



**SPRING ARBOR**  
UNIVERSITY

**2017-2018**  
**GRADUATE CATALOG**

**106 E. Main St.**  
**Spring Arbor, Michigan 49283**  
**[www.arbor.edu](http://www.arbor.edu)**



**2017-2018  
GRADUATE CATALOG**

**GAINEY SCHOOL OF BUSINESS**

- **Master of Business Administration**
- **Master of Arts in Management and Organizational Leadership**

**SCHOOL OF ARTS AND SCIENCES**

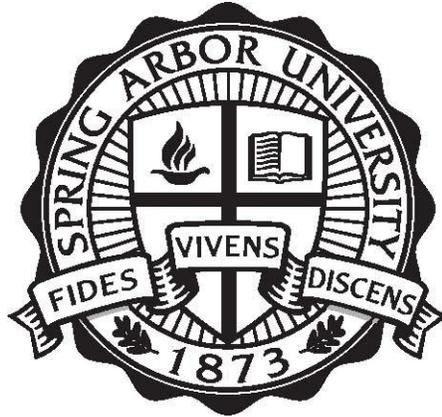
- **Master of Arts in Strategic Communication and Leadership**

**SCHOOL OF EDUCATION**

- **Master of Arts in Early Childhood**
- **Master of Arts in Education**
- **Master of Arts in Reading**
- **Master of Special Education**
- **Master of Arts in Teaching English to Speakers of Other Languages**

**SCHOOL OF HUMAN SERVICES**

- **Master of Arts in Counseling**
- **Master of Science in Nursing**
- **Master of Social Work**
- **Nonprofit Leadership and Administration Endorsement**



Spring Arbor University is a Christian liberal arts university  
accredited through the Higher Learning Commission  
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504  
PH: 312.263.0456

#### 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.

## Letter from the Provost and Chief Academic Officer

Welcome to Spring Arbor University's graduate degree programs. We are delighted that you are a member of our 140-year-old Community of Learners. Together we will study and learn to apply the Liberal Arts to build our ability to be life-long learners, always embracing and upholding Jesus Christ as the perspective for that learning, with the intention to be critical participants in the contemporary world.



As a graduate student, you are preparing to contribute significantly to the thought and practice of your chosen profession. Our courses, programs and degrees are designed with the intention of giving you knowledge and skills to aid you in that contribution.

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

More information is available to you through our web site, [www.arbor.edu](http://www.arbor.edu), and through your "MySAU" portal. And, please contact faculty, staff and administration if we can be of assistance to you.

Congratulations on your many successes that have brought you to graduate studies at Spring Arbor University. We look forward to helping, seeing, and celebrating your continued success as you grow academically, spiritually and socially during this important and exciting period of your life. And we pray God's guidance and blessing upon you through this and all of your endeavors.

A handwritten signature in black ink that reads "M. Kimberly Rupert".

M. Kimberly Rupert  
Provost and Chief Academic Officer

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# Graduate Program General Information

## GENERAL INFORMATION

### HISTORY OF SPRING ARBOR UNIVERSITY

Spring Arbor University is a liberal arts university located eight miles west of Jackson (the greater Jackson area has a population of about 160,000), and is affiliated with the Free Methodist Church. More than 40 denominations are represented in its student body. While most students are from Michigan, the University also attracts students from over 20 states and several foreign countries. Spring Arbor University is coeducational, with approximately 1,600 undergraduate students on the main campus, over 1,000 undergraduate students at various other locations throughout the state and over 1,000 students in our graduate programs.

Spring Arbor University was founded in 1873 by leaders of the Free Methodist Church as a private academy with elementary and secondary grades. It evolved into an institution of higher learning in the 1920s and acquired four-year liberal arts status and accreditation from North Central Association of Colleges and Schools in 1963. Today, Spring Arbor University grants associate and bachelor degrees. The University also grants the following graduate degrees: Master of Arts in strategic communication and leadership, Master of Arts in counseling, Master of Arts in education, Master of Arts in family studies, Master of Arts in reading, Master of Arts in spiritual formation and leadership, Master of Arts in teaching English to speakers of other languages, Master of Business Administration, Master of Special Education, Master of Science in nursing, and Master of Social Work. Graduate programs are available on campus, online, and at regional sites in Battle Creek, Bay City, Flint, Gaylord, Grand Rapids, Jackson, Kalamazoo, Lansing, Metro-Detroit, Metro-Toledo, and Petoskey.

### SPRING ARBOR UNIVERSITY CONCEPT

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

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

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

### CHARACTERISTICS OF GRADUATE CULTURE

Graduate education is different from undergraduate education and has its own distinctive cultural norms. At the graduate level, the learning culture is characterized by several components:

- Depth of Inquiry: a rigorous inquiry and cognitive development, which will produce persons who gain a depth of knowledge about a subject field.
- Research-based Learning: a growing familiarity and conversance with the scholars, relevant research, findings, and research tools underlying the subject field.

# Graduate Program General Information

- Practical Application: ethical integration of action-oriented research and best practices in the subject field.
- Knowledge Creation: engagement with the subject field in ways that have potential for development of new knowledge, affirmation of existing knowledge, testing of emerging theories, or application and refinement of research-based practice.
- Independent and Self-directed Learning: responsibility for learning, which is demonstrated by the learner's manifestation of the ability for continuous learning in the subject field.

While some of these characteristics may be reflected in undergraduate education, the combination and degree of application in the learning process is at a higher level in graduate education.

## THE SPRING ARBOR UNIVERSITY GRADUATE

The Graduate Council 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

- understands what it means to be a part of a community of professionals.
  - The student must be able to learn, communicate, and participate with the community of learners.
- has undergone a rigorous educational experience.
  - The student will study topics that are grounded in theory, practice, and research creating a system of lifelong study and application.
- has encountered the Christian faith from a variety of perspectives, including instructors, staff, students, coursework, and instructional materials.
  - The student will see how the Christian faith impacts character and decision-making thus demonstrating a total commitment to Jesus Christ as the perspective for learning.
- is able to participate in a global society.
  - The student must be able to think critically and demonstrate the ability to take a leadership role in society and thoughtful participation in the contemporary world.

## THE GRADUATE COMMUNITY AT SPRING ARBOR UNIVERSITY

Building on a long tradition of scholarly pursuit and academic excellence, Spring Arbor University launched its first graduate program in 1993. Since then the SAU graduate community has come to embrace 12 programs offered on the main campus, 17 regional centers, and online. The Spring Arbor University graduate community seeks to carry out the mission of the University at highest academic levels, broadening conceptual reach and enhancing individual skills in research and practice. That community effort encompasses:

- ***A graduate community of learners pursuing truth and wisdom***, tying SAU graduate students and faculty leaders within scholarly disciplines among fellow professionals in a community of exemplary scholarship;
- ***A life-long engagement in study and application of liberal arts and sciences***, engaging faculty and students in twelve different programs across seven disciplines in research-based inquiry, development of new knowledge and self-directed learning;

## Graduate Program General Information

- **A commitment to Jesus Christ as the perspective of learning**, seeking God's truth and exercising discernment in research and practice, thus strengthening values, building character, and motivating action;
- ***Critical participation in the contemporary world***, encountering contemporary modes of expression, developing alternative approaches, engaging in dialogue, and modeling service.

Recognizing Christ as truth and impelled by his commission to carry that truth to the ends of the world, graduate faculty and students at Spring Arbor University engage in:

- Rigorous inquiry seeking depth of knowledge within a discipline;
- Research-based learning, mastering research tools, conversing with other scholars, and reviewing contemporary findings in the field;
- Development of new knowledge, testing emerging theories, and wisely applying knowledge through best practices;
- Distinctive communication within and across disciplines, using various modes, and reaching diverse audiences;
- Continuous learning through independent study in the subject field.

By quest and praxis, the graduate community at Spring Arbor University seeks to enhance individual skills, expand knowledge, and contribute to the fields of study in which members are engaged.

### **COMMUNITY EXPECTATIONS**

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

### **ACCREDITATION**

All degrees offered by Spring Arbor University have been granted accreditation by the Higher Learning Commission, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602.

#### **Specific Accreditations**

- School of Education's graduate and undergraduate programs are approved by the Michigan Department of Education and the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue NW, Suite 500, Washington, D.C. 20036; telephone: 202.466.7496.
- School of Human Services' Master of Science in nursing program has been granted accreditation by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036.
- Master of Arts in counseling program in both the Clinical Mental Health and School Counselor tracks has been granted accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), 1001 North Fairfax St., Ste. 510, Alexandria, VA 22314.
- Master of Social Work (MSW) program is fully accredited by the Council on Social Work Education (CSWE), 1701 Duke Street, Suite 200, Alexandria, VA 22314-3457.

# Graduate Program General Information

## **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 individual program handbooks for additional information. The University's policies and procedures may not be varied, either in writing or by an oral statement by any University employee without official governance approval.

Curricula and policies listed in this catalog are subject to change through normal University governance procedures. Revisions are normally implemented in the next academic year following their adoption by the graduate council and academic senate. However, occasionally curricula or policies may be changed and implemented in the same academic year and for matriculated students. Therefore, 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.

To complete a degree, a student is normally expected to meet the requirements listed in the catalog which is in effect for the year of the student's admission or readmission to the University. Students may also need to meet additional degree requirements that have been published in other official University documents. However, 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 University determines, and may apply to future students and those already enrolled in the University.

## **IMPORTANT CATALOG NOTE**

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

## **STATEMENT OF NON-DISCRIMINATION**

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

## **DIVERSITY AT SPRING ARBOR UNIVERSITY**

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

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

## Graduate Program General Information

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

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

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

### **TRANSCRIPTS**

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

### **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 of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce

# Graduate Program General Information

development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

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 activate a Directory Information Hold on the SAU student portal.

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 Education 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

## **STUDENT SERVICES**

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

### **Library Services**

Spring Arbor University has online library services to aid students in their learning. Access the White Library website at [www.arbor.edu/whitelibrary](http://www.arbor.edu/whitelibrary). Of our more than 200,000 books in the library collection more than half of them are e-books that can be easily accessed online. We also provide access to numerous online research databases. If you would like to check-out print books from our library, we will ship them to your home, and a postage-paid mailing label will be provided for return shipment. If we do not have the book or article(s) you need for your research, our Inter-librarian loan department will work to obtain the materials for you.

Graduate students can contact a research librarian at the White Library at [saulibrary@gmail.com](mailto:saulibrary@gmail.com) or 517-750-6742. Our librarians are available for a one-on-one consultation with our graduate students. Set up a Skype, Google+, or GoToMeeting session with a librarian. We can provide database instruction, research help, or citation assistance in these meetings. We also have a 24/7 chat service so that you can talk with a librarian anytime of the day or night. Our instructional videos and help materials can be viewed at: <https://www.youtube.com/user/thewhitelibrary>

### **Services for Students with Disabilities**

Spring Arbor University, in compliance with Federal regulations and in support of our efforts to enable students to maximize their God-given talents and abilities, provides the Academic Student Connections (ASC) office to direct academic services for students with disabilities\*. Students with disabilities may request accommodations as provided within federal law. Documentation and requests should be made as early in the semester as possible to prevent delays in accommodation. To learn more, or for assistance with documentation or requests:

- Students who primarily attend class at a Spring Arbor University off-campus site may contact the site-based Student Services Coordinator.

# Graduate Program General Information

- Students who primarily attend classes online may contact their SAU Student Support at [studentsuccess@arbor.edu](mailto:studentsuccess@arbor.edu)
- Students who primarily attend classes on the SAU Main Campus may also contact SAU Student Support at [studentsuccess@arbor.edu](mailto:studentsuccess@arbor.edu)

Further information regarding policies and guidelines can be found at Academic Student Connections on the SAU website; <http://www.arbor.edu/resources/offices/academic-student-connections/>

\*It is the student's responsibility to secure documentation, contact personnel listed above, come to an agreement about accommodations, and present an SAU prepared VISA (Verified Individualized Services and Accommodations notice) to each instructor. Also, instructors are not under obligation to make accommodations without documentation from the SAU ASC office.

## **TUITION AND FEES**

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

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

### **Payments**

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

### **Withdrawal Refunds**

Tuition refunds for properly authorized withdrawals from the University shall be based upon:

Calendar Days 1-7*	100% refund
Through 25% of class	75% refund
Through 60% of class	50% refund
After 60% of class	No refund

\*Classes with duration of less than 14 days will be refunded on a prorated basis.

\*\*Switching classes will result in an additional charge, based on the applied tuition refund schedule. Please see the Business Office for more details.

## **FINANCIAL AID**

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

# Graduate Program General Information

## **Financial Aid Refunds**

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

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

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

## **Enrollment Status for Financial Aid**

Enrollment in at least 6 graduate credit hours during any semester is considered full-time. Enrollment in at least 3 graduate credit hours during any semester is considered half-time. Grants and loans from state and/or federal governments are available for students who are enrolled at least half-time and who have been accepted in a degree program. Students should contact the Financial Aid Office for assistance.

## **VETERAN'S BENEFITS**

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

## ADMISSIONS

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

- A bachelor's degree from a regionally accredited college or university. A student will be considered for conditional admission if that student has verification of completion of all degree requirements and provides an anticipated date of degree conferral;
- A 3.0 GPA for at least the last two years of the bachelor's degree;
- An official transcript from the institution granting the bachelor's degree. Some programs require official transcripts from all previous institutions attended. See specific program for clarification;
- At least two recommendations from professional/academic individuals;
- A completed application.

Graduate programs may have other specific admission requirements which are listed in the program-specific section of this catalog and/or in program handbooks available through program offices.

## ADMISSION EXPECTATIONS

All applicants should possess:

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

## ADMISSIONS STATUS

Admission status is determined and specified as follows:

- Full: all items are complete and admission requirements met.
- Probationary: the admissions file is complete but the applicant's GPA does not meet the standard or there are other concerns (e.g., weak writing sample).
  - There will be limits on the number of courses for which the applicant may enroll as well as closer monitoring of grades.
  - The time limit that the student must come off probationary status will be the first 6 credit hours or the first semester, whichever is earlier.
- Conditional: some part of the admission file is missing (e.g., official transcript)
  - There may be limits on the number of courses for which the applicant may enroll as well as closer monitoring of grades.
  - The time limit that the student must come off conditional status will be the end of the first course.
- Denial: admission requirements are not met.

# Graduate Program Admissions

## **ADMISSIONS APPEALS**

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

## **INTERNATIONAL STUDENT ADMISSION**

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

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

NOTE: To maintain student status with immigration a student must be full-time (a minimum of 6 credit hours per semester).

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

## **BACKGROUND CHECK**

Spring Arbor University (SAU) values a reputation for honesty, integrity, and a safe environment for our community of learners and to the greater community in which we serve. To safeguard these standards, SAU may require a background check. Spring Arbor University reserves the right to deny admission to convicted felons in its sole discretion and reserves the right to make decisions based upon factors which it deems relevant under the totality of the circumstances. The specific policy guidelines and final review processes are outlined by the individual school, program, office, or department.

## **GUEST STUDENTS**

A guest student is currently enrolled in a master's program in another regionally accredited college or university. A guest student may take a maximum of 6 credit hours. Because of class size restrictions, preference will be given to students admitted to the program. Guest student status does not guarantee future admission into the program, nor does it guarantee that the credit hours will apply toward the master's in counseling degree. Applicants should request the SAU guest application form from the program office to which they are applying

## **NON-DEGREE STUDENTS**

A non-degree student is one who wishes to take classes but is not seeking a degree. A non-degree student may take a maximum of 6 credit hours. Contact the program office for further information.

## Academic Policies

### REGISTRATION POLICIES

#### **Transfer Credit**

Programs may accept a maximum of 9 graduate credit hours by transfer from a regionally-accredited institution. The transferred course grade(s) must be a “B” or better. An official transcript from the sending institution must be submitted to the appropriate program office along with the initial application. Transfer credit hours must be no more than six years old at the time of admission, but certain programs may allow exceptions. The program director has the discretion and the right to determine what course credit is accepted and whether the course will substitute for a required course in the program or will be accepted as elective credit only. After admission to a Spring Arbor University graduate program, students wishing to complete coursework at another college or university to fulfill SAU program requirements must seek advance written approval from the program director.

#### **Prior Learning Assessment**

In some programs, students with significant graduate-level learning and/or professional training not sponsored by a college or university may be granted academic credit by Spring Arbor University through the process of prior learning assessment. Students interested in evaluation of their prior learning should consult their program directors.

There is a prior learning assessment fee for evaluation and processing of experiential learning. This fee is based on the number of credit hours for which a student petitions. The Coordinator of Prior Learning Assessment in the Office of Registration and Records can assist.

#### **Dual Undergraduate/Graduate Enrollment**

Dual undergraduate/graduate enrollment may be granted to any SAU senior who has 1) a GPA of 3.0 or higher for at least the last two years of baccalaureate study, and 2) no more than 9 credit hours remaining for completion of the bachelor’s degree. A dual enrolled student may enroll in a maximum of 6 graduate credit hours (approved by the program advisor) along with the undergraduate credit hours required to complete the bachelor’s degree.

Dual enrollment is permitted only for the first semester of a graduate program. If the bachelor’s degree is not earned by the end of the first semester of dual enrollment, the student may not continue in the graduate program on dual enrollment. No graduate credit hours earned while dual enrolled can be used to meet undergraduate requirements unless specified by the program (e.g. RN-MSN program). The enrolled graduate courses are not eligible for financial aid until the bachelor’s degree is completed unless the graduate courses are being used to complete the bachelor's degree.

Note: not all graduate programs permit dual enrollment. Those that do may have additional requirements. Please confer with the program office for additional information prior to enrollment.

#### **Undergraduate Enrollment**

Spring Arbor University seniors (90 credit hours or more) may take up to 6 credit hours of 500-level coursework to apply toward the bachelor’s degree. If a course is counted for the undergraduate program, it may not be counted toward a graduate program with the exception of the RN to MSN program.

## **Course Load/Credit Limits**

Students may not enroll in more than 30 credit hours per 12-month period in any Spring Arbor University graduate program or combination of graduate programs without the permission of the program director. Any schedule exceeding 10 credit hours per semester (traditional semester calendars) or 15 credit hours in a six-month period (non-traditional semester calendars) must have permission of the program director. (See specific programs for possible other course load requirements.)

## **Auditing a Course**

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

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

## **Adding a Course**

Students may add courses during the authorized add period by utilizing the Academic Schedule Planner on the MySAU Portal. After the add period, students will need to receive special permission from the advisor, instructor, program director and Office of Registration and Records.

## **Dropping a Course**

Students who wish to drop a course during the authorized drop period, must use the Academic Schedule Planner on the MySAU Portal. The transcript will not reflect the student's enrollment in the course. It is important that students check with the program office to learn the applicable deadlines and tuition charges. Students dropping a course after the first week (or the authorized drop period, if different) will be charged tuition for the course.

## **Withdrawing from a Course**

After the drop period, students may withdraw up to the halfway point of a course and receive a grade of "W," which remains part of the student's permanent record but does not affect the GPA. Withdrawal after the halfway point will result in a grade of "UW," which is reflected in the GPA and acts the same as a "U" grade. The withdrawal date is determined as follows.

1. The day after the last date of the student's recorded attendance if the student is administratively withdrawn or is unofficially withdrawn for non-attendance.
2. The date the student officially withdraws with a completed withdrawal from submitted to the Office of Registration and Records.
3. At the midpoint of the course, students who request a withdrawal or are administratively withdrawn will receive a grade of "UW," which affects the GPA the same a grade of "U."

## **Repeating a Course**

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

## **Course Cancellation**

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

## **Class Cancellation**

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

## **Withdrawing from a Program**

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

## ***Readmission to a Program after Withdrawal***

Students who have withdrawn from a program or have not been actively enrolled for more than one year and wish to resume enrollment will be required to submit an application for readmission. Approval of that application is determined by the program director. Official transcripts for coursework taken at another institution during the time of absence from SAU must be sent to the program's office for evaluation.

## **STUDENT ACADEMIC RESPONSIBILITY**

SAU commits to helping students achieve their academic goals by providing numerous resources and tools, including academic advisors, degree audits, schedules, calendars, and academic catalog. Students must assume certain responsibilities that include but are not limited to

- meeting admission requirements,
- completing courses in an order that meets prerequisite and core requirements,
- becoming familiar with all academic policies and specific policies of the program to which the student is admitted, and
- preparing work that is representative of the student's own individual efforts.

## **STANDARDS OF CONDUCT**

SAU is dedicated to fostering academic, social and spiritual growth for students. While enrolled as active participants in the SAU community, students are expected to govern their lives in harmony with its regulations, both on and off campus (see the Student Handbook on the student portal and/or [www.arbor.edu](http://www.arbor.edu)).

## **RESEARCH**

Each graduate program defines the nature and scope of any required thesis, research project, or case study. Students are advised to consult the catalog and program handbooks for specific requirements.

## **ASSESSMENT**

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

## **ACADEMIC ADVISING**

In each graduate program, an academic advisor is available to assist students with planning and implementing their academic careers. The University provides the Academic Planner for all students to use for planning, registering, and dropping and adding courses. The Academic Planner is available through the MySAU Portal (<http://mysau.arbor.edu>) and is a tool that all students are expected to use. For support in using the Academic Planner, students should refer to instructions and tutorials provided online. If further assistance is needed, students should feel free to contact their advisor.

