry used in the social sciences.
4. A course from the development psychology group of courses, helps students obtain a basic knowledge of the major paradigms for understanding human development, of the philosophical assumptions that shape those paradigms, and of the strengths and limitations of each.
5. A course from the experimental-physiological courses, allows students to receive exposure to basic methods, logic, findings and theories in several of the traditional "hard science" sub-disciplines of psychology.
6. From the course in the clinical-counseling

area, students learn skills in how to relate more effectively to a diverse group of people (e.g., differently abled, mentally ill).

7. Through Integration of Psychology and Christianity (PSY 327), students will develop skills in relating psychological science to the Christian faith with a specific focus on areas of tension for Christian psychologists.
8. By taking either a psychology practicum (PSY 385) or doing a research project (PSY 460 or 480/490) students will receive supervised experience in direct application of psychological knowledge.
9. Through PSY 499 Portfolio Assessment, students will be able to demonstrate actual competencies in the field of psychology.

**Notes for general education:** The following courses required for the psychology major also meet a liberal arts requirement: PSY 100 Introduction to Psychology (social science requirement) and PSY 351 Statistics (math requirement).

**Notes for students certifying to teach:** The psychology minor meets teacher certification requirements for secondary education. Please note that PSY 382 Learning and Thinking (4) and PSY 403 Physiological Psychology (4) are required for certification. See Education for details.

## Course descriptions:

### **PSY 100 Introduction to Psychology (4)**

This course will provide students with a broad, general introduction to the discipline of psychology. Some of the basic subject matter covered includes: personality theory, psychophysiology, learning, developmental psychology, motivation, abnormal behavior, psychotherapy and social psychology. Introductory psychology students will also be exposed to the approaches to gathering and evaluating evidence about the causes and correlates of behavior. Emphasis is also given to the means by which psychological knowledge is (or can be) applied to improve the quality of individual and community life. *Prerequisite:* ENG 104 may be concurrent. (Offered in fall and spring.)

### **PSY 110 Introduction to Leadership Development (1)**

Various theories of leadership, effective communication and personal effectiveness will be covered. Students will gain a deeper understanding of the skills necessary to

become an effective Christian leader and have opportunity to discover and develop their own skills/gift repertoire. To enable the student to make well informed decisions when applying for leadership positions on campus, he/she will gain insight into the positions available. *Does not count toward major or minor.* (Offered in spring.)

### **PSY 120 Life/Work Planning (1)**

Through group interaction and varied approaches, students are guided toward self-discovery of skills, interests and values for the purpose of relating their uniqueness to career choices. Also includes an overview of career fields and current labor market trends. (Offered in spring.)

### **PSY 210 Explorations in People-Helping Careers (1)**

A seminar course to present students with possible career options in the people-helping fields. Students will have an opportunity to explore what is involved in some of the various fields of psychology: school, consumer, community, industrial/organizational, human resource management, counseling, academics, health and business. This course is open to students of any major who might be considering working in a career focused on people. (Offered in spring.)

### **PSY 221 Psychology of the Exceptional Child (3)**

This course provides students with a broad introduction to the body of literature and important concepts relating to exceptional children and youth. The course will look at the full range of exceptionalities including individuals who are intellectually gifted, developmentally challenged, hearing, speech or visually impaired. It will also include coverage on behaviorally and physically disabled children. Students will be required to do a brief practical experience with exceptional populations. *Prerequisites: PSY 100.* (Limited offering.)

### **PSY 230 Emergency Counseling (3)**

One hundred hours of volunteer work, either on the phones or with the mentally ill in the drop-in center, are required. No formal class sessions are established, but supervision of individual performance is provided. Graded S/U. (Limited offering.)

### **PSY 235 Interviewing (3)**

A beginning examination of the helping process emphasizing the development of communication skills, interviewing techniques and the problem solving process within a systems perspective. An emphasis is placed on using interviewing skills to enhance client functioning. *Prerequisite: PSY 100.* (Offered in spring of even academic years.)

### **PSY 240 Health Psychology (3)**

This course will focus on the current research on wellness. Through personal exercises, students will learn how to identify sources of stress, as well as coping resources. Understanding of how stress physiology impacts both mental and physical health will be emphasized. As a result of this course, students will not only gain a conceptualization of wellness as it relates to such fields as psychology, business and athletics but will also be expected to apply that knowledge to their personal lives. *Prerequisite: PSY 100.* (Offered in spring of even academic years.)

### **PSY 242 Death, Grief and Loss (3)**

For description, see SOC 242. Also listed as SWK 242. (Offered in spring of odd academic years.)

### **PSY 246 Substance Abuse and Society (3)**

For description see SOC 246. Also listed as SWK 246. (Offered in spring of odd academic years.)

### **PSY 250 Tests and Measurement (3)**

Students are introduced to the philosophy and methodology of the assessment of human characteristics and performance. Students will learn how to evaluate and use standardized instruments, as well as how to interpret the tests' reliability and validity. Experience will also be gained in the administration, scoring and interpretation of specific assessment tools. The types of instruments focused on will include personality, intelligence, achievement, aptitude, vocational, as well as specialized tests. *Prerequisite: PSY 100.* (Limited offering.)

### **PSY 253 Forensic Psychology (3)**

Forensic psychology is any application of psychological knowledge or methods to a task faced by the legal system. This course will provide a broad perspective of the field of forensic psychology and cover the role that psychology has played in the legal system through topics such as issues of morality, the evaluation of criminal suspects, jury selection, trial consultation, child-custody evaluation, expert witness testimony, sexual offense or other dangerous behaviors, employment selection, eyewitness identification, etc. Through lecture and class discussion students will gain an appreciation for the breadth of this field. With a group research project, students will be given the opportunity to focus on a particular area of interest. Also listed as CRJ 253. *Prerequisite: PSY 100.* (Offered in fall.)

### **PSY 261 Child and Early Adolescent Development (3)**

An overview of the physical, intellectual and social-emotional development. The major theories of development of the past and present will also be examined. *Prerequisite: PSY 100.* (Limited offering.)

**PSY 266 Early Childhood Growth & Development (3)**

For description, see ECE 266. (Offered in fall.)

**PSY 305 Abnormal Psychology (3)**

This course is designed to introduce students to the major psychological disorders, with a primary focus on diagnosis, etiology and treatment of abnormal behavior.

*Prerequisite: PSY 100.* (Offered in fall.)

**PSY 306 Adolescent and Early Adult Development (3)**

This class focuses on the psychological, social and physical development of the adolescent through adulthood. Through classroom presentations, small group activities and writing assignments students will become familiar with the major theories, concepts and issues of adolescent and early adult development. Students will have an opportunity to apply what they are learning to their own personal lives. *Prerequisite: PSY 100.* (Offered in spring.)

**PSY 309 Lifespan Development (3)**

This course provides students with an integrated approach to the biosocial, cognitive, and psychosocial aspects of human development across the lifespan and in a variety of multicultural contexts. *Prerequisite: PSY 100.* (Offered in fall.)

**PSY 325 Religion, Self, and Society (4)**

For description see SOC 325. Also listed as REL 325. (Offered in fall of even academic years.)

**PSY 327 Integration of Psychology and Christianity (3)**

An interactive seminar class co-taught by faculty in the psychology department focusing on the interface between Christianity and the field of psychology. The course will include methods for relating psychological science to Biblical teaching and a focus on specific areas of tension for Christian psychologists. *Prerequisite: Junior status.* (Offered in fall.)

**PSY 351 Statistics (3)**

This is an introductory course for using the MICROCASE computer statistical software curriculum. Topics include measures of central tendency and dispersion and graphical representation of data. Other topics include inferential statistical theory and hypothesis testing for statistical significance. Bivariate and multivariate measures of statistical relationship include chi-square, nominal and ordinal measures of association, correlation and regression, analysis of variance, and multiple correlation and regression techniques. Factor analysis of covariance are briefly introduced. Primarily for students concentrating in psychology, sociology, social work or political science. Also listed as POL 351 and SWK 351. (Offered in fall and spring.)

**PSY 352 Research Design (4)**

An overview of the major research methodologies in the behavioral sciences, especially intended for psychology, sociology, social work and political science majors. The course includes an introduction to conceptualization and measurement, operationalization, construction of indexes, scales, and typologies and sampling techniques. Diversity issues and research ethics will also be addressed. Students learn the basic methods for experiments, survey research, field research, program evaluation and case studies.

The course centers around a required original research project using APA Publication Manual guidelines. The MICROCASE computer statistical software curriculum is used for various assignments and analysis of data for the final project. *Prerequisite: PSY 351.* Also listed as POL 352. (Offered in fall and spring.)

**PSY 354 Social Psychology (3)**

How man operates within a social context and the experimental research that contributes to an understanding of this phenomena. Emphasis on current research and methodology from sociology and psychology. *Prerequisite: PSY 100.* Also listed as SOC 354. (Offered in spring.)

**PSY 371 Organizational Behavior (3)**

The systematic study of the actions and attitudes that people exhibit in organizations. The course will be taught from an interdisciplinary perspective, and will focus on topics such as motivation, productivity, decision-making, communication and leadership. Also listed as BUS 371 and SOC 371. (Offered in fall of odd academic years.)

**PSY 375 Psychology of Personality (3)**

Includes an intensive study of the major theories of personality, with a primary emphasis on applying the course content to the students' personal experience. The course culminates for each student in formalizing his or her own theory of personality. *Prerequisite: PSY 100.* (Offered in fall of odd academic years.)

**PSY 380 Carol Lee Seminar (1)**

For description, see SWK 380. (Offered in spring.)

**PSY 382 Learning and Thinking (4)**

This course provides students with an introduction to basic and advanced principles of learning and thought processes. Includes a focus on Pavlovian, operant and vicarious learning; attention, memory, problem solving, and decision making. One-hour lab included. *Prerequisite: PSY 100.* (Offered in spring of even academic years.)

**PSY 385 Psychology Practicum (4-8)**

Students gain practical experience in the field of psychology. Placement opportunities include working

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with children, adolescents and adults in a variety of settings. Possible practicum sites in the local area are Starr Commonwealth, Jackson County Youth Center, Hospice, Lyle A. Tarrant Center, Washington Way Recovery Center and Breakout Drug Education Program. Other possible placement settings are available by arrangement. Assigned readings, a daily journal and a final report are also required. *Prerequisites: PSY 100, plus 18 hours in psychology.* (Offered in fall.)

## **PSY 403 Physiological Psychology (4)**

Physiological psychology is an upper-division course concerned with the physiological basis of behavior, with an emphasis on the organization and function of the central nervous system. Psychopathology, addiction, sexuality, disorders of consumption, emotion, arousal, as well as stress and coping will be studied from an anatomical and physiological viewpoint. The biological basis of this course is applicable to many fields including clinical, abnormal, developmental, behavioral and health psychology. The course is recommended for students preparing for the advanced Graduate Record Exam in psychology. One-hour lab included. *Prerequisite: PSY 100 and junior status.* (Offered in fall.)

## **PSY 411 Systems of Psychology (3)**

The historically significant approaches to and interpretations of psychology, with special attention to structural, functional, behavioristic, psychoanalytic, Gestalt, humanistic and cognitive schools of thought. *Prerequisites: PSY 100 and junior standing.* (Offered in fall.)

## **PSY 422 Methods and Procedures of Counseling (3)**

A combination of various theories of counseling, methodology and interviewing. *Prerequisites: PSY 305 or PSY 375, junior standing.* (Offered in spring.)

## **PSY 480 Thesis Prospectus (1)**

This course provides a student with the opportunity to explore a topic of their choosing, with the idea that this will be expanded into an Honors Thesis. During this course a student will develop the literature review, bibliography and tentative methodology for their PSY 490 project. This course is to be taken the semester before the student expects to do an Honors Thesis. Ideally this is to be taken in the spring of the junior year. *Prerequisite: PSY 352.* Copies of the honors thesis handbook can be obtained from the Psychology Department.

## **PSY 490 Honors Thesis (3-6)**

This course provides an opportunity for a student to do a significant project of scholarly productivity and/or research in the student's major area of study. To apply for an Honors project, the student must have senior status and

a GPA of 3.50 in the major.. Ideally taken the semester directly following PSY 480. While this course may be taken for up to six credit hours, usually it would be taken for three. *Prerequisite: PSY 480.*

## **PSY 490H Honors Thesis (with honors) (3-6)**

There are several ways in which a student may receive an additional "H" designation on their transcript for their thesis, which is a recognized manner to indicate that a student went above and beyond the normal expectations for an honors thesis. A student who successfully completes a PSY 490 (three credit hours) and presents their research at an undergraduate research conference will be given the designation of PSY 490H on their transcript. The student could also earn a PSY 490H designation by submitting their research to an appropriate undergraduate journal for publication. The final way for a student to earn a PSY 490H designation would be to do a much more extensive project over two semesters for more than three credit hours. Note that this would mean working on the project for a total of three semesters for the PSY 480 and 490 requirements.

## **PSY 499 Portfolio Assessment of the Psychology Major (1)**

The psychology department, in an effort to be involved in an ongoing self-study process that will improve the educational quality of its program, requires each major in the discipline to compile a portfolio demonstrating a variety of basic skills and competencies within the field. This required one hour course for the psychology major provides the student and faculty member with the opportunity to evaluate his/her Spring Arbor University experience. This is done through the compilation and evaluation of the student's portfolio, which presents and documents the skills that the student has acquired during his/her preparation in the major. Among other things, the portfolio will include samples of the student's writing ability in the form of term papers from each year at SAU, videotaped oral presentations, standardized test scores of knowledge concerning the discipline (e.g., GRE in Psychology), CORE 400 integration paper, and documentation of cross cultural experience, practica and internships, and honor's thesis and research if available. The course should be completed if possible during the final year at Spring Arbor University. Graded S/U. (Offered in fall and spring.)

# Reading (RDG)

## Faculty

Kathryn Bell  
Bonita Miller  
Kathleen A. Wilcox

## About the discipline

The objective of the elementary education reading minor offered through the School of Education is to provide students with a solid understanding of the theoretical and practical understanding of teaching reading methods. In addition, the minor will prepare students with the skills to use formative assessments, diagnosis and interventions to inform lesson instruction. The reading minor is based upon research-based practices in the field and will be presented from a Christian liberal arts perspective, with an emphasis on integrating Christian faith into teaching practice. Required courses will address all components of the “Model for Teacher Education” designed to produce teachers with a broad understanding of the field of reading and in-depth skills geared toward practical application for teaching practice.

## Career Opportunities

Students who complete the reading minor may apply for certification with an endorsement in reading (BT) after passing the appropriate Michigan Test for Teacher Certification (MTTC). Individuals with a reading endorsement may teach reading and developmental reading in the regular education classroom, in the grade levels indicated on the teaching certificate; or by meeting the criteria established by the “High Objective Uniform State Standards Evaluation” (HOUSSE).

## Program strengths and emphases

This minor has been designed to provide an understanding of research and evidence-based practices in instructing, assessing, diagnosing, and the remediating of reading skills in students.

The program content and pedagogy prepares teacher candidates with the knowledge and evidence-based teaching skills necessary to help students learn to read. The reading program offers early, continuous

and varied field-based experiences in the teaching of reading that ensure candidates meet content and pedagogical expectations.

This minor emphasizes practical application of skills so that the graduate is prepared to function day-to-day in a regular education setting. The student will have many opportunities to practice and demonstrate these skills as a result of required field experience in a number of the courses.

## Requirements

### The 32-hour *reading minor* requires:

- EDU 350 Teaching Reading & Language Arts (5)
- EDU 360 Integrating Technology in Education (3)
- EDU 376 Children’s Literature (3)
- RDG 340 Emergent and Beginning Literacy (3)
- RDG 356 Culturally Responsive Pedagogy (3)
- RDG 361 Information Literacy (1)
- RDG 377 Young Adult Literature (3)
- RDG 424 Elementary & MS Reading Problems (3)
- RDG 426 Reading Interventions & Remediation (2)
- RDG 428 Teaching Writing for K-8 Teachers (3)
- RDG 439 Issues & Trends in Literacy Education (3)

### Note:

Acceptable ratings in the Professional Dispositions and Skills instrument, as evaluated by the faculty of SOE, may be considered as part of the criteria for recommendation for student teaching in Elementary Education. Students certifying in elementary education with the Reading (BT) Endorsement must pass the Michigan Test for Teacher Certification (MTTC).

**Notes for students certifying to teach:** The reading minor for Elementary Certification requires the completion of Option I. See Education for details.

## Course Descriptions

### **RDG 340 Emergent and Beginning Literacy (3)**

This course will explore the theories and research in emergent literacy and beginning reading, phonics instruction and spelling. Students will compare historical perspectives on language acquisition, beginning reading and writing, and the interrelationship of reading, writing, listening, and various stages of reading and writing, and spelling development, using a wide range of children's literature, poetry, creative dramatics and storytelling. Field experiences observing, interviewing, assessing language needs, and providing targeted strategies for book creation with individual students provide rich opportunities for applications of course content. Also listed as ECE 340. *Prerequisites: EDU 140, Professional Skills lab, and ECE 266.* (Offered spring.)

### **RDG 356 Culturally Responsive Pedagogy (3)**

This course will explore the theories and research in first and second language acquisition and reading, writing, listening, and speaking instruction of children with linguistic, cultural, ethnic, and racial differences. Students design a Family Literacy plan to enhance parent involvement and literacy development of all members of the family. Fieldwork includes interviews with learners at various stages of English language development, including a newly arrived immigrant student. Using information from those interviews, students develop appropriate instructional practices for teaching reading, listening, speaking and writing for the interviewees. Students translate a newsletter into the native speaker's language and have their translation critiqued by a speaker of that language. *Prerequisite: EDU 350.* (Offered in fall.)

### **RDG 361 Information Literacy (1)**

This course addresses specific aspects of information literacy related to the teaching of reading, including engaging elementary school students in media-rich environments while helping them to grasp essential content. Course experiences help teacher candidates select and evaluate computer and web-based materials to develop literacy and then create strategies for elementary students to access and use such materials. Students create three media-enhanced genre selections accessible to elementary students and design an assessment to determine student understanding. TE candidates pilot the works and assessments with an elementary student and report outcomes. *Prerequisite: EDU 360 (may be taken concurrently).* (Offered fall and spring.)

### **RDG 377 Young Adult Literature (3)**

This course provides broad exposure to quality classic, contemporary, and multi-cultural young adult literature

and non-fiction texts. Students consider curricular and pedagogical issues salient to the adoption of multicultural curricula, such as identity, ethnicity, and gender in contemporary text selections. They acquire sensitivity to the linguistic, historical and cultural contexts for texts selected and identification of key issues and reoccurring themes. Various instructional approaches will be explored, including reader response theory, comprehension strategies, and contemporary critical theories. Students will explore and develop strategies to enhance engagement and motivation in cross-curricular reading. Interest inventories and comprehension assessments of middle school readers will provide information to inform the development of a lesson designed to engage and support these readers. Each TE candidate will administer the lesson to a middle school student and report back to the group, who then determine appropriate modifications to the lesson based on data collected. *Prerequisite: EDU 376.* (Offered in spring.)

### **RDG 424 Elementary and Middle School Reading Problems (3)**

For description see EDU 424. *Prerequisites: MBST and grade of 2.00 or better in EDU 350.* (Offered in fall and spring.)

### **RDG 426 Reading Interventions and Remediation (2)**

This course focuses on a wide range of assessment and intervention strategies used for diagnosis and remediation of oral language, reading fluency, reading comprehension, vocabulary knowledge, and spelling difficulties. Students develop a field-based case study of a selected elementary or middle school reader to identify the child's strengths and weaknesses in relation to the various components, and then plan, execute and evaluate the child's response to intervention. The intervention model will be based on a balanced approach of word study, fluency, comprehension, and vocabulary development. The intervention will include independent reading application and home-based connections for promoting the child's own purposes for reading. Students will communicate the results of the response to intervention to the student, parents, and others. *Prerequisite: RDG 424.* (Offered in spring.)

### **RDG 428 Teaching Writing for K-8 Teachers (3)**

Candidates explore research in writing, review the developmental stages of writing, examine writing processes and instructional strategies, and evaluate commercial writing programs. To better understand how writers write, candidates will experience the writing process themselves to create model texts for use with students and to contribute to a classroom anthology. Candidates will analyze samples of student writing

acquired from student pen pals in local elementary classrooms to create focused lessons using their own writing and other mentor texts. *Prerequisites: EDU 350 and RDG 426.* (Offered in fall.)

**RDG 439 Issues and Trends in Literacy Education (3)**

Candidates examine contemporary models for literacy learning and reading. They trace the history and influences on the teaching of reading and reading practices from colonial to contemporary times. In addition, they investigate the research of reading programs in the elementary, middle and secondary levels. They explore the effect of policies at the national, state and local levels on staff and program development, text selection, and interpretation of student assessment for reading and language arts. Field experiences include an interview with a literacy specialist of K-12 school administrator, attendance at school board meeting, professional development meeting, or mock Individual Education Plan (IEP), and investigation of a literacy grant opportunity or current literacy legislative bill. *Prerequisite: EDU 350.* (Offered in spring.)

## Recreation & Leisure Management (REC)

### Faculty

Craig D. Hayward, Chair  
Robbie Bolton, Adjunct  
Larry Brown, Director and Affiliate  
Brad Buter, Adjunct  
Bethany Butterfield, Affiliate  
Matt Carpenter, Adjunct  
Anil Joseph  
Debra Thompson  
Deborah G. Varland

### About the discipline

The department of health, human performance and recreation has developed the *recreation and leisure management* major to prepare individuals interested in entering careers in the ever-growing recreation and leisure industry. The program provides a 54-62 semester hour major, variable depending on the hours of practicum or internship the student selects, and leads to a Bachelor of Arts degree. A 22-semester hour minor is also available and is designed to complement a variety of majors offered through Spring Arbor University.

### Career opportunities

In the short time the *recreation and leisure management* major has been offered, graduates have found employment in a variety of settings, including municipal parks and recreation, commercial recreation, not-for-profit recreation, and campus recreation settings. Students have also pursued graduate degrees in recreation and leisure management upon receiving their B.A. from Spring Arbor University.

### Requirements for admission to the REC program

Students planning to major in Recreation and Leisure Management, must apply to be admitted to the program by the end of the first semester of their sophomore year. Transfer students with higher than sophomore standing or Post-BA students must complete the process by the end of their first semester of attending Spring Arbor University. Program admission forms are available from any

faculty member or the departmental secretary. Admission decisions will be rendered with one of the following three possibilities.

1. Admitted with no provisions.
2. Admitted on probationary status with specific provisions.
3. Denied admittance with specific provisions for reapplying or not.

Below are the criteria used in considering admission for all programs followed by criteria for specific programs.

1. Attend an orientation session and any other required information meetings called by the department.
2. At least one year in advance each student must file with the department a "Plan for Practicum, or Internship" experiences.
3. A minimum of 36 semester hours of coursework completed at SAU with a minimum cumulative grade point average (GPA) of 2.5. This requirement is waived for transfer students having higher than a sophomore standing and all Post-BA students.
4. Complete HPR 151 and 153, plus any other REC courses taken with a minimum cumulative GPA of 2.6 and no grade lower than 2.0 in any of these courses.
5. Demonstrate writing skills necessary to succeed in the curriculum and later in careers in the field, as indicated by written assignments given in departmental courses taken to date.
6. Complete the REC Entry-level Mastery Exam with a score of 80% or greater. The exam will cover expected competencies taken from entry-level coursework, including topics such as intro to HPPR, foundations of physical fitness, recreation theory, recreation leadership, and introduction to recreation.

Once admitted to the program, good standing can be revoked if a student fails to maintain standards implied through the admission to the program process, or is found to have compromised the highest standard of academic honor and integrity as described in the Spring Arbor University Academic Integrity Policy. Students withdrawing from active

# RECREATION & LEISURE MANAGEMENT

enrollment at Spring Arbor University or dismissed due to academic problems must be readmitted to the department upon readmission to the University.

## Requirements

### The 54-62 hour *recreation and leisure management major requires:*

- BUS 325 Principles of Management (3)
- HPR 151 Introduction to Health, Human Performance, and Recreation (3)
- HPR 153 Foundations of Physical Fitness, Health and Wellness (3)
- HPR 178 Aerobic Activities (2)
- HPR 179 Strength & Power Training (2)
- REC 154 Introduction to Recreation & Leisure (2)
- REC 170 Adventure Skills (1) (need 2 hours)
- REC 173 Individual Recreational Sports (2)
- REC 188 Team Recreational Sports (2)
- REC 202 First Aid/CPR/AED Instructor (2)
- REC 224 Recreation & Leisure Leadership (3)
- REC 232 Recreation & Leisure Theory (2)
- REC 322 Parks and Outdoor Recreation Programming (3)
- REC 326 Recreation and Leisure for the Aging and Physically Challenged (3)
- REC 332 Recreation & Leisure Programming (3)
- REC 335 Facilities Planning & Operations for Health, Fitness, Recreation & Sports (3)
- REC 372 Retreat and Camping Ministries (3)
- REC 385 Practicum (4-8) OR  
REC 450 Internship (6-12)
- REC 424 Liability & Risk Management in Recreation & Leisure (3)
- REC 432 Admin & Mgmt of Recreation & Leisure Programs (3)
- REC 480 Senior Seminar (1)

**Note:** The practicum or internship component of the Recreation and Leisure concentration must include a minimum of four semester hours up to a maximum of 12 semester hours toward the 124 semester hours required to graduate. To broaden one's experience a student can split the 12 semester hour maximum and complete both a REC 385 Practicum and a REC 450 Internship. Students must identify their plan for the practicum and/or internship and begin to make plans with their academic advisor at least one year prior to beginning the experience.

Students are required to attend a meeting in the major and minor each semester to enhance their knowledge of the curriculum. Through the courses required in the major, students complete 30-40 hours of volunteer experience.

Since a minor is not required in this program, a number of additional courses are strongly encouraged in order to support and strengthen the student's career preparation. These course selections should be made in consultation with the student's academic advisor and in accord with his/her career plans.

### The 22-hour *recreation and leisure management minor requires:*

- REC 154 Introduction to Recreation & Leisure (2)
- REC 161-165 Adventure Skills (1) (need 2 hours)
- REC 224 Recreation & Leisure Leadership (3)
- REC 232 Recreation & Leisure Theory (2)
- REC 332 Recreation & Leisure Programming (3)
- REC 385 Practicum (3)
- REC 432 Admin & Mgmt of Recreation & Leisure Programs (3)
- REC 480 Senior Seminar (1)

Choose one of the following:

- REC 335 Facilities Planning & Operations for Health, Fitness, Recreation & Sports (3)
- REC 322 Parks and Outdoor Recreation Programming (3)
- REC 326 Recreation & Leisure for the Aging & Physically Challenged (3)
- REC 372 Camping and Retreat Planning (3)
- REC 424 Liability & Risk Mgmt in Recreation & Leisure (3)

**Note:** The *Recreation and Leisure minor* is designed for students with a declared major at Spring Arbor University, but would like to have another emphasis in a specialty area. Majors that this minor could support are Biology, Business, Camping Ministries, Christian Ministries, Health and Exercise Science, Mathematics, Psychology, Social Work and Youth Ministries.

**Notes for general education:** HPR 153 Foundations of Physical Fitness meets the general education requirement of HPR 101 Personal Fitness and Wellness.

# RECREATION & LEISURE MANAGEMENT

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## Course descriptions

### **REC 154 Introduction to Recreation and Leisure (2)**

This introductory course in Recreation and Leisure seeks to introduce and acquaint students with the field. This course will briefly cover the practices, goals, and programs in various Recreation and Leisure agencies. A look at the career perspectives in each agency will be researched. (Offered in spring.)

### **REC 161-165 Adventure Skills (1)**

This series of courses is designed to introduce and acquaint the student with knowledge, skills, and abilities for a variety of adventure skills activities. The primary focus of each course is to allow each student to develop competency levels sufficient to be able to teach, demonstrate, and lead the activity in the recreation and leisure setting. Each course will be one credit hour with a variety of courses offered (see below). Note: Enrollment priority is given to Recreation & Leisure Management majors and minors, and Camping Ministry majors.

### **REC 161 Backpacking and Wilderness Experience (1)**

(Offered in fall and spring.)

### **REC 162 Kayaking (1)**

(Offered in fall.)

### **REC 163 High Ropes (1)**

(Offered in spring of odd academic years.)

### **REC 164 Low Ropes (1)**

(Offered in spring of even academic years.)

### **REC 165 Basic Rock Climbing (1)**

(Offered in fall and spring.)

### **REC 171 Water Safety Instructor (2)**

For description see PED 171. *Prerequisite: HPR 138 or equivalent.* (Limited offering.)

### **REC 173 Individual Recreational Sports (2)**

For description see PED 173. *Prerequisite: HPR 153.* (Offered in spring.)

### **REC 188 Team Recreational Sports (2)**

For description see PED 188. *Prerequisite: HPR 153.* (Offered in fall.)

### **REC 202 First Aid, CPR, and AED Instructor (2)**

For description see PED 202. Also listed as HLT 202. *Prerequisite: HPR 153.* (Offered in interim.)

### **REC 224 Recreation and Leisure Leadership (3)**

This course seeks to present the skills necessary for

recreational and leisure professionals that are seeking a career in the recreation and leisure field. The skills needed to be successful such as organization, managing time, team work, supervision, conflict, and innovation will be addressed. *Prerequisite: Sophomore standing.* (Offered in spring.)

### **REC 232 Recreation and Leisure Theory (2)**

Analyzes the societal foundations underlying the study and practice of recreation today. Emphasis on recreation as an area of professional preparation and service. *Prerequisite: Sophomore standing.* (Offered in fall.)

### **REC 248 Lifeguard Training (2)**

For description see PED 248. *Prerequisite: Appropriate swimming skills.* (Limited offering.)

### **REC 322 Parks and Outdoor Recreation Programming (3)**

This course seeks to introduce, inform and acquaint students about parks and outdoor recreation. Students will examine a variety of factors related to parks and outdoor recreation facilities, including the history of these facilities and how they are funded and maintained. The course will examine how resources allocated to the parks and outdoor recreation system in American affect policies, procedures, and programming of operations. *Prerequisite: Junior status.* (Offered in spring of even academic years.)

### **REC 326 Recreation and Leisure for the Aging and Physically Challenged (3)**

This course seeks to introduce, inform and acquaint students about recreation and leisure services for individuals who are aging and/or are physically challenged. The course will focus on providing recreation and leisure services to individuals with disabilities through a service-centered approach. Areas of the aging process covered will include the social, biological, cognitive and psychological factors relative to the role recreation and leisure plays for aging individuals. *Prerequisite: Junior status.* (Offered in spring of odd academic years.)

### **REC 332 Recreation and Leisure Programming (3)**

This course will introduce and acquaint the student with the basic understanding of designing and delivering of recreation and leisure services with a focus on programming concepts and program management skills.. Emphasis will be given to procedures and techniques that will enable the programmer deliver quality activities. *Prerequisite: Junior Status* (Offered in the fall of odd academic years)

### **REC 335 Facilities Planning and Operations for Health, Fitness, Recreation and Sports (3)**

This course provides the student with the basic understanding of the planning, design, and operations processes in facility development. The course will cover

# RECREATION & LEISURE MANAGEMENT

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an evaluation process required when planning, designing, and constructing facilities and establishing operations procedures for such facilities. *Prerequisite: Junior standing.* (Offered in fall of even academic years.)

## **REC 372 Camping and Retreat Planning (3)**

For description see CMI 372. (Offered in fall of even academic years.)

## **REC 385 Practicum (1-8)**

For description see 385 Practicum under the "Courses for All Disciplines" section.

## **REC 424 Liability and Risk Management in Recreation and Leisure (3)**

This course serves to introduce, inform, and acquaint the student with legal issues related to risk and liability of operating recreation and leisure services. This course will aid the student in understanding how they can protect themselves and their organizations from legal exposure by the identification of legal risks, evaluation of the risks, and the implementation of an action plan to manage risks. *Prerequisite: Junior standing.* (Offered spring of odd academic year.)

## **REC 432 Administration and Management of Recreation and Leisure Programs (3)**

A study of the requisite knowledge and skills for administering and managing institutional, municipal and/or industrial recreation programs. Emphasis is placed on planning, supervising and evaluating programs. *Prerequisite: Junior standing.* (Offered in fall semester of even academic years.)

## **REC 450 Internship (6-12)**

For description see 450 Internship under the "Courses for All Disciplines" section.

## **REC 480 Senior Seminar (1)**

For description see HES 480. *Prerequisite: Senior standing.* (Offered in fall.)

## Religion (REL)

### Faculty

Kenneth W. Brewer  
Richard E. Cornell  
Thomas J. Holsinger-Friesen  
Robert S. Moore-Jumonville  
Elisee Ouoba

### Programs

The Department of Theology contributes courses in biblical literature and philosophy to the university's general education curriculum. In addition, the department offers nine different majors:

#### **Ministry majors**

Camping ministry  
Children's ministry  
Pastoral ministry  
Urban ministry  
Worship ministry  
Youth ministry

#### **Theology majors**

Biblical studies  
Philosophy  
Theological studies

**Note:** Specific information for a particular program may be found under the respective major.

### Course descriptions:

#### **REL 202 Introduction to Christianity (3)**

The various forms of Christian belief, worship and life from New Testament times to the present. The problem of authority and principles of interpretation of the Biblical sources. (Offered in weekend college only.)

#### **REL 212 Old Testament Foundations (3) (for non-departmental majors only)**

A historical and archaeological study of the origins of the Hebrew people, basic social structure, religious ideas and practices and their experiences as recorded in the earliest Hebrew literature. Relevant theological themes as a background for later Hebrew history and Christianity. (Offered in fall, interim and spring.)

#### **REL 218 Survey of the New Testament (3) (for non-departmental majors only)**

This course is a survey of the entire New Testament, focusing on the presentation of Jesus Christ, His life, His message, and His church. The course will examine the New Testament as a collection of 1st century documents of the Early Church, as the revelation of God, and as a source for spiritual formation and ministry. Students will engage with critical approaches to the interpretation of the New Testament and will be challenged to consider how to faithfully embody these texts today. (Offered in fall, interim and spring.)

#### **REL 220 Biblical Interpretation (3)**

This course is an introduction to the interpretation of the Bible as the Church's Scriptures. Students will view biblical interpretation through a variety of ecclesial lenses (encompassing patristic, medieval, Reformation, critical, and post-critical contributions), as they develop initial skills in the inductive study of biblical texts, in the larger process of biblical exegesis, and in the engagement of biblical texts as part of the Church's ongoing theological reflection and practice. (Offered in fall and spring.)

#### **REL 301 Pentateuch (3)**

This course is an exegetical study of the five books of the Pentateuch as part of the Church's Scriptures. Specific emphasis will be given to current critical approaches to these biblical texts, to the development of skills in the interpretation of these texts (especially narrative materials), to the historical and cultural contexts of the Ancient Near East, and to the role of these texts in the Church's ongoing theological reflection. *Prerequisite:* REL 220. (Offered in fall of odd academic years.)

#### **REL 302 Old Testament Historical Books (3)**

This course is an exegetical study of the sequence of biblical writings from Joshua through Esther as part of the Church's Scriptures. Specific emphasis will be given to the development of skills in the interpretation of these predominantly narrative materials, to critical issues that arise from this particular genre, and to the role of these biblical texts in the Church's ongoing theological reflection. *Prerequisite:* REL 220. (Offered in spring of even academic years.)

#### **REL 303 Old Testament Prophets (3)**

This course is an exegetical study of selected books in the OT corpus of major and minor prophets as part of the Church's Scriptures. Specific emphasis will be given to the development of skills in the interpretation of these biblical texts, to critical issues that arise from this particular genre, and to the role of these texts in the Church's ongoing theological reflection and Christian witness. *Prerequisite:* REL 220. (Offered in spring of odd academic years.)

**REL 306 Doctrines of the Christian Faith (3)**

This is an introductory course in basic Christian doctrine. The student will explore the nature, task and sources of theology; the essential doctrines of Christianity, disputed issues within evangelical theology; a major contemporary issue (open view theism); and the theological roots of their own tradition. The students will also become acquainted with major theological figures, terms, traditions and periods of the historic Christian faith. (Offered in fall.)

**REL 314 Old Testament Literature (3)**

A survey of the writings of the Old Testament, focusing on the life and thought of ancient Israel. In addition to surveying the books of the Old Testament, attention will be given to the background in which the Hebrews lived, the development of their concept of "covenant" thought, and the issues that have cultural impact for the Judeo-Christian traditions. (Offered in weekend college only.)

**REL 318 Patristic Theology (3)**

This course explores the seminal contributions of Christian theologians during the first five centuries of the church. In studying select writings that were pivotal for doctrinal formulation in the areas of Christology, Trinitarian theology, ecclesiology, and soteriology, the course will give special emphasis to patristic biblical interpretation. Various exemplars (such as Irenaeus and Augustine) will be critically evaluated in light of our own contemporary ecclesial and cultural contexts and concerns. *Prerequisites: PHI 200 or 210, and REL306 or instructor's permission.* (Offered in spring of even academic years.)

**REL 320 History and Theology of the Reformation Period (3)**

This course seeks to introduce students to the background, the major figures and the significant theological issues of the Reformation period in the 16th century which gave rise to Protestantism. The writings of Martin Luther, John Calvin, and other reformers will be reviewed in some detail. Theological developments will be traced throughout the Lutheran, Calvinist, Radical, English and Counter-Reformation movements. Key theological issues particular to the Reformation period will also be discussed; sola scriptura, justification by grace, the nature of the sacraments, the understanding of the church, etc. *Prerequisite: REL 306 or instructor's permission.* (Offered in fall of odd academic years.)

**REL 322 Introduction to Free Methodism (2)**

The origin, the organization and the doctrines of the Free Methodist Church. The course is open to any student but, is recommended for Free Methodist ministerial students. (Offered in spring.)

**REL 324 Christian Ethics (3)**

A variety of moral issues, both personal and social, explored in the light of basic Biblical themes and attempts by leading Christian thinkers to identify the right, the good and the responsible. Previously offered as REL 214. (Offered spring of odd academic years.)

**REL 325 Religion, Self, and Society (4)**

For description see SOC 325. Also listed as PSY 325. (Offered in fall of even academic years.)

**REL 331 Synoptic Gospels and Acts (3)**

This course is an exegetical study of the synoptic Gospels and Acts as part of the Church's Scriptures. Specific emphasis will be given to current critical approaches to these narrative materials, to the development of skills in the interpretation of these and other narrative texts, and to the role of these texts in the Church's ongoing theological reflection. This course will also address critical issues that arise out of the careful study of these biblical texts, such as the synoptic problem, the historical Jesus, and the relationship of Acts to the Pauline letters. *Prerequisite: REL 220.* (Offered in spring of odd academic years.)

**REL 332 Gospel of John and Revelation (3)**

This course is an exegetical study of the two major texts traditionally included within the category of Johannine literature as part of the Church's Scriptures. Specific emphasis will be given to current critical approaches to these materials, to the development of skills in the interpretation of these texts, and to the role of these texts in the Church's ongoing theological reflection. This course will also address critical issues that arise out of the careful study of these biblical texts, such as authorship questions, the unique nature of the Johannine Gospel as compared to the synoptic Gospels, and the interpretive issues regarding the book of Revelation. *Prerequisite: REL 220.* (Offered in fall of even academic years.)

**REL 333 Pauline Letters (3)**

This course is an exegetical study of selected letters of the Pauline corpus as part of the Church's Scriptures. Specific emphasis will be given to current critical approaches to these letters, to the development of skills in the interpretation of these and other letters, and to the role of these texts in the Church's ongoing theological reflection. This course will also address critical issues that arise out of the careful study of these biblical texts, such as authorship questions, influences on the life of Paul, and the relationship of these letters to the materials in Acts. *Prerequisite: REL 220.* (Offered in spring of even academic years.)

# RELIGION

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## **REL 342 Hebrew History and Geography (3-4)**

Normally a travel seminar to Israel during interim, includes archaeology. When taught on campus, a study of the historical books of the Old Testament and inter-testament Jewish history. Also listed as GEO 342 and HIS 342. (Limited Offering.)

## **REL 343 History of Christianity (3)**

The era of the apostolic fathers, the councils, the church-state issues, scholasticism, the Reformation, and major leaders and movements of the modern era, including pietism, emergence of new theological patterns, social movements, the missionary movement, etc. Also listed as HIS 343. (Offered in fall.)

## **REL 346 History of Christianity in America (3)**

The origin and growth of Christianity in the United States from colonial times to the present. Also listed as HIS 346. (Offered in spring.)

## **REL 394 World Religions (3)**

Survey of the theories of the origin of religion. Comparative study of the history of the development and teachings of the leading religions of the modern world. Also listed as PHI 394. *Prerequisite: PHI 200 or 210.* (Offered in fall of even academic years.)

## **REL 404 Theology in Psalms and Wisdom Literature (3)**

This course involves the exegetical study of texts from the Psalms, Job, Proverbs, Ecclesiastes, and Song of Songs for the primary purpose of assessing the canonical role and theological contributions of these materials within the life of the Church. Consideration will be given to the perspectives on reality which these materials offer, as well as to attendant implications for Christian doctrine, ethics, and spiritual formation. *Prerequisite: REL 220.* (Offered in fall of even academic years.)

## **REL 410 Theological Praxis and the Essentials of Ministry (3)**

This course integrates theological reflection with the practical matters of leading and serving in ministry. It will explore such practical ministry issues as the call to ministry and ordination, the pastoral office, worship leading, preaching and teaching, administration, pastoral care, and compassionate ministries. Attention will be given to why and how the minister baptizes, celebrates the Eucharist, officiates at weddings and funerals, among other ministry practices. The example of Jesus and the Classic Tradition will serve as models for ministry in the 21st century. *Prerequisite: Senior standing.* (Offered in fall and spring.)

## **REL 420 Sources, Norms, and Methods of Theology (3)**

This course explores the sources, norms, and methods used in theological reflection. The authority, role, and relationship of Scripture, tradition, reason, and experience (the so-called "Wesleyan Quadrilateral") are central to the investigations of the course. Attention will also be given to the nature, function, and dynamics of Christian doctrine within the church. *Prerequisite: REL306 or instructor's permission.* (Offered in fall of even academic years.)

## **REL 434 Theology in Romans (3)**

This course is an exegetical study of the theological argument of the Pauline letter to the Romans. Considerable attention will be given to the major theological themes and their role of those themes in the rhetorical schema of the letter. Specific emphasis will be given to current critical approaches to this particular letter, to critical issues that arise in the contemporary study of the letter, to the development of skills in the interpretation of the letter, and to the role of this letter in the Church's theological reflection, both past and present. *Prerequisite: REL 220.* (Offered in fall of odd academic years.)

## **REL 470 Development of Wesleyan Thought (3)**

Explores Wesley's roots in the Reformation, Wesley's cultural and intellectual heritage, Wesley's theology and the development of Wesleyan thought from Wesley to the present day. *Prerequisite: REL 306 or instructor's permission.* (Offered in spring of odd academic years.)

## **REL 483 Seminar in Religion (3)**

An in-depth study of particular problems in religion. Topic will vary, including apologetics, 20th Century theology, etc. *Prerequisite: 12 hours religion credit.* (Limited Offering.)

## **REL 490 Religion Honors Project (3-6)**

An opportunity for a student to do a significant project of scholarly productivity and/or research in religion. Prerequisites: Senior status and 3.5 GPA in the major.

## Social Studies (SST)

### Faculty

The social studies major and minor draws faculty from Economics, Geography, History, Politics, Psychology and Sociology.

### About the discipline

The field of social studies has as its purpose the study of humans as individuals and as part of the social order. Society's problems are multi-dimensional and have roots far in the past. The aim of the social studies group major is to give the student a well-rounded outlook on life beyond one's own area of specialty.

### Requirements

#### The 36-hour social studies major (non-teaching) requires:

20 hours from one of the following disciplines:

Economics  
 Geography  
 History  
 Politics  
 Psychology  
 Sociology

A concentration of 8 hours from a discipline not used above.

A second concentration of 8 hours from a discipline not used above.

**Note:** A minimum of nine hours of upper division work is required for this major.

#### The 36-hour social studies group major (elementary certification) requires:

ECN 101 Introduction to Economics (3)  
 ECN 201 Principles of Economics (3)  
  
 GEO 221 Introduction to Geography (3)  
 CPS 206 Geographic Information Systems (4)  
 HIS 121 History of Civilization I (4)  
 HIS 141 United States to 1877 (3)  
 HIS 361 Michigan History (3)

POL 213 American National Government (3 )  
 One additional Politics course (3)

Electives from ECN, GEO, HIS or POL to total 36 hours.

**Note:** A minimum of nine hours of upper division work is required for this major.

#### The 39-hour social studies group major (secondary certification) requires:

CPS 206 Geographic Information Systems (4)  
  
 ECN 101 Introduction to Economics (3)  
 ECN 201 Principles of Economics (3)  
  
 GEO 221 Introduction to Geography (3)  
  
 HIS 121 History of Civilization I (4)  
 HIS 122 History of Civilization II (4)  
 HIS 141 United States to 1877 (3)  
 HIS 142 United States Since 1877 (3)  
 HIS 361 Michigan History (3)

POL 213 American National Government (3 )  
 POL 311 Comparative Government (3)

One upper-level elective from ECN, GEO, HIS or POL to total 39 hours.

**Note:** A minimum of nine hours of upper division work is required for this major.

#### The 51-hour social studies comprehensive major - secondary certification (minor not required) requires:

CPS 206 Geographic Information Systems (4)  
  
 ECN 101 Introduction to Economics (3)  
 ECN 201 Principles of Economics (3)  
  
 GEO 221 Introduction to Geography (3)  
  
 HIS 121 History of Civilization I (4)  
 HIS 122 History of Civilization II (4)  
 HIS 141 United States to 1877 (3)  
 HIS 142 United States Since 1877 (3)  
 HIS 361 Michigan History (3)  
 HIS 480 Philosophy of History (3) OR  
 HIS 422 Social Change & Historical Devel (3)

# SOCIAL STUDIES

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POL 213 American National Government (3 )  
POL 311 Comparative Government (3)  
One additional Politics course (3)

Choose one from the following:

HIS 307 Colonial America 1492-1760 (3)  
HIS 308 The American Revolution (3)  
HIS 309 Civil War & Reconstruction (3)  
HIS 310 Twentieth Century America (3)  
HIS 313 America in the 1960s (3)  
HIS 340 Women in American History (3)  
HIS 368 Diplomatic History (3)

Choose one from the following:

HIS 301 Early Modern Europe (3)  
HIS 302 Nineteenth Century Europe (3)  
HIS 303 Twentieth Century Europe (3)  
HIS 305 The Renaissance & Reformation (3)

Choose one from the following:

HIS 304 Geography & Hist of Russia & the Newly  
Independent States (3)  
HIS 331 China, India, and Japan (3)  
HIS 332 Africa (3)  
HIS 333 Latin America (3)  
HIS 334 The Middle East (3)  
HIS 337 Chinese Civilization & Culture (3)

Required participation in model U.N. or model  
Arab League.

**Note:** A minimum of nine hours of upper division  
work is required for this major.

**Notes for students certifying to teach:**

The social studies elementary major for Elementary  
Certification requires the completion of Option I.  
See Education for details.

## Course description

### SST 200 Human Society: Learning in the Social Studies (3)

This course explores the ways in which social studies  
disciplines systematically approach the interaction of  
human beings within the social forms they have created.  
Using concepts and techniques common to history,  
geography, politics and economics, the course helps  
students to grasp and to communicate the fundamental  
dynamics of human society. Emphasis in the course is  
on practical exercises in understanding structures and  
processes, organizing and analyzing data and drawing  
conclusions that will enlarge the students' skills as  
classroom communicators and as critical participants in  
today's world. *Prerequisite: Sophomore standing and must  
be certifying to teach elementary.* (Offered online in fall  
and spring.)

## Social Work (SWK)

### Faculty

Bonnie Holiday, Chair and Director  
Peter Lauber, Director, GPS  
Randy Baxter  
Emily Dixon  
Nathan Foster  
Cindy Livingston  
Cynthia Reynolds  
Nich Pollak, Affiliate  
Marie Pulver, Affiliate

### Mission

The social work program of Spring Arbor University is dedicated to helping students build upon and integrate their liberal arts foundation with the knowledge and skills of the social work profession, and to apply social work and Christian values to ethical social work practice. We are also dedicated to preparing competent generalist social workers who are sensitive to and appreciative of diversity, committed to social and economic justice, and prepared to empower individuals, families, groups, organizations and communities.

### About the discipline

The discipline of social work involves using a planned problem-solving process to help individuals improve relationships and resolve problems. A distinction of this profession is a focus on how individuals and their environment interact which gives social workers a wide variety of options for intervention.

Social workers are especially interested in helping those people who are most at risk due to social and economic injustices and discrimination. Social workers with a bachelor of social work (BSW) are prepared to work with a wide variety of client populations in a wide variety of settings. A BSW from an accredited program also makes you eligible for admission into advanced standing master of social work (MSW) programs, which prepares you for specialized practice, including individual, family and group psychotherapy.

### Career opportunities

A bachelor of social work will prepare you to work in settings such as the following:

- Nursing homes
- Hospices
- Hospitals
- Substance abuse programs
- Mental health/Mental retardation/developmental disabilities services
- Churches and church related agencies
- Community action agencies
- Family service agencies
- Child welfare
- Aging services
- Residential treatment programs
- Domestic violence programs
- Homeless shelters
- Criminal justice agencies
- Schools (elementary and secondary)

### Program strengths and emphases

The social work program at Spring Arbor University is accredited by the Council on Social Work Education. A major strength of our program is a faculty dedicated to mentoring, nurturing and supporting students as they develop academically, spiritually and professionally. Students take classes in sequence that allows them to build supporting and caring relationships with each other. The curriculum focuses on a balance between theory and skill development in small classes that provides ample opportunity for active participation.

Our faculty have extensive practice experience in social work and create learning experiences that reflect actual agency experiences. The curriculum also provides direct experience working in the social work field through a junior level exploratory and senior level internship. Students majoring in social work are encouraged to explore how their Christian beliefs can be integrated with the knowledge, skills and values of the profession as they prepare for their professional career.

# SOCIAL WORK

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## Requirements

### The 43-hour *social work major* requires:

- SWK 281 Introduction to Social Work (3)
- SWK 305 Human Behavior in the Social Environment (3)
- SWK 311 Racial and Ethnic Relations (3)
- SWK 335 Interviewing (3)
- SWK 340 Practice with Individuals and Families (3)
- SWK 351 Statistics for the Behavioral Sciences (3)
- SWK 352 Research Design (4)
- SWK 442 Social Welfare Policies (3)
- SWK 446 Practice with Groups (3)
- SWK 447 Practice with Communities and Organizations (3)
- SWK 450 Internship (10)
- SWK 480 Senior Seminar (2)

### Required support courses:

- BIO 100 Principles of Biology OR
- PSY 403 Physiological Psychology (4)  
(with permission)
- ECN 101 Introduction to Economics (3) OR
- ECN 201 Principles of Economics (3) OR
- ECN 202 Principles of Economics (3)
- POL 213 American National Govt (3) OR
- POL 214 State and Local Government (3)
- PSY 100 Introduction to Psychology (4)
- SOC 101 Introduction to Sociology (4)
- Note: SWK 285 Exploratory Experience is highly recommended.

**Note:** Social work majors also completing a sociology or psychology minor can count SWK 351 and 352 toward both major and minor.

## Acceptance to the major

Application to the major is required before junior level practice courses are taken. Freshmen, sophomores and transfer students can declare their intent to major in social work and will be assigned to a social work advisor who will help them prepare for admission to the major. Application to the major takes place after completion of SWK 281 Introduction to Social Work. Transfer students who have completed the equivalent of SWK 281 at another accredited program may provisionally take one semester of junior-level courses while they apply to and are accepted into the program.

## Criteria for acceptance to the social work major

1. Completion of 40 credits of general education and liberal arts requirements.
2. Cumulative grade point average of 2.50.
3. Successful completion of SWK 281 (B- or better).
4. Timely submission of application materials for admission to the social work major. These materials can be obtained from and returned to the program director.
5. Personal interview with social work faculty.

**Note:** The decision as to whether all requirements are adequately met for admission to the social work major will be made by the social work faculty.

The social work major requires 18 credits of support courses and 43 major credits in a sequence. Because the curriculum has been developed to build on previous learning, deviations from this sequence will be allowed only in extreme circumstances, and require approval from your social work advisor. No life-learning credit will be granted for social work course credit.

**Notes for general education:** The following courses required for the major also meet liberal arts requirements:

- ECN 101, PSY 100 or SOC 101 meets one social science requirement.
- BIO 100 or PSY 403 meets the laboratory science requirement.
- SWK 351 meets the math requirement.

## Course descriptions:

### **SWK 242 Death, Grief and Loss (3)**

For course description see SOC 242. Also listed as PSY 242. (Offered in spring of odd academic year.)

### **SWK 246 Substance Abuse and Society (3)**

For course description see SOC 246. Also listed as PSY 246. (Offered in spring of odd academic years.)

### **SWK 250 Marriage and Family (3)**

For course description see SOC 250. (Offered in fall and spring.)

## **SWK 281 Introduction to Social Work (3)**

An introduction to the field of social work. Knowledge will be gained of various practice settings, the history of social work, and the purposes and values that guide social work practice with individuals, groups, organizations, communities and social welfare. Case studies, guest speakers and videos are used to introduce the social issues and vulnerable populations that social work is concerned with. You will be encouraged to assess your potential as a social worker through self-reflection and course assignments. *Prerequisite: Sophomore status.* (Offered in fall.)

## **SWK 305 Human Behavior in the Social Environment (3)**

An overview of normal biological, psychological and social development of individuals from a life-span and family life-cycle perspective. An emphasis on how the interaction of the individual, culture, race, gender and the social environment affect human behavior using social systems theory. Issues of gender and other current social problems associated with the family life-cycle will be addressed. This course provides the theoretical foundation for social work practice with individuals, families, groups, organizations and communities. Additional theory of group and community behavior will be provided in SWK 446 and 447. *For SWK majors: Co-requisite: SWK 281. Prerequisites: BIO 100, PSY 100, SOC 101.* Also listed as SOC 305. (Offered in fall and online in spring.)

## **SWK 307 Child Welfare (3)**

Course is designed for students who would like to work with children and families in any type of setting. Content includes concepts, policies, and practices in the broad field of family and child services. Students will gain knowledge of the traditional child welfare services, as well as current "concentrations" or "specializations" that are more broadly defined as "services to families, children, and youth." The objective is to prepare students to be aware of policies and services that impact children and families and to be aware of services available for children and families who are experiencing problems. (Offered in fall.)

## **SWK 308 Adulthood and Aging (3)**

Course explores human development from age 40 through death. Research on developmental issues such as the changing family, work and retirement, faith, leisure, biological changes, and health will be explored. Developmental tasks and personality characteristics that lead to successful aging will be discussed. Social policies that impact on the ability to meet personal needs will also be analyzed. Of special interest will be the exploration of how the Baby Boomers are and will be changing our definitions of aging. (Offered fall of odd academic years.)

## **SWK 311 Racial and Ethnic Relations (3)**

For description see SOC 311. (Offered in fall and online.)

## **SWK 322 Volunteer Administration: Managing the Work of an Unpaid Work Team (2)**

This course explores the complex nature of volunteerism using a multidisciplinary approach. Students explore theoretical concepts from sociology, social work, business, history, communications, theology, motivation, and education as they engage in an exploration of what constitutes volunteer administration. Interactive exercises explore such topics as who is volunteering in the U.S. today, the impact of age on volunteer behavior, the history of formalized volunteering, the influence of religion on voluntary behavior, and more. There is also a review of the elements essential to the effective organization and management of a successful volunteer program. (Offered online in spring.)

## **SWK 335 Interviewing (3)**

An introduction to the researched-based theory and techniques of interviewing for the helping relationship. This is a pre-practice course that will teach interviewing skills necessary for effective practice with individuals, families, groups, organizations and communities. Role playing will be used to practice skills within the classroom setting as well as interview assignments outside the classroom. *Prerequisite: SWK 305, or permission.* *Concurrent with SWK 340.* (Offered in spring.)

## **SWK 340 Practice with Individuals and Families (3)**

Course covers theoretical foundations of generalist social work practice with individuals and families. Theories of Human Behavior and Social Environment (HBSE) will be applied to practice of assessment, goal-setting, intervention, termination and practice evaluation. Special attention given to intervention with diverse and vulnerable populations. Case materials and role-playing will be used. Problem solving process is learned that will also be applied to practice with groups, organizations and communities. *Prerequisite: SWK 305.* *Concurrent with SWK 335.* (Offered in spring.)

## **SWK 351 Statistics for the Behavioral Sciences (3)**

Descriptive statistics (measures of central tendency and dispersion, graphical representation of data), inferential statistics (binomial and normal distributions, central limit theorem, standard tests of significance), and special statistical techniques (analysis of variance, linear regression, chi square test). Students have found it helpful to take SWK 351 and 352 concurrently. Also listed as POL 351 and PSY 351. (Offered fall and spring.)

# SOCIAL WORK

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## **SWK 352 Research Design (4)**

Basic theory of research design is used to design a proposal for doing program outcome evaluation, needs assessment, and single subject research. Primarily covers design and analysis of quantitative research with introduction to qualitative research methods. Students use Micro Case to understand how statistics are used to report research results. Course material will also prepare students for reading and using professional research articles. Students have found it helpful to take SWK 351 and 352 concurrently. *Prerequisite: SWK 351 or concurrent.* (Offered in fall and spring.)