### **Student Responsibilities in the Advising Process**

While Spring Arbor University will provide assistance in planning academic programs, students are ultimately responsible for ensuring they are fulfilling the requirements of their program. Students are expected to become familiar with degree requirements and expectations, as well as take the initiative for requesting academic advising assistance. The academic advisor does not carry the burden of responsibility for ensuring students complete degree requirements.

## **ACADEMIC STANDARDS**

All graduate students are required to earn a minimum cumulative grade point average (CGPA) of 3.0. The academic policy exists to encourage student success toward that end. Any graduate student is in good standing whenever that student's cumulative grade point average is 3.0 or better.

All grades and GPA's are reviewed at the end of each grading term by the Academic Status Committee. The committee, with input from graduate academic advisors and program directors, makes the following decisions:

**Good Standing:** the CGPA is 3.0 or better.

**Warning:** the GPA for the grading term is less than 3.0, but the CGPA is 3.0 or higher.

**Probation:** the CGPA falls below 3.0. The student is placed on probation for one grading period. The time limit allowed for a student to raise CGPA and be removed from probation is one grading period or a minimum of 6 credit hours, whichever comes first.

**Continued on Probation:** CGPA has increased during the probationary grading term yet remains below a 3.0. At the discretion of the committee, the student may be continued on probation for one additional semester.

**Probation Removed:** Good standing is restored, and probation is removed.

**Dismissal:** A student who is admitted to a program on probation and fails to achieve a 3.0 GPA for that first grading period is dismissed. A student who fails to increase the GPA for a grading period after being placed on probation or fails to increase CGPA to 3.0 or better after being permitted to continue on probation is dismissed.

## Academic Policies

Students who have been dismissed due to not meeting academic standards will not be allowed to attend SAU for at least one year from the time of dismissal. Dismissed students may apply for readmission by submitting the Application for Readmission together with supporting rationale/evidence to the appropriate program. The burden of proof remains with the student. Filing the application does not guarantee readmission. The academic program will make the final decision.

### **Academic Dismissal Appeals**

Students who have been dismissed due to academic standards may send a letter of appeal to the school dean of the program for reinstatement. The dean's decision on reinstatement is final.

### **ACADEMIC INTEGRITY**

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

The Spring Arbor University Concept—the heart of this institution—is based on a 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, the community should strive to hold one another accountable to the standards of the Christian faith.

Acknowledging the call in the principles above, the Spring Arbor University community is challenged to maintain integrity in all academic pursuits. Therefore, cheating, misrepresentation, or plagiarism (borrowing ideas, images, facts, stylistic phrasing, or quoted material without credit) on assignments, tests, lectures, handouts or any other coursework are not tolerated. SAU's Academic Integrity policy is available electronically on the website.

### **GRADUATION REQUIREMENTS**

Students in all graduate programs must have a 3.00 cumulative GPA ("B" average) to graduate from any of Spring Arbor University's graduate programs.

Some graduate programs have other specific graduation requirements that students will need to complete before the degree can be conferred.

The Office of Registration and Records notes the conferral of degrees on the transcript on the first of the month following the completion of all degree and graduation requirements.

Transcripts indicating degree conferral will be available once all degree requirements are met, grades are submitted, and processing is complete.

### **Residency**

Some graduate programs have a residency requirement for graduation. Students are advised to consult the catalog and program handbooks for such requirements.

### **COMMENCEMENT INFORMATION**

Students are eligible to participate in the Commencement ceremony immediately following the completion of all degree requirements. Participation in Commencement requires a graduation/diploma application to be submitted approximately three months prior to the ceremony. When applications are received, a graduation fee is assessed. If an application for graduation has been made and requirements are not finished as stated, students must re-apply to graduate, and an additional fee will be charged. Students who cannot complete their requirements by the anticipated date should send written notification to their respective program offices.

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

### **TIME LIMITS FOR COMPLETING A DEGREE**

Graduate students at Spring Arbor University must complete all degree requirements within six years from the date of enrollment in the first class after the student is admitted to the program. A student may petition the program director for an extension, but there are no guarantees that the student will be permitted the extension.

### **DISMISSAL POLICY**

#### **Program Dismissal**

Dismissal from an academic program is possible for disciplinary reasons, including but not limited to the following:

- violating standards of academic integrity,
- violating community, behavioral, program, professional expectations,
- unsatisfactory performance in practicum, internship, or clinical courses
- criminal misconduct,
- failure to comply with established SAU or program timelines and/or requirements,
- unethical practices and/or unprofessional conduct,
- actions that obstruct the training process and/or threaten client welfare.

SAU has the right to review any circumstances that may impede the student's ability to continue in the program at any point while a student is enrolled in a graduate program. At the discretion of the program director, the student may be placed on suspension while the matter is being investigated. A student who is placed on suspension may not participate in program-related activities.

## **Program Dismissal Process**

To protect the student's due process rights and SAU's interests in upholding academic and professional standards, the following steps will be taken as part of the dismissal review process.

*Step 1:* The program director will inform the student in writing of the allegations or circumstances that may affect the student's continuance in the program. These allegations may emanate from personnel both within and outside the SAU community. (Note: if the allegation involves an academic integrity issue, current SAU policy will be followed.)

*Step 2:* At the discretion of the program director, the student may be asked to seek an informal resolution of the allegation with the accusing party. The student will inform the program director of the outcome within seven days after the program director's request. If resolution is not achieved in this informal process, then the matter will be brought before a disciplinary committee, consisting of the following individuals:

- program director;
- faculty member (chosen by the program director); and
- program staff member (chosen by the student) OR current SAU student (chosen by the student)

*Step 3:* The program director will notify the student of the scheduled meeting of the disciplinary committee. The student will be invited to submit a written response to the allegations no later than seven days prior to the scheduled meeting.

*Step 4:* Following receipt of the student's response, the disciplinary committee will convene (face-to-face, teleconference, or other means) to discuss the matter and render a decision, which may result in:

- dismissal of the charges.
- allowing the student to continue in the program, pending compliance with specified conditions; or
- dismissal from the program.

*Step 5:* Within seven days of the committee's decision, the program director will notify the student of the decision in writing. A student may appeal this decision by following the appeal process below.

## **Dismissal Appeal Process**

The student must initiate the appeal process within seven days after receipt of the program director's written notification. The appeal must be in writing and submitted to school dean, who will review the appeal along with the decision of the disciplinary committee. The dean may request additional information from the student or the disciplinary committee. The dean will make a decision and notify the student in writing within 14 days after receipt of the student's appeal. At all times, the burden of proof is on the student.

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

## **Readmission after Dismissal**

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

writing to the program director. The burden of proof remains with the student. Filing an application does not guarantee readmission.

## OVERLAPPING COURSES

Students may apply credit hours successfully completed in one SAU master's degree towards degree requirements in another SAU master's degree up to a maximum of 25% of the credit hours of the second master's program (generally 9 credit hours).

## 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

NOTE: Grades below "B" may be considered failing grades and the student may be required to retake the course for graduation requirements (see program-specific details).

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

**A** = excellent achievement

**B** = good work

**C** = below average work

**D** = unsatisfactory work

**U** = unsatisfactory work—no credit is given—the number of credit hours is included when computing GPA

**S** = satisfactory work done (a grade of "B" or above)—credit is given— GPA is not affected

**W** = indicates authorized withdrawal from classes. A student may withdraw from a course at any time during the semester. Withdrawals through the official withdrawal date (the half-way point of the course) will receive a grade of "W" on the transcript. A "W" does not affect the GPA. Withdrawals after this point will receive a grade of "UW" on the transcript, which is reflected in the GPA.

**I** = incomplete work in a regularly scheduled course at the time the final grade is due—given only when missing assignments are due to absences from classes for illness, or other emergencies—not given for unsatisfactory assignments or failure to submit assignments due to the student's negligence. Note: A grade of "I" must be removed within six weeks after the end of the term in which it is given or by a date officially agreed upon by the instructor and student. If the completion date is not met the "I" grade becomes a grade of "U."

**IP** = work in progress at the time the final grade is due—given only for an independent study, internship, practicum, tutorial, exploratory experience or other special programs as approved by the registrar. Note: A grade of "IP" must be removed within six months of the close of the term—if no grade is received, the "IP" grade will become a "U."

## **Grade Appeals**

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

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

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

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

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

## **ACADEMIC POLICY APPEALS**

If a student believes that the university has not followed published policies regarding academic decisions, the student may appeal the decision. The student must initiate the process within 30 days of the decision. At all times, the burden of proof is on the student. The following procedures must be followed.

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

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

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

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

## **GRADUATE ATTENDANCE POLICY**

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

## GRADUATE ACADEMIC PROGRAMS

### **Gainey School of Business**

- Master of Business Administration
- Master of Arts in Management and Organizational Leadership

### **School of Arts and Sciences**

- Master of Arts in Strategic Communication and Leadership

### **School of Education**

- Master of Arts in Counseling: School Counseling
- Master of Arts in Early Childhood
- Master of Arts in Education
- Master of Arts in Reading
- Master of Special Education
- Post-baccalaureate Program (Non-degree)

### **School of Human Services**

- Master of Arts in Counseling
- Master of Science in Nursing
- Master of Social Work
- Non-profit Leadership and Administration Endorsement (non-degree program)

## **GAINEY SCHOOL OF BUSINESS**

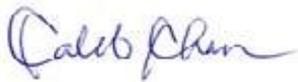
### **FROM THE DEAN**

On behalf of the Gainey School of Business faculty and staff, I welcome you to the Master of Business Administration (MBA) and Master of Arts in management and organizational leadership (MML) program. By joining the program, you are an integral part of a growing community of learners. We are excited about the growth you are about to experience and the potential that you can reach through the program. While outstanding faculty and curriculum are important components of our graduate programs, we believe that dedicated students with aspirations to become selfless leaders are the other half of the equation for success.

The Spring Arbor University MBA is distinguished by our focus on combining theories with applications and experiential learning. Not only will you learn from the professors, you will also learn from your fellow classmates who bring different perspectives and experiences to the learning environment. By employing state-of-the-art academic technology, learning will take place both in the classroom and in the virtual world. Another great distinctive of our program is the optional International Business Summit for MBA students who will be traveling to an international city such as New York, N.Y. and meeting students from other cohorts for an experiential learning experience.

In closing, I would like to encourage you to think of all the opportunities that are lying ahead of you. Instead of questioning your ability to do well in the program, be inspired by the Little Engine that Could and tell yourself that you can too. The Gainey School of Business faculty and administrative staff would love to see you succeed. It is our pleasure to be part of your journey.

Blessings on you,

A handwritten signature in blue ink that reads "Caleb Chan". The signature is written in a cursive style with a large initial "C".

Dr. K. Caleb Chan, Dean

## **MASTER OF BUSINESS ADMINISTRATION (MBA)**

### **MBA PROGRAM DESCRIPTION**

The Master of Business Administration (MBA) degree prepares students for successful participation in business and other organizations competing in domestic and international markets. Through the MBA curriculum, students gain knowledge of functional areas of business within a framework of service and stewardship and develop skills in critical thinking, ethical reasoning, analytical problem solving, effective communication, and decision making.

### **MBA MISSION**

To develop successful professionals through the study and application of theories, concepts, principles, and methods of business administration informed by an ethical worldview.

### **MBA STUDENT LEARNING OBJECTIVES**

The MBA program is designed to help students understand and live out the SAU Concept through active participation in business and organizations. Students will integrate the Christian perspective and the discipline of business administration with an emphasis on stewardship and service. Students will gain mastery in business area knowledge, recognize the impact of culture and diversity on global business, and demonstrate skills in effective communication, professional collaboration, teamwork, critical thinking, ethical reasoning, and problem solving. Program objectives are categorized into eight specific areas: knowledge, skills, scholarship, application, innovation, personal development, ethical perspective, and global awareness.

### **MBA CONCENTRATION COURSES – DELIVERED ENTIRELY ONLINE**

Students in the hybrid learning and the e-learning MBA will take the concentration courses in the entirely online format.

#### **Healthcare Administration Concentration**

Develops management knowledge and skills necessary for healthcare professionals and builds business acumen required for effective health care leadership. The concentration courses focus on the complexities and trends in the healthcare industry by focusing on contemporary issues in healthcare administration, policy, economics, quality, and strategy in healthcare management.

#### **Human Resource Management Concentration**

Develops knowledge and skills necessary to leverage organizational human resources to improve individual performance and enhance organizational effectiveness. Strengthen skills in problem-solving, strategic thinking, and critical analysis necessary for identifying and solving human-related issues within an organization. Prepares students to promote employee and organizational growth through individual and organizational learning.

#### **Management Concentration**

Develops skills necessary for effective traditional management in organizations. The concentration is designed for individuals interested in strengthening traditional business administration and management knowledge and skills.

#### **Organizational Consulting Concentration**

Develops a strong foundation in assessing, researching, and finding possible solutions to personnel, group/team/work unit and organizational problems. Develops requisite skills necessary for understanding, predicting, and influencing individual and group behavior in organizations as the foundation for leading effective organizational development and change

initiatives. Organizational consultants apply behavioral science and organizational leadership principles in the work context to positively influence individuals, groups, and organizations.

**Strategic Leadership Concentration**

Prepared business professionals to predict and influence individual and group behavior through strategic leadership. The concentration is designed for organizational professionals already proficient in administrative management. Broadens knowledge and skills through strategic leadership, strategic planning, and advanced management focus.

**MBA CURRICULUM**

**MASTER OF BUSINESS ADMINISTRATION**

<b>Course Prefix</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>Online Orientation Course</b>		
MBA 060	MBA Orientation	0
<b>Core Courses</b>		
MBA 617	Leadership in Business	4
MBA 631	Accounting for Managers	4
MBA 622	Statistics for Business Managers	4
MBA 661	Marketing for Managers	4
MBA 688	MBA Capstone Study	4
<i>Choose one of the following courses</i>		
MBA 607	International Business (NYC trip)	4
MBA 607A	International Business (no trip)	4
<i>Total Core Course Credit Hours</i>		<b>24</b>
<i>Choose one of the following 12-credit hour concentrations</i>		
<b>Healthcare Administration Concentration</b>		
MBA 641	Trends in Healthcare Administration and Management	4
MBA 642	Managerial Finance in Healthcare	4
MBA 643	Managing Quality in Healthcare	4
<b>Human Resource Management Concentration</b>		
MBA 647	Workplace Learning and Professional Development	4
MBA 648	Human Resource Development	4
MBA 651	Management of Organizational Behavior	4
<b>Management Concentration</b>		
MBA 654	Strategic Planning and Management	4
MBA 648	Human Resource Development	4
MBA 651	Management of Organizational Behavior	4
<b>Organizational Consulting Concentration</b>		
MBA 647	Workplace Learning and Professional Development	4
MBA 657	Strategic Leadership	4
MBA 658	Organizational Consulting	4
<b>Strategic Leadership Concentration</b>		
MBA 654	Strategic Planning and Management	4
MBA 657	Strategic Leadership	4
MBA 651	Management of Organizational Behavior	4
<i>Total Concentration Credit Hours</i>		<b>12</b>
<b>Total MBA Program Credit Hours</b>		<b>36</b>

## **MBA COURSE DESCRIPTIONS**

### **MBA 060 MBA Orientation (0)**

Provides an introduction to the MBA program and familiarizes students with the online learning environment using Blackboard as the learning management system.

### **MBA 607 International Business (NYC trip) (4)**

Introduces key aspects of contemporary international business management and implications of international business on organizational strategy, structure, and function. Coverage includes ethics in business, country differences, trade and investments, global monetary systems, and competition in a global marketplace. Topics include Poverty Cure, human rights, global human resource development, and conference environment papers and group presentations. As a part of the MBA 607 courses, students attend an International Business Summit as a part of a four-day trip to New York City. The university covers the costs of accommodations (i.e. hotel, food) to participate in the summit. Students are responsible for travel arrangements and expenses.

### **MBA 607A International Business (no trip) (4)**

Introduces key aspects of contemporary international business management and implications of international business on organizational strategy, structure, and function. Coverage includes ethics in business, country differences, trade and investments, global monetary systems, and competition in a global marketplace. Topics include Poverty Cure, human rights, global human resource development, and conference environment individual presentations, peer reviews, and critiques.

### **MBA 617 Leadership in Business (4)**

Introduces students to leadership in business administration as a foundation for effective management of the organization. Explores leadership from the perspective of the practicing manager and focuses on individual, group, and organizational leadership. Covers the nature of leadership, leading change, leadership effectiveness, leadership development, and traditional and emerging leadership theories. Special emphasis is placed upon self-leadership and professional leadership assessment of personal strengths and weaknesses in handling specific managerial issues and responsibilities.

### **MBA 622 Statistics for Business Managers (4)**

Introduces students to data driven decision making using a statistical thinking framework. Emphasis placed upon the use of statistical data for identifying, understanding, interpreting, and solving business scenarios and issues. Develops skills necessary to identify business problems, collect data following appropriate protocols and methods, and analyze data using statistical techniques.

### **MBA 631 Accounting for Managers (4)**

Introduces students to the fundamental concepts and principles of accounting as a discipline to support managerial decision making in businesses. Examines the use of information for data-driven decision making including organizational level performance measurements. Covers financial ratio calculations and analysis, preparation of financial statements, taxes, accounting liquidity, contribution margin, budgeting, and auditing issues.

### **MBA 641 Trends in Healthcare Administration and Management (4)**

Addresses contemporary issues in the field of healthcare and the factors influencing the structure, delivery, and financing within health care systems. Examines the roles of various health care institutions and professional groups providing health services. Covers emerging trends that impact healthcare in the U.S. as well as leadership challenges associated with healthcare administration. Special emphasis on making informed decisions related to healthcare administration and management topics that concern modern healthcare administrators.

### **MBA 642 Managerial Finance in Healthcare (4)**

Examines the fundamentals of financial management in the healthcare sectors. Prepares non-financial healthcare professionals with skills necessary to manage and control costs while simultaneously investing resources in strategic opportunities. Focuses on the use of financial analysis techniques, financial

reasoning, and financial tools for effective decision making and planning in a healthcare setting. Special emphasis on financial liquidity, solvency, and measuring efficiency of healthcare organizations using key ratio information.

### **MBA 643 Managing Quality in Healthcare (4)**

Identifies the principles of quality improvement necessary for creating a quality culture in healthcare. Examine tools and methods of planning and implementing quality improvement initiatives in healthcare. Addresses both clinical improvements related to the delivery of quality patient care and process improvements related to the processes necessary in supporting the delivery of quality patient care. Special emphasis on methodology for improving quality in healthcare organizations, process improvement tools and measurement systems, Six Sigma, lean management techniques, and medical informatics.

### **MBA 647 Workplace Learning and Professional Development (4)**

Explores the major issues relevant to workplace learning and development. Develop skills in needs analysis, learning and development methods, method selection, development plans, and assessment. Covers adult learning theory, knowledge, and development. Emphasizes principles of traditional and contemporary approaches to workplace learning and development in organizations. Special emphasis on the practical application of learning development methods and assessments to ascertain factors influencing effective workplace learning strategies.

### **MBA 648 Human Resource Development (4)**

Explores major issues of managing human resources. Develops skill in assessing human resource needs for career development and organizational effectiveness. Covers principles of adult learning through designing practical applications in diverse work settings. Special emphasis on current topics in the field of human resource development, including the assessment, design, implementation, and evaluation of human resource development programs; personal, professional, and organizational development; and application of human resource development in diverse contexts. Various types of training programs will be examined, including onboarding, skills and technical, performance management, employee wellness, career management, organization and management development, and diversity.

### **MBA 651 Management of Organizational Behavior (4)**

Introduction to the management of behavior in organizations, the field of industrial and organizational psychology, and various aspects of people in the workplace. Covers issues related to employee development through training and learning, employee productivity, well-being, attitudes, behaviors, motivation, and leadership. Explores principles of organizational behavior and management such as how people work, where they work, and how the workplace operates. Emphasizes the complexity of organizational functioning and importance of the management of organizational behavior.

### **MBA 654 Strategic Planning and Management (4)**

Introduces the concepts of strategic planning and management and considers the vision, mission, and goals of organization. Provides students with a framework for conducting strategic planning in the organizational environment. Examines the balanced scorecard approach to planning and management for translating strategy to action. Special emphasis is placed upon the cyclical development of pertinent information necessary for strategic planning and management.

### **MBA 657 Strategic Leadership (4)**

Examines characteristics and skills that allow leaders to make positive and strategic contributions to their organizations. Focuses on the development of strategic leadership skills including the development of strategic thinking and strategic actions for superior organizational performance. Emphasizes the analysis of leader traits, skill, styles, and characteristics and the influence on the strategic leadership of organizations.

### **MBA 658 Organizational Consulting (4)**

Examination of best consulting practices for internal and external change agents. In depth exploration and practice on contracting, assessment and diagnosis, data collection, feedback techniques, implementation

of planned change initiatives, resistance to change and other psychodynamics in the organization related to change. Emphasizes the collaborative consulting approach and the collaborative consulting cycle as well as change management models and effective change management consulting techniques.

### **MBA 661 Marketing for Managers (4)**

Introduces the principles of service and stewardship through marketing management. Focuses on developing an understanding of the role of markets and marketing from an economic thinking perspective including an analysis of product markets and developing marketing strategies that will provide sustainable competitive advantage. Special emphasis is placed upon the integration of concepts, principles, and techniques of marketing through application within client organizations. Topics include customer value and satisfaction, market research and surveys, marketing segmentation differentiation, positioning, and the development and execution of marketing plans.