## **SWK 360 Gender Roles in Society (3)**

For description see SOC 360. (Offered in spring of even academic years)

## **SWK 370 Special Topics (1-3)**

The Social Work Program offers courses on campus, weekend college, or online, that cover topics that are of special interest to social workers or those new to the field of social work. Please contact social work faculty for information on course scheduling and topics. (Limited offering.)

## **SWK 380 Carol Lee Seminar (1)**

The Carol Lee Seminar is a day-long meeting (usually a Saturday) that focuses on some aspect of death, grief and loss utilizing the expertise of a guest speaker. Independent reading and writing will also be required allowing the student to further explore an aspect of death, grief or loss. Also listed as PSY 380. (Offered in spring of even years.)

## **SWK 382 International Human Rights (3)**

See SOC 382 for course description. Also listed as HIS 382. (Offered in spring of even years.)

## **SWK 442 Social Welfare Policies (3)**

Provides a review of the historical development and philosophical basis of social work's response to those in need and of social welfare policy. Will also examine the current welfare system with the purpose to enable students to develop beginning practice skills in the construction, analysis and implementation of social welfare policy at local, state and national levels. This course will prepare students to effectively utilize social policy as a generalist social worker. *Prerequisites: SWK 281, POL 213 or 214, ECN 101.* (Offered in spring.)

## **SWK 446 Practice with Groups (3)**

Theories of group behavior and the impact of group participation on human behavior are covered with emphasis on how these theories can be used in applying the problem-solving methods for treatment and task groups. Systems theory is used to understand how the

social work profession makes use of groups to accomplish individual, family, organizational and/or community goals. Content on issues of diversity within and between various groups in our society. Content covers group dynamics, group development, group decision-making, use of self within group dynamics, group leadership skills and evaluation of group practice. Students practice group dynamics in the classroom through role-play. *Prerequisites: SWK 335 and SWK 340.* (Offered in fall.)

## **SWK 447 Practice with Communities and Organizations (3)**

This course builds on theory of human behavior in the social environment gained in SWK 305 and SWK 446 by providing additional theory of community and organizational behavior. The primary focus is on a macro-perspective involving work with and in the community. The course is designed to teach students how social work uses knowledge and skills in organizing and planning to change or reform social conditions and to achieve better organization and coordination of community systems for meeting human needs. Students integrate their knowledge of theory and practice by developing and implementing a group project in the community. *Prerequisites: SWK 305, SWK 335, SWK 340. Concurrent with SWK 446.* (Offered in fall.)

## **SWK 450 Internship (10)**

Participation in a social service program in a community agency, under the educational direction of social work professionals and university faculty. Students advance their knowledge of the profession and refine their generalist practice skills. The internship will involve 400 hours that can be split between interim and spring semesters. Graded S/U. *Prerequisites: Admission to the SWK major and successful completion of the field practice application process. Concurrent with SWK 480.*

## **SWK 480 Internship Seminar (2)**

Designed to integrate the concepts, knowledge and values learned in previous course work with agency experience. This capstone course provides opportunities for students to share learning experiences from agency placement and to demonstrate their competencies through a series of integration assignments. *Prerequisite: Admission to the SWK major. Taken concurrently with SWK 450.* (Offered in spring.)

## **SWK 484 Spirituality, Faith and Justice (3)**

See SOC 484 for description. Also listed as POL 484. (Offered in fall.)

# Sociology (SOC)

## Faculty

John Hawthorne, Chair  
 Lloyd Chia  
 Jeremy S. Norwood  
 David Carlson  
 Paul J. Nemecek

## About the discipline

Sociology courses at Spring Arbor University provide students with an understanding of social order, social conflict and social change. Significant social issues are confronted by integrating sociological principles and theories with Christian faith. Students majoring in sociology will develop skills in social analysis and intervention that are applicable to families and small groups as well as complex organizations and communities.

At least 18 of the 30 credits in the major are upper-division courses. It is highly recommended that a sociology major consider spending a semester in one of the following locations: 1) Council for Christian Colleges and Universities: Washington, D.C. or Costa Rica; 2) SAU's Guatemala Semester; 3) Chicago: Chicago Semester; or 4) Voice of Calvary: Jackson, Mississippi. If a sociology major takes one of these semester programs, six elective sociology credits can be earned and will be applied to the major.

## Career opportunities

The sociology major is designed to provide a solid foundation for graduate studies in sociology. Students planning to enter social work, teaching, business, communications, law and Christian ministry could also benefit greatly from a major or minor in sociology.

## Program strengths and emphases

The department of sociology offers two programs leading to the baccalaureate degrees in sociology. The traditional sociology major is recommended for students planning to pursue graduate studies in sociology. This program provides a solid liberal arts foundation in social issues and social theory that can also be useful for students interested in public service, law, ministry and many other fields where a

traditional liberal arts degree is valued. For students with specific interests in social change, the Clinical Sociology major is recommended. This program is designed to prepare the undergraduate student for a career in planned change, as it relates to social systems.

Concentrations in specific areas will allow the student to develop specialized skills and practical experience that will make the student better prepared for critical participation in the affairs of the contemporary world. Concentrations are available in social justice, community development, and international change and development. Concentrations in specific areas will allow the student to develop specialized skills and practical experience that will make the student better prepared to function as an effective agent of change in the contemporary world.

## Requirements

### The 36-hour *sociology major* requires:

- SOC 100 Modern Social Problems (3)
- SOC 101 Introduction to Sociology (4)
- SOC 210 Careers in Sociology and Global Studies (1)
- SOC 311 Racial and Ethnic Relations (3)
- SOC 327 Social Stratification (3)
- SOC 351 Statistics (3)
- SOC 352 Research Design (4)
- SOC 452 Sociological Theory (3)
- SOC 480 Senior Seminar (1)
- SOC 481 Senior Seminar (1)
- SOC 484 Spirituality, Faith & Justice (3)

Additional Sociology courses to total 36 hours

### The 20-hour *sociology minor* requires:

- SOC 100 Modern Social Problems (3)
- SOC 101 Introduction to Sociology (4)
- SOC 311 Racial and Ethnic Relations (3)
- SOC 327 Social Stratification (3)
- SOC 452 Sociological Theory (3)

Upper-division electives to total 20 hours

# SOCIOLOGY

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## The 42-48-hour *clinical sociology major* requires:

- SOC 100 Modern Social Problems (3)
- SOC 101 Introduction to Sociology (4)
- SOC 210 Careers in Sociology and Global Studies (1)
- SOC 311 Racial and Ethnic Relations (3)
- SOC 351 Statistics (3)
- SOC 352 Research Design (4)
- SOC 450 Internship in Clinical Sociology (7-12)
- SOC 452 Sociological Theory (3)
- SOC 480 Senior Seminar I (1)
- SOC 481 Senior Seminar II (1)
- SOC 484 Spirituality, Faith and Justice (3)

## Choose one of the following three concentrations:

### Social Justice

- SOC 327 Social Stratification (3)
- SOC 360 Gender Roles in Society (3)

### Choose two of the following:

- CRJ 301 Criminological Theory (3)
- SOC 422 Cultural Change (3)
- SWK 442 Social Welfare Policies (3)
- SWK 446 Practice with Groups (3)

**Note:** Students in the social justice track are encouraged to consider the Washington semester through the Council for Christian Colleges and Universities or a semester experience through the Chicago Semester as a means of obtaining a significant internship experience. This track is appropriate for students interested in work in corrections (e.g., parole and probation), community organization, political advocacy and entry-level government jobs (e.g., the Fair Housing Commission, social services, etc.).

### Community Development

- SWK 447 Practice with Communities and Organizations (3)
- SOC 300 Urban Sociology (3)
- SOC 327 Social Stratification (3)

### Choose one of the following:

- CMI 320 Urban Ministry (3)
- ECN 202 Principles of Microeconomics (3)
- SOC 422 Social Change & Historical Dev (3)

**Note:** This *community development* track is appropriate for students interested in community organization and planned change in urban settings. Students interested in the Christian Community Development (CCD) movement are especially encouraged to consider this option. Students in this track are also strongly encouraged to consider a semester experience through the Chicago Semester, Voice of Calvary Ministries or the Washington semester of the Council for Christian Colleges and Universities.

### International Change and Development

- SOC 282 Intro to International Development (3)
- SOC 314 Cultural Anthropology (3)
- SOC 422 Social Change and Historical Dev (3)

### Choose one of the following:

- GEO 302 Europe and the Former Soviet Union (3)
- GEO 331 China, India, and Japan (3)
- GEO 332 Africa (3)
- GEO 333 Latin America (3)
- GEO 337 Chinese Civilization and Culture (3)

### Choose one of the following:

- COM 368 Cross Cultural Communication (3)
- POL 312 International Relations (3)

**Note:** The *international change and development* track is appropriate for students interested in careers in missions, foreign service and international development. Students in this track will be required to do their internship through a semester abroad experience. Current programs where this would be possible include: SAU's Guatemala Semester, Council for Christian Colleges and Universities programs in Middle East Studies, Latin America, Russia, and China.

**Special notes on the internship:** The internship would ideally take place in the second semester of the senior year. In special cases, the internship may be taken in the junior year. However, the student must have completed SOC 100 Modern Social Problems, SOC 101 Introduction to Sociology and the required courses in the concentration before doing the internship. The internship must involve 360-480 hours of actual practice in clinical sociology in the student's designated concentration.

**Notes for general education:** The courses that are required for the major also meet the following liberal arts requirements: SOC 101 meets a social science requirement, SOC 351 meets the math requirement.

## Course descriptions:

### **SOC 100 Modern Social Problems (3)**

A study of problems such as poverty, racism, sexism, the rich and powerful, possible solutions to social problems and secular and Christian theories. (Offered in fall and spring.)

### **SOC 101 Introduction to Sociology (4)**

Introduction to the concepts, theories and methods of analyzing society, culture, social institutions, organizations, groups, classes, races and ethnic groups. Required for the major. (Offered in fall, interim, and spring.)

### **SOC 201 Crime, Corrections and Criminal Justice (3)**

For description see CRJ 201. (Offered online.)

### **SOC 210 Careers in Sociology and Global Studies (1)**

A seminar course introducing students to career options in the fields of sociology and global studies. Students will have an opportunity to explore what is involved in the various fields of sociology: community organizing, conducting research leading to social change through policy making, preparing for graduate school to pursue a career in teaching or research, as well as other available opportunities based on student need. Students will also have the opportunity to explore various fields incorporated in global studies: international development, diplomacy, missions work, teaching English abroad, preparing for graduate school, as well as other available opportunities based on student need. This course is open to students of any major who might be considering a career related to sociology and/ or global studies. (Offered in fall.)

### **SOC 242 Death, Grief and Loss (3)**

Grief and loss as experienced in various human settings: nursing homes, hospitals, and private homes, or through death or divorce, examined from different viewpoints, (e.g., doctor, chaplain, emergency room nurse, the bereaved, etc.). Also listed as PSY 242 and SWK 242. (Offered in spring of odd academic years.)

### **SOC 246 Substance Abuse and Society (3)**

Addresses the issues of alcohol and drug abuse in contemporary society from a historical perspective and provides students with information that they can use to bring a Christian solution to the problem of substance abuse in their lives and the lives of those they meet personally and professionally. Also listed as PSY 246 and SWK 246. (Offered in spring of odd academic years.)

### **SOC 250 Marriage and Family (3)**

A study of the institution of marriage and the family with special emphasis on the changes in their structures and family roles. The family is traced through the life-cycle and is analyzed in its interaction with social class, ethnic, race and other variations. Discussions include issues of intimacy, communication and conflict that face contemporary families. Also listed as SWK 250. (Offered in fall and spring.)

### **SOC 282 Introduction to International Development (3)**

This course will serve as an introduction to the history of international development, to the realities of contemporary life in the world's low income countries, and to competing theoretical perspectives on development and social change. The course addresses cultural, social, political, religious, economic, and environmental elements of people's lives in the developing world. It also surveys and critiques such dominant perspectives on development as modernization, dependency, world systems, globalization, and sustainable development. (Offered in fall of odd academic years.)

### **SOC 300 Urban Sociology (3)**

An introduction to theories of urbanization, urban development and urban change. This course is historical and international in emphasis, with special emphasis on contemporary issues and theories of urban society in the United States. Topics covered will include: public housing, crime and urbanization, ethnic transition and community development (Offered in fall of even academic years.)

### **SOC 301 Criminological Theory (3)**

For description see CRJ 301. (Offered in fall; online.)

## **SOC 310 Organization Theory (3)**

The study of formal organizations (such as prisons, corporations, hospitals and universities) in modern society. The work of classical and contemporary theorists will provide a theoretical framework for understanding empirical research findings. Students will learn to use the open systems model as a framework for organizational diagnosis. Also listed as BUS 310. (Offered in fall of even academic years.)

## **SOC 311 Racial and Ethnic Relations (3)**

The cultures and experiences of minority ethnic groups in the United States, and the impact of prejudice, discrimination and racism on these minority groups and on white society. Also listed as SWK 311. (Offered in fall.)

## **SOC 314 Cultural Anthropology (3)**

Cross cultural sociological and anthropological perspectives on human behavior and social institutions. The course examines social and cultural similarities and differences among human populations. (Offered in spring.)

## **SOC 325 Religion, Self, and Society (4)**

This course will explore research and issues encountered in the scientific study of religion. Religious beliefs, attitudes, practices and institutions will be studied from a multi-disciplinary perspective that draws primarily on psychology, sociology and anthropology. Also listed as PSY 325 and REL 325. (Offered in fall of even academic years.)

## **SOC 327 Social Stratification (3)**

The study of social stratification in societies. Issues of social class, social status and social power will be addressed from historical and cross cultural perspectives. Students will be encouraged to confront a variety of theories for the purpose of evaluating their fit with Christian faith. (Offered in spring.)

## **SOC 351 Statistics (3)**

This is an introductory course for using the MICROCASE computer statistical software curriculum. Topics include measures of central tendency and dispersion and graphical representation of data. Other topics include inferential statistical theory and hypothesis testing for statistical significance. Bivariate and multivariate measures of statistical relationship include chi-square, nominal and ordinal measures of association, correlation and regression, analysis of variance, and multiple correlation and regression techniques. Factor analysis of covariance are briefly introduced. (Offered in fall.)

## **SOC 352 Research Design (4)**

An overview of the major research methodologies in the behavioral sciences, especially intended for psychology,

sociology, social work and political science majors. The course includes an introduction to conceptualization and measurement, operationalization, construction of indexes, scales, and typologies and sampling techniques. Diversity issues and research ethics will also be addressed. Students learn the basic methods for experiments, survey research, field research, program evaluation and case studies.

The course centers around a required original research project using APA Publication Manual guidelines. The MICROCASE computer statistical software curriculum is used for various assignments and analysis of data for the final project. *Prerequisite:* SOC 351. (Offered in spring.)

## **SOC 354 Social Psychology (3)**

For description, see PSY 354. *Prerequisite:* PSY 100. (Offered in spring.)

## **SOC 356 Popular Culture (3)**

For description, see COM 356. (Offered in spring.)

## **SOC 360 Gender Roles in Society (3)**

Will explore how gender and gender roles impact on participation in major social institutions such as family, church, work, politics and education. Impact of gender role socialization across the life-span will be explored. Also listed as SWK 360. (Offered in spring of even academic years.)

## **SOC 371 Organizational Behavior (3)**

For description see PSY 371. Also listed as BUS 371. (Offered in fall of odd academic years.)

## **SOC 382 International Human Rights (3)**

The study of which rights, freedoms, and protections are essential to humanity on a global scale. This course will discuss and explore the holistic Biblical concept of justice and how it is or is not present in countries around the world. Problems dealing with the unequal distribution of wealth, power, and natural resources will be discussed in the context of international organizations, nations, and people groups. International organizations, multilateral and bilateral treaties, and country reports/histories will be studied. Some of the conflicts which will be analyzed include the Congo, Nazi Germany, Cambodia, Bosnia, Kosovo, Rwanda, Chechnya, and the Sudan, among others. Human rights issues discussed include sex trafficking, forced prostitution, bonded slavery, domestic/sexual abuse, the HIV/AIDS crisis, genocide, ethnic cleansing, systematic rape, as well as other problems that exist. Students will be encouraged to expand their perspective outside of their immediate surroundings and to embrace a more global perspective. This class will focus not on profit, conquest, or expansion, but the sanctity of the human life. Also listed as HIS 382 and SWK 382. (Offered in spring of even years.)

## **SOC 422 Social Change & Historical Development (3)**

Explores socio-cultural change in both international and domestic contexts and in historical and contemporary eras. Topics include globalization and development, and religious and ideological change. Ethical issues involving change will also be discussed. Also listed as HIS 422 and POL 422. *Prerequisite: Junior or senior status.* (Offered in the spring of odd academic years.)

## **SOC 450 Internship in Clinical Sociology (7-12)**

The internship would ideally take place in the second semester of the senior year. In special cases, the internship may be taken in the junior year. However, the student must have completed SOC 100, 101 and the required courses in the concentration before doing the internship. The internship must involve 360-480 hours of actual practice in clinical sociology in the student's designated concentration. Graded S/U.

## **SOC 452 Sociological Theory (3)**

This course will briefly explore the socio-historical contexts and events that gave rise to the development of sociology as an academic discipline based on the scientific method. Next, this course examines and critically analyzes selected ideas of key sociologists from the classical era (e.g., Marx, Durkheim, Weber, Comte, Simmel, Cooley and Mead). Finally, this course will examine contemporary theory and the various paradigms that are influential in sociological theory today. *Prerequisite: SOC 101 and permission.* (Offered in spring.)

## **SOC 480 Senior Seminar I (1)**

This is the first of a two-course sequence. Serves as a capstone course during each semester of the senior year. Covers advanced studies in selected sociological, criminological, and global topics. Course design relates the concepts in these disciplines to contemporary, historical, technological, and societal issues. Lectures, current journal readings, library research, student presentations and discussion will aid in further developing inquiry techniques and critical thinking skills. Students will also be encouraged to prepare graduate school/ job/internship applications in order to prepare them for graduation. *Prerequisite: SOC 311, 327, 352.* (Offered in fall.)

## **SOC 481 Senior Seminar II (1)**

This is the second of a two-course sequence. Serves as a capstone course during each semester of the senior year. Covers advanced studies in selected sociological, criminological, and global topics. Course design relates the concepts in these disciplines to contemporary, historical, technological, and societal issues. Lectures, current journal readings, library research, student presentations and discussion will aid in further developing

inquiry techniques and critical thinking skills. Students will also be encouraged to prepare graduate school/ job/internship applications in order to prepare them for graduation. *Prerequisite: SOC 480.* (Offered in spring.)

## **SOC 484 Spirituality, Faith and Justice (3)**

A capstone course focused on the integration of Christian faith, principles of spiritual formation and basic principles of social analysis and planned change. Special emphasis will be placed on the implications of the Christian faith for an understanding of social justice, as well as the implications of sociological thought for praxis and planned change. Also listed as POL 484 and SWK 484. (Offered in fall.)

## Spanish (SPA)

### Faculty

Catherine L. Crater, Chair

### About the discipline

The continuing study of a language develops ability to comprehend and interpret the literature, civilization and culture of the country or countries in which the language is spoken. Language study is basic to cross cultural understanding and sensitivity. Language study aids in understanding multiculturalism and diversity. It is traditionally and historically a part of a liberal arts education.

### Career opportunities

Facility in language is useful for a variety of business, academic and professional careers, such as elementary and secondary teaching, international business, finance and trade, social services, medicine and emergency services, Christian service and mission work. Language study is recommended for students planning to pursue graduate or advanced professional studies. Many graduate programs require foreign language study.

### Program strengths and emphases

Language study is designed to emphasize a cross cultural approach to learning. Class sizes are small, and paired or small group activities are frequently used in order to give students many opportunities for oral practice and performance in class sessions. Elementary and intermediate courses make use of audio and video programs that focus on lifestyles and cultures, as well as communication skills development. Computer learning software and online workbook and laboratory activities are integrated into courses for independent student use in developing listening and speaking skills.

### Requirements

#### Spanish Major

The spanish major requires 30 credit hours of the language at the 300-level or above. The student must complete a minimum 12 consecutive weeks of study in an approved language program in a country in which that language is commonly spoken. Twelve to 16 credit hours of language study will be completed during the semester study abroad.

#### Spanish Minor

The spanish minor requires 24 credit hours of language study at the 300-level or above, a minimum of four credit hours to be obtained in an approved program in a country in which that language is commonly spoken. Four credit hours abroad may be earned during a three-week interim, May or summer term.

**Note:** A Spanish major or minor may fulfill the CCS requirement by living with an indigenous host family and successfully completing an approved contemporary culture course. Credit for COR 274/275 may also be obtained by successfully completing the preparation and objectives for an honors individualized CCS option.

**Note:** Students considering a major or minor in language, who have had previous instruction or in-depth exposure to the language before enrolling in university-level classes, should take the CLEP exam. Credit earned through the CLEP exam will apply toward graduation. Successful completion of the intermediate level of language study or the equivalent earned by CLEP is a prerequisite to enrollment in any 300-level advanced classes.

When developing a graduation plan, students should keep in mind that the elementary and intermediate level classes do not count as credit toward a major or a minor.

**Notes for general education:** Language study at the level of 102 or higher satisfies the liberal arts requirement for humanities. Language study at the level of 102 or higher may also be used as an alternative to CORE 200.

**Notes for students certifying to teach:** The Spanish major or minor for elementary certification requires completion of Option II. All students desiring a Spanish major or minor for elementary or secondary teacher certification must take EDU 346 Teaching World Languages. See Education for details.

### Course descriptions:

#### SPA 101, 102 Elementary Spanish (3, 3)

Two semester-sequential courses offering training in the elements of grammar and pronunciation with emphases on the development of speaking, listening, reading and writing skills taught in a cross-cultural context designed to promote awareness and appreciation of Hispanic cultures. (SPA 101 offered in fall, SPA 102 offered in spring.)

#### SPA 201 Intermediate Spanish (3)

Review and thorough studies of grammar and communication skills with extensive practice in conversation, reading and composition taught in a cross-cultural context designed to promote awareness and appreciation of Hispanic cultures. (Offered in fall.)

#### SPA 306 Introduction to Spanish Literature and Culture (3)

This entry-level advanced course focuses on curriculum that will prepare students for the other advanced courses in their major or minor - especially advanced reading and critical writing skills (like grammatical forms that only appear in more difficult texts and are often not stressed in typical Intermediate courses) and more scholarly presentation skills while introducing techniques for analysis and critique within cultural and literary contexts. (Offered in spring.)

**Note:** Most advanced courses are offered in a 3-year cycle. SPA 306 or equivalent is prerequisite to other 300-level classes.

#### SPA 321 Advanced Spanish (3)

Advanced grammar and composition practice including expository writing based on research and analysis. (Offered in spring 2013.)

#### SPA 322 Conversation and Phonetics (3)

Intensive practice in speaking Spanish, with oral presentations, discussions and listening assignments. Includes a linguistic study of Spanish, with emphasis on phonetics. (Offered in fall 2012.)

#### SPA 323 Civilization and Culture of Spain (3)

A study of the history, culture and geography of Spain with emphasis on major political, philosophical, social and artistic movements. (Offered in fall 2011.)

#### SPA 324 Latin American Civilization and Culture (3)

A study of the history, culture and geography of Mexico, Central and South America with emphasis on major political, philosophical, social and artistic movements. (Offered in fall 2013.)

#### SPA 325 Survey of Literature of Spain (3)

A study of selected literary works from the Middle Ages to the 20th Century. (Offered in spring 2012.)

#### SPA 326 Survey of Latin American Literature (3)

A study of selected literary works from Mexico, Central America and South America from pre-Colombian period through the 20th Century. (Offered in spring 2014.)

#### SPA 410 Seminar in Literature (2-3)

A study of a particular period or genre of literature written in Spanish. May be repeated for credit. (Limited Offering.)

## Special Education: Learning Disabilities (SED)

### Faculty

Donna M. Bergman  
Joel D. Ottenbreit

### About the discipline

The objective of the special education L.D. major offered through the School of Education, is to provide students with a solid understanding of diagnostic and teaching methods with which to meet the curriculum and classroom management needs of students with learning disabilities. In addition, the major will prepare students with the skills to communicate those needs to colleagues and parents.

For the Spring Arbor University special education L.D. graduate, best practice in the field will be presented from a liberal arts perspective and will include an emphasis on integrating Christian faith into teaching practice. The courses will address all areas of the “Model for Teacher Education” designed to produce teachers with both a broad understanding of the field and in-depth skills geared toward practical application for daily teaching practice.

### Career opportunities

This major prepares the student to apply for certification with an endorsement in special education L.D. This certification, along with the completed elementary or secondary education program, allows the student to teach in both the regular education classroom and in the learning disabilities classroom K-12. Students with this background would also be prepared to work in sales or consultation for publishers who specialize in books and tests for students with special needs.

The special education L.D. academic major is also available as a Learning Disabilities Endorsement for those already holding a Michigan elementary or secondary teaching certificate.

### Program strengths and emphases

This major has been designed to provide an understanding of best practice in diagnosing and addressing the skill deficits of students with learning disabilities. Understanding the law and the role of the L.D. teacher as a child advocate will also be addressed. An assistive/adaptive technology course and a course in communication skills unique to students with learning disabilities are cutting-edge courses in the program. This major emphasizes practical application of skills so that the graduate is prepared to function on a day-to-day basis in a special education setting. The student will have many opportunities to practice and demonstrate these skills as a result of required field experiences in a number of the courses.

### Requirements

#### The 31-hour *special education major* requires:

- SED 200 Introduction to Special Education (3)
- SED 269 Human Development for the Special Education Student (1)
- SED 300 Curriculum Design for L.D. (3)
- SED 305 Classroom Management for L.D. (3)
- SED 340 Special Education Rules, Procedures & Law for People with Disabilities (3)
- SED 360 Technology for Special Education (3)
- SED 420 Elementary Special Education Methods (3)
- SED 421 Secondary Special Education Methods (3)
- SED 422 Communication Skills (3)
- SED 423 Assessment of L.D. (3)
- SED 426 Consultation Models for L.D. (3)

**Note:** Those seeking an endorsement in Special Education: LD on their Michigan elementary or secondary certificate must successfully complete student teaching in Special Education: LD and Seminar in Teaching Special Education.

- SED 430 Seminar in Teaching Spec Ed: L.D. (1)
- SED 450 Mentored Experience in Teaching Special Education L.D. (5,6 or 9)

In addition, acceptable ratings in Professional Behaviors and Dispositions and Pedagogical Knowledge, Skills and Dispositions as evaluated by the faculty of the special education L.D. major

# SPECIAL EDUCATION: LEARNING DISABILITIES

may be considered as part of the criteria for recommendation for student teaching in special education. Students certifying in Elementary Education with the K-12 Learning Disabilities Endorsement must pass the Elementary Education MTTC and the Learning Disabled MTTC. Students certifying in Secondary Education with the K-12 Learning Disabilities Endorsement must pass the Learning Disabled MTTC and the MTTC in the student's minor area. In addition, the secondary student must pass the Elementary Education MTTC to meet the Highly Qualified definition for No Child Left Behind.

## Notes for students certifying to teach:

The Special Education: Learning Disabilities major is available for elementary and secondary teacher certification. Students certifying to teach Special Education at the elementary level, must complete Option II. See Education for details.

Due to the number of student teaching weeks required for those who are seeking initial elementary certification with the special education L.D. major, a student should not plan on taking an interim class just prior to spring student teaching. To successfully complete the required weeks, spring student teaching must begin in early January.

Passing the Learning Disabilities MTTC is required. This test should be taken near the end of the student's coursework in the L.D. program.

## Course descriptions:

### SED 200 Introduction to Special Education (3)

This course focuses on the student with exceptional needs: knowledge of disabling conditions, educational implications, legal considerations and procedures for identification and placement of students with disabilities, due process and privacy requirements, history and philosophical background of special education and the instructional strategies applied in educational settings. *Prerequisite: Sophomore standing.* (Offered in fall and spring.)

### SED 269 Human Development for the Special Education Student (1)

This course complements and extends EDU 262 with special emphasis on the exceptional development of special education students. Common mental, emotional, neurological, environmental, and physiological conditions that affect learning will be explored. *Prerequisite: EDU 262. May be taken concurrently.* (Offered in fall and spring.)

### SED 300 Curriculum Design for L.D. (3)

A study of a variety of curriculum designs and strategies for the student's learning disabilities. Topics will include: preplanning, principles of curriculum decision making, effective schools research, and participatory strategies for the curriculum instruction, exemplary curriculum practices, and the process of change. Emphasis will be on skill building that will enhance educational institutions, educators and educating students and learning. *Prerequisites: MBST, SED 200.* (Offered in fall.)

### SED 305 Classroom Management for L.D. (3)

This course is designed to provide students with a practical foundation in the principles of individual and group management structures. The course will enable students to not only understand basic behavioral management concepts but also demonstrate their ability to develop, implement and incorporate appropriate behavioral management techniques. The maintenance of appropriate academic and social behaviors in the special education classroom will be emphasized, as well as the development of strategies in the areas of prevention, assessment, identification and intervention. A variety of instructional formats will be used in this course including; lecture and demonstration, small group discussion, student presentations and video presentations. *Prerequisites: MBST, SED 200.* (Offered in spring.)

### SED 340 Special Education Rules, Procedures and Law for People With Disabilities (3)

This course will focus on the history of special education laws, each law's intent and the working state and federal laws. Special emphasis will be placed in IDEA and the evolution of the Reauthorization of IDEA 2004. The student will also be able to effectively communicate the needs and rights of persons with disabilities. Institutional and administrative factors that facilitate or impede delivery of services will be studied. The student will develop an understanding of the roles and organizational structures of regular and special education and the part they play in providing total service for the student. *Prerequisites: MBST, SED 200.* (Offered in spring.)

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## **SED 344 Disability Life Issues (3)**

This course provides the student with opportunities to relate disabilities to their profession and explore the unique aspects to their field. Some of the common issues identified are communication, developmental differences, universal design, transition, and workplace challenges. Note: This course is for the Special Needs Population minor. It does not count in the Special Education: L.D. major. *Prerequisite: SED 200 and 340.* (Limited offering.)

## **SED 360 Technology for Special Education (3)**

This course provides an understanding of how adaptive technology may be used to enhance the education of students with disabilities. It teaches a framework for assessing special needs students' abilities, environment, required tasks and assistive tools. Students will investigate high-tech, low-tech and no-tech responses to a variety of students' special needs. *Prerequisites: MBST, SED 200, SED 269 (or EDU 263) and SED 300.* (Offered in spring.)

## **SED 385 Practicum with Special Needs Population (2)**

This course provides the student with opportunity to work with special needs population in significant new learning situations related to the student's major field. Students will be expected to apply the knowledge gained in their major and minor fields to design authentic participation in their profession. The student will have 80 work hours at professional placement. The student will have a work supervisor and an academic supervisor. Graded "S/U". Note: This course is for the Special Needs Population minor. It does not count in the Special Education: L.D. major. *Prerequisite: A minimum of 18 earned hours, including SED 344.*

## **SED 420 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: MBST, SED 423.* (Offered in fall.)

## **SED 421 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 middle school and secondary level. This course will also provide skills in making adaptations and modifications in lesson plans and tests. *Prerequisites: MBST, SED 423.* (Offered in spring.)

## **SED 422 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 student with learning disabilities in the area of language and additional information will be provided on resources the teacher can utilize to become a more effective teacher. *Prerequisites: MBST, SED 200, SED 269 and junior standing.* (Offered in fall.)

## **SED 423 Assessment of L.D. (3)**

This course provides instruction in appropriate procedures for the assessment and reporting of the 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: MBST, SED 200.* (Offered in fall.)

## **SED 426 Consultation Models for L.D. (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. *Prerequisite: MBST.* (Offered online.)

## **SED 430 Seminar in Teaching Special Education L.D. (1)**

Seminar will focus on topics specific to the special education field. Those student teachers who are candidates for the special education L.D. endorsement will meet as a group during their special education student teaching placement period. Taken concurrently with SED 450. *Prerequisite: Completion of all SED course work.* (Offered in fall and spring.)

## **SED 450 Mentored Experience in Teaching Special Education L.D.**

Provides observation and management of the classroom and learning activities of special education pupils. The student assumes increasing responsibility for directing the

# SPECIAL EDUCATION: LEARNING DISABILITIES

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classroom. Graded "S/U". In addition to the elementary or secondary student teaching experience in a regular classroom, there will be a required 8-10 weeks of student teaching in a special education classroom. *Prerequisites: Satisfactory completion of all required EDU courses, SED courses and the pre-student teaching experience.* To be taken concurrently with SED 430. (Offered in fall and spring.) (See note under requirements section.)

## **SED 452 Directed Teaching II**

An additional experience in mentored teaching for those who need further experience in development of classroom techniques. *Prerequisite: SED 450.* (Offered in fall and spring.)

## Special Needs Population (SNP)

### Faculty

Donna M. Bergman  
Joel D. Ottenbreit

### Career opportunities

A non-teaching minor in special needs population offers students an opportunity to explore the issues of disabilities and enhance their ability to serve that population in their chosen major.

### Program strengths and emphases

The coursework emphasizes serving the special needs population. The purpose is to give students the opportunity to develop an understanding of major disabilities and successful strategies for accommodating this population. The studies address the legal, emotional, behavioral, and cognitive needs of this population. This is an overview program and is not intended to approach specialized training in specific fields of service such as Music Therapy, Art Therapy, Adaptive Physical Education, or such specialized fields.

### Requirements

**The 20-hour *special needs population minor* requires:**

- SED 200 Introduction to Special Education (3)
- SED 305 Classroom Management (3)
- SED 340 Special Education Rules, Laws, and Procedures (3)
- SED 344 Disability Life Issues (3)
- SED 360 Technology for Special Education (3)
- SED 385 Practicum with Special Needs Population (2)
- SED 426 Consultation Models (3)

### Course descriptions

See course descriptions under Special Education.

# Speech (SPE)

## Faculty

Paul Patton, Chair  
 Mary Albert Darling, Coordinator  
 Jen Letherer  
 Wallis C. Metts Jr.  
 Dorie Morgan-Shelby  
 Becky Veydt, Affiliate  
 Robert H. Woods Jr.

## Mission

Our mission is to prepare credible, creative Christian professionals for a world where the mastery of communication skills and technologies is essential. We accomplish our mission by helping students produce, publish and perform original work that is both ethical and effective.



## About the discipline

Our bachelor of arts in speech prepares credible, convincing public speakers who are authentic and ethical. And with a minor in business, political science or another area you care about, you will have something to say and be able to say it well. Here is a major that opens lots of doors, providing a highly sought after basic — but uncommon — skill.

## Career opportunities

The study of communication will help you develop useful skills in such fields as ministry, mass media, theatre, business, government, and social services.

Our program is particularly appropriate for positions involving public relations, broadcasting, corporate communication, public information management, employee communication, training and development, and print journalism.

## Program strengths and emphases

The study of communication at Spring Arbor University is a hands-on experience, with a foundation in classical and Christian perspectives. All students complete a core sequence that promotes a thoughtful and ethical understanding of communication principles and best practices.

Throughout the program you will apply these principles. We offer extracurricular opportunities in writing, acting, broadcasting, designing, producing and researching in addition to practical hands-on experiences in the classroom. Each year students win awards in state and national competitions and engage in meaningful internships.

**NOTE: The major and minor for speech and theater education are pending Michigan Department of Education (MDE) approval.**

## Requirements

**Note:** Speech majors are also required to complete a minor. Suggestions include psychology, literature, ministry, political science, broadcasting, video and film, advertising and public relations or professional writing.

## The 46-hour *speech major* requires:

- COM 100 Introduction to Communication (3)
- COM 102 Introduction to Mass Media (3)
- COM 110 Communication Technology (3)
- COM 200 Communication Theory and Research (4)
- COM 212 Rhetoric (4)
- COM 356 Popular Culture (3)
- COM 385 Practicum (4) OR
- COM 387 Agency Experience (4)
- COM 480 Senior Seminar (2)
- SPE 115 Voice and Diction (2)
- SPE 242 Story Telling (2)
- SPE 265 Acting Techniques (4)
- SPE 340 Forensics and Debate (3) and
- SPE 285 Exploratory Experience (1-4)

# SPEECH

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- SPE 342 Oral Interpretation (3)  
SPE 404 Persuasive Speaking (3)

Electives to total 46 hours:

- APR 311 Corporate Communication (3)  
COM 368 Intercultural Communication (3)  
DRA 353 Performance Ministry (3)  
SPE 285 Exploratory Experience (1-4)  
SPE 370 Special Topics (1-3)

Required support course:

- SOC 351 Statistics (3)

## **A 31-hour *speech and theater education major* requires:**

- COM 100 Introduction to Communication (3)  
COM 200 Communication Theory and Research (4)  
COM 212 Rhetoric (4)  
DRA 265 Acting Techniques (4)  
DRA 285 Exploratory Experience (1)  
DRA 345 Stagecraft (4)  
DRA 365 Stage Directing (3)  
SPE 115 Voice and Diction (2)  
SPE 342 Oral Interpretation (3)  
SPE 404 Persuasive Speaking (3)

## **A 21-hour *speech minor* requires:**

- COM 100 Introduction to Communication (3)  
COM 212 Rhetoric (4)  
Speech courses to total 21 hours

## **The 20-hour *speech and theater education minor* requires:**

- COM 100 Introduction to Communication (3)  
COM 212 Rhetoric (4)  
DRA 265 Acting Techniques (4)  
DRA 285 Exploratory Experience (1)  
DRA 365 Stage Directing (3)  
SPE 115 Voice and Diction (2)  
SPE 342 Oral Interpretation (3)

**Notes for general education:** COM 212 Rhetoric (4) fulfills the general education speech requirement.

**Notes for students certifying to teach:** Extra-curricular requirements for speech and theater majors and minors are required. See the Communication department for details. The speech and theater education major and minor are available for secondary certification only. See Education for details.

## **Course descriptions:**

### **SPE 100 Oral Communication (2) (Non-majors only)**

Focuses on interpersonal, small group, mass and public communication. Activities include informal and formal speaking. (Offered in fall, interim and spring.)

### **SPE 115 Voice and Diction (2)**

Study and application of sounds for improved vocal quality and clear enunciation in everyday and public speaking. (Offered in spring of even academic years.)

### **SPE 212 Fundamentals of Speech (3) (Communication Majors take COM 212)**

Theory, organization, preparation and practice of speechmaking. Required speeches: storytelling, inspirational, informative, persuasive and symposium-panel-forum. (Offered in fall.)

### **SPE 242 Story Telling (2)**

Study and application of the history, theory, practice, and ethics of storytelling. Main focus is on developing storytelling skills and understanding narrative paradigms. Assignments include study and performance of personal and others' stories, as well as attending the Jackson Storyfest. Also listed as ENG 242. (Offered in spring of odd academic years.)

### **SPE 265 Acting Techniques (4)**

For description see DRA 265. (Offered in fall and spring.)

### **SPE 285 Exploratory Experience (1-4)**

See Courses for all Disciplines for description.

### **SPE 323 Advanced Public Speaking (3)**

Study, preparation, delivery and criticism of various forms of public address. Speechmaking required. *Prerequisite:* SPE 212. (Offered at off-campus sites only.)

### **SPE 340 Forensics and Debate (3)**

Competitive public speaking and/or argumentation. Experience in creating, building, and competitive oral presentations. Note: Students must register for SPE 285 Exploratory Experience the subsequent semester. May

not be a graduating senior when taking this course.

*Prerequisites: SPE 100, 212 or COM 212.* May be repeated once. (Offered each spring.)

### **SPE 342 Oral Interpretation (3)**

Analysis, practice and oral reading of prose, poetry, and other forms of written word. Preparing and presenting a program of literature required. Also listed as ENG 342.

*Prerequisite: ENG 112.* (Offered in spring of odd academic years.)

### **SPE 345 Stagecraft (4)**

Basic stagecraft covers the practical aspects of lighting, set and sound design including terminology, tools, techniques of building a production and theatrical lighting. Includes theory as well as practical hands-on experience with hand and power tools. *Prerequisite: DRA 265 or permission.*

Also listed as DRA 345. (Offered in interim of even academic years.)

### **SPE 365 Stage Directing (3)**

For description see DRA 365. (Offered in spring of odd academic years.)

### **SPE 370 Special Topics (1-3)**

Selected topics for students wishing to develop specialized competencies in public speaking. (Limited offering.)

### **SPE 404 Persuasive Speaking (3)**

The theory and practice of persuasive messages. Focus is on the application of theory to ethical and effective persuasive presentations. *Prerequisites: SPE 100, 212 or COM 212.* Also listed as APR 404. (Offered in spring.)

## Theological Studies

### Faculty

Kenneth W. Brewer  
Thomas J. Holsinger-Friesen  
Robert Moore-Jumonville

### About the discipline

The theological studies program at Spring Arbor University focuses on the history and contemporary practices of theological reflection, with particular attention on the role of the Bible as the church's Scriptures. Thus, the curriculum includes courses on particular periods of Christian thought, biblical literature, and contemporary Christian theology. In keeping with the academic values of the University, the theological studies major provides a solid academic foundation for graduate or seminary studies.

### Career opportunities

Students completing this major will find themselves prepared to go on to seminary or other graduate education, for specific kinds of Christian ministry or for university teaching. Students seeking to enter a career in ministry immediately after college should consider one of the six ministry majors offered by the Department of Theology.

### Program strengths and emphases

This program prepares students by the development of skills in theological methods that engage the church's Scriptures and that consider the history of Christian thought and practice. This holistic approach to theology gives the student an adequate understanding in theological studies for further graduate studies.

All programs in the Department of Theology offer a unique blend of solid academics and spiritual formation, seen most readily in a central theological curriculum that all these programs share. This curriculum includes courses in the four areas that make up what is commonly known as the Wesleyan Quadrilateral: Scripture, tradition, reason, and experience.

### Requirements

The 63-65 hour *theological studies major* requires:

#### COMMON THEOLOGICAL CURRICULUM

##### *Scripture (12 hours)*

REL 220 Biblical Interpretation (3)

##### One of the following:

REL 301 Pentateuch (3)

REL 302 Old Testament Historical Books (3)

REL 303 Old Testament Prophets (3)

REL 404 Theology in Psalms and Wisdom Lit (3)

(Any of these four courses will replace REL 212 in the liberal arts requirements)

##### One of the following:

REL 331 Synoptic Gospels and Acts (3)

REL 332 Gospel of John and Revelation (3)

REL 333 Pauline Letters (3)

REL 434 Theology in Romans (3)

(Any of these four courses will replace REL 218 in the liberal arts requirements)

One additional Bible course from the above (3)

##### *Tradition (6 hours)*

REL 306 Doctrines of the Christian Faith (3)

REL 343 History of Christianity (3) OR

REL 346 History of Christianity in America (3)

##### *Reason (6 hours)*

PHI 200 Introduction to Philosophy (3) OR

PHI 210 Survey of Worldviews (3)

REL 324 Christian Ethics (3) OR

PHI 314 Contemporary Moral Issues (3)

##### *Experience (6 hours)*

CMI 361 Spiritual Formation (3)

REL 410 Theological Praxis and the Essentials of Ministry (3)

#### THEOLOGICAL STUDIES

GRE 231 Elementary New Testament Greek I (4)

GRE 232 Elementary New Testament Greek II (4)  
OR

HEB 331 Elementary Biblical Hebrew I (3)

HEB 332 Elementary Biblical Hebrew II (3)

# THEOLOGICAL STUDIES

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- PHI 311 History of Philosophy (Ancient and Medieval) (3)
- PHI 321 History of Philosophy (Modern and Contemporary) (3)
- PHI 381 Philosophy of Religion (3) OR  
REL 394 World Religions (3)
- REL 318 Patristic Theology (3)
- REL 320 History and Theology of the Reformation Period (3)
- REL 404 Theology in Psalms and Wisdom Literature (3) OR  
REL 434 Theology in Romans (3)
- REL 420 Sources and Norms of Theology (3)
- REL 470 Development of Wesleyan Theology (3)
- REL 483 Seminar in Religion (3) OR  
PHI 483 Seminar in Philosophy (3)

**The 21-hour *theological studies minor* requires:**

- REL 220 Biblical Interpretation (3)  
Upper-level course in Bible (3)
- REL 306 Doctrines of the Christian Faith (3)
- REL 343 History of Christianity (3) OR  
REL 346 History of Christianity in America (3)
- PHI 381 Philosophy of Religion (3) OR  
REL 394 World Religions (3)

Two of the following:

- REL 318 Patristic Theology (3)
- REL 320 History and Theology of the Reformation Period (3)
- REL 420 Sources and Norms of Theology (3)
- REL 470 Development of Wesleyan Theology (3)

**Notes for general education:** The following courses required for the Theological Studies major also fulfill requirements for general education: one Old Testament Biblical Literature course, one New Testament Biblical Literature course, PHI 200 Introduction to Philosophy or PHI 210 Survey of Worldviews, and CMI 361 Spiritual Formation.

**Course descriptions:**

See courses descriptions under Biblical Languages, Christian Ministries, Philosophy and Religion.

## Urban Ministry

### Faculty

Kenneth W. Brewer  
Brian S. Kono

### About the discipline

The urban ministry program combines both theological and interdisciplinary courses to prepare the student for the vast opportunities for ministry in urban and cross cultural settings. The focus of this major is on the preparation of the student rather than on the development of specific ministry skills, so that the student may be faithful in the call to serve and share the Christian gospel creatively. Thus, this program seeks to develop both a wholesome theological understanding and an understanding of the significant issues in overcoming social and cultural obstacles.

### Career opportunities

The urban ministry major is for students who anticipate a career in Christian ministry in urban and cross cultural settings. Such ministry opportunities may be found within local churches, in para-church organizations, and in a variety of Christian social service organizations. For some ministries and organizations, additional education or study in a second area may be required. In most cases, the church, organization, or agency through which an individual will minister will determine the level of education required—some churches/agencies may require seminary preparation.

### Program strengths and emphases

The urban ministry program combines the strengths of the religion faculty and the faculty in other areas of the university, particularly those disciplines that contribute to the University's urban studies program. Thus, this interdisciplinary program brings together the subjects and disciplines that will come to bear on the student's future ministry practices, giving the individual the background by which to serve in creative and effective ways. The student is required to do vocational exploration in missions or cross cultural ministry as well as a formal internship after the completion of most coursework.

All ministry programs in the Department of Theology offer a creative blend of solid academics, practical ministry training and application, and spiritual formation. Included in all department programs is a central theological curriculum, which provides an essential foundation for all forms of Christian ministry. This curriculum includes courses in the four areas that make up what is commonly known as the Wesleyan Quadrilateral: Scripture, tradition, reason and experience.

### Requirements

**The 78-83-hour *urban ministry major* requires:**

#### COMMON THEOLOGICAL CURRICULUM

##### *Scripture (12 hours)*

REL 220 Biblical Interpretation (3)

##### One of the following:

REL 301 Pentateuch (3)

REL 302 Old Testament Historical Books (3)

REL 303 Old Testament Prophets (3)

REL 404 Theology in Psalms and Wisdom Lit (3)

(Any of these four courses will replace REL 218 in the liberal arts requirements)

##### One of the following:

REL 331 Synoptic Gospels and Acts (3)

REL 332 Gospel of John and Revelation (3)

REL 333 Pauline Letters (3)

REL 434 Theology in Romans (3)

(Any of these four courses will replace REL 212 in the liberal arts requirements)

One additional Bible course from the above (3)

##### *Tradition (6 hours)*

REL 306 Doctrines of the Christian Faith (3)

REL 343 History of Christianity (3) OR

REL 346 History of Christianity in America (3)

##### *Reason (6 hours)*

PHI 200 Introduction to Philosophy (3) OR

PHI 210 Survey of Worldviews (3)

REL 324 Christian Ethics (3) OR

PHI 314 Contemporary Moral Issues (3)

*Experience (6 hours)*

- CMI 361 Spiritual Formation (3)
- REL 410 Theological Praxis and the Essentials of Ministry (3)

*URBAN MINISTRY*

- CMI 210 Philosophy of Ministry (3)
- CMI 227 Exploring Ministry (2)
- CMI 285 Exploratory Experience (2)
- CMI 310 Communication in Ministry (3)
- CMI 320 Urban Ministries (3)
- CMI 422 Counseling in Ministry (3)
- CMI 450 Internship (4-8)
- REL 394 World Religions (3)

Three courses from the following:

- SOC 100 Modern Social Problems (3)
- SOC 300 Urban Sociology (3)
- SOC 303 Crime and Delinquency (4)
- SOC 311 Racial and Ethnic Relations (4)

Three courses from the following:

- PSY 305 Abnormal Psychology (3)
- PSY 354 Social Psychology (3)
- SOC 310 Organizational Theory (3)
- SOC 484 Spirituality, Faith and Justice (3)
- SPA 102 Elementary Spanish (3)
- SPA 201 Intermediate Spanish (3)

Elective courses in Sociology, Psychology, or Foreign Language (6)

Support courses:

- PSY 100 Introduction to Psychology (4)

**Notes for general education:** The following courses required for the Urban Ministry major also fulfill requirements for general education: one Old Testament Biblical Literature course, one New Testament Biblical Literature course, PHI 200 Introduction to Philosophy or PHI 210 Survey of Worldviews and CMI 361 Spiritual Formation.

**Course descriptions:**

For course descriptions see Christian Ministry, Philosophy, Religion, Psychology, Social Work and Sociology.

## Urban Studies

### Faculty

The Urban Studies minor draws faculty from Christian Ministries, Psychology, Social Work, Sociology and World Languages.

### About the discipline

The urban studies minor is intended to prepare the University graduate for effective service in a variety of occupations in urban settings. In a world where the majority of the population lives in cities, it is increasingly urgent for students to be well-prepared for urban service. The urban studies minor can be added to any of several majors such as sociology, psychology, theology or Christian ministries.

### Career opportunities

The Urban Studies minor provides practical experience and theoretical background for anyone planning to live or work in an urban setting. Students anticipating careers in urban ministry, social services, criminal justice, community development, community organizing, or urban planning should consider including the urban studies minor as part of their program.

### Program strengths and emphases

One of the strengths of the Urban Studies minor is the academic background and professional experience of the faculty. Faculty involved in the program have experience in urban ministry, community development, and community organizing. The curriculum is interdisciplinary and includes experiential components including a field trip to Chicago and community analysis projects conducted by the students. The program has a strong emphasis on developing skills for personal and social interventions.

### Requirements

The 24-hour urban studies minor requires the following courses:

#### *Urban Studies*

Choose three from the following:

- SWK 442 Social Welfare Policies (3)
- SOC 300 Urban Sociology (3)
- SOC 311 Racial and Ethnic Relations (3)
- SOC 327 Social Stratification (3)

#### *Intervention Skills*

Choose three from the following:

- CMI 320 Urban Ministry (3)
- PSY 235 Interviewing (3)
- PSY 422 Methods and Procedures of Counseling (3)
- SWK 340 Practice with Individuals and Families (3)
- SWK 446 Practice with Groups (3)
- SWK 447 Practice with Communities and Organizations (3)

Courses to total 24 hours may be selected from above and from the following:

- PSY 246 Substance Abuse and Society (3)
- PSY 305 Abnormal Psychology (3)
- PSY 354 Social Psychology (3)
- PSY/SOC/SWK 385 Practicum
- SOC 310 Organizational Theory (3)
- SOC 484 Spirituality, Faith and Justice (3)
- SPA 102 or 201 or 306 Elementary, Intermediate or Lit & Culture (3)

Required support courses:

- PSY 100 Introduction to Psychology (4)
- SOC 100 Modern Social Problems (3)

### Course descriptions:

For course descriptions see Christian Ministries, Psychology, Social Work, Sociology and Spanish.

## Video and Film (VID)

### Faculty

Paul Patton, Chair  
 Mary Albert Darling  
 Jen Letherer  
 Wallis C. Metts Jr.  
 Dorie Morgan-Shelby, Coordinator  
 Robert H. Woods Jr.

### Mission

Our mission is to prepare credible, creative Christian professionals for a world where the mastery of communication skills and technologies is essential. We accomplish our mission by helping students produce, publish and perform original work that is both ethical and effective.



### About the discipline

Our film and video students are working together with our acting students to create award-winning video and films for contests, clients and festivals. The 62-hour bachelor of science in video/film program combines the best of both worlds, applying film and aesthetic theory to hands-on creative projects.

A unique feature of this program is a two-semester in-house agency experience where students gain practical experience working on film projects. A senior capstone course prepares students for a career search and requires the completion of a professional portfolio.

### Career opportunities

The study of communication will help you develop useful skills in such fields as ministry, mass media, theatre, business, government and social services. Our program is particularly appropriate for positions involving public relations, broadcasting, corporate communication, public information management, employee communication, training and development, and print journalism.

### Program strengths and emphases

The study of communication at Spring Arbor University is a hands-on experience, with a foundation in classical and Christian perspectives. All students complete a core sequence that promotes a thoughtful and ethical understanding of communication principles and best practices.

Throughout the program you will apply these principles. We offer extracurricular opportunities in writing, acting, broadcasting, designing, producing and researching in addition to practical hands-on experiences in the classroom. Each year students win awards in state and national competitions and engage in meaningful internships.

### Requirements

#### The 62-hour *video/film major* requires:

- COM 100 Introduction to Communication (3)
- COM 102 Introduction to Mass Media (3)
- COM 110 Communication Technology (3)
- COM 200 Comm Theory & Research (4)
- COM 212 Rhetoric (4)
- COM 324 Web Content & Management (4)
- COM 356 Popular Culture (3)
- COM 387 Agency Experience (4,4)
- COM 480 Senior Seminar (2)
  
- VID 202 Video Production (4)
- VID 306 Advanced Video (4)
- VID 324 Introduction to Film (4)
- VID 410 Directing (1)
- VID 434 Film Theory (4)
  
- WRT 216 Writing for the Media (4)

# VIDEO AND FILM

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Electives from the following to total 62 hours:

COM 368 Intercultural Communication (3)

COM 385 Practicum (1-3)

SPE 340 Forensics and Debate (3) and

SPE 285 Exploratory Experience (1-4)

VID 333 Studio Production (2)

VID 370 Special Topics (1-3)

Courses from DRA

Required support course:

SOC 351 Statistics (3)

## **The 21-hour video/film minor requires:**

COM 100 Introduction to Communication (3)

COM 200 Comm Theory & Research (4)

Electives from VID for a total of 21 hours

**Note:** Students may substitute course work from the Los Angeles Film studies semester program offered by the Coalition of Christian Colleges and Universities, or from other film schools, including Compass Arts in Grand Rapids, Mich. Admission to these programs requires a separate application process.

**Notes regarding general education:** COM 212 Rhetoric (4) fulfills the general education speech requirement. SOC 351 Statistics (3) fulfills the general education math requirement.

## **Course descriptions:**

### **VID 202 Video Production (4)**

Introduction to TV studio and control room procedures, techniques and equipment, including TV cameras, video switching, special effects, lighting, videotape recording and TV audio. Production and analysis of TV programs. (Offered in spring.)

### **VID 306 Advanced Video Production (4)**

Concentrated instruction and experience in live on-tape productions and field video programs. Introduction to television producing and directing. *Prerequisite:* VID 202. (Offered in fall.)

### **VID 324 Introduction to Film (4)**

This course will cover the vocabulary, methods and principles of film by focusing on the systems of meaning that make film the sophisticated art form it is. The course will focus on visual design (including composition, color and lighting), editing, cinematography, narrative structure, acting, sound and music as separate systems of meaning that derive new meanings and use new methods when combined in film art. Also listed as ENG324. (Offered in spring.)

### **VID 333 Studio Production (2)**

Experience in writing, producing, filming and/or editing EPIC, a campus TV show. Non-majors welcome. May be repeated. (Offered fall and spring.)

### **VID 370 Special Topics (1-3)**

Topics selected to meet needs of careers. (Limited offering.)

### **VID 410 TV Producing and Directing (1)**

Produce and direct television programs or films. May be repeated one time. *Prerequisites:* VID 306, and approval. (Offered in fall and spring.)

### **VID 434 Film Theory (4)**

This course is a senior level film masterworks course. Students will conduct in-depth critical research and analysis on a short list of important films. Students will familiarize themselves with major schools of critical discourse in film, and their place in the development of film as technical phenomenon, art form, and cultural medium. Demonstration of the cognition and development of these aspects of film and film criticism will be displayed in class presentations, discussions, and written assignments. *Prerequisite:* VID 324. (Offered in fall of even academic years.)

## Visual Communications

### Faculty

Paul Patton, Chair  
Mary Albert Darling  
Jennifer M. Letherer  
Wallis C. Metts Jr.  
Dorie Morgan-Shelby  
Robert H. Woods Jr.  
See also Art faculty

### Mission

Our mission is to prepare credible, creative Christian professionals for a world where the mastery of communication skills and technologies is essential. We accomplish our mission by helping students produce, publish and perform original work that is both ethical and effective.



### About the discipline

This interdisciplinary program combines communications, advertising/public relations and visual literacy. The student who completes this program:

- Gathers and organizes information and images in purposeful and persuasive ways.
- Evaluates the strengths and limitations of technologies and techniques for conveying information and images.
- Uses information and images to design messages reflecting an understanding of one or more media.