### **MBA 688 MBA Capstone Study (4)**

The MBA capstone experience emphasizes the integration and application of acquired knowledge and skills from the MBA core and concentration curriculum. Focuses on the identification of a group/work unit/team or organizational level issue, problem, or opportunity, as well as the proposed solution to improve organizational performance. Students will conduct an organizational assessment, review of the literature, explain the issues using appropriate concepts and theories, create a proposal to address the problem, and develop a final business consultancy report and presentation. The student works with a real organization/client, and the client provides an assessment of the student's performance and contribution to the organization

## MASTER OF ARTS IN MANAGEMENT AND ORGANIZATIONAL LEADERSHIP (MML)

### MML PROGRAM DESCRIPTION

The Master of Arts in management and organizational leadership (MML) program will prepare graduates for professional management and organizational leadership within for-profit and not-for-profit organizations, enhance opportunities to expand management related employment options toward the middle management level, and provide a values-based option for students seeking a specialized business master's degree in management and organizational leadership.

### MML MISSION AND GOALS

- To foster an environment that supports adult learners from diverse academic and professional backgrounds.
- To provide an ethical framework for management and leadership development within a competitive, global context.
- To develop the knowledge, skills, and abilities of students to manage human capital, manage the task environment, and lead effectively in organizations.
- To prepare students for critical participation as effective team players, managers, and leaders within organizational environments.

### MML STUDENT LEARNING OBJECTIVES

The Master of Arts in management and organizational leadership program is designed to help students understand and live out the SAU Concept through active participation in management and leadership within organizational environments. The curriculum emphasizes current and emerging organizational leadership and management theories along with best practices in order to prepare learners who are interested in advancing into higher levels within their organizations or taking on greater responsibility as leaders. The program objectives are categorized into six specific areas: critical thinking, decision making, effective communication, ethical perspective, leadership development, and problem solving.

### MML CURRICULUM

#### MASTER OF ARTS IN MANAGEMENT AND ORGANIZATIONAL LEADERSHIP

Course Prefix	Course Title	Credit Hours
<b>Core Courses</b>		
MML 610	Leadership for Personal and Professional Success	4
MML 611	Introduction to Contemporary Management Issues	4
MML 615	Organizational Change Management	4
MML 614	Foundations of Organizational Leadership	4
MML 619	Managing the Organization: Culture and Strategy Issues	4
MML 623	Applied Managerial Research	4
MML 618	Organizational Behavior: Leading People	4
MML 622	Groups, Teams and Motivation: Leading Organizations	4
MML 650	Leadership Portfolio	2
MML 651	Management Capstone	2
<b>Total MML Program Credit Hours</b>		<b>36</b>

## MML COURSE DESCRIPTIONS

### **MML 610 Leadership for Personal and Professional Success (4)**

Introduces students to self-leadership and the psychology of self-motivation as a foundation for personal and professional leadership development. Explores the importance of self-awareness, self-responsibility, self-regulation, and self-influence to achieve personal and professional effectiveness. Special emphasis is placed upon positive attitudes, proactivity, self-efficacy, empowerment, mental and behavioral strategies, and authenticity.

### **MML 611 Introduction to Contemporary Management Issues (4)**

Introduces students to the professional field of management and management issues in contemporary organizations. Covers essential topics such as organizational design, structure, and processes as well as complexities within organizational life such as power, politics, conflict, ethics, and decision making. Special emphasis is placed upon sense-making, coaching, knowledge creation and learning in organizations.

### **MML 614 Foundations of Organizational Leadership (4)**

Introduces the concepts, theories, practices, and fundamental principles of leadership within work and organizational environments. Provides practical strategies for developing the knowledge and skills necessary for effectively serving in the leader role in an organizational setting.

### **MML 615 Organizational Change Management (4)**

Introduces students to theories, processes and practices related to change using creativity and innovation within the work environment to enhance organizational effectiveness. Provides students with practical models and techniques useful for managing planned as well as emergent change. Examines personal and organizational management approaches for overcoming resistance and facilitating positive organizational change. Develops skills for designing, implementing and managing strategic change and transformation in organizations to foster resulting change in collective behavior.

### **MML 618 Organizational Behavior: Leading People (4)**

Introduces students to the foundational aspects of organizational behavior through the examination of workplace issues. Covers the influence of diversity and individual differences, the impact of emotions, attitudes, and stress, perceptions, conflict, leadership, and change on organizational behavior within organizations. Special emphasis is placed on developing skills necessary for leading people and fostering an environment of positive organizational behavior.

### **MML 619 Managing the Organization: Culture and Strategy Issues (4)**

Introduces students to the culture of an organization as the system of shared values, beliefs, and assumptions that govern the development of attitudes, formation of intentions, and behaviors in organizations. Examines how the culture and strategy of an organization influences organizational effectiveness and performance.

### **MML 622 Groups, Teams and Motivation: Leading Organizations (4)**

Examines management and motivation of individuals within groups and teams. Develops skills necessary for creating and effectively managing groups and teams. Covers job design in groups and team development, conflict management, team building, decision making in groups and teams, and approaches for improving productivity and organizational effectiveness.

### **MML 623 Applied Managerial Research (4)**

Introduces students to theoretical, philosophical, and practical insights regarding management and business research. Cover writing the research proposal, reviewing literature, ethical issues in research, designing research, and communicating research findings.

### **MML 650 Leadership Portfolio (2)**

Students will enroll in MML650 and MML651 concurrently in the final semester of the program. The leadership portfolio will contain the organizational leadership lessons learned throughout the program.

# Gainey School of Business

Student will construct a portfolio of leadership accomplishments and will reflect upon the personal and professional growth and development while in the MML program.

## **MML 651 Management Capstone (2)**

Students will enroll in MML650 and MML651 concurrently in the final semester of the program. The management capstone is a project that involves applying management learning within a real organization. Students will articulate a management problem based upon a diagnosis, explain the problem using management concepts and theories, and recommend a solution to the problem. Student will present their research to the client organization, and the client will complete an assessment of the student's work.

## **GAINEY SCHOOL OF BUSINESS GRADUATE FACULTY**

### **K. Caleb Chan**

*B.A., King College*

*Ph.D., Georgia State University*

### **David P. Globig**

*B.A., Cedarville College*

*M.B.A., University of Akron*

*D.B.A., Anderson University*

### **E. Allen Knight**

*B.S., Milligan College*

*M.B.A., Olivet Nazarene University*

*A.B.D., Anderson University*

### **Randall J. Lewis**

*B.S., Tri-State University*

*M.B.A., Central Michigan University*

*Ph.D., Michigan State University*

### **Sharon E. Norris**

*B.A., Spring Arbor University*

*M.B.A., Spring Arbor University*

*Ph.D., Regent University*

## **SCHOOL OF ARTS AND SCIENCES**

### **Master of Arts in Strategic Communication and Leadership**

#### **FROM THE DIRECTOR**

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

At the graduate level, we are able to do this through the MSCL that offered completely and only online. We also offer a graduate certificate in communication. More information about the program is available at our website at [www.online.arbor.edu/programs/master-of-arts-in-communication/](http://www.online.arbor.edu/programs/master-of-arts-in-communication/)

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



Dr. Wally Metts Jr.  
[wmetts@arbor.edu](mailto:wmetts@arbor.edu)

## **MSCL PROGRAM DESCRIPTION**

The Master of Arts in strategic communication and leadership (MSCL) is a 36-credit hour program, which brings both theoretical and Christian perspectives to bear on practical problems and provides a foundational understanding of communication through an interdisciplinary foundation of core courses. The program allows students to design, implement, and evaluate an ePortfolio which effectively applies an interdisciplinary understanding of communication studies to a situation.

This program pairs students with mentors who are influencers in communication. Mentors share valuable insights, professional development tips and personalized support throughout the program. Working with a mentor, students learn skills most important to communication professionals. Students also individualize their program and develop a sustainable professional growth plan.

## **MSCL PROFESSIONAL ePORTFOLIO**

Throughout the online master's in strategic communication program, students build a professional ePortfolio. This digital portfolio serves as a place to collect, reflect upon and collate creative assets based on their individual learning experiences at Spring Arbor University Online. Upon graduation, the ePortfolio becomes a powerful and shareable resource for career advancement.

## **MSCL PROGRAM COMPETENCIES**

- How to create messages that are well-crafted and audience-tuned.
- How new technologies create new ways to serve people.
- How to assess your own leadership strengths and weaknesses.
- How to build effective teams and expand personal and institutional networks.
- How to conduct, analyze and apply communication-related research.
- How to articulate a Christian perspective regarding communication practice and principles.

## **MSCL PROGRAM GOALS**

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

## **MSCL STUDENT LEARNING OBJECTIVES**

The MSCL program will assist students to

- integrate the Christian faith with the field of communication through critical thinking, research, writing and learning from the normative base of a Christian worldview,
- experience education in the virtual communication environment,
- explore multidisciplinary approaches for enhancing culture and human development from a values-based perspective grounded in communication skills, knowledge and practice,

## School of Arts and Sciences

- develop and exchange concepts relating to understanding and improving communication and communication-related activities within organizations and industries around the world, and
- experience innovative learning situations, which will enable students to acquire the knowledge, dispositions and abilities required of leaders in any organizational setting.

### **MSCL PROGRAM SPECIAL ADMISSIONS REQUIREMENTS**

In addition to the general admission requirements listed at the beginning of the graduate catalog, the following requirements are mandatory for acceptance into MSCL. Applicants must submit

- two recommendations from professional and/or academic individuals,
- one recommendation from a member of the clergy in your faith community,
- a recent writing sample (a published magazine, newspaper, or journal article, an undergraduate or graduate research paper, or a work-related proposal),
- a personal goals statement of two pages or less in which you briefly describe your personal or professional goals as they relate to graduate studies in communication at a Christian university, and
- the completed the online computer literacy survey. (This survey assesses your current computer skills and the hardware/software configurations necessary for our online program.)

The 22-hour Certificate is suitable for those who want to document their professional growth or expertise for advancement in their profession, or those who simply want to understand communication issues better. Note: This program requires access to a high-speed internet connection.

### **MSCL PROGRAM SPECIAL POLICIES**

#### **Registration**

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

#### **Audits**

Students may audit up to two classes in the MSCL program. (See Auditing a Course section of this catalog.)

#### **Independent Study**

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

#### **Assessment**

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

#### **Spiritual Development**

The university is committed to supporting spiritual development for all students, including graduate students in both traditional and online programs. Department faculty have experience and training in pastoral care and spiritual direction. Students may request prayer, and faculty may be available for spiritual formation mentoring.

**MSCL CURRICULUM**

**MASTER OF ARTS IN STRATEGIC COMMUNICATION AND LEADERSHIP**

<b>Course Prefix</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>Online Orientation Course</b>		
COM 060	Orientation to Online Learning	0
<b>Foundation Courses</b>		
COM 504	Communication Theory and Worldview	3
COM 606	Research Methods in Communication	3
<i>Total Foundation Courses Credit Hours</i>		6
<b>Core Courses</b>		
COM 508	Writing for Results	3
COM 510	Communication Leadership	3
COM 601	Interpersonal Communication	3
COM 603	Group and Public Communication	3
COM 605	Mass Communication, Culture and Technology	3
COM 607	Communication Ethics and Moral Reasoning	3
COM 610	Advertising and Public Relations	3
COM 612	Conflict Resolution	3
<i>Total Core Course Credit Hours</i>		24
<b>Mentoring Course</b>		
COM 503	Communication as Vocation and Calling (Taken six times for a total of 6 credit hours)	1/1/1/1/1/1
<i>Total Mentoring Course Credit Hours</i>		6
<b>Total MSCL Program Credit Hours</b>		<b>36</b>

**GRADUATE CERTIFICATE IN STRATEGIC COMMUNICATION AND LEADERSHIP**

<b>Course Prefix</b>	<b>Course Title</b>	<b>Credit Hours</b>
COM 504	Communication Theory and Worldview	3
COM 508	Writing for Results	3
<i>Total Communication Courses Credit Hours</i>		6
Elective	Elective Courses	16
<i>Total Elective Courses Credit Hours</i>		16
<b>Total CSCL Program Credit Hours</b>		<b>22</b>

## MSCL COURSE DESCRIPTIONS

### **COM 060 Orientation to Online Learning (no credit)**

Satisfactory completion of this course is required prior to taking the first communication course

### **COM 503 Communication as Vocation and Calling (1)**

Explore your career opportunities and vocational impulses while working with a professional mentor to individualize your program and develop a sustainable professional growth plan. This one-credit course will be taken in subsequent terms until the student has earned a total of six credit hours.

### **COM 504 Communication Theory and Worldview (3)**

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

### **COM 508 Writing for Results (3)**

The art of capturing ideas in words is the basic tool of professional communicators. In this “writing bootcamp,” your analytical and narrative writing skills take a big leap forward, as you present a compelling vision of the world to the world in words well-crafted and audience-tuned.

### **COM 510 Communication Leadership (3)**

Explores effective communication styles of effective leaders through an analysis of research and practice. Prerequisite: COM 504 and 508.

### **COM 601 Interpersonal Communication (3)**

An examination of interpersonal study and analysis of the relationships between interpersonal communication and group, family, gender, and intrapersonal processes. Prerequisite: COM 504 and 508.

### **COM 603 Group and Public Communication (3)**

Examines how personal and professional communication styles impact group dynamics, conflict, team building, leadership and public presentations. Prerequisite: COM 504 and 508.

### **COM 605 Mass Communication, Culture and Technology (3)**

Examines the challenges of and opportunities for living faithfully in mediated societies as new media technologies create new ways to serve people and to oppress them. Prerequisite: COM 504 and 508.

### **COM 606 Research Methods in Communication (3)**

Students develop skills in designing, interpreting, and evaluating research designs by examining and applying both quantitative and qualitative research methods. A thesis or portfolio proposal is prepared. Prerequisites: COM 502, 504 and at least 15 credit hours in the program.

### **COM 607 Communication Ethics and Moral Reasoning (3)**

Case study approach to problems and issues that confront communicators in contemporary culture. Prerequisite: COM 504 and 508.

### **COM 610 Advertising and Public Relations (3)**

Considers current research and practice in advertising and public relations. Traditional and nontraditional techniques are explored. Prerequisite: COM 504 and 508.

### **COM 612 Conflict Resolution (3)**

Current theories of conflict resolution, with a special emphasis on biblical peacemaking. Prerequisite: COM 504 and 508.

## School of Arts and Sciences

### MSCL FACULTY

**Wallis C. Metts**

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

**Paul D. Patton**

*B.A., Spring Arbor University  
M.Ed., Wayne State University  
M.R.E., Grand Rapids Baptist Seminary  
M.A., Regent University  
Ph.D., Regent University*

**Robert H. Woods**

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

### ADJUNCT FACULTY

**Diane M. Badzinski Proctor**

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

**Debra K. Buenting**

*B.A., University of Texas at Arlington  
M.A., Regent University*

**Terri L. Cornwell**

*B.A., University of Delaware  
M.A., West Chester University  
M.A., University of Maryland  
Ph.D., University of Maryland*

**Paul A. Creasman**

*B.A., Pepperdine University  
M.A., Arizona State University  
Ph.D., Regent University*

**P. Mark Fackler**

*A.B., Westmont College  
M.A., University of Minnesota-Minneapolis  
St. Paul  
M.A., Wheaton College  
Ph.D., University of Illinois*

**Linwood A. Hagin**

*B.A., University of Wisconsin-Superior  
M.A., University of Minnesota-Minneapolis  
Ph.D., University of Tennessee*

**Jennifer M. Letherer**

*B.A., Siena Heights University  
M.F.A., Boston University*

**Keli Myers**

*B.A., Azusa Pacific University  
M.A., Pepperdine University  
Ph.D., University of Arizona*

**Quentin J. Schultze**

*B.S., University of Illinois  
M.A., University of Illinois  
Ph.D., University of Illinois*

## SCHOOL OF EDUCATION

### FROM THE DEAN

Thank you for choosing to undertake a graduate program in Spring Arbor University's School of Education (SOE). You join a rich and talented group of current students and alumni that includes missionary and international teachers, public and private school teachers, principals, superintendents, and educators serving in the business and government sectors. Our hope and prayer is that your graduate education helps you to make a positive impact in the learning and dispositions of K-12 students, and feeds your motivation to care for and inspire them.

We are committed to maintaining an excellent School of Education. Our faculty consists of dedicated educators who are respected by their peers for their subject matter expertise. Our administrators are known throughout our state for their active involvement in improving the quality of teacher education. Our staff is savvy at helping graduate students understand and complete their program. They have all chosen to be at an institution that frees them to bring their faith perspective and experience into their work, and to that end, you can expect to experience a rigorous and rewarding graduate experience within the context of integrating faith and learning.

Our graduate programs focus on the professional development needs and interests of K-12 teachers. As educators, you serve an increasingly diverse student population, and it is our intention that any program you choose will provide a strong foundation for you to develop and enhance your professional skills and strategies to better serve that population. Each graduate curriculum provides contemporary perspectives and ideas to support the kind of educational quality that is necessary for today's classrooms.

Welcome to the School of Education. I encourage you to experience every class to the fullest. Get involved with each other, participate fully with your professors in discussions and assignments, challenge your own assumptions about education and assess your classroom success, and reflect upon the ethical bases of your teaching. "Get wisdom and get understanding" (Proverbs 4) so that your educational success becomes your students' learning success.

Best wishes for excellence, academic success, and professional growth,



Dr. Linda Sherrill  
Interim Dean, School of Education

## SOE GRADUATE PROGRAM PURPOSE

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

## SOE GRADUATE PROGRAM PHILOSOPHY

Graduate education programs stress integrity, ethical decision making, respect for self and others, disciplined judgment, critical thinking, and professional skills. The SOE seeks to develop educators who demonstrate a high level of academic ability and display the effective interpersonal, collaborative, motivational, instructional and leadership skills required for the successful education professional. Our programs balance practical applications with theory and research. Students can develop the attitudes and skills necessary to improve their performance in current positions or as they move into new career positions.

## SOE GRADUATE PROGRAM GOALS

Graduate program and course goals are based on the conceptual framework of the effective teaching model of the School of Education of Spring Arbor University. The School of Education's Effective Teaching Model contains six integrated elements centered on the integration of faith and learning. The elements are designed to enhance four overarching professional goals, as illustrated in the logo below.

The domains of the knowledge base used for this model are as follows:



### Content Knowledge

SOE graduate students acquire advanced content knowledge in educational practice through a Master of Arts in early childhood, Master of Arts in education in instruction and curriculum (MAE), Master of Arts in reading (MAR), Master of Arts in teaching English to speakers of other languages (TESOL), Master of Special Education in learning disabilities (MSE). Students in all SOE graduate programs examine and strengthen the basis for their personal and professional worldview and think critically to respond to critical issues in education, including ethical dilemmas and conflicting worldviews.

## **Management and Organization**

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

## **Pedagogy**

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

## **Collaboration with Stakeholders**

The primary focus of this domain is engaging with families and other stakeholders in the instructional process. Students are expected to interact effectively with colleagues, families, students, administrators, counselors, support personnel and other constituencies to benefit themselves and advance their own professional development. For educational professionals, collaboration extends to professional organizations and legislative actions as well.

## **Diversity**

Graduate educators understand how their students differ in their approaches to learning and create instructional opportunities that are adapted to diverse populations of learners. The concept of diversity in a global society is a special focus of graduate education at SAU. Graduate students understand that culture, language, race, ethnicity, gender, religion, cognitive and physical abilities and socioeconomic status all have an impact on learning and development in important ways. SOE students learn about issues of equity and developing an inclusive environment.

## **Assessment**

Today's educators face a difficult tension. They must constantly reconsider the wisdom of traditional practice while also considering new approaches. SOE graduate students synthesize elements of traditional and new assessment techniques into coherent effective assessment strategies that advance the continuous intellectual, social, and physical development of the learner. Assessment includes student assessment and self-assessment. An emphasis on uses of assessment data in K-12 schools assists educators in evaluating instruction and incorporating new pedagogies to address identified needs.

## **SOE NON-DEGREE AND ENRICHMENT OPTIONS**

These options are designed for teachers who wish to enhance their students' achievement through more effective teaching, to meet renewal requirements for the professional teaching certificate, or to broaden or enrich their academic background without pursuing a degree. This option also serves individuals who are not certified teachers but who wish to explore their interest in specific educational focuses from the degree programs above.

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

## **MICHIGAN DEPARTMENT OF EDUCATION REQUIREMENTS AND ENDORSEMENTS**

### **Michigan Department of Education Special Education Endorsements**

These endorsements are in compliance with Michigan Administrative Rules for Special Education, Rules 340.1781, 340.1782, 340.1788, and 340.1799.

### **Michigan Department of Education Reading Requirement**

In compliance with PA 32, the Michigan Department of Education requires an advanced reading course as a requirement for the Professional Certificate. For those holding a Michigan elementary certificate, EDU 624 meets this requirement. For those holding a Michigan secondary certificate, EDU 625 meets this requirement.

## **SOE ENDORSEMENTS**

Teachers seeking additional endorsements in other content areas such as early childhood, special education learning disabilities, elementary education, or specialty programs in the arts and sciences may do so through a planned program of coursework at the bachelor's level arranged with the SOE certification officer prior to enrollment in any course. Endorsements can only be added to valid Michigan teaching certificates. Students holding certificates from other states must work with their certifying institution. Please see program specific information for endorsements offered at Spring Arbor University.