- Conveys those messages effectively and ethically using methods appropriate alternatives.
- Effects change through the thoughtful application of innovation.
- Engages in divergent thinking which results in appropriate alternatives.
- Solves problems through thoughtful and appropriate risk taking.
- Uses tools and techniques in fresh and original ways.

### Career opportunities

The study of communication will help you develop useful skills in such fields as ministry, mass media, theatre, business, government and social services. Our program is particularly appropriate for positions involving public relations, broadcasting, corporate communication, public information management, employee communication, training and development, and print journalism.

**Note:** Students specifically interested in graphic design or photography as careers should consider an art major that concentrates in one of these areas.

### Program strengths and emphases

The study of communication at Spring Arbor University is a hands-on experience, with a foundation in classical and Christian perspectives. All students complete a core sequence that promotes a thoughtful and ethical understanding of communication principles and best practices.

Throughout the program, you will apply these principles. We offer extracurricular opportunities in writing, acting, broadcasting, designing, producing and researching in addition to practical hands-on experiences in the classroom. Our students win awards in state and national competitions, and engage in meaningful internships.

# VISUAL COMMUNICATIONS

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## Requirements

The 66-hour *visual communications major* requires:

Completion of the *visual literacy minor* (ART)  
ART 162 Drawing 1 (3)  
ART 165 2-D Design (3)  
ART 167 Color (2)  
ART 204 Photography 1 (3)  
ART 272 Introduction to Graphic Design (4)  
ART 274 Graphic Design I (4)  
ART 399 Visual Communication Portfolio (4)  
APR 207 Advertising (4)  
APR 309 Advanced Advertising (4)  
APR 311 Corporate Communication (3)  
COM 100 Introduction to Communication (3)  
COM 102 Introduction to Mass Media (3)  
COM 110 Communication Technology (3)  
COM 200 Comm Theory & Research (4)  
COM 212 Rhetoric (4)  
COM 356 Popular Culture (3)  
COM 385 Practicum (4) OR  
COM 387 Agency Experience (4)  
WRT 216 Writing for the Media (4)

Two electives from the following:

APR 404 Persuasive Speaking (3)  
ART 333 Graphic Design II (4) (with permission)  
COM 368 Intercultural Communication (3)  
MKT 321 Marketing Principles (3)  
MKT 340 Consumer Behavior (3)

Required support course:

SOC 351 Statistics (3)

**Notes for general education:** COM 212 Rhetoric (4) fulfills the general education speech requirement. SOC 351 Statistics (3) fulfills the general education math requirement.

## Course descriptions:

For descriptions see Advertising and Public Relations, Art, Business and Communication.

## Worship Arts (WOR)

### Faculty

Bruce Brown  
 Mary Albert Darling  
 Charles Livesay  
 Wallis C. Metts Jr.  
 Paul Patton  
 Dorie Shelby  
 Becky Veydt, Affiliate  
 Brian Walrath

Worship Arts is an integrated major and draws faculty from Christian Ministries, Communication and Media, and Music.

### About the discipline

This major incorporates music, communication, and religion courses to prepare students for worship arts ministries in today's church. Spring Arbor University has designed this program to meet the rapidly growing need for staff and volunteers who are knowledgeable in the areas of music, drama, video and audio design and production, and worship planning.

### Career opportunities

Many churches are now using drama and audio/video production to more effectively communicate with and minister to people in worship services. They often lack staff who can provide leadership and expertise in these areas. This program prepares students for these kinds of ministries. A look at denominational magazines and ministry related web sites shows a call for leaders who are able not only to lead public worship but also team with senior pastors, musicians, artists and technology experts to plan and produce meaningful corporate worship experiences.

### Requirements

The worship arts major requires 74 hours depending on which track is chosen. There are two tracks for this major. Students pick one of the two tracks.

### The 74-hour *worship arts-leadership* major requires:

Leadership Core  
 COM 110 Communication Technology (3)  
 CMI 344 Church Leadership (3)  
 CMI 361 Spiritual Formation (3)  
 MUS 302 Music in Praise and Worship (2)  
 MUS 306 Music in Ministry (2)  
 WOR 200 Foundations of Worship (2)  
 WOR 300 Integrative Worship Arts (2)  
 WOR 480 Philosophy of Worship (4)

MUS 101 Music Theory I (3)  
 MUS 102 Music Theory II (3)  
 MUS 103 Aural Harmony I (1)  
 MUS 104 Aural Harmony II (1)  
 MUS 115 Music Perspectives (2)  
 MUS 212 Intro to Electronic Music (2)  
 MUS 361 Choral Conducting (2)

4 hours of MUS 310 Applied Music Lessons in voice

4 hours of MUS 310 Applied Music Lessons in piano or guitar

4 hours of MUS 230 Instrumental Groups – Concert Band OR

4 hours of MUS 240 Choral Groups – Concert Choir

4 hours of MUS 260 Contemporary Worship Ensemble

Piano proficiency exam

### Communication Arts Concentration:

COM 200 Communication Theory (4)  
 SPE 404 Persuasive Speaking (3)

Choose one of the following sequences:

### Sequence 1

DRA 265 Acting Techniques (4)  
 DRA 345 Stagecraft (4)  
 DRA 353 Performance Ministry (3)  
 DRA 354 Acting for Film and TV (3)  
 DRA 365 Stage Directing (3)

# WORSHIP ARTS

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## Sequence 2

AUD 174 Radio Production (4)  
VID 202 Video Production (4)  
VID 306 Advanced Video Production (4)  
VID 410 TV Producing and Directing (1)  
One course in photography, graphic design or web publishing

Support course:

COM 102 Introduction to Mass Media (3)

## The 69-hour *worship arts – music major* requires:

BUS 107 Foundations of Leadership (3) OR  
CMI 344 Church Leadership (3)  
CMI 210 Philosophy of Ministry (3)  
CMI 361 Spiritual Formation (3)  
MUS 101 Music Theory I (3)  
MUS 102 Music Theory II (3)  
MUS 103 Aural Harmony I (1)  
MUS 104 Aural Harmony II (1)  
MUS 115 Music Perspectives (2)  
MUS 201 Music Theory III (3)  
MUS 202 Music Theory IV (3)  
MUS 203 Aural Harmony III (1)  
MUS 204 Aural Harmony IV (1)  
MUS 212 Intro to Electronic Music (2)  
MUS 230 Concert Band (4) OR  
MUS 240 Concert Choir (4)  
MUS 260 Worship Arts Ensemble (4)  
MUS 302 Music in Praise and Worship (2)  
MUS 306 Music in Ministry (2)  
MUS 310 Private Lessons on a *principal instrument* (8)  
MUS 313 Music History and Literature to 1750 (3)  
MUS 314 Music History & Lit since 1750 (3)  
MUS 361 Choral Conducting (2)  
MUS 362 Instrumental Conducting(2)  
MUS 480 Theory Seminar (2)  
MUS 486 Senior Recital  
WOR 200 Foundations of Worship (2)  
WOR 300 Integrative Worship Arts (2)  
WOR 480 Philosophy of Worship (4)

Piano proficiency exam

**Notes for general education:** Music courses fulfill the MUS 152 requirement and CMI 361 Spiritual Formation (3) fulfills the COR 300 requirement.

## Course descriptions:

### **WOR 200 Foundations of Worship (2)**

An introduction to biblical worship covering the major foundational themes of biblical worship such as covenant, sacrifice and the numinous, as well as symbolism in worship. Introduces the student to the history of worship from Old and New Testament eras through the Early Church to the Modern era. A research project will be required. (Offered in spring.)

### **WOR 244 Storytelling Through Expressive Movement (2)**

For course description see DRA 244. (Offered interim of odd academic years and spring of even academic years.)

### **WOR 300 Integrative Worship Arts (2)**

A historical overview and present-day exploration of the use of the arts in worship, both privately and corporately. Students will investigate the use of the arts as indicated in scriptural text, the historical church setting and their personal thoughts and bias about the use of the arts in worship. In addition, students will continue their journey into their own application of artistic mediums in corporate settings as tools for communication of God's Message in the contemporary world. (Offered spring of odd academic years.)

### **WOR 480 Philosophy of Worship (4)**

Renewing Sunday worship through the integration of the metanarrative of the ancient church with the postmodern paradigm to plan effective and meaningful corporate worship experiences ("ancient-future" worship). A weekly 2-hour seminar plus 80 contact hours of supervised practicum ministry in a local church and two research projects will be required. (Offered in spring.)

## Worship Ministry

### Faculty

The Worship Ministry major draws faculty from Christian Ministries, Music, Philosophy, Religion, and Worship Arts.

### About the discipline

The goal of the worship ministry major is to develop pastors and ministry leaders who serve professionally within the church with skills in preaching, worship leading and discipling a community of believers. Graduates will be prepared to develop a philosophy of ministry and congregational worship. They will also have grounding in biblical studies and a theological framework consistent with a Wesleyan-Arminian perspective.

### Career opportunities

While graduates would not be ready to take a lead position in a church, they will be prepared to minister under direct supervision of a pastor and assist in worship leading and discipleship development. This program also provides the necessary grounding for post-graduate studies for pastoral ministries. While a variety of ministry positions would be appropriate for graduates with this degree, the program highlights church work in congregations with an emphasis in worship leading.

The major prepares students seeking to be assistant pastors with an emphasis in music and discipleship in a smaller rural, suburban or urban church. A student choosing this major will need a growing proficiency in guitar and piano or vocal talents to complement degree requirements.

### Program strength and emphases

The foundation of our Theological Curriculum in the Department of Theology helps our ministry students prepare for ministry inside the church. The specialization offered through the Worship Arts department, which orients a student toward a philosophy and history of worship leadership, complements the Theological curriculum and represents the essentials for preparing a student for leadership in Worship Ministry.

Students who complete this program will show growing proficiency in building ministry models with specific attention to worship and discipleship. Students will have working competence in preparing messages, devotions, a curriculum consistent with grounded biblical studies, and a Wesleyan-Arminian theology. Students will also have an intermediate understanding of the history of classic forms of worship and congregational spiritual development. The student will also exhibit a recognition of emerging modes of worship and ministry in the climate of American culture.

### Requirements

**The 65-hour *worship ministry* major requires:**

#### COMMON THEOLOGICAL CURRICULUM

##### *Scripture (12 hours)*

REL 220 Biblical Interpretation (3)

##### One of the following:

REL 301 Pentateuch (3)

REL 302 Old Testament Historical Books (3)

REL 303 Old Testament Prophets (3)

REL 404 Theology in Psalms and Wisdom Lit (3)

(Any of these four courses will replace REL 212 in the liberal arts requirements)

##### One of the following:

REL 331 Synoptic Gospels and Acts (3)

REL 332 Gospel of John and Revelation (3)

REL 333 Pauline Letters (3)

REL 434 Theology in Romans (3)

(Any of these four courses will replace REL 218 in the liberal arts requirements)

One additional Bible course from the above (3)

##### *Tradition (6 hours)*

REL 306 Doctrines of the Christian Faith (3)

REL 343 History of Christianity (3) OR

REL 346 History of Christianity in America (3)

##### *Reason (6 hours)*

PHI 200 Introduction to Philosophy (3) OR

PHI 210 Survey of Worldviews (3)

REL 324 Christian Ethics (3) OR

PHI 314 Contemporary Moral Issues (3)

# WORSHIP MINISTRY

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*Experience (6 hours)*

CMI 361 Spiritual Formation (3)

REL 410 Theological Praxis and the Essentials of Ministry (3)

## WORSHIP MINISTRY

CMI 210 Philosophy of Ministry (3)

CMI 227 Exploring Ministry (2)

CMI 310 Communication in Ministry (3)

CMI 344 Church Leadership (3)

MUS 260 Contemporary Worship Ensemble (2)

MUS 302 Music in Praise and Worship (2)

MUS 306 Music in Ministry (2)

WOR 200 Foundations of Worship (2)

WOR 300 Integrative Worship Arts (2)

WOR 480 Philosophy of Worship (4)

MUS 310 Private Lessons to reach 4 credits - taken for one credit in a semester (1,1,1,1).

(MUS 210 Private Lessons will not satisfy this requirement).

Electives from Business, Christian Ministries, Music, Religion, Worship Arts, and Youth Ministries to reach 65 hours

## Course descriptions:

For course descriptions see Christian Ministries, Music, Philosophy, Religion and Worship Arts.

## Youth Ministry (YMI)

### Faculty

Brian S. Kono  
Laura Widstrom

### About the discipline

The youth ministry program at Spring Arbor University offers students a comprehensive curriculum for preparation for youth ministry. This program is designed:

- To cultivate each student's CHARACTER to become a fully devoted disciple of Jesus Christ;
- To explore each student's CALLING and purpose in youth ministry;
- To experience and enable the development of Christian COMMUNITY in a relational-based ministry;
- To nurture a commitment to excellence and COMPETENCE as a minister and as a professional;
- To develop students who embrace the primacy of Scripture, the vibrancy of spiritual experiences, intellectual reasoning, and an understanding of the rich Christian tradition of great saints of the church who preserved our faith;
- To integrate intellectual challenge with experiential learning; and
- To develop a global mindset in youth ministry.

The program also offers the possibility of fulfilling the educational requirements for ministry ordination in the Free Methodist Church.

### Career opportunities

The youth ministry major prepares persons for ministry with youth and their families in church, para-church and camping organizations that focus on the spiritual needs of young people. The scope of the program curriculum also provides a substantive background for other forms of Christian ministry beyond youth ministry.

### Program strengths and emphases

The youth ministry program unites the academy and the congregation in a vital link; engaging the students in personal development while serving in ministry. The program carries the learning and teaching of ministry skills beyond the classroom and reaches out into the community at large. By requiring students in the youth ministry major to take an active role in a local church congregation, the interaction of theological foundations, models of discipleship, and contextual learning provide for an experiential learning environment.

All ministry programs in the Department of Theology offer a creative blend of solid academics, practical ministry training with application, and spiritual formation. Included in most department programs is a central theological curriculum, which provides an essential foundation for all forms of Christian ministry. This curriculum includes courses in the four areas that make up what is commonly known as the Wesleyan Quadrilateral: Scripture, tradition, reason and experience.

### Admission to the youth ministry major

Application to the major is required. Application forms are provided by the department. Freshmen, sophomores and transfer students can declare their intent to major in youth ministry. Each student must successfully complete YMI 100 Introduction to Youth Ministry, as well as complete an interview arranged by personnel of the youth ministry program before acceptance. Students in the major and minor are expected to model a lifestyle becoming of a minister of Jesus Christ while in covenant with the SAU program. Admission to the major/minor commits the student to a yearly renewal of this covenant through recommendations and review of the student's campus life, academic performance and ministry activity.

# YOUTH MINISTRY

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## Requirements

### The 72-hour *youth ministry* major requires:

#### COMMON THEOLOGICAL CURRICULUM

##### *Scripture (12 hours)*

REL 220 Biblical Interpretation (3)

##### One of the following:

REL 301 Pentateuch (3)

REL 302 Old Testament Historical Books (3)

REL 303 Old Testament Prophets (3)

REL 404 Theology in Psalms and Wisdom Lit (3)

(Any of these four courses will replace REL 212 in the liberal arts requirements)

##### One of the following:

REL 331 Synoptic Gospels and Acts (3)

REL 332 Gospel of John and Revelation (3)

REL 333 Pauline Letters (3)

REL 434 Theology in Romans (3)

(Any of these four courses will replace REL 218 in the liberal arts requirements)

One additional upper-division Bible course (3)

##### *Tradition (6 hours)*

REL 306 Doctrines of the Christian Faith (3)

REL 343 History of Christianity (3) OR

REL 346 History of Christianity in America (3)

##### *Reason (6 hours)*

PHI 200 Introduction to Philosophy (3) OR

PHI 210 Survey of Worldviews (3)

REL 324 Christian Ethics (3) OR

PHI 314 Contemporary Moral Issues (3)

##### *Experience (6 hours)*

CMI 361 Spiritual Formation (3)

REL 410 Theological Praxis and the Essentials of Ministry (3)

#### YOUTH MINISTRY

CMI 210 Philosophy of Ministry (3)

YMI 100 Introduction to Youth Ministry (3)

YMI 270 Youth Ministry Conference (1)

YMI 275 Supervised Ministry I (1,1)

YMI 305 Communicating With Youth (3)

YMI 316 Adolescent Spirituality (3)

YMI 340 Youth in Culture (3)

YMI 354 Strategies in Youth Ministry (3)

YMI 375 Supervised Ministry II (2)

YMI 432 Administration in Youth Ministry (3)

YMI 475 Supervised Ministry III (2)

YMI 480 Senior Reflection in Youth Ministry (2)

Electives from CMI, PHI, REL, or YMI to reach a total of 72 hours OR completion of any minor.

##### Support courses:

PSY 100 Introduction to Psychology (4)

PSY 306 Adolescent & Early Adult Devel(3) OR

SOC 250 Marriage and Family (3)

**Note:** In addition to having 12 credits of Bible courses, the following are required for ordination in the Free Methodist Church:

REL 322 Introduction to Free Methodism (3)

REL 420 Sources & Norms of Theology (3)

REL 470 Development of Wesleyan Thought (3)

### The 22-hour *youth ministry* minor requires:

CMI 210 Philosophy of Ministry (3)

CMI 310 Communication in Ministry (3)

YMI 100 Introduction to Youth Ministry (3)

YMI 285 Exploratory Experience (2)

YMI 340 Youth in Culture (3)

YMI 354 Strategies in Youth Ministry (3)

YMI 432 Administration in Youth Ministry (3) OR

CMI 372 Retreat/Camping Ministry (3) OR

CMI 320 Urban Ministries (3)

YMI 480 Senior Reflection in Youth Ministry (2)

**Notes for general education:** The following courses required for the Youth Ministry major also fulfill requirements for general education: one Old Testament Biblical Literature course, one New Testament Biblical Literature course, PHI 200 Intro to Philosophy or PHI 210 Survey of Worldviews and CMI 361 Spiritual Formation.

## Course descriptions:

### **YMI 100 Introduction to Youth Ministry (3)**

This course explores the student's call to church or parachurch youth ministry through the study of the history of youth ministry, an overview of adolescent development, an introduction of youth culture emphasizing contemporary trends and thought, and the development of a personal growth plan and skills for lifelong learning. (Offered in fall and spring.)

### **YMI 270 Youth Ministry Conference (1)**

This course provides opportunities for groups of students to attend and participate together in a selected youth ministry conference. The conference will allow students to learn from and interact with contemporary leaders in youth and family ministry. *Prerequisite: YMI 100.* (Offered in fall and spring, beginning Fall 2010.)

### **YMI 275 Supervised Ministry I (1,1)**

This course is the first in a two-course sequence and is taken during the sophomore year. A placement in an approved local ministry for 3-5 hours per week will provide an exploratory experience with supervised reflection in a classroom environment. In this class, attention will be given to discussing philosophy of ministry. Registration for the class will require the student to secure a year-long placement and attendance in a scheduled reflection class (one credit per semester). *Prerequisite: YMI 100.* (Offered in fall and spring.)

### **YMI 305 Communicating with Youth (3)**

This course will explore methods of communicating Biblical and spiritual truth to the youth culture creatively. The student will study current trends, communication to different learning modalities and effective teaching techniques that will help today's youth culture best learn and retain information. Attention will be given to the use of resources and the evaluation of students' communication to youth during this course. (Offered in fall.)

### **YMI 316 Adolescent Spirituality (3)**

Explores the history of developmental psychology and significant theorists to develop a holistic model of the adolescent psyche. Current research in adolescent brain studies and trends in spiritual formation will be studied. The course is organized around five domains of development: physical, social, affective, cognitive, and moral. Using these domains as the primary tasks of the adolescent experience, the course work will provide the necessary framework to develop programs, create environments and identify systemic issues related to the adolescent life. *Prerequisite: PSY 100.* (Offered in spring.)

### **YMI 340 Youth in Culture (3)**

This course will focus on the ministry to youth in the context of the influences of contemporary culture. It will seek to identify and explain aspects of culture, to analyze influences that determine the direction of contemporary culture, to assess the "ebb and flow" of past and current cultures with regard to the church, and to cultivate skills for the continual study of the impact of culture on youth as this relates to Christian ministry to youth. *Prerequisite: YMI 100 and CMI 210 or instructor's permission.* (Offered in interim of odd academic years.)

### **YMI 354 Strategies in Youth Ministry (3)**

The goal of this course is to fill every "tool box" with creative and strategic ways to implement a Biblical philosophy and theology in ministry to youth and their parents. Implement and utilize different aspects and methods of worship in a youth group setting. Special emphasis will be placed on the development of music driven worship for those not musically gifted. Develop a detailed one-year strategic plan for a youth ministry program in a local church setting. Implement and practice prayer as the primary component in strategic planning. Explore effective methods to reach youth in an urban setting and be equipped and empowered to work using your strengths and recruit a team according to your weaknesses. *Prerequisites: YMI 100, CMI 210, and admission to the program.* (Offered in spring.)

### **YMI 375 Supervised Ministry II (2)**

This course is the second in a two-course sequence and is taken during the junior year. A placement in an approved local ministry for 3-5 hours per week will provide an exploratory experience with supervised reflection in a classroom environment. In this class, attention will be given to discussing discipleship strategies for ministry. Registration for the class will require the student to secure a year-long placement and attendance in a reflection class (one credit per semester). *Prerequisite: YMI 275.* (Offered in fall beginning 2011 and spring beginning 2012.)

### **YMI 432 Administration in Youth Ministry (3)**

The intensive focus of this course will be organizational issues, legal issues and financial issues unique to youth ministry, as well as within the context of basic church administration. It covers establishing a new youth ministry, and how to revitalize and restructure an existing ministry. Students will develop skills in structures, organizational skills, fund-raising, recruiting, delegating, leadership development and supervising others. *Prerequisite: YMI 100, CMI 210, and admission to program.* (Offered in fall.)

### **YMI 475 Supervised Ministry III (2)**

A supervised youth ministry experience in an approved church or para-church ministry center. The focus of this

# YOUTH MINISTRY

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third ministry experience is leadership of a local ministry. Goals established with the supervisor will include significant leadership opportunities for the student in the ministry. Registration for the class will require the student to secure a year-long placement with 3-5 hours of service per week (one credit per semester). *Prerequisite: YMI 375.* (Offered in fall beginning 2012 and spring beginning 2013.)

## **YMI 480 Senior Reflection in Youth Ministry (2)**

This course is the capstone of the youth ministry program. This course will focus on the utilization of technology in different aspects of youth ministry with special attention placed on resumes, interviews and presentations. Each student's final project will consist of a power point presentation that explains their philosophy of ministry, a one year strategic plan, their strengths and weaknesses and how their personality might play a part in how they minister to young people. Special instruction will be on the development and use of the Internet and Web sites. *Prerequisite: Senior standing and admission to the program.* (Offered in fall.)





SPRING ARBOR  
UNIVERSITY

**2011-2012**  
**Professional Studies**

## Professional Studies

Spring Arbor University is recognized as a leader in accelerated degree completion programs for working adults. Integrally linked to the University's mission and concept, Professional Studies offers courses and majors in innovative, convenient evening and weekend formats for adult students who have a minimum of 58 transferable semester credit hours.

Experiential learning is the cornerstone of Professional Studies programs. Students learn through direct application, simulations, cases, discussions and activities that expand on readings and basic conceptual themes. A major project or internship adds a sharper focus and further integrates the theoretical and the practical in a supportive atmosphere.

Integrated, connected, sequential coursework presented and facilitated by a diverse, experienced faculty and support staff combine for impressive quality. Because of the personal support and the fact that adult students are capable, motivated and bring a variety of knowledge and experience to the classroom, the success rates in these programs are very high.

In addition to completing the requirements in the major field of study, students may earn credit for learning obtained from their work and life experience.

### REGIONS/OFF-CAMPUS OFFICES

Currently, the following regional centers and sites are serving the needs of students in professional studies and teacher education programs throughout Michigan:

#### **North Region:** David Wilson, Director

##### **Gaylord Site**

Spring Arbor University  
University Center at Gaylord  
80 Livingston Blvd.  
Gaylord, MI 49735-9178  
989.705.3740 / 800.522.6775  
FAX 989.705.3746

##### **Grand Rapids Site**

Spring Arbor University  
1550 E. Beltline SE, Suite 230  
Grand Rapids, MI 49506-4365  
616.949.0017 / 800.968.0223  
FAX 616.949.6402

##### **Petoskey Site**

Spring Arbor University at  
North Central Michigan College  
Administration Bldg., Room 40  
1515 Howard St.  
Petoskey, MI 49770-8717  
231.439.6203  
FAX 231.439.6333

##### **Traverse City Regional Office**

Spring Arbor University  
2200 Dendrinos Dr.  
Suite 200E  
Traverse City, MI 49684-8070  
231.995.1760 / 800.648.5843  
FAX 231.995.1763

## **Midwest Region:** Phillip Rose, Director

### **Battle Creek Site**

Spring Arbor University  
BC Tower  
70 W. Michigan Ave., Suite 200  
Battle Creek, MI 49017-3616  
269.965.2934 / 800.968.4788  
FAX 269.965.2953

### **Bay City Site**

Spring Arbor University  
4228 Two Mile Rd.  
Bay City, MI 48706  
No on-site personnel  
(Contact the Flint Regional Center.)

### **Flint Regional Center**

Spring Arbor University  
4458 Oak Bridge Dr.  
Flint, MI 48532-5495  
810.733.7740 / 800.968.0116  
FAX 810.733.7782

### **Kalamazoo Site**

Spring Arbor University  
3497 South 9th St., Suite A  
Kalamazoo, MI 49009-9501  
269.372.9754 / 800.930.9754  
FAX 269.372.1840

### **Lansing Site**

Spring Arbor University  
4202 Collins Rd.  
Suite 100  
Lansing, MI 48910-5883  
517.333.0480 / 800.968.0114  
FAX 517.333.0445

## **East Region:** David Edwards, Director

### **Jackson Site**

Spring Arbor University  
113 W. Michigan Ave.  
Suite 201  
Jackson, MI 49201-1340  
517.783.1290 / 800.968.0523  
FAX 517.783.6656

### **Metro-Detroit Regional Center**

Spring Arbor University  
23400 Michigan Ave.  
Suite P20  
Dearborn, MI 48124-1969  
313.561.6287 / 800.968.1722  
FAX 313. 561.4162

### **Metro-Toledo Site**

Spring Arbor University  
7495 Secor Rd.  
Lambertville, MI 48144-9694  
734.854.6100 / 800.968.0272  
FAX 734.854.6203

### **Troy Site**

Spring Arbor University  
667 E. Big Beaver Road  
Suite 111  
Troy, MI 48083-1430  
248.740.8930  
800.298.8930  
FAX 248.740.2645

## Faculty

Tamara L. Dindoffer, Associate Dean, GPS  
Bonnie K. M. Holiday, Director of Social Work  
Kevin Chaney, Coordinator of Faculty Services  
Martin A. Covey, Director of Family Studies  
LeAnn Daglow, Coordinator of Faculty Services  
Nathan Foster  
George E. Griffin, Director of Business Programs  
Gary W. Hawkins  
Alvin Kauffman, Director of Nursing  
Greg G. Kaufinger  
Peter Lauber  
Jim Liddy  
Dan Lightner, Coordinator of Faculty Services  
Robert E. McTyre, Director of Writing  
Cindy E. Meredith  
Geraldine R. Morris, Coordinator of Faculty Svcs  
Margaret G. O'Rourke-Kelly  
Sue C. Ryno  
Jeremie Solak  
Janet L. Vannest  
Carolyn A. Watson, Coordinator of Faculty Svcs

## Mission

Professional Studies programs provide the adult learner with a quality liberal arts education within the framework of a Christian perspective. Each program is supported by a diverse and service-oriented environment which positively impacts lives and the community.

- A. Core values
  - Christ-centered perspective
  - liberal arts
  - unique distinctives of adult learning
  - striving for excellence
  - the worth of the individual
  - diversity
- B. Key principles

**Principle 1:** We believe in quality, unique educational programs that creatively employ the principles of adult learning and that encourage applied learning.

**Principle 2:** We believe students should be exposed to positive, Christian role models and Biblically-integrated curriculum.

**Principle 3:** We believe faculty and staff in the School of Graduate and Professional Studies should embrace the core values of the school.

**Principle 4:** We believe in an educationally diverse environment within the classroom, with personnel and in the curriculum.

**Principle 5:** We believe in a service-oriented environment.

Research into the knowledge and skills needed in current and emerging professional fields resulted in five “blended” majors offered in one-night-a-week accelerated format at our external sites: business(BAB), family life education (FLE), organizational development (ORM), nursing (BSN) and social work (BSW).

## Admission Requirements for Professional Studies

Spring Arbor University welcomes applications from all persons without regard to race, color, creed, national origin, gender, age or handicap. It is appropriate to acknowledge that Professional Studies programs have been created for students who are 25 years or older.

1. A completed application
2. Submission of official transcript from each institution attended
3. A minimum of 58 semester hours of transferable credit from accredited, degree-granting institutions of higher education.
  - a. Only courses with grades of “C” (2.0) or above are accepted for transfer
  - b. Only courses numbered 100 or above will qualify for transfer
  - c. No more than 40 semester hours of technical course credit may be counted for degrees in Professional Studies
4. A short autobiographical outline. This is evaluated by the academic advisor to determine life learning credit potential.
5. Employment, if at all possible, because employment enhances the educational outcomes of the program.
6. Satisfactory completion of the writing sample which demonstrates the competency required to function in the program.

## Notification of Admission Status

When the admission requirements are satisfied, the student will receive a letter of admission to the specific program for which application was made. A student's admission status will be in one of the following categories:

- **Full admission status** – the student has met all admissions requirements
- **Conditional admission status** – the student has minimal entry deficiencies but has submitted an acceptable specific educational plan for removing those deficiencies. A student who is missing official verification of required admissions documents will be given this status.
- **Appeal process for admissions** – an admissions committee reviews petitions from students who do not meet the admissions requirements. If the admissions committee denies the petition, the student may appeal in writing to the associate dean for professional studies. Letters from the admissions specialist or student services coordinator, academic advisor for the site, and the coordinator of academic services or regional director supporting the appeal must be included.

The student will receive an evaluation of all transcripts submitted, an evaluation of the writing sample, and an assessment of the credit earning possibilities represented by his or her list of professional and personal learning experiences. A student must request that an official transcript from each college or university attended be sent directly to the Spring Arbor University site in the appropriate area. Failure to submit all transcripts will result in the student being withdrawn until all transcripts have been received by the Registrar.

## Additional Requirements for the Bachelor of Science in Nursing (BSN) program:

1. Be a registered nurse with an Associate of Arts degree from an accredited school or an RN with a diploma from a National League for Nursing (NLN) accredited school.
2. Present a photocopy of an unrestricted and unencumbered RN license from the state or country where student is practicing. License must be kept current throughout the program.
3. One year of experience as a registered nurse is preferred.
4. Have a minimum cumulative GPA of 2.5 for all prior college work.

## Additional Requirements for the Bachelor of Social Work (BSW) program:

1. BSW applicants whose GPA is less than 2.5 may be admitted provisionally and must receive at least a 3.0 in SWK 281 and WRT 312 to continue in the program.
2. Applicants whose GPA is less than 2.5 may be admitted conditionally.
3. BSW students will be admitted to SAU with intent to major in social work.
4. After completing SWK 281, students will apply for entry into the BSW program.
5. Students will be social work majors upon successful completion of the social work application process and WRT 312.

**Note:** Further details regarding criterion for admission to the social work program can be found in the Professional Studies - Bachelor of Social Work Handbook.

## Associate of Arts

### About the degree

The Associate of Arts is comprised of interdisciplinary courses which meet general education requirements and prepare students for further education in a bachelor's degree program. This degree offers both a Christian worldview and a format suitable for the working adult. Courses are offered at off-campus sites using the cohort model. Courses are face to face, offered one night a week and occasionally on weekends.

### Program emphases

The degree includes multi-disciplinary introductory courses in the liberal arts taught from a Christian perspective, development of critical thinking skills, and exposure to tools and ideas for self-development and faith development.

### Requirements

The 62-hour *associates degree* requires:

#### *Interdisciplinary Studies*

- IDS 100 Introduction to the Liberal Arts (3)
- IDS 200 Christian Faith: Issues and Cultures (3)

#### *Communication Skills*

- ENG 104 College Writing (3)
- SPE 212 Fundamentals of Speech (3)

#### *Fitness*

- HPR 281 Nutrition and Exercise (2)

#### *Fine Arts and Humanities*

- ART 152 Art Foundations (2)
- ENG 330 Genre (3) OR
- ENG 332 History of American Theater (3) OR
- ENG 334 Film Theory & History (3)
- MUS 152 Music Foundations (2)

#### *Natural Science*

- GES 148 Computer Applications (3)
- MAT 101 Algebra (3)
- NSC 202 Environment and Life Science (2) OR
- BIO 205 Field Ecology (2)

#### *Philosophy and Religion*

- PHI 200 Introduction to Philosophy (3)
- REL 218 Survey of the New Testament (3) OR
- REL 212 Old Testament Foundations (3)
- REL 394 World Religions (3)

#### *Social Science*

- FIN 268 Personal Finance (3)
- GEO 331 China, India and Japan (3) OR
- GEO 332 Africa (3) OR
- GEO 333 Latin America (3) OR
- GEO 334 The Middle East (3) OR
- GEO 337 Chinese Language & Culture (3)

- HIS 141 United States to 1877 (3) OR
- HIS 142 United States Since 1877 (3)

- POL 214 State and Local Government (3)
- PSY 100 Introduction to Psychology (4)
- SOC 100 Modern Social Problems (3)
- SOC 311 Racial and Ethnic Relations (3)

### Course descriptions:

#### **ART 152 Art Foundations (2)**

A systematic study of art ideas which allows the student at the beginning level to understand basic concepts used by artists in visual and tactile perception. The course involves the use and understanding of skills and materials by the artist. An additional purpose will be to examine art in its historic relationship to religion; to understand how the visual media influences contemporary living; and to become aware of the need for critical thinking and analysis in order to bring greater quality to art and life in the 21st century.

#### **BIO 205 Field Ecology (2)**

Concepts of ecology from lecture and textbooks will be illustrated by field trips to area Michigan ecosystems. Human relationships with ecosystems will be highlighted.

#### **ENG 104 College Writing (3)**

Theory and practice of writing essays with emphasis on how to do library research and writing for university courses. *Prerequisite: placement scores or ENG 103. (Off-campus program requires student to pass a writing sample.)*

#### **ENG 330 Genre (3)**

The style, form and content of varying types of literature: drama, film, mythology, fantasy, epic poetry, novel, short story. Examples: English novel, existential literature, major American novelists.

# ASSOCIATE OF ARTS

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## **ENG 332 History of American Theater (3)**

This course will survey the development of dramatic literature and drama in the United States from the colonial period to the present age, and the evolution of theatre into film, broadcasting, and modern media. This course is designed to assist students to become critical viewers and readers and introduces such concepts as American character and American idiom, and issues related to commercialism and art, formula pieces, stock characters and propaganda.

## **ENG 334 Film Theory and History (3)**

Film Theory and History is designed to provide the student broad exposure to film as an art form. The primary emphasis is on theoretical perspectives as a means of understanding film as a sophisticated synthesis of different forms of art. A secondary emphasis is on the understanding of the historical development of artistry in film. Students will gain an understanding of the basic elements of film as different systems of meaning. Students will learn various approaches to analyzing these components by studying significant movements in the history of film and by analyzing various theoretical perspectives on film as an art form. This course does not meet requirements for an English major or minor.

## **FIN 268 Personal Finance (3)**

Various alternatives available in planning financial affairs: budgeting, buying on credit, borrowing, saving, investing intelligently, home ownership and wise estate planning comprise this course. Practical applications facilitate understanding of essential principles of finance and incorporate recent developments.

## **GEO 331 China, India and Japan (3)**

Asia's lands and peoples, with special emphasis on China, India and Japan. Includes historical, political, cultural and economic insights within a geographical context.

## **GEO 332 Africa (3)**

The African continent: the natural environment, the people and their customs, the discovery and opening of the country by explorers and missionaries, the partition of Africa and the present political and economic trends.

## **GEO 333 Latin America (3)**

Latin America from the beginning of the colonial period to the present, with the purpose of understanding their history and culture in a geographical setting, and their relations with the rest of the world.

## **GEO 334 The Middle East (3)**

This course is an interdisciplinary survey of the lands, history and political dynamics of Southwest Asia (commonly known as the Middle East) and North Africa

that covers main elements of the realm's topography and cultural landscape, a survey of its history since 17th Century Muslim conquest and a discussion of current political issues.

## **GEO 337 Chinese Language and Culture (3)**

While setting the stage with a brief overview of the thousands of years of Chinese history, philosophical thought, and culture, the emphasis of this course will be on the significant changes in Chinese civilization, culture and thought development during the past 100 years. Students will understand how Chinese philosophers and thinkers have influenced the traits of Chinese culture and contemporary thought. Present day Chinese culture will be studied through the lenses of political thought, geography, economics, family life, education, and religion.

## **GES 148 Computer Applications (3)**

This course provides an introduction to word processing, spreadsheet, and presentation software (MS Word, MS Excel, MS PowerPoint), and is designed to develop basic operational proficiency in each of those areas via a number of hands-on, skills-based assignments. The course will be taught using the Blackboard (Bb) course management system, which students will use to access course materials, submit assignments, and participate in weekly threaded discussion. Students will also develop basic internet and research skills using both public and private search engines. Does not meet Natural Science requirement.

## **HIS 141 United States to 1877 (3)**

A study of American history from colonial times through the Civil War and Reconstruction. Emphasis will be given to the fundamental forces or cultural ideals that have shaped this period of history: Puritanism, the Enlightenment, the Revolution, antebellum Evangelicalism and the struggle over slavery. A multidisciplinary approach will be taken as well as efforts to develop Christian insights concerning the unfolding of American history.

## **HIS 142 United States Since 1877 (3)**

A study of the cultural ideals and forces that have helped to shape modern America: industrialization, progressivism, the battle between "science" and "religion", the two world wars, the Great Depression, the New Deal and Great Society, the spirits unleashed in the 1960's, and the "culture wars" of the 1990's. A multidisciplinary framework will be used, as well as efforts to develop Christian insights so that students will be better able to "make sense" out of life at the end of the 20th Century.

## **HPR 281 Nutrition and Exercise (2)**

Examines the nature and benefits of physical fitness in the adult years as well as nutrients and their role in maintaining optimal health and in preventing disease. Emphasis is given to body composition, obesity and energy balance, with attention to the scientific basis for modification of eating and exercise behaviors.

## **IDS 100 Discovery in the Liberal Arts (3)**

This course is designed to introduce students to Spring Arbor University, The Concept, and the process of becoming an educated person. Three main objectives: 1) bring students into the life and philosophy of the SAU community, 2) explore the meaning, purpose and essence of becoming an educated person through the liberal arts; and 3) assist student in discovering themselves as persons through development of the academic and social skills needed to be successful in their various environments. Course activities emphasize general intellectual skills (writing and speaking) and social and relational skills (interpersonal communication).

## **IDS 200 Christian Faith: Issues and Cultures (3)**

Identifies some of the social and ethical issues foundational for critical participation in the contemporary world. This course emphasizes cultural, ethnic and racial diversity. Experiential learning is emphasized through simulations. Students will reflect on the implications of Christian faith for personal vocation and critical participation in the world today. *Prerequisite: sophomore standing.*

## **MAT 101 Algebra (3)**

Operating with algebraic and geometric properties of linear, quadratic, polynomial, rational, exponential, and logarithmic functions; matrices and determinants, inequalities, linear programming. *Prerequisites: one year of high school algebra, one year of high school geometry and ACT math score between 12 and 24. Students with ACT math score greater than or equal to 24 may not take this course for credit.*

## **MUS 152 Music Foundations (2)**

A survey of music literature and history focusing on critical listening and enjoyment. Works by significant composers are discussed in terms of their design, place in history and aesthetic impact. Designed to satisfy the fine arts liberal arts requirement for art majors and minors. A number of field trips will be taken in order to provide a greater understanding of various music forms. Note: Student may not take both MUS 152 and MUS 220.

## **NSC 202 Environment and Life Science (2)**

Selected issues illustrating global and local environmental concerns. Scientific bases of problems and possible

solutions. Lab demonstrations of environmental issues. A biblical stewardship approach is integrated with the course content.

## **PHI 200 Introduction to Philosophy (3)**

Introduction to logic, philosophy of science, and traditional and contemporary answers to the human problems of knowledge, reality and morality. *Prerequisite: sophomore standing or permission.*

## **POL 214 State and Local Government (3)**

A study of the structure and direction of state, county and local governments, with a major focus on how they function together and how they relate to the national government. Policy issues: welfare, environment, Social Security and zoning will be seen from the "bottom up" of our federal system, that is, how they originate at one of these "lower levels", yet do so within the guidelines and constraints of the national agenda.

## **PSY 100 Introduction to Psychology (4)**

A broad, general introduction to the discipline of psychology. Basic subject matter includes: personality theory, psychophysiology, learning, developmental psychology, motivation, abnormal behavior, psychotherapy and social psychology. Students will be exposed to the approaches to gathering and evaluating evidence about the causes and correlates of behavior. Emphasis is given to the means by which psychological knowledge is, or can be, applied to improve the quality of Individual and community life. *Prerequisite: ENG 104 (may be taken concurrently).*

## **REL 212 Old Testament Foundations (3)**

A historical and archaeological study of the origins of the Hebrew people, basic social structure, religious ideas and practices and their experiences as recorded in the earliest Hebrew literature. Relevant theological themes as a background for later Hebrew history and Christianity. (Offered in fall, interim and spring.)

## **REL 218 Survey of the New Testament (3)**

This course is a survey of the entire New Testament, focusing on the presentation of Jesus Christ, His life, His message, and His church. The course will examine the New Testament as a collection of 1st century documents of the Early Church, as the revelation of God, and as a source for spiritual formation and ministry. Students will engage with critical approaches to the interpretation of the New Testament and will be challenged to consider how to faithfully embody these texts today. (Offered in fall, interim and spring.)

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## **REL 394 World Religions (3)**

Survey of the theories of the origin of religion.  
Comparative study of the history of the development and teachings of the leading religions of the modern world.  
*Prerequisite: PHI 200 or PHI 210.*

## **SOC 100 Modern Social Problems (3)**

A study of problems: poverty, racism, sexism, the rich and powerful; possible solutions to social problems and secular and Christian theories.

## **SOC 311 Racial and Ethnic Relations (3)**

The cultures and experiences of minority ethnic groups in the United States and the impact of prejudice, discrimination and racism on these minority groups, and on white society.

## **SPE 212 Fundamentals of Speech (3)**

Theory, organization, preparation and practice of speechmaking. Required speeches: storytelling, inspirational, informative and persuasive.

## Associate of Science in Business

### About the degree

The Associate of Science in Business is comprised of a variety of courses designed to equip persons for entry positions in business related occupations.

This degree offers both a Christian worldview and a format suitable for the working adult. Courses are offered at off-campus sites using the cohort model. Courses are face-to-face, offered one night a week.

### Program emphases

The degree includes business related introductory courses taught from a Christian perspective, development of critical thinking skills, self development and faith development.

### Requirements

**The 62-hour associate of science in business degree requires:**

*Interdisciplinary Studies:*

- IDS 100 Introduction to the Liberal Arts (3)
- IDS 200 Christian Faith: Issues and Cultures (3)

*Communication Skills:*

- ENG 104 College Writing (3)
- SPE 212 Fundamentals of Speech (3)

*Fine Arts and Humanities:*

- FAS 142 Fine Arts (3)
- PHI 200 Introduction to Philosophy (3)
- REL 218 Survey of the New Testament (3) or
- REL 212 Old Testament Foundations (3)

*Natural Science:*

- BUS 105 Business Math (3)
- GES 148 Computer Applications (3)
- NSC 202 Environment and Life Science (2) OR
- BIO 205 Field Ecology (2)

*Social Science:*

- ECN 101 Introduction to Economics (3)
- GEO 332 Africa (3) OR
- GEO 331 China, India, and Japan (3)
- GEO 333 Latin America (3)

- GEO 334 The Middle East (3)
- GEO 337 Chinese Language and Culture (3)
- HIS 142 United States Since 1877 (3)
- POL 214 State and Local Government (3)
- PSY 100 Introduction to Psychology (4)
- SOC 311 Racial and Ethnic Relations (3)
  
- ACC 211 Business Accounting (3)
- BUS 101 Introduction to Business (3)
- BUS 215 Business Case Study (2)
- BUS 271 Business Law (3)
- FIN 268 Personal Finance (3)

### Course descriptions:

#### ACC 211 Basic Accounting (3)

This course covers the basic concepts, principles, and techniques used to generate accounting data. The accounting cycle is examined and used to enhance decision making for service and merchandising businesses. *Prerequisite: Math 101.*

#### BIO 205 Field Ecology (2)

Concepts of ecology from lecture and textbooks will be illustrated by field trips to area Michigan ecosystems. Human relationships with ecosystems will be highlighted. (Offered in Weekend College only.)

#### BUS 101 Introduction to Business (3)

An introductory survey course of various types of business organizations will be presented. Business principles to be examined are as follows: business management, human resources, marketing, business ethics, and finances.

#### BUS 105 Business Math (3)

This course uses basic applications of mathematics in the field of business. The concepts to be examined include: statistics, consumer credit, percentages and markups, simple and compound interest with discounts.

#### BUS 215 Business Case Study (2)

This course provides the processes and guidelines to develop and analyze a business case study. Project processes and project management will be outlined and used to analyze business case studies. Skills to be examined: planning of project, analysis with documentation, communication, and validation of the results of the project.

#### BUS 271 Business Law I (3)

This introductory course addresses the interrelationship of law and business, with the intent of establishing a

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knowledge and skill base upon which students can build an understanding of our legal system and an ability to recognize and manage legal issues that arise in day-to-day business contexts. This study includes an introduction to the American legal system, the U.S. Constitution, litigation and alternative dispute resolution, jurisprudence, business ethics, relevant tort and criminal law, and contract law.

## **ECN 101 Introduction to Economics (3)**

Survey of the basic principles of economics and the leading “schools” of thought in the Western world—classical, Austrian and Keynesian contemporary—with their implications for present day life and political policy.

## **ENG 104 College Writing (3)**

Theory and practice of writing analysis and argument essays, with emphasis on how to do library research and writing for university courses. *Prerequisite: Placement Scores or ENG 103.* Does not count toward a major or minor in English or language arts.

## **FAS 142 Fine Arts (3)**

Students will learn to become involved academically and experientially in music and art. Through this involvement, the student is introduced to the language used in discussing the elements of form, design, technique, meaning and value in the arts. Visual, tactile and aural experiences are placed within appropriate context to further illuminate understanding of the relationship between music and art.

## **FIN 268 Personal Finance (3)**

Various alternatives available in planning financial affairs; budgeting, buying on credit, borrowing, saving, investing intelligently, home ownership and wise estate planning comprise the core of this course. Practical applications facilitate understanding of essential principles of finance and incorporate recent developments. Also listed as ECN 268.

## **GEO 331 China, India and Japan (3)**

Asia’s lands and peoples, with special emphasis on China, India and Japan. Includes historical, political, cultural and economic insights within a geographical context.

## **GEO 332 Africa (3)**

The African continent: the natural environment, the people and their customs, the discovery and opening of the country by explorers and missionaries, the partition of Africa and the present political and economic trends.

## **GEO 333 Latin America (3)**

Latin America from the beginning of the colonial period to the present, with the purpose of understanding their history and culture in a geographical setting, and their relations with the rest of the world.

## **GEO 334 The Middle East (3)**

An interdisciplinary survey of the lands, history and political dynamics of Southwest Asia (commonly known as the Middle East) and North Africa, this course covers main elements of the realm’s topography and cultural landscape, a survey of its history since 7th Century Muslim conquest and a discussion of current political issues. The course coincides with the holding of the Michigan Model Arab League, which students may attend in partial fulfillment of course requirements; alternatively, students may undertake focused research into a particular state or culture of the realm.

## **GEO 337 Chinese Language and Culture (3)**

While setting the stage with a brief overview of the thousands of years of Chinese history, philosophical thought, and culture, the emphasis of this course will be on the significant changes in Chinese civilization, culture and thought development during the past 100 years. Students will understand how Chinese philosophers and thinkers have influenced the traits of Chinese culture and contemporary thought. Present day Chinese culture will be studied through the lenses of political thought, geography, economics, family life, education, and religion.

## **GES 148 Computer Applications (3)**

This course provides an introduction to word processing, spreadsheet, and presentation software (MS Word, MS Excel, MS PowerPoint), and is designed to develop basic operational proficiency in each of those areas via a number of hands-on, skills-based assignments. The course will be taught using the Blackboard (Bb) course management system, which students will use to access course materials, submit assignments, and participate in weekly threaded discussion. Students will also develop basic internet and research skills using both public and private search engines. Does not meet Natural Science requirement.

## **HIS 142 United States Since 1877 (3)**

A study of the cultural ideals and forces that have helped to shape modern America, such as industrialization, progressivism, the battle between “science” and “religion,” the two world wars, the Great Depression, the New Deal and Great Society, the spirits unleashed in the 1960s, and the “culture wars” of the 1990s. A multidisciplinary framework will again be used, as well as efforts to develop Christian insights so that students will be better able to “make sense” out of life at the end of the 20th Century.

## **IDS 100 Introduction to the Liberal Arts (3)**

This course is designed to introduce students to Spring Arbor University, The Concept, and the process of

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becoming an educated person. Three main objectives: 1) bring students into the life and philosophy of the SAU community, 2) explore the meaning, purpose and essence of becoming an educated person through the liberal arts; and 3) assist student in discovering themselves as persons through development of the academic and social skills needed to be successful in their various environments. Course activities emphasize general intellectual skills (writing and speaking) and social and relational skills (interpersonal communication).

## **IDS 200 Christian Faith: Issues and Cultures (3)**

Identifies some of the social and ethical issues foundational for critical participation in the contemporary world. This course emphasizes cultural, ethnic and racial diversity. Experiential learning is emphasized through simulations. Students will reflect on the implications of Christian faith for personal vocation and critical participation in the world today.

## **NSC 202 Environment and Life Science (2)**

Selected issues illustrating global and local environmental concerns. Scientific bases of problems and possible solutions. Lab demonstrations of environmental issues. A biblical stewardship approach is integrated with the course content.

## **PHI 200 Introduction to Philosophy (3)**

Introduction to logic, philosophy of science, and traditional and contemporary answers to the human problems of knowledge, reality and morality.

## **POL 214 State and Local Government (3)**

A study of the structure and direction of state, county and local governments, with a major focus on how they function together and how they relate to the national government. Policy issues, such as welfare, the environment, social security and zoning, will be seen from the "bottom-up" of our federal system, that is, how they originate at one of these "lower" levels, yet do so within the guidelines and constraints of the national agenda.

## **PSY 100 Introduction to Psychology (4)**

This course will provide students with a broad, general introduction to the discipline of psychology. Some of the basic subject matter covered includes: personality theory, psychophysiology, learning, developmental psychology, motivation, abnormal behavior, psychotherapy and social psychology. Introductory psychology students will also be exposed to the approaches to gathering and evaluating evidence about the causes and correlates of behavior. Emphasis is also given to the means by which psychological knowledge is (or can be) applied to improve the quality of individual and community life.

## **REL 212 Old Testament Foundations (3)**

A historical and archaeological study of the origins of the Hebrew people, basic social structure, religious ideas and practices and their experiences as recorded in the earliest Hebrew literature. Relevant theological themes as a background for later Hebrew history and Christianity. (Offered in fall, interim and spring.)

## **REL 218 Survey of the New Testament (3)**

This course is a survey of the entire New Testament, focusing on the presentation of Jesus Christ, His life, His message, and His church. The course will examine the New Testament as a collection of 1st century documents of the Early Church, as the revelation of God, and as a source for spiritual formation and ministry. Students will engage with critical approaches to the interpretation of the New Testament and will be challenged to consider how to faithfully embody these texts today. (Offered in fall, interim and spring.)

## **SOC 311 Racial and Ethnic Relations (3)**

The cultures and experiences of minority ethnic groups in the United States, and the impact of prejudice, discrimination and racism on these minority groups and on white society.

## **SPE 212 Fundamentals of Speech (3)**

Theory, organization, preparation and practice of speechmaking. Required speeches: storytelling, inspirational, informative, persuasive and symposium-panel-forum.

## Business (BUS)

### About the discipline

The Business major provides a broad range of educational preparation for careers in business or preparation for graduate study. The degree seeks to balance professional preparation with a liberal arts education and quantitative skills with the application of business theory to the workplace. The bachelor of science degree will be conferred upon successful completion of all graduation requirements.

### Career opportunities

- Business: Manufacturing, retail, health, consulting, accounting, sales, administration, and banking.
- Service Agencies: Law enforcement, health services, corrections, community health organizations, religious organizations, fire departments.

### Program strengths and emphases

The major emphasizes a breadth of practical work skills and theoretical knowledge designed to meet the needs of the student seeking a general business background.

Study in this major exposes the student to:

- The diverse elements involved in effective business operations;
- The practical application of skills and theories in the classroom through a field-based research project; and
- The evaluation of issues and concepts central to the practice of business through the perspectives of historical, Biblical and ethical standards.

### Requirements

The 46-hour **business major** requires:

ACC 323	Fund of Business Accounting (3)
BUS 271	Business Law (3)
BUS 322	Fundamentals of Business Marketing (3)
BUS 349	Statistics (3)
BUS 367	Management of Financial Resources (3)
BUS 404	Leadership Principles and Practices (3)
BUS 425	Principles of Competitive Strategy (3)
BUS 432	Human Resources Mgmt/Supervision (4)
BUS 439	Organizations & Their Social Environments (3)
BUS 456	Business Proposal Development (4)
ECN 303	Fund of Business Economics (3)
IDS 300	Biblical Perspectives (3)
IDS 400	Values: Personal and Social (3)
PSY 310	Adult Development & Life Planning (3)
WRT 312	Critical Analysis & Research Writing (3)

### Course descriptions:

#### ACC 323 Fundamentals of Business Accounting (3)

(Module 4) This course is a study in the principles of accounting and financial reporting. The course focuses on the use of accounting data by managers in directing the affairs of business. Participants will be exposed in a broad sense to the ways in which managers use financial reports in the internal decision-making process, business planning, and control of business resources. *Prerequisite: BUS 260 or equivalent demonstration of computer proficiency.*

#### BUS 271 Business Law I (3)

(Module 7) This introductory course addresses the interrelationship of law and business, with the intent of establishing a knowledge and skill base upon which students can build an understanding of our legal system and an ability to recognize and manage legal issues that arise in day-to-day business contexts. This study includes an introduction to the American legal system, the U.S. Constitution, litigation and alternative dispute resolution, jurisprudence, business ethics, relevant tort and criminal law, and contract law.

#### BUS 322 Fundamentals of Business Marketing (3)

(Module 6) This course is a study in the function, design and problems of the business marketing process. The course focuses on the general nature of business marketing including an emphasis on the integration of product, price, place and promotion through financing, transportation and distribution, and some aspects of the advertising and sales functions in business organizations.

**BUS 349 Statistics (3)**

(Module 7) This course introduces problem analysis and evaluation techniques, as well as methods of defining, researching, analyzing and evaluating problems in work or avocation environments. Identifying and measuring objectives, collecting data, working with significance levels, analyzing variance and constructing questionnaires are key content areas.

**BUS 367 Management of Financial Resources (3)**

(Module 8) This course will assist students in understanding basic concepts of financial management. An overview of how financial statements are developed will be studied. An introduction to commonly used financial terms will provide students with an understanding of how financial management is an integral part of corporate business strategy. Students will also study concepts that include balance sheets, income statements, statements of cash flows, annual reports, returns on investments, and supply chain and outsourcing.

**BUS 404 Leadership Principles and Practices (3)**

(Module 10) Leadership studies and theories are examined in a historical context with practical applications to contemporary theories and practices. The roles of leadership in crafting organizational vision, fulfilling mission, and maintaining values are all addressed in readings, discussions, and classroom activities.

**BUS 425 Principles of Competitive Strategy (3)**

(Module 12) This course is a study of competitive strategy from the perspective of the top-level executive or consultant. Students are expected to integrate and draw upon previously acquired business knowledge and management skills, and apply these skills to various business cases and projects involving the selected issues of strategy. (Students must have successfully completed all prior coursework in the major to take this comprehensive course.)

**BUS 432 Human Resources Management and Supervision (4)**

(Module 11) This course assists students in understanding and applying principles and practices related to human resource planning, recruitment, selection, utilization, and labor relations. Special attention is given to the legal environment and to management and human resources supervisory issues. Accomplishing human resource management functions in organizations of various sizes is also covered.

**BUS 439 Organizations & Their Social Environments (3)**

(Module 3) This course examines organizations and their social interactions with emphasis on the organization as an open system. The relational dynamics in interpersonal

and small group interactions within the work setting are also considered; especially in relation to their impact on organizational systems. Students learn to utilize a systems approach for basic organizational diagnosis. Issues of conflict management, communication effectiveness, and group interactions are all addressed.

**BUS 456 Business Proposal Development (4)**

(Module 14) Students will use the concepts learned to identify an organization's systems and recognize organizational influences in order to research and develop an effective written formal business proposal which is orally presented to the instructor and learning group.