## **ONLINE ORIENTATION PREPARATION AND WAIVER**

EDU 060 Orientation to Online Learning (no fee, no credit) is recommended for students to complete prior to enrollment in online graduate education courses. Students with prior experience in online learning may choose to waive this course. EDU 060 is offered two weeks prior to the start of each program. Students desiring more information about online learning and practice with the elements of Spring Arbor University's online learning management system should register for this course (can be repeated if students desire additional support).

## **SOE GRADUATION REQUIREMENTS**

In addition to graduation requirements for all graduate students in any SAU program, the SOE places these additional requirements for students graduating from an SOE graduate program:

- Minimum GPA of 3.0 for all graduate coursework.
- Successful completion of the required credit hours of approved work for the program.
- Courses with a grade lower than a "C" may not be counted toward the degree requirements.
- No more than two courses with a grade of "C" may be counted toward graduation requirements.
- Successful completion of all other requirements for graduation specified in this catalog, the School of Education, and University policy.

**DISCLAIMER:** Due to configurations of courses, changes in course hour requirements, or certification requirements, it is possible for a student to accumulate more than the required credit hours for an SOE graduate degree. The listed credit hours are merely the minimum for completion of a specific degree.

## **SOE ADMISSIONS**

In addition to the general admission requirements listed for all graduate students in the Admissions portion of this catalog, the following requirements are mandatory for acceptance

into the MAE, MAR, MSE, MATESOL programs. Applicants must submit the following information.

- Contact information for two references
- Copy of valid driver's license or other government-issued photo ID
- Teacher certification information
- Misdemeanor/felony conviction disclosure

Note: Grades earned after the bachelor's degree may be considered in admission decisions.

Additional admissions requirements for specific programs are detailed in the sections for each program.

### **SOE CLASSROOM ACCESS**

Many of the courses in the SOE graduate programs assume that students are currently classroom teachers and have access to K-12 students, classrooms and schools. Graduate students should be affiliated with a school in some manner (teacher, counselor, administrator, paraprofessional, etc.) to truly maximize their experience in the program. Many courses include working with K-12 students or teachers to fulfill course assignments, i.e., case studies, demonstrating lessons, surveying teachers, interviewing peers, conferencing with students, etc., and because of the strong clinical component, graduate students not currently placed in a classroom or are not working in a school setting may find it challenging to fulfill certain course requirements. Please note: faculty may not be able to assist with school placements, find alternative assignments, or make modifications to the coursework for students without a school placement.

### **SOE NON-DEGREE SEEKING APPLICANTS**

Non-degree seeking applicants must submit the following:

- Official transcripts verifying an earned bachelor's degree from a regionally accredited college or university
- Copy of valid driver's license or other government-issued photo ID
- Misdemeanor/felony conviction disclosure
- Michigan Certification information or a copy of teaching certificate (if issued by a state other than Michigan)
- A completed guest student application

### **SOE GUEST STUDENTS**

In addition to requirements listed earlier in the Admissions section of the catalog, applicants who are currently enrolled at another university may enroll as a guest student for up to 6 credit hours. Guest students may enroll in one course at a time. A 3.0 ("B" grade) or better in the first course permits registration in the second course as a guest student.

### **MISDEMEANOR AND FELONY DISCLOSURE**

Due to state employment and reporting regulations, applicants must answer questions regarding past or pending misdemeanors or felonies as an adult or juvenile. Falsification of information will be considered fraud and may result in denial of admission or revocation of prior admission to the University and/or SOE. Furthermore, falsification of information could result in denial by the Michigan Department of Education (MDE) for future certification and/or revocation by the MDE of current certification. Individuals with questions regarding this information should contact the certification officer in the School of Education.

## **SOE TRANSFER CREDIT**

A maximum of 9 semester credit hours of graduate work from a regionally accredited college or university may be reviewed for credit toward the SOE graduate degrees at Spring Arbor University. Credit may not be older than six years. Applicants must provide official transcripts along with course syllabi and/or official catalog course descriptions for each course for which they are requesting transfer credit. This option most often applies to the MAE program, as master's programs leading to new endorsements must adhere to Michigan Department of Education requirements as represented in the MDE-approved program.

## **SOE POLICIES**

In addition to the policies listed in the General Information and Academic Policies sections of this catalog, the SOE has special policies for SOE students as listed below.

### **Advising**

Students in a degree-seeking program may consult with a graduate program academic advisor, the certification officer or graduate education faculty and staff for advising assistance. However, it is the student's responsibility to track their degree requirements toward graduation.

### **SOE Course Load**

Students in SOE graduate programs may take up to 16 credit hours per six-month semester. Students may consult with their advisor to inquire about taking additional credit hours during a given semester.

### **Minimum Competency in Computer Technology**

Graduate education course design assumes that students can effectively use word processing programs, spreadsheets, presentation software (including PowerPoint), web browsers, search engines, and library databases. Remediation in these basic skill areas will not be provided during these courses. Students with concerns about their technology skills are encouraged to seek help before taking classes at Spring Arbor University. To assist students with concerns about technology skills, the University offers the free two-week EDU060 course for training in online learning offered prior to each semester and/or an introductory undergraduate computer course (CPS 150 Introduction to Computers). Other outside resources (such as online tutorials) can be utilized to assist students with technology skills and questions.

### **Registration/Withdrawal Policy for Workshops**

If a student is planning to obtain graduate credit for any workshops offered by the University, the student must register and pay the appropriate tuition rate at the first class session. Once students register and pay for the workshop, the University will not honor withdrawals, drops, or tuition refunds under any circumstances.

## **MASTER OF ARTS IN COUNSELING (MAC), SCHOOL COUNSELING TRACK**

This K-12 program is available through the School of Human Services in conjunction with the School of Education and is designed for students who desire a master's degree with a concentration in school guidance counseling in order to obtain a School Counseling License (SCL) from the State of Michigan. (See the MAC section of this catalog for more information.)

## MASTER OF ARTS IN EARLY CHILDHOOD (MAEC)

### MAEC PROGRAM DESCRIPTION

The Master of Arts degree in early childhood (MAEC) prepares students to work with young children ages birth to eight years old. Upon completion of the program, students who desire to add the early childhood endorsement (ZS) must take and pass the Michigan Test for Teacher Certification (MTTC) for Early Childhood (Test ZS #106). As a specialty program, the MAEC builds information and strategies into the curriculum that specifically address the concerns related to young children who are struggling readers and those with difficulty in self-regulation and challenging classroom behavior. The goal of the MAE program is to equip teachers of preschool through third grade to meet young learners with skills and strategies to become successful.

### MAEC CURRICULUM

#### MASTER OF ARTS IN EARLY CHILDHOOD

Course Prefix	Course Title	Credit Hours
<b>Online Orientation Course</b>		
EDU 060	Orientation to Online Learning	0
<b>Core Courses</b>		
EDU 530	Values, Ethics, and Worldview	3
ECE 550	Developing Literacy & Reading Proficiency in Early Grades	3
ECE 565	Early Childhood Social Foundations	3
ECE 566	Early Childhood Growth & Development	3
ECE 616	Early Childhood Policies & Standards	3
ECE 620	Effective Behavior Mgmt & Assess. in the EC Classroom	3
ECE 640	Emergent Literacy	3
ECE 665	Early Childhood Curriculum and Methods	3
ECE 668	Young Children with Special Needs	3
ECE 678	Intervention Strategies for Young Children with Develop. Delays	3
ECE 680	Graduate Thesis and Field Study in Early Childhood	3
<b>Total MAEC Program Credit Hours</b>		<b>33</b>

## MASTER OF ARTS IN EDUCATION (MAE)

### MAE PROGRAM DESCRIPTION

The MAE in curriculum and Instruction offers advanced development for the professional educator in all domains of the School of Education's conceptual framework and the Michigan Professional Standards for Teaching. Today's educators face increasingly stringent student and professional assessments. The MAE in curriculum and instruction helps teachers develop the knowledge, skills, and dispositions to become educational leaders in their schools, communities, and state and national arenas. Designed for certified teachers who wish to enhance their effectiveness as educators as they obtain a master's degree.

This program is designed for those who wish to enhance student achievement, obtain a master's degree, meet recertification requirements, or broaden or refresh their knowledge in areas of professional education. Educators completing this degree gain the knowledge and skills to be research-based advocacy leaders in K-12 education. The program is offered online.

### MAE WORKSHOP CREDIT

Students in the MAE in curriculum and instruction program may take up to 3 credit hours of EDU 517 through varied workshop offerings through SAU. (The MSE, MAR, and MA TESOL degree programs do not accept workshop credit.)

### CURRICULUM

#### MASTER OF ARTS IN EDUCATION

Course Prefix	Course Title	Credit Hours
<b>Online Orientation Course</b>		
EDU 060	Orientation to Online Learning	0
<b>Core Courses</b>		
EDU 503	Elements of Successful Teaching	3
EDU 530	Values, Ethics, and Worldview	3
EDU 538	Diversity in a Global Society	3
EDU 560	Instructional Technology	3
EDU 578	Educational Assessment	3
EDU 594	Teaching Discouraged Learners/Troubled Youth	3
EDU 639	Critical Issues and Advocacy	3
EDU 650	Educational Research Methods and Design	4
EDU 656	Graduate Thesis	4
<i>Total Core Course Credit Hours</i>		<b>29</b>
<b>Electives – Choose enough credit hours to total 3 credit hours</b>		
EDU 510	Navigating the First Five Years of Teaching	2
EDU 517	Workshops*	1-3
EDU 624	Elementary and Middle School Reading	3
EDU 625	Secondary Reading	3
EDU 690	Individual Advanced Research	1-3
<i>Total Elective Credit Hours</i>		<b>3</b>
<b>Total MAE Program Credit Hours</b>		<b>32</b>

## MASTER OF ARTS IN READING (MAR)

### MAR SPECIAL ADMISSIONS REQUIREMENTS

In addition to admission requirements for all graduate programs and SOE graduate programs, MAR applicants must submit the following information: a) a writing sample, and b) professional and a personal recommendation.

### MAR PROGRAM DESCRIPTION

Standards initiatives at the state and national level have increased the need for literacy leaders in K-12 education. Because reading affects every aspect of student achievement, this degree is highly desirable in K-12 education and for teachers who wish to increase their effectiveness as educators. This degree provides educators with the knowledge and skills to plan, lead, and support K-12 literacy initiatives. This program prepares teachers to assume roles in education that enhance both the reading specialist profession and student achievement in reading. This MAR program is designed for certified teachers who wish to obtain a master's degree and add a BR (Reading Specialist) endorsement. Students complete the program will be prepared with the knowledge and skill set prior to taking the MTTC (#92) for the reading specialist endorsement.

### Reading (BR) Endorsement

Teachers who complete the MA in reading program and pass the MTTC test for the reading specialist endorsement (#92) as required by the Michigan Department of Education can add the BR endorsement to their teaching certificate. The endorsement test should be taken after all coursework in the MAR is complete.

### MAR CURRICULUM

#### MASTER OF ARTS IN READING

Course Prefix	Course Title	Credit Hours
<b>Online Orientation Course</b>		
EDU 060	Orientation to Online Learning	0
<b>Core Courses</b>		
EDU 530	Values, Ethics, and Worldview	3
EDU 624	Elementary and Middle School Reading	3
RDG 628	Teaching Writing	3
RDG 656	English Language Learners	3
RDG 678	Children and Young Adult Literature	3
EDU 625	Secondary Reading	3
RDG 680	Content Area Literacies	3
RDG 682	History and Psychology of Reading	3
RDG 684	Program Design and Analysis	3
RDG 689	Literacy Mentoring, Coaching, and Leadership	3
RDG 692	Literacy Research and Design	4
RDG 694	Literacy Research Thesis	4
<i>Total Core Course Credit Hours</i>		<b>38</b>
<b>Total MAR Program Credit Hours</b>		<b>38</b>

## **M.A. IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES**

### **MA TESOL SPECIAL ADMISSIONS REQUIREMENTS**

- Official transcripts verifying a bachelor's degree from an accredited institution in the United States, England, Canada, or from an institution where the language of instruction was 100% in English
- A minimum GPA of 3.0 on a 4.0 scale
- Oral interview and writing sample essay
- Candidates who are native English speakers seeking the ESL endorsement on their Michigan Teaching Certificate must provide evidence of the study of a foreign language (two semesters at the undergraduate level)
- Non-native English-speaking candidates with a degree from an institution in a non-English speaking country must have a TOEFL score of 100 iBT or equivalent within the last six years. (If non-native English speakers have spent significant time in the United States, England or Canada, the candidate may request to demonstrate proficiency in English through processes established by the SOE.)

### **MA TESOL PROGRAMS DESCRIPTIONS**

#### **Master of Arts in TESOL: K-12 Track**

This program prepares currently certified educators in K-12 settings to better serve and teach students for whom English is not the first language. The program meets the requirements for the ESL endorsement on a Michigan Teacher Certificate. This program is offered completely online.

The MA TESOL (K-5, K-8 or 6-12 education) is a 33-credit hour program. Michigan teachers seeking the ESL endorsement through this program will also need to pass the MTTC test for ESL (NS), meet English proficiency requirements for oral language and writing, and provide evidence of the study of a foreign language (two semesters at the undergraduate level). Certain courses in the MA TESOL program qualify Michigan teachers to sit for the MTTC for the ESL endorsement on a Michigan teacher's certificate and can be applied toward the 33-credit MA in TESOL in K-12 education track.

ESL (NS) endorsement applies to your level of certification whether K-5, K-8 or 6-12. Twenty-four credit hours for the ESL (NS) endorsement are required.

#### **MA TESOL K-5, K-8, 6-12 Endorsement**

Copy of Michigan teacher certification is required. To complete the ESL Endorsement program, candidates in Michigan will have to pass the MTTC test for ESL (NS) after taking the 24 required credit hours in the endorsement track. Candidates must demonstrate a superior level of English language skills and provide evidence of the study of a foreign language for two semesters at the undergraduate level. Students who are certified to teach in a state other than Michigan will need to work with that state's requirements for ESL certification. Please see [www.arbor.edu](http://www.arbor.edu) for more information.

#### **Master of Arts in TESOL: Adolescent and Adult Education (AAE) Track**

This program prepares candidates with a baccalaureate degree in any major to teach English in non-K-12 settings, either in the USA or abroad. The MA in TESOL AAE track is suited for students without K-12 teacher certification but with B.A. or B.S. degrees from accredited institutions with a major in a wide variety of fields of study, including science, technology, arts, etc. Students in this track may be interested in teaching English in universities or community colleges in the U.S. or abroad, in middle schools and high schools in some countries, or in after-

school English language programs for elementary children in non-English speaking countries. Graduates may also teach in ministry-based settings primarily with adult students in the U.S. or abroad. This program is offered completely online.

**MA TESOL STUDENT LEARNING OBJECTIVES**

- To apply knowledge and understanding of how cultural groups and students' cultural identities affect language learning and school achievement.
- To use language acquisition knowledge to create a supportive classroom-learning environments that includes opportunities for interaction and negotiation of meaning in English.
- To provide educators with the opportunity to develop a sound basis for dealing with questions of ethics and values.
- To use standards-based practices and strategies related to planning, implementing, and managing content instruction, including the use of critical thinking skills for English learners.
- To provide educators with the opportunity to acquire, refresh or expand their knowledge of the role of research in education.
- To provide educators with the opportunity to develop the leadership skills necessary for developing collaboration among the constituencies in the local community and with state and national education professionals.
- To equip educators to meet the needs of an increasingly diverse student population.
- To prepare educators for new professional service and leadership roles.

**MA TESOL CURRICULUM**

**M.A. IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES  
(ENDORSEMENT AND K-12 TRACK)**

Course Prefix	Course Title	Credit Hours
<b>Online Orientation Course</b>		
EDU 060	Orientation to Online Learning	0
<b>Core Courses ESL (NS) Endorsement and/or MATESOL K-12</b>		
TSL 500	Linguistics for Teachers of English	3
TSL 501	Cross Cultural Competence in Communication	3
TSL 502	TESOL Methods and Materials for Second Language Acquisition	3
TSL 505	Assess. & Eval. of Language Minority Students and Programs	3
TSL 506 OR RDG 656	Literacy Instruction for English Language Learners OR English Language Learners	3
TSL 508	English Grammar Approaches for English Language Learners	3
TSL 509	Sheltered Immersion (SIOP) for Content Area Teachers	3
TSL 600	Capstone Project, Field Experience, and Portfolio	3
<i>Total Core Course Credit Hours (Endorsement)</i>		<b>24</b>
<b>Additional Required Courses for MATESOL K-12 Track</b>		
TSL 503	Methods of Teaching Speaking and Listening with Beginners	3
TSL 510	Integrity in Teaching English as Mission	3
<b>Choose one elective from the courses below</b>		<b>3</b>
EDU 624	Elementary and Middle School Reading	
EDU 625	Secondary Reading	
RDG 628	Teaching Writing	
RDG 678	Children and Young Adult Literature	
<b>TOTAL MA TESOL K-12 Track</b>		<b>33</b>

**M.A. IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (AAE Track)**

<b>Course Prefix</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>Online Orientation Course</b>		
EDU 060	Orientation to Online Learning	0
<b>Core Courses Adolescent and Adult Track Courses</b>		
TSL 500	Linguistics for Teachers of English	3
TSL 501	Cross Cultural Competence in Communication	3
TSL 502	Methods and Materials for Second Language Acquisition	3
TSL 503	Methods of Teaching Speaking and Listening with Beginners	3
TSL 505	Assess. & Eval. of Language Minority Students and Programs	3
TSL 506	Literacy Instruction for English Language Learners	3
TSL 508	English Grammar Approaches for English Language Learners	3
TSL 600	Capstone Project, Field Experience, and e-Portfolio	3
<i>Total Core Courses for Adolescent and Adult Track</i>		<b>24</b>
<b>Additional Courses Required for Adolescent and Adult Track</b>		
TSL 510	Integrity in Teaching English as Mission	3
RDG 628	Teaching Writing	3
RDG 678	Children and Young Adult Literature	3
<b>TOTAL MATESOL Adolescent and Adult Track</b>		<b>33</b>

## **MASTER OF SPECIAL EDUCATION In Autism Spectrum Disorders In Learning Disabilities**

### **PROGRAM DESCRIPTION**

The Master in Special Education is desirable to certified teachers who work with students with disabilities as well as non-certified individuals who work in a field where a deep knowledge of the special needs population is required. This program prepares individuals to take a leadership role in the field of special education. The MSE includes the choice of a concentrations in 1) learning disabilities (LD) or 2) autism spectrum disorder (ASD). Both concentrations lead to an endorsement on an existing Michigan Teaching Certificate when the course requirements are successfully met and the appropriate MTTC is passed.

### **Student Learning Objectives**

- To enhance the professional knowledge and skills of special educators.
- To enable the participants to apply analytic and research skills to the solution of current problems faced by special educators.
- To provide special educators with the opportunity to examine and/or strengthen a sound basis for dealing with questions of ethics and values.
- To provide special educators with the opportunity to acquire, refresh, or expand their knowledge of the role of research in education.
- To provide special educators with the opportunity to acquire the leadership, classroom management, technological, and instructional skills necessary to meet the increasing demands of exceptional students.
- To equip special educators in methods of assessment and instruction to provide appropriate interventions for students struggling in reading, math, and other subject areas.
- To prepare special educators to understand language and behavioral challenges and develop effective strategies and interventions.

### **MSE CURRICULUM**

#### **MASTER OF SPECIAL EDUCATION IN AUTISM SPECTRUM DISORDER**

<b>Course Prefix</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>Core Courses</b>		
SED 500	Current Issues in Special Education	3
SED 501	Support and Collaboration-Special and General Education, Parents, Professionals, and Agencies	3
SED 502	Human Development for Special Education	1
SED 503	Law and Policy for Special Education	3
SED 523	Assessment and Evaluation in Special Education	3
<i>Total Core Courses Credit Hours</i>		<b>13</b>
<b>Student Teaching/ Research Courses (choose one 5-credit hour course below)</b>		<b>5</b>
SED 551	Student Teaching and Seminar	
SED 552	Student Teaching and Research	
SED 553	Research Applications with the Special Needs Population	
<i>Total Student Teaching / Research Course Credit Hours</i>		<b>5</b>
<b>Autism Spectrum Disorder Concentration</b>		
SED 530	Introduction to Autism Spectrum Disorder	3

## School of Education

SED 531	Language and Communication Development	3
SED 532	Assessment and Intervention for ASD	3
SED 536	Curriculum and Instructional Methods for Students with ASD	3
SED 533	Technology for Students with ASD	2
SED 534	Collaboration and Transition Planning for Students with ASD	2
SED 535	Behavior Programming for Students with ASD	3
<i>Total Autism Spectrum Disorder Concentration Credit Hours</i>		<i>19</i>

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**Total MSE in Autism Spectrum Disorder Program Credit Hours** **37**

### MASTER OF SPECIAL EDUCATION IN LEARNING DISABILITIES

Course Prefix	Course Title	Credit Hours
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#### Core Courses

SED 500	Current Issues in Special Education	3
SED 501	Support and Collaboration-Special and General Education, Parents, Professionals, and Agencies	3
SED 502	Human Development for Special Education	1
SED 503	Law and Policy for Special Education	3
SED 523	Assessment and Evaluation in Special Education	3
<i>Total Core Courses Credit Hours</i>		<i>13</i>

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**Student Teaching/ Research Courses (choose one 5-credit hour course below)** **5**

SED 551	Student Teaching and Seminar	
SED 552	Student Teaching and Research	
SED 553	Research Applications with the Special Needs Population	
<i>Total Student Teaching / Research Course Credit Hours</i>		<i>5</i>

#### Learning Disabilities Concentration

SED 520	Elementary Methods for Language Arts and Mathematics	3
SED 521	Secondary Methods for Content Area Reading, Study Skills, and Transition	3
SED 522	Language Development and Instruction	3
SED 504	Classroom Management and Development of Social Competencies for Students with Special Needs	3
SED 524	Assistive Technology for Special Education	3
SED 525	Curriculum and Instruction for Student with Learning Disabilities	3
<i>Total Learning Disabilities Concentration Credit Hours</i>		<i>18</i>

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**Total MSE in Learning Disabilities Program Credit Hours** **36**

## SOE COURSE DESCRIPTIONS

### **Early Childhood**

#### **ECE 550 Developing Literacy and Reading Proficiency in Early Grades (3)**

Through research of current – best practices in reading development for struggling readers, student will identify appropriate interventions. Through small group sharing various techniques, strategies will be shared. A case study builds on needs identified through assessments will be conducted.