**ECN 303 Fundamentals of Business Economics (3)**

(Module 5) This course is a study in the basic principles of economics, including both macroeconomics and microeconomics. In macroeconomics study, the focus will include the economy as a whole, such as capitalism, the money and banking system, aggregate employment, production and income, and fiscal and monetary policies. In microeconomics study, the focus will include a study on the economic influences that determine prices and functions of prices in a free market economy, distribution of income, and a study of various business market structures.

**IDS 300 Biblical Perspectives (3)**

(Module 9) This course reflects the commitment of Spring Arbor University as a Christian liberal arts University, to nurture an appreciation for the rich resources of the Scriptures for creative personal faith and human life in the modern world. It is designed to foster knowledge and understanding of the literature and history of the Bible and the integration of faith, living and learning.

**IDS 400 Values: Personal and Social (3)**

(Module 13) A capstone course in which the student formulates a philosophy of life as a base for ethics in business, accountability in government, respect for human rights and responsible lifestyle in the contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace and classroom discussion.

**PSY 310 Adult Development and Life Planning (3)**

(Module 1) This module emphasizes the experiential nature of nontraditional education and adult development theory. Students will be familiar with various theories and instruments that will provide a cognitive basis for personal analysis and understanding. The objective of the module is personal discovery and affirmation through examination of one's strengths and the subsequent adjustments that may assist areas of personal growth.

**WRT 312 Critical Analysis and Research Writing (3)**

(Module 2) This course equips students to become more competent and confident writers through an emphasis on the interrelationship between one's ability to think critically, read actively and write proficiently. Narrative, research and analysis are each employed as a means of increasing student mastery of the important technical components of college-level writing. Students are also taught how these skills can be used in the process of demonstrating experiential learning for college-level credit. This course does not meet the general education communication skills requirement.

## Christian Ministry Leadership

### About the discipline

The ministry leadership program is designed to prepare students for effective church leadership, provide experiential learning in a church setting, develop practical skills and knowledge for church leadership, and meet some of the educational requirements for ordination in the Free Methodist Church.

### Program strengths and emphases

Meaningful integration of biblical knowledge, theoretical perspective and practical application of leadership skills is a primary objective of the major. The integration of skills and knowledge is designed to prepare students to serve local and global communities.

### Career opportunities

The ministry leadership major prepares those who desire to work in church ministry, and provides an educational foundation for those currently employed in church ministry. Students majoring in ministry leadership will also be prepared for further studies in seminary.

### Requirements

#### The 40-44-hour ministry leadership major requires:

- CMI 210 Philosophy of Ministry (3)
- CMI 310 Communication in Ministry (3)
- CMI 344 Church Leadership (3)
- CMI 354 Research Methods (3)
- CMI 450 Internship (4-8) OR
  - CMI 460 Research Project (4)
- IDS 300 Biblical Perspectives (3)
- IDS 400 Values: Personal and Social (3)
- PSY 310 Adult Development and Life Planning (3)
- REL 306 Doctrines of the Christian Faith (3)
- REL 333 Pauline Letters (3)
- REL 346 History of Christianity in America (3)
- SOC 312 Ethnicity, Social Class and the Family (3)
- WRT 312 Critical Analysis and Research Writing (3)

### Course Descriptions:

#### CMI 210 Philosophy of Ministry (3)

This course focuses on the development of a personal philosophy of ministry. Attention will be given to the assessment of past and current approaches to Christian ministry and to the necessity of purpose, values, and beliefs for a church or ministry organization. Specific emphasis will be placed upon the examination of individual spiritual formation models that distinguish the needs of the individual and the influences of culture. The course will assist students in synthesizing ministry and biblical/theological concepts into a philosophy of ministry.

#### CMI 310 Communication in Ministry (3)

This course will explore creative methods of communicating biblical and spiritual truth to contemporary culture. The student will study current trends in ministry communication, communication to different learning modalities, and effective teaching techniques that will help audiences learn and respond to the Christian message. The student will develop a variety of abilities in the formulation, communication, and evaluation of the Christian message for contemporary audiences and persons. Particular attention will be given to resources for communicating to adolescents.

#### CMI 344 Church Leadership (3)

A survey of the concepts of leadership, management and administration as applied to the local church structure. Skills of working with people and managing programs will be targeted, especially as they relate to the smaller local churches.

#### CMI 354 Research Methods (3)

This module will help students become informed consumers of research. The emphasis is on critiquing. Participants will be given the basic knowledge they need to assess the value of the studies they read. They will learn about the purposes of social science research, elements of research, variables, measurements, analysis, and basic statistics. The module will conclude with a consideration of the role and importance of ethics in the research process.

#### CMI 450 Internship (4-8)

The Internship is designed to integrate learning from the modules in an exercise tailored to the needs of the individual student. Graded S/U. Guided by a site supervisor, the student will actively participate in leadership activities, program design, and other ministry related tasks. This guided activity will result in the development and presentation of a Christian Ministry Leadership portfolio.

# CHRISTIAN MINISTRY LEADERSHIP

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## **CMI 460 Research Project (4)**

Development of a Ministry Project. The student will create a proposal for a new ministry that includes a mission statement, goals and objectives, pertinent demographic data, identification of a target audience, an outline of ministry programs to reach the target audience, leadership development plan, and an initial budget for the ministry.

## **IDS 300 Biblical Perspectives (3)**

As a Christian liberal arts university, Spring Arbor University is committed to nurturing an appreciation for the rich resources of the Scriptures for creative personal faith and human life in the modern world. This course is designed to foster knowledge and understanding of the literature and history of the Bible and integration of faith, living and learning.

## **IDS 400 Values: Personal and Social (3)**

A capstone course in which the student formulates a philosophy of life as a base for ethics in business, accountability in government, respect for human rights and responsible life-style in the contemporary world. Ethical theories and personal values examined through readings, analysis of the workplace and classroom discussion.

## **PSY 310 Adult Development and Life Planning (3)**

This course emphasizes the experiential nature of nontraditional education and adult development theory. Students will become familiar with various theories and instruments that will provide a cognitive basis for personal analysis and understanding. The objective of the course is personal discovery and affirmation through examination of one's strengths and subsequent adjustments that may assist areas of personal growth.

## **REL 306 Doctrines of the Christian Faith (3)**

This is an introductory course in basic Christian doctrine. The student will explore the nature, task and sources of theology; the essential doctrines of Christianity, disputed issues within evangelical theology; a major contemporary issue (open view theism); and the theological roots of their own tradition. The students will also become acquainted with major theological figures, terms, traditions and periods of the historic Christian faith.

## **REL 333 Pauline Letters (3)**

This course is an exegetical study of selected letters of the Pauline corpus as part of the Church's Scriptures. Specific emphasis will be given to current critical approaches to these letters, to the development of skills in the interpretation of these and other letters, and to the role of these texts in the Church's ongoing theological reflection. This course will also address critical issues that

arise out of the careful study of these biblical texts, such as authorship questions, influences on the life of Paul, and the relationship of these letters to the materials in Acts.

## **REL 346 History of Christianity in America (3)**

The origin and growth of Christianity in the United States from colonial times to the present.

## **SOC 312 Ethnicity, Social Class & the Family (3)**

The focus of this course is on the effect of cultural and ethnic diversity in human development and family issues. Students examine cultural and ethnic diversity in the definition of family and family patterns. The main goal is the development of sensitivity and awareness so that students can identify important questions related to ethnicity and family patterns.

## **WRT 312 Critical Analysis & Research Writing (3)**

This course equips students to become more competent and confident writers through an emphasis on the interrelationship between one's ability to think critically, read actively, and write proficiently. Narrative, research and analysis are each employed as a means of increasing student mastery of the important technical components of college-level writing. Students are also taught how these skills can be used in the process of demonstrating experiential learning for college-level credit. This course does not meet the general education communications skills requirement.

## Criminal Justice (CRJ)

The criminal justice endorsement or minor is a springboard to a better job or a new career within the criminal justice system. Classes cover a range of topics, including the nature and societal impact of crime, a historical overview of criminology theory, current issues and practices in criminal justice systems, and political, administrative, organizational and cultural differences in state and national criminal justice systems. The four three-credit criminal justice courses are offered online.

A criminal justice minor is available for students and would include the four online courses and an additional 9 hours of elective credits from courses listed below.

### Requirements

#### The 12-hour *criminal justice endorsement* requires:

- CRJ 201 Crime, Corrections, and Criminal Justice (3)
- CRJ 301 Criminological Theory (3)
- CRJ 302 Comparative Criminal Justice Systems (3)
- CRJ 303 Issues and Practices in Criminal Justice (3)

#### The 21-hour *criminal justice minor* requires:

- CRJ 201 Crime, Corrections, and Criminal Justice (3)
- CRJ 301 Criminological Theory (3)
- CRJ 302 Comparative Criminal Justice Systems (3)
- CRJ 303 Issues and Practices in Criminal Justice (3)

Choose three of the following courses:

- PSY 305 Abnormal Psychology (3) OR
- SOC 246 Substance Abuse and Society (3)
- SOC 311 Racial and Ethnic Minorities (3) OR
- SOC 327 Social Stratification (3)
- SOC 382 International Human Rights (3) OR
- SOC 484 Spirituality, Faith and Justice (3)

### Course descriptions:

#### CRJ 201 Crime, Corrections and Criminal Justice (3)

An introduction to the criminal justice system including an overview of criminological theory. Examines current theories, practices, and careers in criminal justice. Also listed as SOC 201. (Offered in fall; online.)

#### CRJ 301 Criminological Theory (3)

An overview of biological, sociological, psychological, and cultural theories of crime causation. Includes a brief history of criminological theory and places special emphasis on social process, social structure, and social conflict theories. Also listed as SOC 301. *Prerequisite:* CRJ 201, PSY 100 and SOC 101. (Offered in fall; online.)

#### CRJ 302 Comparative Criminal Justice Systems (3)

Provides a basic overview of political, administrative, organizational and cultural differences in various state and national criminal justice systems. (Offered in fall of odd academic years; online.)

#### CRJ 303 Issues and Practices in Criminal Justice (3)

A review of current issues and practices using case study analysis, role-play, and group exercises and discussions. Emphasis is on the practical application of theory to current issues and trends for criminal justice professionals. (Offered in spring of odd academic years; online.)

For more course descriptions, see Psychology and Sociology.

## Family Life Education (FLE)

### About the discipline

Family life education is an applied field of study with a conceptual foundation drawn from psychology, education, home management, sociology, law, economics, social work, philosophy, biology and theology. The bachelor of arts degree is conferred upon successful completion of all graduation requirements.

### Career opportunities

- **Social Services:** Family service agencies, foster care, legal services, referral programs, food stamp programs, Meals-on-Wheels and transportation programs.
- **Health Services:** Nursing homes, hospitals, day care centers, community mental health centers, housing projects and public health clinics.
- **Program Planning:** Group homes, senior centers, government agencies, parks and recreation departments, educational institutions, religious organizations and department of corrections.

### Program strengths and emphases

The major centers on gaining insight into human development, dynamics of relationships, and the science and practice of family life education and consultation. Further refinement of skills increases this base of knowledge and the student's ability to assess and analyze human dynamics and skills in communication, interviewing and problem-solving.

The FLE major is accredited by the National Council on Family Relations (NCFR) and endorsed by Focus on the Family.

Students in this program will:

- Gain knowledge about concepts and principles relevant to family living;
- Explore personal attitudes and values;
- Identify and understand the attitudes and values of others;
- Provide guided learning experiences relevant to preventing family problems;
- Develop interpersonal skills that contribute to family well-being; and

- Gain practical experience through a required independent study project.

### Requirements

#### The 42-hour *family life education major* requires:

FLE 326	Human Life Cycle (4)
FLE 335	Interpersonal Relations: Interviewing and Interventions (3)
FLE 347	Family Theory (2)
FLE 348	Marriage, Family and Sexuality (3)
FLE 354	Research Methods (3)
FLE 426	Parenting and Family Skills (3)
FLE 436	Public Policy, Family Law and Family Life Education (2)
FLE 492	Independent Study Project (4-6)
IDS 300	Biblical Perspectives (3)
IDS 400	Values: Personal and Social (3)
PSY 310	Adult Devel & Life Planning (3)
SOC 331	Family Facilitation Programming (3)
SOC 312	Ethnicity, Social Class & Family (3)
WRT 312	Critical Analysis and Research Writing (3)

**Note:** Students who are pursuing an Organizational Management (ORM) major may obtain a FLE minor.

#### The 24-hour *family life education minor* requires:

FLE 326	Human Life Cycle (4)
FLE 335	Interpersonal Relations: Interviewing and Interventions (3)
FLE 347	Family Theory (2)
FLE 348	Marriage, Family and Sexuality (3)
FLE 426	Parenting and Family Skills (3)
FLE 436	Public Policy, Family Law, & Family Life Education (2)
SOC 312	Ethnicity, Social Class, & Family (3)

Approved electives to total 24 hours

An **Early Childhood Development Certificate** may be earned along with the Family Life Education major if the following are complete:

- Early Childhood Education degree
- Independent Study Project in an early childhood setting with supervision by an approved FLE academic coordinator.

## Course descriptions:

### **FLE 326 Human Life Cycle (4)**

(Module 4) This course will examine normal developmental patterns and issues from infancy and childhood to older adulthood and death, dying and grieving. It will take into consideration the biological, psychological and sociological aspects of human development at each stage. The essential concepts in each part of the developmental process will be the basis of the Family Life Educator's cognitive understanding of human development. These essential concepts are defined and reviewed in the textual material selected. Another emphasis in this course will be the relationship of the normative development within the family context. Students will examine healthy and dysfunctional characteristics of family life and their impact on human development.

### **FLE 335 Interpersonal Relations: Interviewing and Interventions (3)**

(Module 7) This module introduces students to theory and skills essential to effective interpersonal relations. Emphasis is placed on interviewing strategies for the analysis and assessment of family life issues for the purpose of appropriate educational recommendations. The outcomes are intended to enhance personal and professional growth.

### **FLE 347 Family Theory (2)**

(Module 3) This module is designed to assist the family life professional in developing a foundational understanding of the major theories involved in family studies. Theories to be covered include the exchange framework, the symbolic interaction framework, the family development framework, the systems framework, the conflict framework and the ecological framework.

### **FLE 348 Marriage, Family and Sexuality (3)**

(Module 5) This module is designed to increase student's knowledge of human relationships and the dynamics of marital and family relationships. This course will help the student in his/her ability to analyze personal interactions and the characteristics of strong families. The course will address issues pertaining to human sexuality and the development of healthy family and marriage interactions. Methods of teaching human sexuality through the life span will be examined.

### **FLE 354 Research Methods (3)**

(Module 6) The Research Methods module illustrates data gathered through qualitative and quantitative study concerning health and behavior within the family infrastructure. Techniques of this approach have the advantage of providing contextual information that assists students in the development of an independent study project.

### **FLE 426 Parenting and Family Skills (3)**

(Module 11) This module is designed to assist the family life professional in establishing a foundation for understanding the dynamics of parent-child relationships. Parenting is presented as a process that changes over time as both child and parent develop across the life span. Topics covered are areas of concern to parents and to professionals working with parents. These include: definitions, changing conceptions of parenthood, communication, discipline, guidance, self-esteem, child maltreatment, day care, parenting by single parents and step-parenting.

### **FLE 436 Public Policy, Family Law and Family Life Education (2)**

(Module 13) This module helps the family life professional gain valuable insight into the science and practice of family life education and consultation. It introduces the student to legal, ethical and professional concerns that shape family policy and well-being.

### **FLE 492 Independent Study Project (4-6)**

(Module 14) The independent study project experience is individually designed for the interests and needs of each student. In practice it is an integrative activity. It brings together family life education program concepts and real life situations. Skills such as researching, interviewing, program design and evaluating programs will be developed.

### **IDS 300 Biblical Perspectives (3)**

(Module 10) This course reflects the commitment of Spring Arbor University as a Christian liberal arts University, to nurture an appreciation for the rich resources of the Scriptures for creative personal faith and human life in the modern world. It is designed to foster knowledge and understanding of the literature and history of the Bible and the integration of faith, living and learning.

### **IDS 400 Values: Personal and Social (3)**

(Module 12) This is a capstone course in which the student formulates a philosophy of life, providing the base for such concerns as ethics in business, accountability in government, respect for human rights, and a responsible lifestyle in our contemporary world. Ethical theories and personal values are examined through readings, analysis of family life issues and classroom discussion.

### **PSY 310 Adult Development and Life Planning (3)**

(Module 1) This module emphasizes the experiential nature of nontraditional education and adult development theory. Students will be familiar with various theories and instruments that will provide a cognitive basis for personal analysis and understanding. The objective of the module is personal discovery and affirmation through examination

# FAMILY LIFE EDUCATION

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of one's strengths and the subsequent adjustments that may assist areas of personal growth.

## **SOC 312 Ethnicity, Social Class and the Family (3)**

(Module 8) The focus of this course is on the effect of cultural and ethnic diversity in human development and family issues. Students examine cultural and ethnic diversity in the definition of family and family patterns. The main goal is the development of sensitivity and awareness so that students can identify important questions related to ethnicity and family patterns.

## **SOC 331 Family Facilitation Programming (3)**

(Module 9) The purpose of this course is to acquaint the student with the essential principles for developing and delivering programs for families, with some emphasis on all age groups. The focus will be how the special learning needs of family members translate into program design. Through class exercises the student will gain some experience in all phases of program implementation. This will include the actual development and demonstration of a family wellness program.

## **WRT 312 Critical Analysis and Research Writing (3)**

(Module 2) Equips students to become more competent and confident writers through an emphasis on the interrelationship between one's ability to think critically, read actively, and write proficiently. Narrative, research and analysis are each employed as a means of increasing student mastery of the important technical components of college-level writing. Students are also taught how these skills can be used in the process of demonstrating experiential learning for college-level credit. This course does not meet the general education communication skills requirement.

## Hospitality Services Management (HOS)

Data from the U.S. Census Bureau indicate that the hospitality services profession is one of the fastest growing areas in the service industry. The demand is growing not only for full-time professionals but also for individuals within organizations who can capably manage occasional hospitality services events. The endorsement is designed both for the person interested in pursuing an entry level management position in the hospitality services areas as well as business professionals who may only need the skills addressed in the hospitality services management endorsement on an occasional basis.

### Requirements

**The 12-hour *hospitality services management endorsement* requires:**

- HOS 310 Hospitality Management (3)
- HOS 311 Entrepreneurship and Customer Service (3)
- HOS 312 Legal Issues in Hospitality Services (3)
- HOS 313 Human Resources Management in Hospitality Services (3)

Note: The Hospitality Endorsement is available only to those students who are in organizational management, business, or campus majors.

### Course descriptions (online):

#### **HOS 310 Hospitality Management (3)**

This course reviews the managerial and logistical skills necessary for effective event planning. A particular emphasis will be on the means and methods of marketing and promotion. Practitioners from the hospitality services field will provide real-life examples and personal insights.

#### **HOS 311 Entrepreneurship and Customer Service (3)**

This course will focus on the key components of effective customer service as an essential element for entrepreneurial success in hospitality services. Issues such as dealing with problem customers, the importance of repeat business, and preventing customer service problems will be primary course themes.

#### **HOS 312 Legal Issues in Hospitality Services (3)**

The myriad of regulatory, legal and certification issues connected with hospitality services will be the emphasis of this course. Particular emphasis will be placed on food safety and emergency preparedness. The importance of proper legal and safety procedures and adequate safety testing will be included.

#### **HOS 313 Human Resources Management in Hospitality Services (3)**

This course defines and illustrates the particular human resources issues related to hospitality services with an emphasis on hospitality-foodservice workers. Case studies from both management and consumer perspectives will enable the student to develop a working knowledge of the specific HR issues in hospitality services. *Prerequisite: BUS 432.*

## Management of Health Care Systems (MHS)

The Management of Health Care Systems endorsement is a 12-credit program available to all students with at least junior standing. Courses required for the endorsement are only available online.

### Requirements

#### The 12-hour Management of Health Care Systems endorsement requires:

- MHS 231 Fiscal Management in Health Care Systems (3)
- MHS 431 Administration of Health Care Systems (3)
- MHS 433 Health Care Systems Leadership (3)
- SOC 342 Health Care Systems (3)

### Course descriptions:

#### **MHS 231 Fiscal Management in Health Care Systems (3)**

This course covers managerial accounting with a defined focus on health care costs and fiscal planning. Other topics covered include compliance issues (including HIPPA), fiscal management and financial issues related to managed care, long-term care and the health insurance industry. (Offered online.)

#### **MHS 431 Administration of Health Care Systems (3)**

This course focuses on the organization and administration of health care systems. Topics covered include mission statements, goal formulation, values and health care philosophies, quality assessment and emerging role of office manager. The boom in gerontological services and related issues receive special attention. (Offered online.)

#### **MHS 433 Health Care Systems Leadership (3)**

Leadership and motivational theory as well as discovering and maximizing various leadership styles are covered in this course. Vision-casting and motivational theory are applied to both individual and group situations. (Offered online.)

#### **SOC 342 Health Care Systems (3)**

This course emphasizes organizational structures with a major emphasis on the application of systems theory to health care. Issues of aging, education, religion, health promotion and psychological wellness are examined for their impact on health care systems. (Offered online.)

# Nursing – RN-BSN (NUR)

## About the discipline

The RN-BSN accelerated degree completion program promotes critical thinking, autonomous decision-making, information and resource management, communication skills, and application of nursing knowledge to diverse communities. The RN-BSN accelerated degree completion program prepares professional nurses to contribute service and leadership to diverse communities. The program is based on the belief that students, as adult learners, are committed to the application of liberal arts and nursing knowledge based on scientific principles to make reasoned choices in their service to others.

## Program mission

The mission of the Bachelor of Science in Nursing (BSN) program is 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 strengths and emphases

Recognizing the growing trends in health care, the Spring Arbor University RN-BSN program has incorporated three specialty area options (SAOs) within the program content. The Leadership/Management specialty promotes synthesis of complex care issues with contemporary business and managed care practices. The Gerontology specialty promotes comprehensive care for an aging population. The Faith/Community specialty integrates faith and health promotion within communities. The SAOs provide an opportunity to select a plan of study that blends future career direction with present personal and professional expertise. A specialty focus promotes career advancement in present work environments while providing a foundation for graduate studies or specialty certification. The RN-BSN program at Spring Arbor University is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036. Phone number: 202.887.6791.

## Program requirements

- An associate degree in nursing from an accredited school or a diploma from a National League for Nursing (NLN) accredited school.
- Unrestricted, unencumbered, current nursing license from the state of employment.
- License must be kept current throughout program.
- At least one year experience working as a registered nurse preferred.
- Completion of at least 58 transferable semester hours.
- A minimum cumulative GPA of 2.5 for all prior college work.
- General education and nursing related courses must be met in addition to BSN major courses.
- Demonstrate computer literacy prior to module three.
- Provide evidence of current professional malpractice insurance; minimum \$1/3 million prior to Senior Nursing Project.
- Compliance with all institutional requirements prior to Senior Nursing Project.

## Requirements

### The 42-hour *nursing major* requires:

IDS 300	Biblical Perspectives (3)
IDS 400	Values: Personal and Social (3)
NUR 321	Trends and Issues in Nursing (3)
NUR 322	Cultural Dimensions of Health Care (2)
NUR 331	Wellness Assessment (3)
NUR 341	Gerontology and Chronic Care (3)
NUR 344	Community Nursing Practice (3)
NUR 374	Legal Issues for Nursing (2)
NUR 422	Spiritual Dimension of Health Care (2)
NUR 434	Nursing Management and Leadership (3)
NUR 442	Contemporary Medical-Surgical Nursing (3)
NUR 452	Nursing Research Applications (3)
NUR 492	Independent Study Project (1)*
NUR 494	Senior Nursing Project (2)
PSY 310	Adult Development and Life Planning (3)
WRT 312	Critical Analysis and Research Writing (3)

\*Note: Students are required to provide proof of professional malpractice insurance and affiliate institutional related requirements prior to implementation of the Independent Study Project.

## Course descriptions:

### **IDS 300 Biblical Perspectives (3)**

(Module 6) As a Christian liberal arts university, Spring Arbor University is committed to nurturing an appreciation for the rich resources of the Scriptures for creative personal faith and human life in the modern world. This course is designed to foster knowledge and understanding of the literature and history of the Bible and integration of faith, living and learning.

### **IDS 400 Values: Personal and Social (3)**

(Module 15) This is a capstone course in which the student formulates a philosophy of life providing the base for such concerns as professional ethics, accountability in government and nursing practice, respect for human rights, and a responsible lifestyle in our contemporary world. Ethical theories and personal values are examined through readings, analysis of issues and classroom discussion.

### **NUR 321 Trends and Issues in Nursing (3)**

(Module 3) This course will acquaint the practicing nurse with contemporary issues and trends in nursing. The course includes an overview of historical, economical, technological, and legal influences impacting contemporary nursing care with applications of these influences on the delivery of patient care. Note: A grade of C or higher is required to advance in program.

### **NUR 322 Cultural Dimensions of Health Care (2)**

(Module 10) The course is designed to provide the practicing nurse with tools for effective delivery of health care to clients from various cultures. A practical, integrative experience will demonstrate the cross cultural application of classroom learning.

### **NUR 331 Wellness Assessment (3)**

(Module 4) Concepts of health assessment, risk management, health promotion, and prevention strategies are reviewed. Students develop the knowledge, skills, and educational techniques for formulating effective intervention strategies.

### **NUR 341 Gerontology and Chronic Care (3)**

(Module 14) This course explores the impact of an aging population on the health care system and nursing practice. The emphasis is on meeting patient care issues in the elderly and the needs of the chronic care patient.

The course includes a review of ethical and governmental issues associated with the elderly and chronic care clients.

### **NUR 344 Community Nursing Practice (3)**

(Module 12) This course applies nursing theory to the promotion of health and prevention of illness in the community. The impact of current social and economic issues on community health issues will be reviewed. Clinical application will be obtained in homes, churches and other community settings.

### **NUR 374 Legal Issues for Nursing (2)**

(Module 5) This course introduces students to legal principles, ethical/moral decision-making, and laws of interest to nursing professionals. Patient rights, patient/client consent, confidentiality, and liability issues are included.

### **NUR 422 Spiritual Dimensions of Health Care (2)**

(Module 7) The course examines the increasing emphasis on spiritual well-being and healing environments as elements of health care. Techniques and emphases will be examined from a Christian perspective.

### **NUR 434 Nursing Management and Leadership (3)**

(Module 13) Leadership and management skills for practicing nurses are the focus of this course. Using a systems perspective, the course will review professionalism, group and individual management, conflict management, organizational behavior, organizational change, and approaches to health care. Leadership and management concepts will be applied to the nursing roles of caregiver, manager, and coordinator in the context of contemporary business and managed healthcare.

### **NUR 442 Contemporary Medical-Surgical Nursing (3)**

(Module 9) This course involves the application of current nursing practice approaches such as Informatics, NANDA, NOC, and NIC in providing nursing care to individuals with altered health states. Intervention strategies that combine the roles of caregiver, teacher, manager, and health care coordinator will be addressed. A case study approach is used to examine real-life situations.

### **NUR 452 Nursing Research Applications (3)**

(Module 8) Research applications emphasize current nursing research and theory-based practice in the development of a practicum proposal. The course also provides skills necessary for critical evaluation of nursing research, including a review of statistical methods and terminology that promotes evidence based practice. Note: A grade of C or higher is required prior to taking NUR 492/494.

**NUR 492 Independent Study Project (1)**

(Module 11) The Independent Study Project is a research-based proposal for a practicum project focused within the student's Specialty Area Option. The purpose is to provide an opportunity to integrate classroom theory into a practice setting. *Prerequisite: C or higher in NUR 452.*

**NUR 494 Senior Nursing Project (2)**

(Module 16) The Senior Nursing Project represents the culmination of the BSN program in a manner that demonstrates applied learning of program outcomes contributing to nursing care within diverse communities. Both written and oral presentation skills demonstrate integration of coursework with applied research for the nursing profession. *Prerequisite: C+ or higher in NUR 492.*

**PSY 310 Adult Development and Life Planning (3)**

(Module 1) This course emphasizes the experiential nature of nontraditional education and adult development theory. Students will become familiar with various theories and instruments that will provide a cognitive basis for personal analysis and understanding. The objective of the course is personal discovery and affirmation through examination of one's strengths and subsequent adjustments that may assist areas of personal growth.

**WRT 312 Critical Analysis and Research Writing (3)**

(Module 2) This course equips students to become more competent and confident writers through an emphasis on the interrelationship between one's ability to think critically, read actively, and write proficiently. Narrative, research and analysis are each employed as a means of increasing student mastery of the important technical components of college-level writing. Students are also taught how these skills can be used in the process of demonstrating experiential learning for college-level credit. This course does not meet the general education communications skills requirement.