#### **ECE 565 Early Childhood Social Foundations (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. Each student will also develop a research proposal and carry out that research during the semester. A formal presentation of the finding will be presented in the form of a formal paper.

#### **ECE 566 Early Childhood 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. With this, assessment and diagnostic procedures will be studied. Some field observations and interactions required.

#### **ECE 616 Early Childhood Policies and Standards (3)**

This course focuses on policies and regulations specific to early childhood care and educational settings. The course covers effective guidance of young children, birth, infants and toddlers, through age 8, as individuals and within group settings; government regulations for early childhood programs and personnel; as well as ethical standards for certification of early childhood professionals. An in-depth analysis of selected topics that pertinent to the care and education of young children in child development centers and early childhood school settings.

#### **ECE 620 Effective Behavior Management, Assessment and Evaluation in Early Childhood Education (3)**

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. A study of appropriate assessment techniques pertinent to child management and behavior that informs parents and teachers in selecting strategies that leads to approaches for better learning and intervention practices and self-regulation.

#### **ECE 640 Emergent Literacy (3)**

This course will explore the theories and research in emergent literacy and beginning reading, phonics instruction and spelling. Student 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. Formal and Informal methods of assessment will be conducted with emphasis on at-risk or struggling reader with particular concern of ELLs.

#### **ECE 665 Early Childhood Curriculum and Methods (3)**

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. Examines strategies, materials, and model programs to aid pre-school and primary teachers in classroom organization and instructional design.

## **ECE 668 Young Children with Special Needs (3)**

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. In addition, student will address Special Education history, theory, models and laws pertaining to young children as well as inclusive curricular, assessment, and family approaches, teaming and collaboration and managing challenging behavior.

## **ECE 678 Intervention Strategies for Young Children with Developmental Delays (3)**

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. Through research, an appropriate transition plan will be implemented supporting the goals outlined through the IFSP or IEP, developed in collaboration with caregivers, and various stakeholders.

## **ECE 680 Graduate Thesis and Field Study in Early childhood (3)**

This course consists of a carefully planned sequence of experiences including but not limited to directed observations, conferences, small group instruction, whole class instruction and individualized instruction within the inclusive childcare/classroom setting. The field study is under the professional supervision of an Education professor. It provides opportunities for the participant to synthesize and apply theoretical learning from previous course within realistic, planned professional contexts.

## **Education**

### **EDU 060 Orientation to Online Learning (0)**

Some of the topics covered include an introduction and overview of online learning, expectations, and tools that online students encounter. This course explores SAUonline's learning management system (LMS), principles of online learning, including student expectations, characteristics related to successful online learning, and an overview of SAUonline courses – their structure, typical learning activities, and interactions. The course seeks to introduce online SOE students to SAU's mission and values and the implications of those values for academic integrity, scholarly inquiry, and collegial behaviors and practices of online students.

### **EDU 503 Elements of Successful Teaching (3)**

This course focuses on the development of teaching skills and strategies based on elements documented in effective teaching research. Students also investigate the impact of legislation on education. Students create plans to apply various techniques and strategies studied to address the needs of their own students.

### **EDU 510 Navigating the First Five Years of Teaching (2)**

Open to SAU-certified teachers, this year-long on-line course provides an on-line mentored networking opportunity for new teachers in the early stages in their career.

### **EDU 517 Workshop – Special Topics (1-3)**

To obtain graduate credit from Spring Arbor University for workshops or conferences partnering with SAU, students must complete the School of Education registration form and pay related fees and the published tuition rate for the graduate credit being offered for the workshop by the first day of class. Once students register and pay for graduate credit in conjunction with the workshop(s), Spring Arbor University will not honor withdrawals, drops or tuition refunds under any circumstances. Students who wish to receive graduate credit in conjunction with the affiliated conference or workshop must complete all assignments described in the syllabus by the time specified. Transcripts will be available through Spring Arbor

University three weeks after the instructor of record has submitted grades. EDU 517 workshops on many educational topics are offered at many sites across Michigan.

### **EDU 530 Values, Ethics and Worldview (3)**

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

### **EDU 538 Diversity in a Global Society (3)**

Students examine the impact of culture, poverty, and globalization on teaching, learning, and community in the American educational system. (Culture includes, but is not limited to race, ethnicity, gender, religion, and nation of origin). The purpose of this course is four-fold: 1) to facilitate greater self-awareness of learners' beliefs and values and how they impact others; 2) to broaden understanding of culture and poverty as each impacts students in an educational setting; 3) to increase understanding of global and international perspectives of education and 21st century skills; 4) and to provide impetus for the development and use of adapted teaching practices that are based upon educational research.

### **EDU 560 Instructional Technology (3)**

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

### **EDU 578 Educational Assessment (3)**

Participants examine the roles of assessment and evaluation in education, explore the principles underlying the assessment process, and develop the skills needed to use assessment and evaluation data wisely. Participants gain skills needed to interpret and use assessment tools and data in classroom settings, schools, and districts to inform instruction and communicate with stakeholders.

### **EDU 594 Teaching Discouraged Learners/Troubled Youth (3)**

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

### **EDU 624 Elementary and Middle School Reading (3)**

This course for pre-K through 6th-grade teachers includes field experiences in the diagnosis and remediation of reading disabilities and provides the educator opportunity to engage with one reader to discover student strengths and needs and develop a case study. Course focuses include interest inventories, English language learning screening, visual and auditory discrimination tools, language expression and processing screening, phonemics, phonics, vocabulary, fluency, comprehension, spelling and writing assessment tools, and instructional strategies. Students will explore current models of reading assessment and support, as well as classroom applications designed to develop effective reading skills and dispositions, including differentiated instruction in response to student needs. For those holding an elementary certificate, this course satisfies the Michigan Department of Education reading requirement for new professional certificates issued after July 1, 2009, per 2007 PA 32, MCL 380.1531(4).

### **EDU 625 Secondary Reading (3)**

This course for 6<sup>th</sup>-12<sup>th</sup> grade teachers investigates issues in secondary reading and skill development. Focuses include differentiated instruction, interest inventories, fluency, comprehension, spelling and writing assessment tools, and instructional strategies. The course explores the skills and complexities of the reading process through classroom field experiences. Students will investigate a variety of

instructional techniques to facilitate the development of effective readers and learners. The emphasis will be on practical research-based classroom applications. For those holding a secondary certificate, this course satisfies the Michigan Department of Education reading requirement for new professional certificates issued after July 1, 2009, per 2007 PA 32, MCL 380.1531(4) (previously PA118). (Offered online).

### **EDU 639 Critical Issues and Advocacy (3)**

Students research and explore current topics and issues in education to create advocacy strategies as they consider the interrelationships of curriculum, educational initiatives, contemporary issues, and instruction. Students explore critical thinking skills and design plans to incorporate those skills in their professional practice.

### **EDU 650 Educational Research Methods and Design (4)**

Students in this course examine research approaches to learn more about questions in education. Students acquire a broad understanding of the research process, including the ability to read and understand educational research, and the ability to critique methods and findings of selected research. Teacher-researchers identify their personal research focus, craft research questions, and create a research plan. Students review related literature and draft a literature review. Chapters 1, 2 and 3 and the bibliography and appendices of the thesis are addressed in this course.

**Prerequisite:** All previous required courses in the program.

### **EDU 656 Graduate Thesis (4)**

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

**Prerequisite:** *EDU 650 Education Research Methods and Design*

### **EDU 690 Individual Advanced Research (1-3)**

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

## **Reading**

### **RDG 628 Teaching Writing (3)**

Teachers investigate writing development and applications across the curriculum as they design, facilitate, and assess writing experiences and assignments in all subjects. Teachers develop methods and materials for writing process approaches, investigate instructional strategies for teaching genre and writing conventions, and explore the implications of standardized testing for writing instruction. Course focuses include workshop approaches, current research, experiential learning, and classroom applications of research and theory.

### **RDG 656 English Language Learners (3)**

This course offers an overview of the role of language and cultural identity on English language acquisition. Current research in best practices for teaching reading and writing to English Language Learners will be explored. Teachers use a case study to investigate issues, strategies, and programs designed to assist English Language Learners.

### **RDG 678 Children and Young Adult Literature (3)**

A study of literature and its uses for K-12 students, including the most recently published materials, the role of children and young adult literature in developing literacy, standards for selection and evaluation of materials, and strategies for involving students in particular types of literature comprise this course. Teachers apply criteria for selecting and evaluating literature from a historical perspective and in

conjunction with critical theory. Teachers investigate research in the field and explore strategies to incorporate literature, including multicultural literature, into the curriculum in all subjects.

### **RDG 680 Content Area Literacies (3)**

This course addresses reading and writing processes and pedagogy, genre study, elements of effective oral and written communication, and the integrated nature of literacy skills instruction and use across the curriculum. Issues of motivation, developmental needs, and literacy teaching strategies are also explored.

### **RDG 682 History and Psychology of Reading (3)**

Teachers explore the acquisition and operation of reading processes beginning with emergent literacy and the history and influences on the teaching of reading and reading practices from colonial to contemporary times. Course work focuses on basic research in reading and reading research methods in cognitive and developmental psychology. Teachers examine the influences of psychology on reading theory and topics in the psychology of reading. Teachers investigate how theory has influenced reading assessment tools and development.

### **RDG 684 Program Design and Analysis (3)**

Teachers examine contemporary and historical models for literacy learning and reading. Investigations into family literacy strategies and programs, research of reading programs and literacy research, policies at the national, state and local levels, staff and program development, text selection, and interpretation of student assessment data for reading and language arts, with special attention to advocacy, are course focuses. Prerequisites: EDU 624

### **RDG 689 Literacy Mentoring, Coaching and Leadership (3)**

This course addresses essential leadership qualities, contextual factors, and needs of students and adult learners while initiating and implementing literacy policies and programs. Students will analyze literacy initiatives and the change process using a variety of theoretical lenses, including cultural, sociological, and psychological. This course will highlight pragmatic and pedagogical considerations for literacy leaders, as well as the need for collaboration among all stakeholders to enhance sustainability and student achievement. Prerequisites: EDU 624

### **RDG 692 Literacy Research Methods and Thesis Proposal (4)**

This course focuses on the elements and processes of literacy research, action research, and academic writing. Teachers study literacy research methods, existing literacy research studies, and their own literacy concerns to design an action research study. Students develop chapters 1, 2 and 3, of their action research proposal, the bibliography, and the appendices of their proposal within this course.

### **RDG 694 Literacy Research Thesis (4)**

In this course, teacher-researchers implement their action research literacy plans developed in RDG 692. Teachers conduct data collection, analysis, and interpretations leading to recommendations for actions, based on their findings. Students complete Chapters 4, 5, and 6, as well as the abstract, table of contents, and tables and figures of their action research thesis. Prerequisites: All MAR coursework completed.

## **Special Education**

### **SED 500 Current Issues in Special Education (3)**

This course offers an introductory overview of the special education field. The focus will be the needs of students with disabilities: knowledge of handicapping conditions, educational implications, legal considerations, procedures for identification and placement of students with disabilities, due process and privacy requirements, historical and philosophical background of special education, and the instructional strategies applied in educational settings.

### **SED 501 Support & Collaboration: Special and Gen. Ed., Parents, Professionals and Agencies (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.

### **SED 502 Human Development for Special Education (1)**

This course complements an educational psychology course with emphasis on the exceptional development of special education students. Common mental, emotional, neurological, environmental, and psychological conditions that affect learning will be explored.

### **SED 503 Law and Policy for Special Education (3)**

This course includes a study of the history of special education laws, each law's intent, and the working state and federal laws. Special emphasis is placed on IDEA and the evolution of the Reauthorization of IDEA 2004. The learner will also be able to effectively communicate the needs and rights of persons with disabilities. Knowledge of institutional and administrative factors, which facilitate or impede delivery of services, will be studied. An understanding will be gained of the roles and organizational structures that regular and special education play in providing total service for the students.

### **SED 504 Classroom Management and Development of Social Competencies for Students with Special Needs (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. These strategies will be used to help the learning disabilities (LD) or autism spectrum disorder (ASD) student develop the self-management skills required for constructive social participation and independent learning. Many students with learning disabilities face challenges in the area of socialization therefore this class will include developing appropriate social behavior.

### **SED 520 Elementary Methods for Language Arts and Mathematics (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.

***Prerequisite: SED 523 Assessment and Evaluation in Special Education***

### **SED 521 Secondary Methods for Content Area Reading, Study Skills, and Transition (3)**

This course focuses on the educational methods and strategies to meet the needs of the student with learning disabilities at the secondary level. This course will also provide skills in making adaptations and modifications in lesson plans and tests.

***Prerequisite: SED 523 Assessment and Evaluation in Special Education***

### **SED 522 Language Development and Instruction (3)**

This course provides skills and techniques in understanding learning problems by focusing on the development of language as it relates to reasoning, thinking, listening, speaking, reading, writing, and spelling. Emphasis will be placed on understanding the components of language, knowing how the assessment of these skills is conducted and what effect disorders in listening, speaking, and thinking have on learning to read, write, and spell. Finally, instruction will be provided on teaching strategies to help the language learning disabled student and additional information will be provided on resources the teacher can utilize to become a more effective teacher.

***Prerequisite: undergraduate or graduate introductory course in Special Education and undergraduate or graduate course in human development for students with disabilities.***

## **SED 523 Assessment and Evaluation in Special Education (3)**

This course provides instruction in appropriate procedures for the assessment and reporting of student's reading, writing, mathematical, and social skills. Emphasis will be placed on assessment methods that lead directly to diagnosing skill deficits and determining current level of functioning, which can be translated into goals and objectives and statements of progress on the student's IEP. Methods of evaluating instructional outcomes will be explored so that an ongoing instructional plan can be adjusted to meet the student's needs.

***Prerequisite: undergraduate or graduate introductory course in Special Education.***

## **SED 524 Assistive Technology for Special Education (3)**

This course provides an understanding of how adaptive technology may be used to enhance the education of handicapped students. It teaches a framework for assessing special needs students' abilities, environment, required tasks, and assistive tools. Students will investigate high tech, mid tech, low tech, and no tech responses to the needs of students with disabilities.

## **SED 525 Curriculum and Instruction for Students with Learning Disabilities (3)**

This course includes a study of research based curriculum designs and strategies for the student with learning disabilities. Topics include preplanning, principals of curriculum decision making, effective school research, and participatory strategies for the curriculum and instruction. The types of learning disabilities and the characteristics of each is discussed in light of curriculum design. Emphasis is placed on differentiating instruction for the child with learning disabilities. Educators will acquire skills that will enhance student learning.

## **SED 530 Introduction to Autism Spectrum Disorder (3)**

This course focuses provides students with an overview of autism spectrum disorder (ASD). It addresses the process and methods of identification. Social issues and the implications of autism spectrum disorder on an individual's life will be introduced. Current treatments and research will be introduced with a focus on evidence based practices for students with ASD.

## **SED 531 Language and Communication Development (3)**

This course examines procedures for assessment of communication, language, and speech of students with autism spectrum disorder and it will review strategies for promoting language and communication skills across the different environments.

***Prerequisite: SED 530 Introduction to Autism Spectrum Disorder***

## **SED 532 Assessment and Intervention for ASD (3)**

This course will cover diagnosis criteria in the identification of students with autism spectrum disorder. Students will understand the importance of early diagnosis and become familiar with recommended screening instruments for autism. Particular focus is placed on linking assessment data to implementation of meaningful interventions in all educational settings.

***Prerequisites: SED 530 Introduction to Autism Spectrum Disorder and SED 531 Language and Communication Development***

## **SED 536 Curriculum and Instructional Methods for Students with ASD (3)**

This course will examine the most recent topics in the education of students with autism spectrum disorders (ASD). Participants in this course will examine evidence-based practices and effective interventions for students with ASD throughout the educational system. Research-based practices will be examined in this course along with the effective implementation of techniques and strategies in a variety of educational settings. In addition, the collaboration of all team members, including parents and guardians of students with autism, will be explored. This course will be a blended learning environment which will include course materials and lectures online in addition to pre-determined campus meetings with participants. The primary objective of this course is to prepare course participants to meet the educational needs of their students with autism and to collaborate effectively with all team members.

***Prerequisites: SED 530 Introduction to Autism Spectrum Disorder and SED 531 Language and Communication Development***

**SED 533 Technology for Students with ASD (2)**

This course will cover assistive technology applications for students with autism spectrum disorders. Emphasis will be placed on proper assessment, informed choices of equipment, training and implementation in the use of assistive technology devices, and progress monitoring of the impact of the use of assistive technology.

***Prerequisites: SED 530 Introduction to Autism Spectrum Disorder and SED 531 Language and Communication Development***

**SED 534 Collaboration and Transition Planning for Students with ASD (2)**

This course introduces students to the idea of collaboration as a special education professional. Prevocational and vocational planning as well as transitional issues will be discussed. Using supported employment, community-based instruction, and skillful assessment of a young person's goals, strength, and skills.

***Prerequisites: SED 530 Introduction to Autism Spectrum Disorder and SED 531 Language and Communication Development***

**SED 535 Behavior Programming for Students with ASD (3)**

In this course, students will review legal and ethical guidelines affecting behavior planning, as well as learning evidence-based practices for behavior interventions as related to students with Autism Spectrum Disorder. Focus will be placed on collaboration to determine impact of multiple variables upon student behavior, to develop interventions based upon group consensus, and to review and modify interventions based upon data.

***Prerequisites: SED 530 Introduction to Autism Spectrum Disorder and SED 531 Language and Communication Development***

**SED 551 Student Teaching and Seminar (5)**

In this course, the student teacher will have opportunities to manage the classroom and learning activities of special education pupils. The student teacher assumes responsibility for directing the classroom. The seminar portion of the course will focus on topics specific to the special education field. The student teacher will be required to use the knowledge gained in their program and apply it in the classroom. He will collect artifact for a portfolio which demonstrate an understanding of the unique needs of the student population and the practice of behavior analysis and the practice of behavior analysis and interventions, assessment, collaboration, delivery of intense interventions, curriculum planning and implementation, assistive technology, and adherence to all legal requirements of IDEA.

**SED 552 Student Teaching and Research (5)**

In this course, teacher-researchers develop and implement their special education research plans in a mentored special education teaching assignment in a K-12 setting. The teacher-researcher will have opportunities to manage the classroom and learning activities of special education pupils. The teacher-researcher assumes responsibility for directing the classroom. The seminar portion of the course will focus on the research topics specific to the special education field. Teacher-researchers develop and implement a research plan created from a review of literature which establishes the theoretical context. The teacher-researcher conducts data collection, analysis and interpretations leading to recommendations for action, based on their findings.

**SED 553 Research Applications with the Special Needs Population (5)**

Systematic study, using action research methodology on a significant issue in their profession working with students with disabilities. Their project is to be relevant to their local community or school with regard to students with special needs. Researchers develop and implement a research plan created from a review of the literature which establishes the theoretical context. The researcher conducts data collection, analysis and interpretations leading to recommendations for action, based on their findings. Their findings will be presented in a formal paper according to the guidelines given in this course and APA style.

## **Teaching English to Speakers of Other Languages**

### **TSL 500 Linguistics for Teachers of English (3)**

This course provides a study of English as a system, the components of the language system: phonology, orthography, phonics morphology, syntax, and the relatedness of language systems for those preparing to teach English to speakers of other languages. The coursework will compare different theories of language variation, social and academic language registers, the benefits of bilingualism, and how knowledge of sentence structure instruction fits into current practices in language teaching.

### **TSL 501 Cross Cultural Competence in Communication (3)**

This course is designed to assist students in exploring personal biases and methods of overcoming them and 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 homogeneous classrooms. Ten clock hours of lab experiences, which will help students apply the concepts, are included in the course requirements.

### **TSL 502 TESOL Methods and Materials for Second Language Acquisitions (3)**

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 lab setting. The goals of this course are to develop students' knowledge in the following areas: theories of second language acquisition, research based pedagogy for ELLs, how to manage instruction for different levels of learners with diverse abilities, appropriate interactions with students and parents from diverse cultural backgrounds.

### **TSL 503 Methods of Teaching Speaking and Listening with Beginners (3)**

The course focuses on the pedagogical and teaching materials for classroom use when teaching children and adults as beginning speakers of English. Integrated methods and strategies will be explored for developing listening and speaking skills of ELLs of diverse backgrounds and levels. This course requires highly constructive class participation and responsible out of class lesson assignment preparation.

### **TSL 505 Assessment and Evaluation of Language Minority Students (3)**

This course explores theoretical and practical aspects of language assessment and evaluation, particularly in measuring English language skills of students in ESL programs. The students will use the Michigan English Language Proficiency Assessment to assess listening, speaking, reading, and writing. WIDA and ELD standards will be reviewed and compared. Performance based and standardized assessment tools will be developed, used and evaluated in light of issues related to bias, social, political, and psychological factors.

### **TSL 506 Literacy Instruction for English Language Learners (3)**

This course is a general overview of the interconnectedness of culture and reading and writing skill development. Students will review the developmental aspects of second language acquisition, as well as the developmental aspects of reading and writing, providing insights for the creation of programs for literacy development for English language learners. The course aims to develop an understanding of learners who intermediate language acquisition and learning to read and write in English in the ESL and general education classroom. Students will assess the oral language proficiency, reading comprehension, vocabulary knowledge, and writing skills of a case study student or small group. Reading comprehension and writing skill development strategies will be implemented with the case study individual or group. Challenges for developing phonemic awareness, spelling, vocabulary, and comprehension with English Language Learners will be explored. Students will review current research into best practices for teaching reading and writing. RDG 656 may be substituted for this course.

### **TSL 508 English Grammar Approaches for English Language Learners (3)**

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 meta-language 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 spoken and written English of native and non-native speakers in order to understand and explain the most frequent error types of learners from different language groups.

### **TSL 509 Sheltered Immersion (SIOP) for Content Area Teachers (3)**

This course is built around the SIOP model for teaching content and language in mixed ability classrooms in K-12 settings. Students 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 that focus on listening, speaking, reading, and writing goals which also address content objectives. Ten clock hours of observation and participation in a science, social studies or math classroom with ELLs are required.

### **TSL 510 Integrity in Teaching English as Mission (3)**

This course provides a study of integrity in effective English language programs in the States and overseas. The coursework will consist of critically examining issues such as linguistic imperialism, teaching English as professionals in creative access countries, the need for integrity, and the importance of adequate teacher training.

### **TSL 600 Capstone Research Project, Field Experience, and e-Portfolio (3)**

Teachers will build a web-based portfolio which demonstrates how they have met the criteria for selected National Board for Professional Teaching Standards, NCATE/TESOL, and the Michigan ESL Endorsement standards. Knowledge of research in the field of Applied Linguistics will be demonstrated in a comprehensive literature review of an issue related to any one of the domains addressed in the standards. The topic will be pre-approved by the professor. Documentation of teaching competence and reflection will be part of the portfolio. The portfolio contents are a collection of the videos, screencasts, unit plans, article analyses, webliographies, article reflections, case studies, etc. that the student has produced as part of the TESOL course work or during the field experience.

***Prerequisites: All Core 500 Courses in both TESOL tracks***

**SOE GRADUATE FACULTY**

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Ed.D., St. Louis University*

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**Distinguished Visiting Faculty**

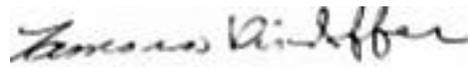
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Sue Will  
Alyssa Williams

## **SCHOOL OF HUMAN SERVICES**

### **FROM THE DEAN**

Welcome to the School of Human Services. Our graduate programs are designed to offer our students an outstanding educational experience with an integration of faith and learning. We believe in service to our greater communities as well as to each other.

We currently offer master's degrees in the areas of counseling, family studies, social work, and nursing. Our programs are offered online and at SAU sites across the State of Michigan. Please contact Spring Arbor University at [www.arbor.edu](http://www.arbor.edu) or a site near your hometown for more information or to enroll in one of our dynamic professional degrees.



Tamara Dindoffer, Ph.D.  
Dean, School of Human Services

## **MASTER OF ARTS IN COUNSELING (MAC)**

### **MAC PROGRAM DESCRIPTION**

The Master of Arts in counseling (MAC) is accredited by Council for Accreditation of Counseling and Related Educational Programs (CACREP). MAC provides a comprehensive academic instruction and clinical experience for students interested in helping others in a counseling setting. This program helps students integrate professional ethics, multiculturalism, interpersonal skills, and counseling theory and practice within a Christian perspective.

The MAC program offers two tracks. The clinical mental health (CMHC) is a 60-credit hour degree program, and the school track is a 66-69 credit program, both of which include a 100-hour practicum and a 600-hour internship.

### **MAC PROGRAM SPECIAL ADMISSIONS**

The Master of Arts in counseling department at Spring Arbor University is strongly committed to diversity. We genuinely encourage applicants from members of historically underrepresented groups of all God's peoples, and all who will assist us with achieving and maintaining our mission of a diverse and inclusive academic community. Applicants from a variety of undergraduate disciplines may apply to this program, although a degree in counseling, psychology or related field may be the best preparation for the program. While the MAC program is not a biblical or Christian counseling program, curriculum is taught from a Christian perspective.

### **Admission Requirements**

In addition to the general admission requirements listed at the beginning of the graduate catalog, the following requirements are mandatory for acceptance into MAC program.

Applicants must have

- a successful interview with the director of the MAC program and/or designees, which includes the completion of a personality inventory;
- successful completion of an on-site writing assessment, demonstrating proficient computer, reading and writing skills;
- a completed Misdemeanor and Felony Disclosure Form;
- a criminal background check will be completed on each student early in the program, and again just prior to the Clinical Experience. Criminal findings may result in dismissal from the MAC program; and
- submitted a statement of purpose essay (1-2 pages) detailing reasons for pursuing this counseling degree, relevant career goals, and the track to which the individual is applying. (School counseling track applicants should include relevant experience with school-aged youth, i.e., scouts, 4-H, youth group.)

NOTE: A resume or vita outlining volunteer/professional work-related experiences pertinent to the counseling field is recommended for the admission process.

### **Misdemeanor and Felony Disclosure**

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

Students should understand that depending on their legal status, their ability to be admitted to practicum or internship experiences, licensed by certain state agencies or employed in certain capacities may be at risk. Spring Arbor reserves the right to deny admission to or dismiss current students who have been convicted of a felony, certain other misdemeanors or who have been required to register with certain databases such as those pertaining to sex offenses or child abuse and neglect.

### **Background Check**

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

### **Guest Student**

Applicants seeking guest student status (enrolled at another institution, but wishing to take up to 6 credit hours to transfer back) should see the Graduate Program Admissions section of this catalog.

### **MAC TRANSFER CREDIT HOURS**

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

### **MAC SPECIAL GRADUATION REQUIREMENTS**

In addition to the graduation requirements for all graduate students, MAC students must meet the following requirements to graduate with a Master of Arts in counseling degree.

- Successful completion of the 60 credit-hour program, including a 100-hour practicum and a 600-hour internship
- A 3.0 minimum cumulative GPA
- Demonstration of professional competencies as assessed on the PCP
- Completion of the Counselor Preparation Comprehensive Examination (CPCE)

### **MAC MISSION STATEMENT**

The mission of the Master of Arts in counseling program is to prepare graduate-level, professional counselors who are committed to excellence in community service. The counseling program provides a liberal arts education based on a Christian perspective that promotes respect for the diversity of each person as uniquely created by God. A balanced development of the individual’s spiritual, mental, physical, and social needs is encouraged based on the example of Jesus Christ, the master counselor.

### **MAC FAITH INTEGRATION STATEMENT**

With Jesus Christ as the foundation and focus of learning and practice, the Master of Arts in counseling program encourages the development of its students toward ethical, competent, and professional practice with the individuals, families, and communities they serve. The learning regimen and educational objectives of this program are crafted with the intent of preparing the student to fully engage with the varied opportunities facets of responsibility and which exist in the field of counseling, fully contained and supported by a clear and compelling Christian witness. The over-arching vision of this program incorporates a clear understanding of the identity of Jesus Christ and a desire to follow biblical mandate to imitate his life and share his witness. The foundational motivation supporting the program design and delivery comes from the admonition to honor Jesus Christ in the process.

The program strives to produce a learning environment in which students are able to gain counseling knowledge, experience and competence required for professional status and practice and is supervised and supported by faculty and staff who share and demonstrate Spring Arbor University's Christian perspective.

### MAC STUDENT LEARNING OBJECTIVES

The Master of Arts in counseling program will prepare students who can:

- integrate a Christian faith perspective for personal and professional development as counselors (**Faith**),
- demonstrate foundational knowledge of the history, philosophy, appropriate ethical standards, and current and future trends in the counseling profession, and who use this knowledge to develop a professional counseling identity (**Professional Orientation and Identity**),
- recognize, understand, and respond to multicultural issues in the context of theories of multicultural counseling, attitudes, beliefs, and acculturative experiences, relationships, social justice issues, and pluralistic trends in a multicultural society (**Social and Cultural Diversity**),
- demonstrate foundational knowledge of theories of human development, including normal and abnormal development across the life span, and who can use this knowledge to design, implement, and evaluate developmentally appropriate counseling interventions and programs (**Human Growth and Development**),
- demonstrate an understanding of the major career development theories, models, and careers assessment instruments and techniques, and who can use this knowledge to effectively assist clients in career planning and decision making in both academic and clinical environments (**Career Development**),
- apply their knowledge and understanding of counseling theories, counseling techniques, a consultation framework, crisis intervention methods, and wellness and prevention approaches to work effectively with clients in a variety of modalities i.e., individual, group, family (**Helping Relationships**),
- demonstrate effective group leadership techniques, based upon knowledge of group theory, dynamics, and developmental tasks with diverse clients in the clinical mental health setting or students in school setting (**Group Work**),
- demonstrate knowledge and skill in selecting, administering, interpreting, and reporting results of standardized and non-standardized assessments for individuals and groups while recognizing issues of diversity (**Assessment**),
- read, critique, and utilize professional research literature to inform evidence-based practices with client (clinical mental health setting) or student (school setting) interventions, and for program development, evaluation, and modification (**Research and Program Evaluation**), and
- meet additional curricular objectives specific to their specialization area in the areas of prevention, intervention and treatment, diversity and advocacy issues, assessment, research and evaluation, and program development and management (**Specific Program Area Students**)

### CONCENTRATION TRACKS

#### Clinical Mental Health Counseling Track

This track is designed to help students with preparation for Michigan licensure as a Licensed Professional Counselor (LPC). LPCs may be employed in mental health settings, churches, clinics, other agencies, or a private practice setting.

### ***Licensure***

Students desiring to become LPCs must first apply for licensure as a Limited Licensed Professional Counselor (LLPC). Then, students must complete the necessary 3,000 post-degree clock hours supervised by an LPC and pass a licensing exam. These steps must occur in not less than two (2) years and not more than ten (10) years from the issue of the LLPC. Please refer to the MAC Student Handbook for specific Michigan licensure requirements.

Students who are considering licensure in other states are encouraged to contact the Board of Counseling or State Education Department of that state to learn about the requirements for licensure. This should be done prior to enrolling in the MAC program.

### ***Ohio Licensure***

As a CACREP program, our students are eligible for licensure in Ohio.

### **School Counseling Track**

The school counseling track is designed to assist students with preparation for becoming a K-12 licensed or endorsed school counselor in Michigan. The school counseling track is also intended to assist students with preparation for Michigan licensure as an LPC. (Refer to the MAC Student Handbook for more information.)

The school counseling track requires students to complete the 60-credit hour counseling core curriculum along with an additional 6 credit hours for certified teachers (CNS 643 and CNS 673) or an additional 9 credit hours for non-teachers (CNS 643, CNS 673 and CNS 683). CNS 673 and CNS 683 are prerequisites for admission to school track clinical experience, and CNS 643 is a prerequisite for the non-teacher track only and should be taken the second term of the first year of the program, although students may petition to waive this course if they have had significant experience working in a school setting.

Current certified teachers are eligible to pursue the K-12 school counselor endorsement for their teacher certification in the state of Michigan. Non-teachers are eligible to pursue the school counseling license in the state of Michigan. Licensed or endorsed school counselors may be employed in local school districts, career centers, or intermediate school districts to work with K-12 students.

### ***School Counseling Clinical Experience***

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

### ***Michigan Test for Teacher Certification***

A passing score on the Michigan Test for Teacher Certification (MTTC - School Counselor 051) is required for licensure or certification as a school counselor. Students are encouraged to take the exam when coursework is completed and a minimum of 300 clock hours of internship are accrued. Upon graduation and after the exam is successfully completed, the student must apply to the Michigan Department of Education for the license/certification. The Certification Officer in the School of Education will be available to assist with this process.

## **MAC PROGRAM FORMAT**

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

## **MAC PROGRAM POLICIES**

### **Expectations of MAC Student**

- Demonstrates professional ethics and personal integrity;
- Actively contributes to the learning environment of the class and takes ownership for his/her own educational experience;
- Remains open to self-awareness, personal reflection, personal and professional growth;
- Receives feedback from other students, instructors, and site supervisor;
- Maintains a high level of respect for self and others - appropriate language in all verbal and written communication, tone of voice, and attitude;
- Demonstrates appropriate interpersonal interactions with site personnel, instructors, fellow students, clients, supervisor, and colleagues at clinical site;
- Refrains from the use of substances – not coming to class or clinical site under the influence of drugs or alcohol;
- Handles conflict in an appropriate manner;
- Takes responsibility for one's own thoughts, actions, and words;
- Values the client from a holistic perspective – mind, body, spirit;
- Shows effective communication skills – listening, speaking, writing;
- Manages the inherent stress of the program and demonstrates positive self-care;
- Values content of learning more than a grade point average;
- Demonstrates responsibility in completion of all course requirements.

### **Course Attendance**

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

### **Professional Standards**

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

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

probation, postponement of the clinical experience, or dismissal from the MAC program. Refer to the MAC Student Handbook for more information.

### **Eligibility for Clinical Experience**

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

### **MAC ENDORSEMENT POLICY**

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

### **COUNSELOR PREPARATION COMPREHENSIVE EXAM**

Each student is required to take the Counselor Preparation Comprehensive Exam (CPCE) in order to successfully complete the requirements for the Master of Arts in counseling program. This test serves as an excellent practice test for the National Counselor Exam. Students receive subject area scores as well as a composite score, indicating which subject areas require additional study.

### **NATIONAL COUNSELOR EXAM**

Upon completion of the MAC program students are encouraged to complete the National Counselor Exam (NCE) as soon as possible. Spring Arbor University is an authorized test site for our students. As such, the NCE is offered (at our main campus only but open to all MAC graduating students) on the Saturday closest to April 15th and the Saturday closest to October 15th. Students have the opportunity to make application for the NCE in December prior to his/her graduation for the April test date and in May for the October test date. Students who choose not to take the NCE through Spring Arbor University must wait until they have graduated to take the exam, and will make application for the same through the State of Michigan. The application form is included in the license application packet through the State of Michigan. Students who are seeking Ohio licensure are encouraged to schedule the NCE through the State of Ohio.

**MAC CURRICULUM**

**MASTER OF ARTS IN COUNSELING (CLINICAL MENTAL HEALTH TRACK)**

Course Prefix	Course Title	Credit Hours
<b>Core Courses</b>		
CNS 603	Introduction to Counseling: The Counselor and Diversity	3
CNS 611	Legal Issues and Ethics in Counseling	3
CNS 605	Research in Counseling	3
CNS 621	Counseling Theory in Multi-Cultural Contexts	3
CNS 622	Counseling Techniques in Multi-Cultural Settings	3
CNS 636	Assessment and Testing	3
CNS 645	Developmental Issues in Counseling	3
CNS 672	Clinical Psychopathology	3
CNS 664	Career Counseling	3
CNS 641	Group Process and Counseling	3
CNS 614	Crisis Intervention	3
CNS 615	Addictions	3
CNS 654	Conceptualization and Treatment in Counseling	3
CNS 613	Social and Cultural Diversity	3
CNS 658	Practicum in Counseling	3
CNS 680	Internship (course taken twice – 3 credits each)	3/3
CNS 668	Consulting in the Helping Professions	2
CNS 606	Advanced Clinical Psychopathology and Abnormal Behavior	3
CNS 607	Evaluation of Psychopathology	2
CNS 678	Capstone in Christian Counseling	2
<i>Total Core Course Credit Hours</i>		60
<b>Total MAC (Clinical Mental Health Track) Credit Hours</b>		<b>60</b>

**M.A. IN COUNSELING (SCHOOL COUNSELING TRACK: CERTIFIED TEACHERS)**

Course Prefix	Course Title	Credit Hours
Core Courses (see Clinical Mental Health Track)		60
<b>School Counseling Courses</b>		
CNS 673	Development and Admin. of School Counseling Programs	3
CNS 683	Mental Health within the Schools	3
<i>Total Concentration Track Credit Hours (Certified Teachers)</i>		6
<b>Total MAC, School Counseling: Certified Teacher Credit Hours</b>		<b>66</b>

**M.A. IN COUNSELING (SCHOOL COUNSELING TRACK: NON-TEACHERS)**

Course Prefix	Course Title	Credit Hours
Core Courses (see Clinical Mental Health Track)		60
<b>School Counseling Courses</b>		
CNS 673	Development and Admin. of School Counseling Programs	3
CNS 683	Mental Health within the Schools	3
<i>Total Concentration Track Credit Hours (certified teachers/non-teachers)</i>		6
<i>Non-teachers required to take following course:</i>		
CNS 643	Introduction to Classroom Dynamics	3
<i>Total Concentration Track Credit Hours (Non-Teacher)</i>		3
<b>Total MAC, School Counseling: Non-Teacher Credit Hours</b>		<b>69</b>

## MAC COURSE DESCRIPTIONS

### **CNS 603 Introduction to Counseling: The Counselor and Diversity (3)**

This course introduces graduate students to the field of counseling. Students will begin to develop a professional identity as a counselor by obtaining an overview of the history of the profession; current roles, functions, and practices of the counselor; basics of entry into the profession; and skills necessary to advocate both for the profession and for diverse clients. Students will also engage in self-exploration to better understand their values as they relate to the counseling profession and diversity issues.

### **CNS 605 Research in Counseling (3)**

This course provides an overview of basic statistics and research designs/ techniques utilized in the field of counseling. Primary emphasis will be on analyzing and interpreting research. Students will also be expected to develop and submit a research proposal.

### **CNS 606 Advanced Clinical Psychopathology and Abnormal Behavior (3)**

This course will provide students with an in depth examination of the various classes of disorders as outlined in the DSM-5. Emphasis will be given to the identification, etiology, and current best practices treatment of these disorders. Case studies will be used to investigate the developmental issues in abnormal behavior across the life span. Consideration will also be given to how this developmental perspective is applied to counseling practice. A thorough knowledge of the DSM-5 is expected.

### **CNS 607 Evaluation of Psychopathology (2)**

This course will focus on the administration, scoring and interpretation of personality and psychopathology assessment tools with a primary focus on the MMPI-2. Students will be introduced to the concept of personality and psychopathology assessment for purposes of diagnosis and treatment planning using objective assessment.

### **CNS 611 Legal Issues and Ethics in Counseling (3)**

The emphasis of this course will be on the major legal and ethical issues in the field of counseling including familiarization with the ethical principles of relevant professional organizations. Case studies will be used to highlight current legal and ethical areas such as confidentiality, dual relationships, testing, and multicultural competence.

### **CNS 613 Social and Cultural Diversity (3)**

This course is designed to engage students in the multi-faceted dimensions of working with diverse clients. Through various teaching methods and experiential activities, this course will establish a foundation for building multicultural counseling competence in counseling students.

### **CNS 614 Crisis Intervention (3)**

This course introduces graduate students to the history, theory, and practices of crisis intervention. The course is an overview of the basic skills needed to respond to various crises as a helping professional. The course will train students in mental health and school counseling programs to gain a functional knowledge and basic skills relevant to crisis intervention. Students will learn techniques to use in response to crisis involving child abuse, suicide, homicide, sexual assault, domestic violence, psychiatric issues, substance abuse, and school related issues. The students will also learn how to access and refer individuals to community resources to assist in crisis. The ethical issues for counselors regarding crisis intervention will also be examined.

### **CNS 615 Addictions (3)**

This is a course that will provide students with a basic overview of the process of treatment and addictions. Students taking this course will develop a theoretical knowledge and practical skills regarding the diagnosis and treatment of addictions.

## **CNS 621 Counseling Theory in Multi-Cultural Contexts (3)**

This course will detail the rationale, background, and research that underlie selected theories of counseling. Emphasis is placed on the implication of each theory for counseling practice. Students will develop a theoretical basis for their own counseling practice.

## **CNS 622 Counseling Techniques in Multi-Cultural Settings (3)**

This course will focus on developing basic counseling skills and techniques. Special attention will be given to various topics relevant to the counseling setting, including gender, age, culture, and ethnicity. Videotaping of simulated counseling sessions will be used to provide specific feedback to students.

***Prerequisite: CNS 621 Counseling Theory in Multi-Cultural Contexts***

## **CNS 636 Assessment and Testing (3)**

This course will help students to develop skills in using qualitative and quantitative assessment methods. The course will also involve training in administering, scoring, and interpreting standardized tests.

## **CNS 641 Group Process and Counseling (3)**

This course focuses on learning group process and skill development in leading group counseling sessions. Practical experience as a group member will also be involved.

***Prerequisites: CNS 622 Counseling Techniques in Multi-Cultural Settings***

## **CNS 643 Introduction to Classroom Dynamics (3)**

This course is designed as a prerequisite for non-teachers to the school counseling track. Students study classroom dynamics such as teacher responsibilities, effective teaching strategies, classroom management practices, learning theories, and unit planning. Legislative and reform movement influences on K-12 education are explored, as are the influences of educational theorists and movements. Students observe in K-12 classroom/school settings for a minimum of 12 hours. Due to the strong educational focus of this course it is a prerequisite for the school counseling track only. Students with a teaching certificate may petition to waive this course.