## Organizational Management (ORM)

### About the discipline

Management and organizational development provides expertise in management, human dynamics and organizational development for business and public administration. The program takes a systems approach to the problems, principles and practices of management, incorporating conceptual and theoretical knowledge. The bachelor of science degree will be conferred upon successful completion of all graduation requirements.

### Career opportunities

- **Businesses:** Manufacturing, retail, health, auto, housing, recreation, transportation, legal, administration and banking.
- **Service Agencies:** Law enforcement, fire departments, health services, department of corrections, community mental health organizations, religious organizations and education.

### Program strengths and emphases

The major includes the study of organizational behavior related to individual motivation, productivity in various environments, motivational behavior, ways to achieve optimal productivity and employee satisfaction, the ways group behavior affects organizational effectiveness and an introduction to financial management. The major requires 38 credits.

Study in this major exposes the student to:

- The importance of developing organizations in a variety of areas: human resource administration, interpersonal relationships, adult development models and motivational theory;
- The practical application of skills and theories in the classroom and through a field-based research project; and
- The evaluation of issues and concepts central to the practice of management through the perspectives of historical, Biblical and ethical standards.

### Requirements

The 38-hour *organizational management major* requires:

ECN 303	Fundamentals of Business Economics (3)
ORM 343	Individual in the Organization (3)
ORM 368	Management of Financial Resources (2)
ORM 402	Principles of Leadership & Mgmt (4)
ORM 432	Human Resource Mgmt & Supervision (4)
ORM 437	Organizations and Environments (3)
ORM 452	Group and Organizational Behavior (3)
ORM 456	Business Proposal Development (4)
IDS 300	Biblical Perspectives (3)
IDS 400	Values: Personal and Social (3)
PSY 310	Adult Development and Life Planning (3)
WRT 312	Critical Analysis and Research Writing (3)

**Note:** Students who are pursuing a Family Life Education (FLE) major may obtain a minor in organizational management.

The 22-hour *organizational management minor* requires:

ECN 303	Fundamentals of Business Economics (3)
ORM 343	Individual in the Organization (3)
ORM 402	Principles of Leadership & Mgmt (4)
ORM 432	Human Resource Mgmt & Supervision (4)
ORM 437	Organizations & Environments (3)
ORM 452	Group & Organizational Behavior (3)

Electives in Organizational Management to total 22 hours

### Course descriptions:

#### ECN 303 Fundamentals of Business Economics (3)

(Module 5) This course is a study in the basic principles of economics, including both macroeconomics and microeconomics. In macroeconomics study, the focus will include the economy as a whole, such as capitalism, the money and banking system, aggregate employment, production and income, and fiscal and monetary policies. In microeconomics study, the focus will include a study on the economic influences that determine prices and functions of prices in a free market economy, distribution of income, and a study of various business market structures.

#### IDS 300 Biblical Perspectives (3)

(Module 7) This course reflects the commitment of Spring Arbor University as a Christian liberal arts University, to

# ORGANIZATIONAL MANAGEMENT

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nurture an appreciation for the rich resources of the Scriptures for creative personal faith and human life in the modern world. It is designed to foster knowledge and understanding of the literature and history of the Bible and the integration of faith, living and learning.

## **IDS 400 Values: Personal and Social (3)**

(Module 11) A capstone course in which the student formulates a philosophy of life as a base for ethics in business, accountability in government, respect for human rights and responsible life-style in the contemporary world. Ethical theories and personal values examined through readings, analysis of the workplace and classroom discussion.

## **ORM 343 Individual in the Organization (3)**

(Module 5) Organizational behavior as it relates to individual motivation, productivity and performance. A secondary emphasis focuses on effectiveness in interpersonal relationships. Students develop understanding of theories of motivation and organizational behavior, and develop skills in effective interpersonal relationships.

## **ORM 368 Management of Financial Resources (2)**

(Module 9) This course will assist students in understanding the basic concepts of financial management. An overview of how financial statements are developed and commonly used financial terms will provide students with an understanding of how financial management is an integral part of corporate business strategy. Students will study concepts that include the balance sheet, the income statement, statement of cash flows, the annual report, return on investment, supply chain and outsourcing.

## **ORM 402 Principles of Leadership and Management (4)**

(Module 10) Leadership studies and theories of management in historical context are examined. Systems theory, total quality management, collaborative team management, and strategic planning models receive special attention and analysis. The importance of vision, mission and values will be demonstrated through a combination of readings, experiential activities, computer simulation and discussions.

## **ORM 432 Human Resource Management and Supervision (4)**

(Module 8) This course assists students in understanding and applying principles and practices related to human resource planning, recruitment, selection, utilization and labor relations. Special attention is given to the legal environment and to management and human resources

supervisory issues. Accomplishing human resource management functions in different sized organizations will be considered.

## **ORM 437 Organizations and Environments (3)**

(Module 3) The structure and design of organizations with primary emphasis on the organization as an open system. Social, legal and economic environments and their impact on the organization are reviewed. Students learn to utilize a systems approach in basic organizational diagnosis. Contingency theory provides a theoretical framework for understanding the impact of the environment on organizational effectiveness and design.

## **ORM 452 Group and Organizational Behavior (3)**

(Module 4) This module is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision making and resolving conflict in groups. Students develop strategies for effective and productive group management and determine which tasks are best handled by groups or individuals.

## **ORM 456 Business Proposal Development (4)**

Students will use the concepts learned to identify an organization's systems and recognize organizational influences in order to research and develop an effective written formal business proposal which is orally presented to the instructor and learning group.

## **PSY 310 Adult Development and Life Planning (3)**

(Module 1) This module emphasizes the experiential nature of nontraditional education and adult development theory. Students will be familiar with various theories and instruments that will provide a cognitive basis for personal analysis and understanding. The objective of the module is personal discovery and affirmation through examination of one's strengths and the subsequent adjustments that may assist areas of personal growth.

## **WRT 312 Critical Analysis and Research Writing (3)**

(Module 2) This course equips students to become more competent and confident writers through an emphasis on the interrelationship between one's ability to think critically, read actively, and write proficiently. Narrative, research and analysis are each employed as a means of increasing student mastery of the important technical components of college-level writing. Students are also taught how these skills can be used in the process of demonstrating experiential learning for college-level credit. This course does not meet the general education communications skills requirement.

## Social Work – BSW (SWK)

### About the discipline

Individuals with a degree in social work are prepared to provide social services to individuals, families, groups, organizations, and communities. Professional practice is guided by the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. Some of the purposes of social work are the enhancement of human well-being; alleviation of poverty and other forms of social injustice; enhancement of social functioning and relationships of peoples in a variety of settings; and to understand and implement policies and services that meet basic human needs of diverse cultures.

### Career opportunities

A bachelor of social work will prepare you to work in the following settings:

- Family and children’s services including protective services and intense services to families
- Substance abuse prevention and treatment
- Case management with mentally ill or developmentally disabled individuals in community mental health centers
- Casework in juvenile justice settings
- Probation case work within a legal setting
- Community work to develop and provide programs to help elderly remain independent
- Working with children and adolescents in residential treatment programs
- Social work in nursing homes

More information on social work as a profession is available online on the National Association of Social Workers web site at [www.naswdc.org](http://www.naswdc.org) or the National Association of Christians in Social Work web site at [www.nacsw.org](http://www.nacsw.org).

### Program strengths and emphases

The Social Work Program is accredited by the Council on Social Work Education (CSWE) which ensures students, employers, and graduate social

work programs that our graduates have received an education that meets CSWE’s rigorous standards. Our students receive an excellent education that includes the knowledge, skills, and values needed to practice as a generalist social worker, to become licensed in Michigan and Ohio as a BSW, and to attend graduate school. We have over a 95% acceptance rate for alumni who apply to MSW programs and they report that they felt they were well prepared for graduate study.

Our alumni have been accepted into MSW programs at Wayne State University, Eastern Michigan University, University of Michigan, Michigan State University, Western Michigan University, Washington University/St. Louis, Jane Addams School of Social Work - University of Illinois/Chicago, Indiana University/Purdue – Indianapolis, and Loyola University/Chicago.

### Admission to the social work program

Our accreditation standards require that we engage in gatekeeping to ensure that individuals who graduate with a BSW degree have the maturity, values, knowledge and skills needed to be competent professionals who can intervene in people’s lives to facilitate change and not do harm. Students will make formal application to the social work program after completing the first course. Students will be notified of acceptance after successful completion of the second course. The criteria for acceptance are:

- Completion of Module 1 SWK 281 with a 2.5 or better (unless you have a conditional acceptance to SAU Adult Studies based on a GPA lower than 2.5, which then requires a minimum of 3.0).
- Must pass Module 2 with a 2.0 (C) or better (unless you have a conditional acceptance to SAU Adult Studies based on a GPA lower than 2.5, which then requires a minimum of 3.0).
- Timely submission of application materials.
- References from 3 individuals who are not relatives.
- Signing a statement that you have read the NASW Code of Ethics and agree to abide by this code of ethics while engaging in social work activities.
- Written personal statement completed as an assignment in Module 1 and a personal interview with a social work faculty member.

## Prerequisites and additional course requirements

Liberal arts prerequisites for the social work program include:

- Biology course with content on the human body
- Introduction to sociology
- Introduction to psychology
- Political science that covers national, state, & local government
- Introductory economics
- A course on racial & ethnic minorities.

**Note:** CSWE, the accrediting agency, does not allow students to receive social work course credit for life learning experience.

## Requirements

The 52-hour *social work major* requires:

IDS 300	Biblical Perspectives (3)
IDS 400	Values: Personal & Social (3)
SWK 281	Introduction to Social Work (3)
SWK 305	Human Behavior in the Social Environment (3)
SWK 311	Racial & Cultural Minorities (3)
SWK 335	Interviewing (3)
SWK 340	Practice with Individuals and Families (3)
SWK 351	Statistics for the Behavioral Sciences (3)
SWK 352	Research Design (4)
SWK 442	Social Welfare Policies (3)
SWK 446	Practice with Groups (3)
SWK 447	Practice with Communities and Organizations (3)
SWK 450	Internship (10)
SWK 480	Internship Seminar (2)
WRT 312	Critical Analysis & Research Writing (3)

## Course descriptions:

### IDS 300 Biblical Perspectives (3)

(Module 6) This course reflects the commitment of Spring Arbor University as a Christian liberal arts University, to nurture an appreciation for the rich resources of the Scriptures for creative personal faith and human life in the modern world. It is designed to foster knowledge and understanding of the literature and history of the Bible and the integration of faith, living and learning.

### IDS 400 Values: Personal and Social (3)

(Module 12) A capstone course in which the student formulates a philosophy of life as a base for ethics in business, accountability in government, respect for human rights and responsible life-style in the contemporary world. Ethical theories and personal values examined through readings, analysis of the workplace and classroom discussion.

### SWK 281 Introduction to Social Work (3)

(Module 1) This course is an introduction to the field of social work. Knowledge will be gained of various practice settings, the history of social work, and the purposes and values that guide social work practice with individuals, groups, organizations, communities, and social welfare. Case studies, guest speakers, and videos are used to introduce the social issues and vulnerable populations with which social work is concerned. You will be encouraged to assess your potential as a social worker through self-reflection and course assignments.

### SWK 305 Human Behavior in the Social Environment (3)

(Module 3) This is an overview of normal biological, psychological, and social development of individuals from a life span and family life cycle perspective. Emphasis is placed on how the interaction of the individual, culture, race, gender and the social environment affect human behavior using social systems theory. Issues of gender and other current social problems associated with the family life cycle will be addressed. This course provides the theoretical foundation for social work practice with individuals, families, groups, organizations and communities.

### SWK 311 Racial and Ethnic Relations (3)

The cultures and experiences of minority ethnic groups in the United States, and the impact of prejudice, discrimination and racism on these minority groups and on white society. Also listed as SOC 311. (Offered online.)

### SWK 335 Interviewing (3)

(Module 4) This is a pre-practice course that is an introduction to the theory and techniques of interviewing for the helping relationship. You learn to apply values

and purposes of generalist social work practice through the use of research based interviewing skills. The content of this course is integrated with SWK 340 Practice with Individuals and Families and will also be used for practice with groups, organizations, and communities (SWK 446 and SWK 447). Role-playing will be used to practice skills within the classroom setting.

### **SWK 340 Practice with Individuals and Families (3)**

(Module 5) This course covers theoretical foundations of generalist social work practice with individuals and families. Theories of HBSE (Human Behavior and Social Environment) will be applied to practice in assessment, goal setting, intervention, termination, and practice evaluation. Special attention is given to intervention with diverse and vulnerable populations. Case materials and role-playing will be used. Problem solving process is learned that will also be applied to practice with groups, organizations, and communities.

### **SWK 351 Statistics for the Behavioral Sciences (3)**

(Module 9) This course includes descriptive statistics (measures of central tendency and dispersion, graphical representation of data), inferential statistics (binomial and normal distributions, central limit theorem, standard tests of significance), and special statistical techniques (analysis of variance, linear regression, chi square test).

### **SWK 352 Research Design (4)**

(Module 8) The basic theory of research design in the behavioral sciences is applied to experimental, survey, field, and evaluation research. Primarily this course covers design and analysis of quantitative research with an introduction to qualitative research methods. It also provides a foundation for understanding how research methods can be used to evaluate practice at micro and macro levels.

### **SWK 442 Social Welfare Policies (3)**

(Module 11) This course provides a review of the historical development and philosophical basis of social work's response to those in need and of social welfare policy. It also examines the current welfare system, and focus on special needs and special programs. The purpose is to enable you to develop beginning practice skills in the construction, analysis and implementation of social welfare policy at local, state and national levels. This course will prepare you to effectively utilize social policy as a generalist social worker.

### **SWK 446 Practice with Groups (3)**

(Module 7) This course is the third part of a four-course practice sequence. The primary focus is on the study of human behavior in groups with special emphasis on how the Social Work profession makes use of groups to accomplish individual, family, organization and/

or community goals. Emphasis is given to the study of groups within a system's framework with sensitivity to aspects of diversity within and between various groups in our society. Theories of group behavior are covered with emphasis on how these can be used to apply the problem-solving methods in intervention with groups.

### **SWK 447 Practice with Communities & Organizations (3)**

(Module 10) This course builds on theory of human behavior in the social environment gained in SWK 305 by providing additional theory of community and organizational behavior. Integration of HBSE and practice at the macro level is designed to teach you to understand and coordinate community resources for problem solving at community and organizational levels. The course facilitates the development and implementation of the necessary social work knowledge, skills, and values needed to facilitate and/or enhance effective and humane community and organizational functioning. You will be expected to analyze a community using knowledge acquired from lectures, classroom discussions, guest speaker presentations, and a library orientation on simple approaches to census and demographic data.

### **SWK 450 Internship (10)**

(Module 13) This experience includes participation in a social service program in a community agency, under the educational direction of social work professionals and university faculty. You advance your knowledge of the profession and refine your generalist practice skills. The internship will involve 400 hours of practice in a social service agency.

### **SWK 480 Internship Seminar (2)**

(Module 14) Senior Seminar is designed to integrate the concepts, knowledge, and values learned in previous course work with agency experience. This capstone course provides opportunities for you to share learning experiences from agency placement and to demonstrate your competencies through a series of integration assignments.

### **WRT 312 Critical Analysis & Research Writing (3)**

(Module 2) Equips students to become more competent and confident writers through an emphasis on the interrelationship between one's ability to think critically, read actively, and write proficiently. Narrative, research and analysis are each employed as a means of increasing student mastery of the important technical components of college-level writing. Students are also taught how these skills can be used in the process of demonstrating experiential learning for college-level credit. This course does not meet the general education communications skills requirement.

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B.S., Greenville College  
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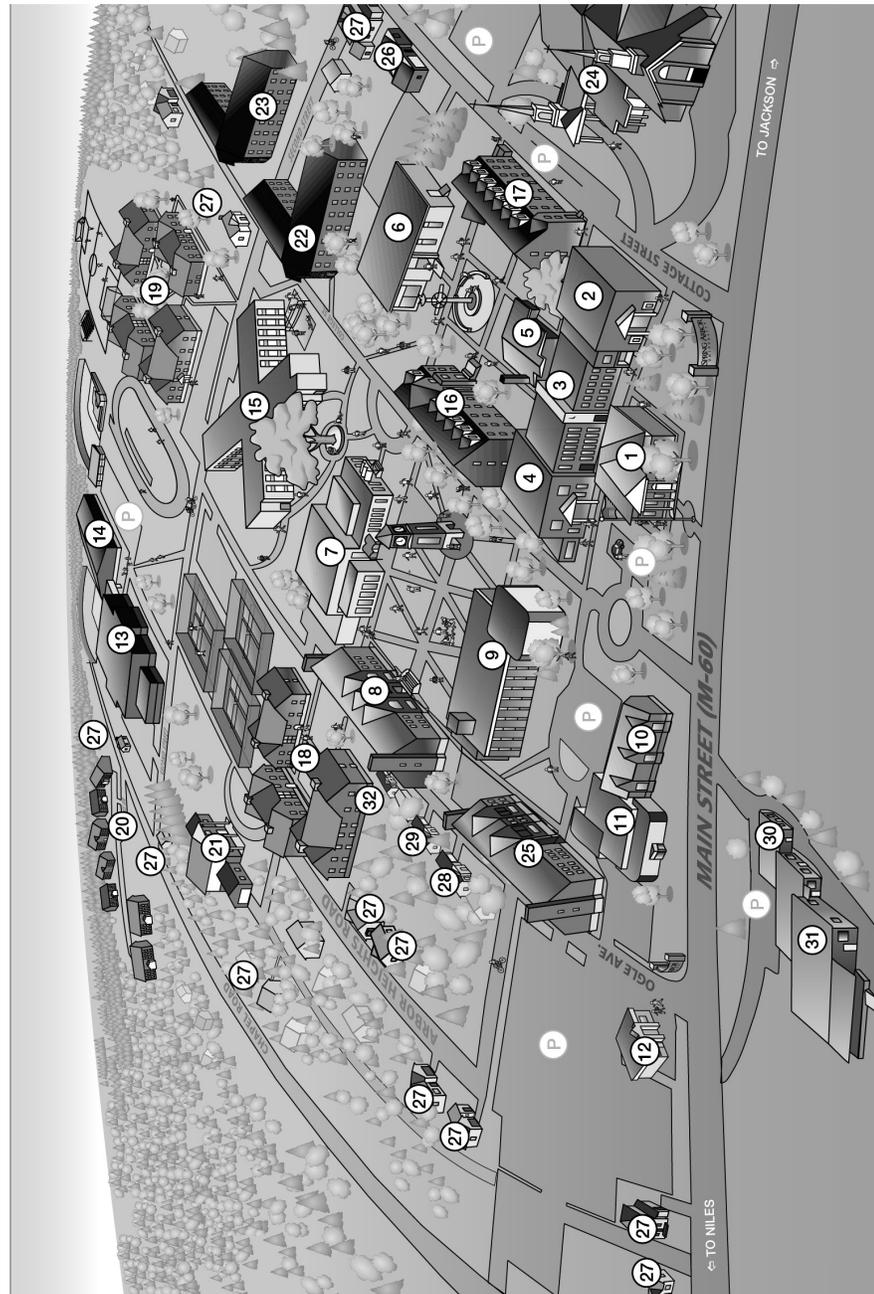
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- 17. **ORMSTON HALL**
- 18. **POST VILLAGE**
- 19. **OGLE VILLAGE**
- 20. **APARTMENTS**
- 21. **VOLLER HOUSE (PRESIDENT'S HOME)**
- 22. **GAINEY HALL**
- 23. **UNIVERSITY HALL**
- 24. **SPRING ARBOR FREE METHODIST CHURCH**

- 25. **POLING CENTER FOR GLOBAL LEARNING AND LEADERSHIP**  
Gainey School of Business  
Ada's Kitchen
- 26. **HUMAN RESOURCES**
- 27. **KOINONIA HOUSES**
- 28. **UNIVERSITY COMMUNICATIONS**
- 29. **INSTITUTIONAL RESEARCH AND ASSESSMENT / ROTC**
- 30. **SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES**
- 31. **PHYSICAL PLANT**
- 32. **THE CENTER FOR GLOBAL STUDIES AND INITIATIVES**  
Cross Cultural Studies Office



## Campus Facilities

The **Business Office** houses student account and administrative offices.

The **Center for Global Studies and Initiatives/ Cross Cultural Studies House** is the University's hub for all things international. The Cross Cultural Studies Program, SAU-owned Semesters in Greece, Guatemala, and Japan, as well as other semester abroad programs are showcased in the Center located in a house on Ogle Street, just west of the White Library.

**Chapman Welcome Center** is located at the front of campus to welcome prospective students and their families. The building contains administrative and admissions support offices.

**Dietzman Hall** houses the administrative and faculty offices for the School of Education and the Office of Advancement, which includes gift planning and alumni relations on the main floor. The Help Desk, Instructional Technology and Financial Aid are located on the lower level.

**Dunckel Gym** is located adjacent to the Physical Education Center and provides needed space for intramurals. Included in the gym are four basketball courts and two racquetball courts. The outdoor sports areas include a softball field, baseball stadium, soccer field, track and tennis courts.

The **Ganton Art Gallery/Ogle Art Center** is the location of art classrooms, student studios, art gallery and art faculty offices.

**Hugh and Edna White Library** is a three-story facility which houses campus library resources. The library currently holds more than 100,000 volumes of books, microfilms, records, tapes, compact discs, videocassettes, and other media and equipment. Over 1,400 periodicals are available to the university community. The University Archives is located in the lower level of the library and includes records relating to the operation and history of Spring Arbor University, Spring Arbor College, Spring Arbor Junior College, and Spring Arbor Seminary.

**Human Resources** is home to offices of payroll, personnel, and student employees.

**Institutional Research & Assessment/ROTC** houses offices for the Director of Institutional Research and the ROTC program.

**Kresge Student Center** houses the Ogle Dining Commons, Cougar Den, dining service offices, the switchboard, Office of the President and Office of the Vice President of Academic Affairs. On the lower level of the building is Holton Health Services, the university bookstore, the Ralph Carey Forum, the student game room, mailboxes, computer lab, Office of Registration and Records, Student Development & Learning administrative offices, the Office of Intercultural Relations, offices for student housing, counseling, career planning and placement, and student government leaders.

**Mailing and Duplicating (M&D)** houses the mailing and duplicating services for the University.

The **Physical Education Center (Fieldhouse)** provides multi-use possibilities with three basketball courts, an indoor track, tennis courts, badminton courts, volleyball courts, fitness center, locker facilities, and a swimming pool on the main floor. The second floor houses faculty offices, laboratory facilities and classrooms.

The **Physical Plant** houses offices and workspace for maintenance, grounds, and custodial personnel.

The **Poling Center for Global Learning and Leadership** is home to the Gainey School of Business, CP Federal Credit Union Trading Center, Hosmer Center for Entrepreneurship and the department of social sciences. The 38,000 square foot Poling Center bridges pivotal programs to serve students with state-of-the-art, high-tech facilities. The three-story building includes 12 classrooms; two collaborative learning areas, a café (Ada's Kitchen) and lounge area for students; faculty offices and a faculty lounge.

The **Prop Shop** is an "intimate theater space" providing opportunities for students to showcase skills in acting and directing through a variety of performances.

**Sayre-DeCan Hall** serves as a classroom building. Currently it houses Radio Stations WSAE and KTTG, the departments of communication, English, world languages and Academic Student Connections.

The **School of Graduate and Professional Studies** is home to administrative and personnel offices for those who support graduate and undergraduate programs available at off-campus locations.

**Smith Music Center** provides classrooms, studios, laboratory facilities and faculty offices for the music department.

**Spring Arbor Free Methodist Church** offers facilities for the University's use. This includes a 2,000 seat auditorium and classrooms.

The **University Communications** office houses staff who serve the university community with creative design, university publications, web site management and media projects.

The **Voller House** is the President's home.

**White Auditorium** is used for community concerts, programs and events.

The **Whiteman-Gibbs Science Center** accommodates faculty offices, classrooms and two large lecture halls. It includes laboratories for biology, chemistry, physics and computer science. The departments of computer science, mathematics, science and theology are also housed here.

## RESIDENCE FACILITIES

**Gainey Hall** was completed in 2006 and houses women at the corner of College and Second Street. The three-story facility has two large student lounges, a grand entry way, laundry, a computer lab and top-floor conference room.

**Koinonia Houses** are 12 residences located throughout the campus area each housing 4-11 upper class students.

**Lowell Hall Complex** is an all-female hall with four wings, two common lounges, small prayer chapel, and a computer lab.

**Muffitt Hall** serves as a residence hall for women.

**Ormston Hall** serves as a residence hall for men.

**Ogle Village** is comprised of four housing units, which accommodate up to 36 students each.

**Post Village** is comprised of three housing units, which accommodate up to 36 students each.

**University Hall** was completed in August 2010 and houses males. Located at the corner of College and Second Streets, the four-story building has a grand entry, multiple lounge spaces, a computer lab, fireplace and game room.

**West Arbor Apartments** is a seven-building complex of 56 apartments for married students, upper class students and employee families.

# ACADEMIC CALENDAR

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## SPRING ARBOR UNIVERSITY

# 2011-2012 Academic Calendar\*

## for Campus Undergraduate Programs

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### FALL SEMESTER 2011

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Faculty /Staff Retreat	August 25	Thursday
Faculty Meeting	August 26	Friday
New Student Orientation	September 5-7	Monday-Wednesday
<i>Lo-Down Event (sponsored by Student Development)</i>	September 7	Wednesday
Classes begin (7:45 am)	September 8	Thursday
<i>Convocation</i>	September 9	Friday
Last day for class changes	September 13	Tuesday
Constitution Day	September 16	Friday
<i>Arbor Games (shortened class schedule)</i>	September 21	Wednesday
<i>Homecoming - Parents Weekend</i>	October 7-9	Friday-Sunday
Meet Your Major	October 12	Wednesday
Fall Break (no classes)	October 21	Friday
Mid-semester grades due (12:00 noon)	October 25	Tuesday
Last day to withdraw from classes (5:00 pm)	November 4	Friday
<i>Fall Commencements</i>	November 19	Saturday
Thanksgiving Break begins (10:00 pm)	November 22	Tuesday
Thanksgiving Break ends (classes begin at 7:45 am)	November 28	Monday
<i>Hanging of the Greens - Christmas Concert</i>	December 9	Friday
End of Fall Semester (Final Exams, Dec. 14-16)	December 16	Friday
Final grades due (12:00 noon)	December 20	Tuesday

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### INTERIM 2012

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Interim classes begin	January 4	Wednesday
Last day to drop	January 4	Wednesday
Interim exams/Last day of classes	January 24	Tuesday
Interim grades due (12:00 noon)	January 30	Monday

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## SPRING SEMESTER 2012

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Classes begin (7:45 a.m.)	January 26	Thursday
Last day for class changes	January 31	Tuesday
Focus Series (no regularly scheduled classes)	February 29	Wednesday
Spring Break begins (10:00 p.m.)	March 9	Friday
Spring Break ends (classes begin at 7:45 a.m.)	March 19	Monday
Senior testing	March 20	Tuesday
Mid-semester grades due	March 20	Tuesday
Last day to withdraw from classes	March 30	Friday
Easter Break – Good Friday (no classes)	April 6	Friday
Easter Break – travel day (evening classes meet)	April 9	Monday
Registration for 2012-2013 begins	April 10	Tuesday
End of Spring Semester (Final exams, May 9-11)	May 11	Friday
<i>Baccalaureate</i>	May 11	Friday
<i>Spring Commencements</i>	May 12	Saturday
Final grades due (12:00 noon)	May 15	Tuesday

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## MAY TERM 2012

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May Term/classes begin	May 15	Tuesday
Memorial Day (no classes)	May 28	Monday
Exams/last day of classes	June 4	Monday
Grades due	June 6	Wednesday

(Additional summer classes of varying lengths will be offered in June & July.)

\*Where specific circumstances vary from normal procedures and schedules, catalog and university policy supercede dates listed above.

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## SPRING ARBOR UNIVERSITY

# Undergraduate Catalog Disclaimer

The Spring Arbor University catalog contains information about the University and policies relating to the academic requirements and records of each student. Current and future students should refer to the Student Handbook and policy handbooks for the University's policies and procedures, which cannot be varied by an unauthorized employee of the University, either in writing or by an oral statement. The University reserves the right to change any university rules or regulations at any time, including those relating to admission, instruction and graduation. The right to withdraw curricula and specific courses, alter course content, change the academic calendar and /or to impose or increase fees is reserved to the University. All changes are effective at such times as the authorized authority determines, and may apply not only to future students but also to those already enrolled in the University.

Although the catalog establishes requirements that the student must fulfill to graduate, this catalog is not a contract between the University, student or anyone else.

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