## **CNS 645 Developmental Issues in Counseling (3)**

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

## **CNS 654 Conceptualization and Treatment in Counseling (3)**

Students will bring together the knowledge and skills learned in previous coursework. Emphasis will be placed on conducting diagnostic interviews, developing case conceptualizations, writing intake summaries, and developing treatment plans. Students must demonstrate competencies in the basic counseling skills. The role of supervision is also discussed. This course prepares student for the clinical experience.

***Prerequisites: All courses in the core curriculum with the exception of CNS 606, 607, and 623***

## **CNS 658 Practicum in Counseling (3)**

This course emphasizes practical application of counseling principles. Counseling experiences are provided in a clinical setting providing the opportunity for students to apply previously acquired knowledge and skills. A total of 100 hours is required with a minimum of 40 hours direct client contact. A student must file application and receive approval to begin the clinical experience.

***Prerequisites: All courses in the core curriculum with the exception of CNS 606, 607, and 623. (For School track students, CNS 673 and CNS 683 are also required)***

## **CNS 664 Career Counseling (3) (online)**

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

## **CNS 668 Consulting in the Helping Professions (2)**

Course content emphasizes the process of consultation with a primary focus on methods and strategies commonly used in both agencies and schools.

## **CNS 672 Clinical Psychopathology (3)**

This course emphasizes current models of abnormality, assessment of mental disorders using the DSM-5 classification system, and treatment approaches for various disorders.

**Prerequisite:** *Abnormal Psychology*

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

This course investigates the systematic development and administration of K-12 comprehensive guidance programs. Knowledge and skill competencies emphasized will include the understanding and application of program development, implementation, and evaluation. The role and responsibility of the school counselor is explored within the context of the Michigan Comprehensive Guidance and Counseling Program and the ASCA National Model. Ethical and legal responsibilities within these frameworks will also be examined.

**Prerequisites:** *CNS 603 Introduction to Counseling: The Counselor and Diversity, CNS 611 Legal Issues and Ethics in Counseling, CNS 622 Counseling Techniques in Multi-Cultural Settings; for non-teachers, CNS 643 Introduction to Classroom Dynamics*

## **CNS 678 Capstone in Christian Counseling (2)**

This course will focus on integrating a Christian perspective into one's counseling practice. It consists of two one-day seminars, the first in April of the first year of the program and the second in September of the second year of the program.

## **CNS 680 Internship (3)**

This is an intensive, 300-hour, field-based experience in which students will apply counseling knowledge and professional competencies in an approved setting. Possible internship sites include schools, colleges, and community agencies. With the exception of students seeking Ohio licensure, internship placements must be completed in the State of Michigan. During the second semester of Internship, each student is required to take the *Counselor Preparation Comprehensive Examination (CPCE)* as scheduled during this course. This comprehensive exam is needed to complete course requirements and serves as an excellent practice text for the NCE. This is a repeatable course. *A student must complete this course two times for a total of 600 hours and 6 credits.*

**Prerequisite:** *CNS 658 Practicum in Counseling*

## **CNS 683 Mental Health within the Schools (3)**

Students in this course will investigate methodologies used by the school counselor in dealing effectively with elementary and secondary school students whose physical, social, mental, or emotional needs preclude academic achievement. Knowledge and skill competencies emphasized will include early detection, intervention, and referral strategies appropriate for dealing with special populations within the school setting. Relational dynamics among parent, teacher, and agency resources are examined to encourage placement of proactive measures within the system.

**Prerequisites:** *CNS 641 Group Process and Counseling, CNS 672 Clinical Psychopathology, CNS 673 Development and Administration of School Counseling Programs*

**MAC Faculty**

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## **MASTER OF SCIENCE IN NURSING**

### **MSN PROGRAM DESCRIPTION**

The MSN programs provide comprehensive academic instruction in an interactive online community. A comprehensive online orientation to graduate education and the MSN program is provided prior to the first course. During Advanced Health Assessment (NUR 602) students come to campus for hands on practice, a demonstration of parts of the exam, and to check off the full history and physical exam.

The program offers four areas of specialization: MSN nurse educator, MSN/MBA dual degree, MSN adult-gerontology primary care nurse practitioner, and MSN family nurse practitioner.

### **MSN MISSION STATEMENT**

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

### **MSN PROGRAM PURPOSE**

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

### **MSN PROGRAM GOALS**

The overall goal of the MSN program is to graduate students who use their faith to interpret and excel in professional skills, critical reasoning, ability to apply theory, to practice from an evidence base and contribute service and leadership in diverse communities. The specific goals of the MSN program are

- to integrate faith and learning in the classroom and nursing practice,
- to advance professional skills and develop the ability to create new roles in nursing practice based on advanced education and supervised experience,
- to apply critical reasoning as demonstrated by intellectually disciplined conceptualization, application, analyzing, synthesizing and evaluation by informed reflection, observation and communication,
- to integrate relevant theories into outcome based practice applications, and
- to apply evidence-based practice, designed to improve health and well-being.

### **MSN STUDENT LEARNING OBJECTIVES**

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

- Students will demonstrate integration of faith and learning concepts and action in assignments and practicum experience.
- Students will reflect on their own learning, observe examples of advanced leadership, and communicate effectively about learning.
- Students will apply practice guidelines to improve practice and the care environment using a selected theoretical framework.
- Students will translate evidence-based practice into innovative strategies for nursing education or practice.
- Students will demonstrate success in nationally recognized competencies for graduate nursing education.

## **MSN SPECIALTY TRACKS**

The MSN program requires 24 credit hours (eight 3-credit hour courses) of core graduate nursing education for all students in addition to one of the four following concentrations.

### **Master of Science in Nursing, Nurse Educator**

This concentration requires courses in education in addition to the core courses. This concentration prepares graduates for nurse educator roles in patient education, staff nurse education and pre-licensure nursing education in academic settings. Graduates are prepared to take the NLN certification exam (CNE).

### **Master of Science in Nursing and Master of Business Administration**

This concentration requires students to complete core nursing courses with subsequent admission to the SAU School of Business. The MBA track offers several areas of concentration to complete the dual degree.

### **Master of Science in Nursing, Adult-Gerontology Primary Care Nurse Practitioner**

This concentration requires courses with emphasis on adult health promotion, disease processes and primary care in addition to the core courses plus 8 credit hours of supervised clinical practice (500 clock hours). This concentration prepares graduates for the APRN role in primary care with the adult and late teenage population. Graduates are prepared to take a national certification exam for A-GNP.

### **Master of Science in Nursing, Family Nurse Practitioner**

This concentration requires courses with emphasis on health promotion, disease processes and primary care across the lifespan in addition to the core courses plus 10 credit hours of supervised clinical practice (625 clock hours). This concentration prepares graduates for the APRN role in primary care with families across the lifespan. Graduates are prepared to take a national certification exam for FNP.

## **RN-MSN PROGRAM**

This program is a fast-track option for highly qualified nurses with a diploma or an Associate Degree in nursing from an accredited program who want to move straight into a master's degree program. Two bridge courses (NUR 510 and NUR 522) fulfill requirements for both the BSN portion of the program and those courses in the graduate program. In order to progress on in the MSN program, students must have a GPA of 3.0 at the completion of NUR 522. To view the course descriptions for the BSN portion of the program, see the Spring Arbor University Undergraduate Catalog.

Similar to MSN applicants, RN-MSN applicants apply to one of the four specialty tracks listed above and are prepared as advance practice nurses.

## **MSN SPECIAL ADMISSION REQUIREMENTS**

In addition to the general admission requirements for graduate programs, the MSN specific program admission requirements are as follows.

- A BSN (or RN for RN-MSN applicants) degree from a regionally accredited institution and nursing program (CCNE or NLN)
- Official transcripts from all institutions of higher education attended
- A 3.0 GPA calculated from the most recent 60 academic credit hours

## School of Human Services

- An unrestricted, unencumbered RN license from the state or country in which the nurse practices (Note: License must remain current throughout program)
- Two letters of recommendation (one from nursing professional; one either character or academic related)
- A satisfactory score on a 2-3 page personal goal statement

Note: A conference call interview may be required at the discretion of the Admission Committee.

International students must meet the above criteria in addition to the following requirements.

- Hold a degree equivalent to a bachelor's degree from a regionally accredited academic institution in the United States. International applicants must submit official copies of their transcripts and certificates from each institution attended. For each school, one official transcript should be sent to Spring Arbor University and one must be submitted to one of the following services for evaluation: AACRAO ([www.aacrao.org](http://www.aacrao.org)) or WES ([www.wes.org](http://www.wes.org)). The service must send the evaluation(s) directly to Spring Arbor University. Degrees earned from institutions outside the United States must be equivalent to or higher than, a U.S. baccalaureate.
- Provide evidence of proficiency in the English language on the Test of English as a Foreign Language (TOEFL) - Minimum TOEFL scores: paper-based = 550, computer-based = 220, web-based = 80
- Provide a financial resources statement.
- Submit proof of medical insurance.

NOTE: To maintain student status with immigration a student must be full-time (a minimum of 6 credit hours per semester).

### **MSN PROGRAM PREREQUISITE REQUIREMENTS**

Courses or documented knowledge in the following areas:

- Research – Nursing related, e.g. NUR 452 (SAU course)
- Statistics – 200 level or above

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

### **MSN STUDENT EXPECTATIONS**

Graduate nursing students are expected to

- adhere to all Spring Arbor University lifestyle distinctives while engaged in academic or clinical activities,
- demonstrate professional nursing behavior as prescribed by the American Nurses Association (ANA) Nursing: Scope and Standards of Practice; and ANA Code of Ethics,
- promote a learning environment for self and others that is conducive to accomplishment of the Essentials of Master's Education for Advanced Practice Nursing (AACN) and the nursing program outcomes,
- actively engage in promoting a positive online community learning environment,
- demonstrate accountability and responsibility in the academic and practice arenas,
- value and respect the contributions of others,
- take responsibility for being an autonomous, self-directed learner,
- communicate with colleagues and faculty in an effective manner that supports positive learning outcomes, and
- display a caring, compassionate approach to all within the learning and practice environment.

## **MSN PRACTICUM OR CLINICAL EXPERIENCE**

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

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

\*The Joint Commission on Accreditation of Healthcare Organizations (JCAHO) institutes regulations in order for hospitals, home health agencies, clinics, etc. to gain or maintain accreditation status. One of these regulations requires that “all persons who are involved in patient care activities, i.e., employees, volunteers, and students must have criminal background checks as well as other health care related checks”. Criminal background checks must be initiated by the student and completed prior to beginning any clinically-related practicums.

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

Approval for commencing with practicum or clinical experience is based on a comprehensive review of academic performance, successful completion of all prerequisite and core course requirements, and program approval by the academic advisor in conjunction with the nursing department.

## **MSN PROGRAM FORMAT**

Students matriculate through the MSN program in a cohort, which promotes interaction with professionals from diverse backgrounds and offers a sense of community as students grow to know each other. Didactic courses are typically taken one at a time in a particular sequence designed to improve learning and preparation for courses and/or clinical experience to follow.

## **MSN PROGRESSION OF STUDIES**

The MSN program has identified prerequisite courses that must be passed satisfactorily or with a passing grade to continue in the program.

- To begin a clinical practicum, students must complete NUR 612, NUR 618 and NUR 602 with a passing grade.
- Students must complete NUR 551 with a passing grade before registering for NUR 681.

Due to the academic and professional behaviors required of advanced professional nurses, the expectation is for all students to comply with American Nurses Association (ANA) Scope of Practice and Code of Ethics. A student may be dismissed from the program for a serious violation of these standards. An appeals process is outlined in the university catalog and in the MSN Student Handbook.

## **MSN GRADUATION REQUIREMENTS**

All students must meet the following criteria to complete the nursing program.

- Maintain a 3.0 cumulative GPA

- A minimum letter grade of "B-" is required as a passing grade for all NUR courses. A grade of "C+" or below is considered unsatisfactory for NUR courses and does not count towards the MSN degree. If a student receives a grade of "C+" or lower in a nursing course, it must be repeated. (Students in the MSN/MBA program should consult the MBA portion of this catalog and the MBA handbook regarding graduation requirements)
- Courses may be repeated one time. However, an accumulation of two letter grades less than "B-" in the same course results in dismissal from the program
- Clinical practicum courses are graded as Satisfactory or Unsatisfactory. The clinical practicum may also be repeated once if a student receives an unsatisfactory grade
- Students in a clinical concentration must receive a passing grade for all four semesters to complete the MSN/NP program or five semesters to complete the MSN/FNP program
- Any student who temporarily leaves the nursing program must meet requirements of the catalog in effect at the time of readmission

**MSN CURRICULUM**

**MASTER OF SCIENCE IN NURSING (NURSE EDUCATOR)**

Course Prefix	Course Title	Credit Hours
<b>Core Courses</b>		
NUR 510	Moral and Ethical Decision Making	3
NUR 522	Theoretical Perspectives for Advanced Practice	3
NUR 532	Role Development and Leadership	3
NUR 551	Applied Research Methods	3
NUR 612	Advanced Pathophysiology	3
NUR 618	Advanced Pharmacology	3
NUR 683	Health Policy and Politics	3
NUR 693	Population Health	3
<i>Total Core Course Credit Hours</i>		<b>24</b>
<b>Nurse Educator Concentration Courses</b>		
NUR 620	Advanced Health Assessment for Nurse Educators	2
NUR 625	Educational Theory and Curriculum Design	3
NUR 635	Instructional Strategies	3
NUR 655	Special Topics	1
NUR 660	Nurse Educator Internship	6
<i>Total Nurse Educator Concentration Credit Hours</i>		<b>15</b>
<b>Total MSN-Ed Program Credit Hours</b>		<b>39</b>

**MASTER OF SCIENCE IN NURSING (BUSINESS ADMINISTRATION)**

Course Prefix	Course Title	Credit Hours
<b>Core Courses</b> (See Nurse Educator)		24
NUR 602	Advanced Health Assessment for NPs	2
<b>Business Administration Concentration (See MBA Section of the Catalog)</b>		
MSN/MBA students enter the School of Business when Nursing core courses are complete.		36
<i>Total Concentration Credit Hours</i>		<b>36</b>
<b>Total MSN/MBA Program Credit Hours</b>		<b>62</b>

**MASTER OF SCIENCE IN NURSING  
(ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER)**

Course Prefix	Course Title	Credit Hours
<b>Core Courses</b> (See Nurse Educator)		<b>24</b>
NUR 602	Advanced Health Assessment for NPs	2
NUR 632	Adult Health Promotion and Disease Prevention	3
NUR 685	Advanced Practice in Primary Care I	3
NUR 686	Advanced Practice in Primary Care II	3
NUR 642	Chronic Disease and Complex Problems in Older Adults	3
NUR 680	Clinical Practicum * (taken 4 times for 2 credit hours each)	2/2/2/2
NUR 681	Integration of Evidence for Advanced Practice	3
<i>Total Concentration Credit Hours</i>		<b>25</b>
<b>Total MSN/A-GNP Program Credit Hours</b>		<b>49</b>

**MASTER OF SCIENCE IN NURSING (FAMILY NURSE PRACTITIONER)**

Course Prefix	Course Title	Credit Hours
<b>Core Courses</b> (See Nurse Educator)		<b>24</b>
<b>Family Nurse Practitioner Concentration - MSN/FNP</b>		
NUR 602	Advanced Health Assessment for NPs	2
NUR 633	Health Promotion across the Lifespan	3
NUR 685	Advanced Practice in Primary Care I	3
NUR 686	Advanced Practice in Primary Care II	3
NUR 645	Family Systems and Childbearing Family	3
NUR 687	Advanced Practice in Primary Care III	3
NUR 680	Clinical Practicum * (taken 5 times for 2 credit hours each)	2/2/2/2/2
NUR 681	Integration of Evidence for Advanced Practice	3
<i>Total Concentration Credit Hours</i>		<b>30</b>
<b>Total MSN/FNP Program Credit Hours</b>		<b>54</b>

\*NUR 680 Clinical Practicum (2 credit hours = 125 clock hours). A minimum of 500 supervised clinical practice clock hours are required for graduation and certification eligibility for A-GNP and a minimum of 625 supervised clinical practice clock hours are required for graduation and certification eligibility for FNP. Students may re-register as needed to complete the clinical clock hours.

The nursing department reserves the right to change curriculum requirements based on professional or accreditation recommendations.

## MSN COURSE DESCRIPTIONS

### **NUR 510 Moral and Ethical Decision Making (3)**

This course provides a meta-cognitive foundational approach to advanced nursing practice in the contemporary world. It explores worldview presuppositions, with an emphasis on a Christian perspective and development of a consistent, conscious framework for making ethical choices.

### **NUR 522 Theoretical Perspectives for Advanced Practice (3)**

This course promotes examination, analysis, and synthesis of a variety of conceptual frameworks, models, and theories that provide a foundation for research and applied practice in nursing. Philosophical ideation, beliefs, scope, and assumptions of select theories and models will be explored.

### **NUR 532 Role Development and Leadership (3)**

The focus is on understanding the professional role of the advanced professional nurse. The processes associated with role development, socialization, and effective collaboration with diverse interdisciplinary partnerships will be examined. Practical leadership roles will be identified and interpreted in a nursing practice context.

### **NUR 551 Applied Research Methods (3)**

This course focuses on the significance of research to the development of a profession and the practical application of statistics to evidence based outcomes. Emphasis will be placed on data collection, analysis, and interpretation of clinical research in designing an evidence based project, preparing the student to use translational science in clinical decision making to improve patient outcomes. Specific aspects of the research process, quantitative and qualitative research, and systematic reviews will be studied.

### **NUR 602 Advanced Health Assessment for NPs (3)**

The course focuses on advanced health/physical assessment of the client where the client is defined as the individual and includes the individual's context within the family and/or community. The course also emphasizes comprehensive history, physical/psychological assessment, pathophysiology, and health promotion needs assessment.

### **NUR 612 Advanced Pathophysiology (3)**

This course provides advanced knowledge and clinical application of normal and pathophysiologic mechanisms related to altered health status and disease processes.

### **NUR 618 Advanced Pharmacology (3)**

This course will provide the masters prepared nurse with the knowledge and skills necessary to assess and integrate pharmacologic agents, alternatives to pharmacological interventions, and therapeutic modalities in the advanced practice of nursing.

### **NUR 620 Advanced Health Assessment for Nurse Educators (2)**

This course focuses on advanced skills in health assessment that prepares the nurse educator to teach these skills to BSN and/or ADN nursing students. The course also emphasizes comprehensive history, physical/psychological assessment, pathophysiology, and health promotion needs assessment.

### **NUR 625 Educational Theory and Curriculum Design (3)**

This course utilizes learning theories to design a teaching/learning project. Strategic planning steps such as needs assessment, behavioral objectives, instructional design, and delivery for non-traditional learners will be explored.

### **NUR 632 Adult Health Promotion and Disease Prevention (3)**

This course prepares the advance practice nurse to apply theoretical and current research concerning adult health promotion and disease prevention to clinical practice with adolescents and adults.

## **NUR 633 Health Promotion across the Lifespan (3)**

This course prepares the advance practice nurse (APN) to apply theoretical and current research concerning health promotion and disease prevention to clinical practice with individuals, including families, communities and special populations, from a Christian perspective. The student will explore the transformative effect of compassion and caring in facilitating healthful behavior change by applying culturally appropriate communication skills adapted to the individual's cognitive, developmental, physical, mental and behavioral health status. Review of the patterns and variations of human growth and development will inform the student's exploration into the impact of the family on the health of the individual across the lifespan. Evidence based health promoting strategies and modalities will be analyzed. Students apply the knowledge, skills, and competencies that are the essential to the promotion and maintenance of health, both as an independent provider and within a multidisciplinary team.

## **NUR 635 Instructional Strategies (3)**

Students will delve into the selection and application of instructional strategies for traditional and online learning environments. A variety of approaches for learning experiences in higher education, professional/staff development, and community programs for individuals or groups will be used.

## **NUR 642 Chronic Disease and Complex Problems in Older Adults (3)**

The focus of this course is on management of chronic disease and complex care needs of older adults. Emphasis will be on case management and interdisciplinary collaboration to arrange and evaluate care for the most health-compromised clients.

## **NUR 645 Family Systems and Clinical Management of the Child Bearing Family (3)**

This course prepares the family nurse practitioner student to examine evidence based principles of nursing care in the context of family and nursing theory, and apply this knowledge to clinical practice within diverse family systems, from a Christian perspective. Students will consider and apply the knowledge, skills, and competencies that are the essential to the holistic management of the child bearing women/family, both as an independent provider and within a multidisciplinary team. Students will focus on the care of healthy ante-partum women and those with health pattern variations that result in at-risk pregnancy. Emphasis is placed on collaborative management of women and families during pregnancy. Concepts focused on promoting wellbeing will be explored with emphasis on family interventions that promote resiliency as well as the health and wellbeing of the family.

## **NUR 660 Nurse Educator Internship (6)**

This course provides individually supervised field experience in clinical settings that integrates concepts in nursing education with practical teaching situations. Students will also design an evidence-based project based on their practice setting.

***Prerequisites: NUR 625 and NUR 635***

## **NUR 680 Clinical Practicum (8-10)**

The clinical practicum is arranged with a local preceptor (either a certified NP or physician) with the approval of the program faculty. Students have regular contact with SAU clinical faculty, who also provide oversight of the preceptor-led experience.

## **NUR 681 Integration of Evidence for Advanced Practice (3)**

Students will examine the evidence base for resolving a current health problem, design and evaluate a project specific to their practice setting. Students will utilize evidence-based practice skills learned earlier in the program.

## **NUR 683 Health Policy (3)**

The focus is on knowledge of professional responsibility to support policy issues associated with humane health care that promotes dignity, respect, and justice. Practical skills such as working with legislators, program and service evaluation, advocating for the health care needs of vulnerable populations will be addressed.

## **NUR 685 Advanced Practice in Primary Care I (3)**

This course will present critical concepts the advanced practice nurse can use in delivering evidence-based nursing for the adult population. Using a holistic approach, students will apply theory to practice.

## **NUR 686 Advanced Practice in Primary Care II (3)**

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

## **NUR 687 - Advanced Practice in Primary Care III (3)**

This course prepares the family nurse practitioner to provide evidence-based primary health care to infants, children in families from a Christian perspective. Using a holistic approach, students examine the scientific basis of common health problems and factors influencing nursing management of these problems. Relevant nursing interventions for common health problems of children in families are explored, as are the responses and adaptations of the child and family to common health problems. Students will consider and apply the knowledge, skills, and competencies that are the essential to the holistic management of children and families, both as an independent provider and within a multidisciplinary team. Students will combine history taking, physical examination techniques, and diagnostic interpretation with problem-solving and clinical strategies.

## **NUR 693 Population Health (3)**

This course helps the student acquire the skills and knowledge necessary to provide population-based care that promotes health, reduces the risk of chronic illness, and prevents disease. The master's-prepared nurse applies and integrates broad, organizational, patient-centered, and culturally responsive concepts based on a variety of theories to design and deliver (planning, management, and evaluation) evidence-based clinical prevention and population care to individuals, families, communities, and aggregates/clinical populations nationally and globally.

## **MSN FACULTY**

### **Alvin Kauffman, Chair**

B.S.N., Northern Michigan University  
M.S.N./M.S.B.A., Madonna University  
D.N.P., Union University

### **Mary Ann Broda**

B.S.N., Goshen College  
M.S.N., P.N.P., University of Colorado  
Ph.D., The University of Texas at Austin

### **Dawn Day**

B.S.N., Spring Arbor University  
M.S.N., Indiana Wesleyan University  
Ed.D., Walden University

### **LuAnn Etcher**

B.S.N., University of Michigan  
M.S.N., University of Michigan  
Ph.D., Wayne State University

### **Delores Jackson**

B.S.N., Auburn University  
M.S.N., Troy State University  
Ph.D., Western Michigan University

### **Lesley Caldwell Jackson**

B.S.N., Eastern Michigan University  
M.S.N., University of Michigan

### **Cheryl Lauber**

B.S.N., Michigan State University  
M.S.N., Michigan State University  
D.P.A., Western Michigan University

### **Sharyl Page**

B.S.N., Ferris State University  
M.S.N., Andrews University

### **Alison Stoughton**

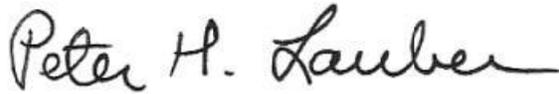
B.S.N., Michigan State University  
M.S.N., Emory University

## **MASTER OF SOCIAL WORK**

### **FROM THE PROGRAM DIRECTOR**

Welcome to the Master of Social Work (MSW) program. We are pleased to offer this opportunity to pursue graduate studies in the context of Christian higher education. Social Work is a dynamic profession that takes on the challenge of promoting human and community protection and well-being. The professional practice opportunities include child welfare, individual psychotherapy, family and small group therapy, community organization, and public policy at the local, national, and international level.

We welcome your questions as you consider whether you are being called to serve people as an advanced practice social worker.

A handwritten signature in black ink that reads "Peter H. Lauber". The script is cursive and fluid.

Peter Lauber, Director of the MSW Program

A handwritten signature in black ink that reads "Bonnie Holiday". The script is cursive and somewhat stylized.

Bonnie Holiday, Social Work Department Chair

## **MSW PROGRAM DESCRIPTION**

The MSW is a 60-credit hour program that is offered in a two-year, full-time format. The first year is a foundation program, and the second year is a concentration in clinical social work practice. Applicants with an accredited baccalaureate degree in social work can apply for advanced placement into the concentration year. The foundation year and the micro concentration year are being offered at several SAU Global sites in the cohort model of weekly evening classes. There are concurrent field practicum placements for both years in appropriate agencies.

## **MSW ACCREDITATION**

The MSW program is fully accredited by the Council on Social Work Education (CSWE).

## **MSW MISSION STATEMENT**

The mission of the MSW program in the Department of Social Work at Spring Arbor University is to produce professional social workers who apply the competencies of the social work profession and advanced practice knowledge and skills to promote human and community protection and well-being. Teaching and learning in the MSW is guided by the professional code of ethics, the integration of faith and learning, knowledge based on research, an understanding of humans from a global, environmental and cultural perspective, and a dedication to social and economic justice, protection, empowerment, human and universal rights, and enhancement of individual and social development.

## **MSW STUDENT LEARNING OBJECTIVES**

- To prepare MSW graduates to practice at the highest professional level of practice informed by theoretical perspectives and knowledge based on research.
- To engage in teaching and learning guided by the social work competencies, the code of ethics and the integration of Christian values in their application to social work practice.
- To provide graduate students with the foundation and advanced social work knowledge, skills, and values that will teach critical thinking needed for advanced social work practice.
- To prepare graduates to promote human and community protection and well-being through respect for diversity, human and universal rights, and social and economic justice for populations at risk.

## **LICENSURE**

Graduates with the MSW degree are eligible to apply for licensure in the state of Michigan as a Licensed Master Social Worker (LMSW), Micro (Clinical). Detailed information regarding the application process, the two-years of supervision, and the licensing exams are available through the Department of Licensing and Regulation. They are also able to apply for licensure in Ohio and other states. Virtually all states have some form of licensing or regulation of social work practice and information can be obtained from the appropriate state agencies.

## **MSW SPECIAL ADMISSION CRITERIA**

The Spring Arbor University (SAU) Master of Social Work (MSW) admission criteria are divided into four sections: academic preparation, completion of the prerequisites, personal qualities, and professional readiness.

### **Academic Preparation**

Each applicant will submit official transcripts from all previously attended colleges and universities in which baccalaureate coursework was taken. In order to be considered for

admission to the two-year, 60-credit hour program or the advanced standing 30-credit hour program, applicants must have earned a bachelor's degree from a college or university that is accredited by a recognized regional or national accrediting association in the U.S. or equivalent education at an international institution of higher learning. In addition, applicants need to have earned a GPA of at least a 3.0 on a 4-point scale during the last 60 completed credit hours. An applicant with a GPA of less than 3.0 may be evaluated on an individual basis for provisional admission. Recommendations, personal statement, and personal interview must demonstrate readiness to begin at the advanced level of graduate education and advanced social work practice.

### ***International Students***

Official documents of all coursework completed outside the U.S. and Canada (except at schools with a U.S.-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). Using the WES ICAP option will allow WES to mail Spring Arbor the evaluation as well as an official copy of each transcript. If transcript(s) have already been authenticated and evaluated by another evaluation service, please contact our Office of Registration and Records to determine if that service is acceptable.

### **Completion of the Prerequisites**

The transcripts submitted by applicants that hold a bachelor's degree in a discipline other than social work are used to evaluate their completion of 18 academic semester credit hours distributed in the social sciences, the biological sciences, the humanities and a course in statistics. Applicants who do not meet this requirement may be admitted provided this requirement be met by the deadline specified by the Department of Social Work.

### **Personal Qualities**

When the criteria for academic preparation are met, the student's personal statement submitted with the application is evaluated for writing skills, personal characteristics and professional readiness for graduate study and advanced social work practice.

### ***References***

Using the Social Work MSW program's form, applicants are required to submit three strong, professional references who can attest to the applicant's 1) intellectual competence, 2) potential for academic success, 3) ability to work with people around sensitive issues, including people from a range of diverse backgrounds, 4) possession of critical thinking and communication skills, 5) demonstrated sense of ethics and values, and 6) potential success as a professional social worker. If possible, two references should have direct knowledge of the applicant's academic work. For applicants with a Bachelor of Social Work (BSW) degree, it is strongly recommended that one of the references is the field instructor. References from family members or fellow students will not be accepted.

### ***Personal Statement***

Applicants are required to submit a personal statement (6-10 pages, double-spaced, APA format) and include attention to each of the following items.

- Motivation for pursuing the MSW degree
- Relevant background experiences
- Statement of professional goals
- Demonstrated learning and growth that has taken place through professional work and volunteer experiences

- Expectations regarding attending a Christian university for the MSW program, and the approach to the integration of faith, scholarship and service (NOTE: Although no admissions requirements exist regarding faith orientation, Christian and other religious perspectives will be presented and discussed in classes.)
- Discussion of a social problem of interest to the applicant, including perceived causes and proposed solutions
- Discussion of an ethical challenge the applicant faced in professional, field or volunteer work and how it was resolved
- Recognition of the challenges and stress related to the social work profession
- Discussion of specific changes that will be made to accommodate the rigor of an accelerated MSW program
- Discussion of how applicant will set and maintain appropriate boundaries to deal with the stresses/challenges identified

### **Professional Readiness**

#### ***Fitness for Professional Practice***

Applicants will submit a self-statement that there is no pre-existing past or pending criminal record or mental impairment, which would preclude licensure as a professional social worker. (Form provided)

#### ***Computer Skills and Access***

Applicants will possess skill or be willing to develop skill prior to the start of the first class in the use of computers for word processing, research, communication tasks, and the SAU Blackboard system. In addition, they will have ready access to a computer with a camera and high-speed Internet access for online assignments. All computers will meet the minimum standards set by the SAU Office of Academic Technology (OAT). There is a computer readiness check available through the OAT connection.

#### ***Language Proficiency***

For students whose native language is not English, an official copy of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) must be submitted. A minimum TOEFL test score of 550 (paper based), 213 (computer based) or 80 (Internet based) or a minimum IELTS test score of 6.5 is required for admission in order to ensure a student's ability to participate successfully in the SAU MSW program.

### **CRITERIA FOR EVALUATING MSW APPLICATIONS**

Applicants' academic records, applications, personal statements, statements of fitness for professional practice, and references are evaluated on the basis of the following criteria.

#### **Emotional Stability**

Social work is not a field for individuals who desire to solve their own emotional needs or problems by working in a helping role. Individuals entering advanced social work practice need to maintain emotional stability and be able to cope with the emotional stress that is common in this demanding profession.

#### **Confidence and Assertiveness**

These characteristics are necessary in working with client systems, colleagues, professionals from other disciplines and supervisors, especially in order to work actively as a case and cause advocate for the rights of clients.

### **Ability to Accept Constructive Criticism**

As lifelong learners, individuals need to accept that there is room for improvement in their personal and professional behavior. Once individuals accept this need for improvement, they can constructively use the insights regarding their behavior provided by colleagues, supervisors, administrators, or governing boards and work towards change.

### **Interest in and Motivation for the Social Work Profession**

Social workers entering graduate study in their profession need to be motivated both as students and as professionals. This motivation and interest in the field should come from a strong desire to serve others in society, especially the poor in urban, rural, and other communities.

### **Intellectual Ability**

Problem-solving and critical analysis skills are fundamental for effective social work practice. Complex individual, group, family, organization and community problems require advanced practitioners to think clearly and logically in a systematic manner if problems are to be alleviated or resolved.

### **Communication Skills**

Both oral and written communication skills are vital in the social work profession. Fluency in a foreign language is a definite asset in the profession.

### **Ability to Form and Maintain Positive Relationships**

Social work is a people-oriented profession, and relationship building is foundational to effective practice. There needs to be the capacity to empathize and establish effective interpersonal relationships with diverse client populations.

### **Ability to Work with Diverse Groups**

Social workers need to be aware of their own prejudices and actively work to address these attitudes and actions using the feedback provided by client systems, colleagues, and supervisors. Advanced practitioners need to be able to work with diverse client populations in a non-judgmental manner, accepting individuals' rights to differing perspectives.

### **Leadership Qualities**

The ability to work effectively in a leadership role is necessary for advanced practitioners. Social workers assume positions of leadership with client systems as well as roles in agencies as supervisors, administrators, and consultants.

### **Social Work Values and Ethics Consistent with Profession's Code of Ethics**

Social workers can be influential upon client systems. Therefore, it is essential that advanced practitioners be of good moral character. Social workers should be aware of their own values and have respect for others' values, which may be different. Their own values should have some consistency with the Judeo-Christian heritage and with the values reflected in the profession's Code of Ethics.

If, after the review process described above additional questions remain, the admissions committee may request a personal interview that will be conducted in person or via Skype or conference call with one or more members of the committee or other faculty. The results of the interview will be considered as part of the overall admissions decision.

### **ADVANCED STANDING PROGRAM ADMISSION CRITERIA**

To avoid duplication and redundancy for BSW graduates, the program offers a one-year (30 credit hours), advanced standing program. In order to be considered for admission to the advanced standing program, students must have been granted a baccalaureate degree in social work from an undergraduate social work program that was 1) accredited by the Council on Social Work Education, 2) recognized through its International Social Work Degree Recognition and Evaluation Service, or 3) covered under a memorandum of understanding with international social work accreditors at the time the degree was granted.

To be eligible for advanced standing, the applicant must have a BSW that has been granted within five years of enrollment in the SAU MSW program. This five-year limit may be extended to eight years if the student has subsequent BSW social work practice experience (such experience to be approved by the admissions committee). For each two years of acceptable practice experience, applicants may be granted credit of one year toward the extension of the time limit. For example, an applicant with a BSW received seven years prior to the time of enrollment in the MSW program may be granted advanced standing admission if the applicant has completed four years of acceptable social work practice experience.

### **NOTIFICATION OF MSW ADMISSION DECISIONS**

The social work admissions committee is responsible for making the final decision regarding all applicants for admission to the SAU MSW program. The committee will be chaired by a member of the SAU Social Work faculty and will include at least two other members. The committee will adhere to all of the Spring Arbor University and the SAU social work department policies regarding non-discrimination in all decisions.

Applicants will receive notification of the decision of the admissions committee once all admission requirements are met. The Committee recommends one of the following: full acceptance, probationary acceptance, conditional acceptance or non-acceptance.

### **MSW TRANSFER CREDIT**

The social work graduate program director may approve up to a maximum of 9 graduate credit hours by transfer from another institution for inclusion into the MSW standard degree requirements. No credit will be given toward required MSW courses unless the following conditions apply:

- The courses were taken in a graduate institution whose MSW program is accredited by the Council on Social Work Education.
- A course description and syllabus is available and the program director determines the course to be an appropriate substitution for a specific course in the graduate program.

When the program director has advised the student concerning which courses are approved for transfer credit, the student prepares a letter of petition specifying how the courses will be applied to the degree plan. A petition for transfer of credit must fulfill the following conditions:

- The school from which the credit hours are transferred must be accredited by a regional accreditation agency.
- The work must have been done while the student was enrolled in good standing as a graduate student.
- The transferred course grade(s) must be a "B" (3.0) or better.
- None of the transfer coursework can consist of extension or workshop courses.
- An official transcript from the institution must be submitted to the program office with the initial application

- Transfer credit hours must be no more than six years old at the time of admission, but the program may allow exceptions, depending on the course.
- The program director has the discretion and the right to determine what is accepted and whether the course will substitute for a required course or elective credit.

After admission to a Spring Arbor University graduate program, students wishing to complete coursework at another college or university, with the expectation of that coursework being applied toward a Spring Arbor University degree, must seek written advance approval from the Program Director. All such coursework must be earned at a CSWE accredited institution. This policy is clearly spelled out in the SAU catalog and also in the MSW Handbook which are made available to prospective students. Recruiters and admissions personnel are informed of this policy and convey it to prospective students.

### **LIFE OR PREVIOUS WORK EXPERIENCE MSW CREDIT**

In accordance with CSWE policy, it is the policy of the SAU social work department not to grant social work course credit for life experience or previous work experience. Previous work experiences and relevant volunteer activities may be taken into consideration in a student's application for admission to the MSW Program; however, no course credit will be awarded or accepted as fulfillment of any part of the MSW curriculum. This policy is clearly stated in all descriptions of the MSW program whether in academic catalogs, recruitment materials, or other admissions related materials, in print, online, or any other electronic form. Recruiters and admission personnel are informed of this policy and convey it to prospective students.

### **PREVIOUSLY MASTERED SOCIAL WORK CONTENT**

In accordance with Council on Social Work Education (CSWE) policy, the SAU social work program policy is that students with a CSWE accredited BSW degree will not be required to repeat any content that has been mastered in their BSW programs. Transcripts will be evaluated in light of this requirement.

## **MSW CURRICULUM**

### **MASTER OF SOCIAL WORK**

Course Prefix	Course Title	Credit Hours
<b>Foundation Courses</b>		
SWK 510	Social Welfare Policy and Services	3
SWK 512	Human Behavior in the Social Environment I	3
SWK 513	Human Behavior in the Social Environment II	3
SWK 518	Social and Cultural Diversity	2
SWK 551	Foundation Field Practicum I	3
SWK 581	Foundation Field Practicum Seminar I	1
SWK 520	Social Work Practice I – Individuals and Families	3
SWK 521	Social Work Practice II – Groups, Communities and Orgs.	3
SWK 525	Research in Social Work Practice	3
SWK 528	Ethics and Christianity	2
SWK 552	Foundation Field Practicum II	3
SWK 582	Foundation Field Practicum Seminar II	1
<i>Total Foundation Courses Credit Hours</i>		<b>30</b>
<b>Clinical Concentration Courses</b>		
SWK 618	Psychopathology/Advanced Multi-Dimensional Assessment in Advanced Social Work Practice I	3
SWK 628	Psychopathology/ Advanced Multi-Dimensional Assessment in	3

	Advanced Social Work Practice II	
SWK 619	Clinical Social Work Practice and Theory I	3
SWK 617	Advanced Applied Social Policy	1
SWK 651	Advanced Micro Field Practicum I	4
SWK 681	Advanced Field Practicum Seminar	1
SWK 629	Clinical Social Work Practice and Theory II	3
SWK 625	Clinical Social Work Practice and Theory with Families	3
SWK 621	Advanced Practice: Physical and Mental Health	3
SWK 627	Advanced Applied Social Research	1
SWK 652	Advanced Micro Field Practicum II	4
SWK 682	Advanced Micro Field Practicum Seminar II	1
	<i>Total Clinical Concentration Credit Hours</i>	<i>30</i>
<b>Total MSW Program Credit Hours</b>		<b>60</b>

**MSW COURSE DESCRIPTIONS**

**SWK 510 Social Welfare Policy and Services (3)**

This course is an introduction to the field of social work and the specific areas in which social workers practice. Knowledge will be gained of various practice settings, the history of social work and social welfare, social welfare policies, and the purposes and values that guide social work practice, and the social issues and vulnerable populations with which social work is concerned. Students begin to identify as a professional social worker through personal reflection and class activities.

**SWK 512 Human Behavior in the Social Environment I (3)**

This course gives the advanced level social work student the opportunity to increase their knowledge of human behavior across the life span. Students will develop competency in applying theories of biological, social, cultural psychological, and spiritual development, and what promotes or deters people from achieving health and well-being, to social work practice. They will develop competency to utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. They will advance their understanding and learn to apply knowledge of person-in-environment and the impact of systems on individuals, families, groups, organizations, and communities. Human Behavior in the Social Environment I (HBSE I) is the first of two courses covering the entire life span.

**SWK 513 Human Behavior in the Social Environment II (3)**

Human Behavior in the Social Environment II gives the foundation level social work student the opportunity to build on their learning from SWK 512, and to increase their knowledge of human behavior across the life span. Students will develop advanced competency in applying theories of biological, social, cultural psychological, and spiritual development, and what promotes or deters people from achieving health and well-being, to social work practice. They will develop advanced competency to utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. They will build on previous learning to advance their understanding and learn to apply knowledge of person-in-environment and the impact of systems on individuals, families, groups, organizations, and communities. HBSE II is the second of two courses covering the entire life span.

**SWK 518 Social and Cultural Diversity (2)**

In this course students will gain competency in working with individuals, groups, families, communities, and organizations from diverse cultures. With the Spring Arbor University Concept providing the model for learning, students will gain competence in applying social work values to their work with vulnerable individuals, families, groups, communities, and organizations. In addition, theoretical concepts of oppression and discrimination will be used to understand social work practice.

**SWK 520 Social Work Practice I: Individuals and Families (3)**

Students in Social Work Practice I will develop competency in applying theories of human behavior and the social environment to work with individuals and families. Assessment, goal-setting, intervention, termination, and practice evaluation are the focus of this course. Special attention is given to intervention

with diverse and vulnerable populations. Case materials and role-playing will be used. Students will have the opportunity to apply the social work problem solving process to work with individuals and families.

### **SWK 521 Social Work Practice II: Groups, Communities, and Organizations (3)**

Students in Social Work Practice II will build on learning from SWK 520 and develop advanced competency in applying theories of human behavior and the social environment to work with groups, communities, and organizations. Assessment, goal-setting, intervention, termination, and practice evaluation as it applies to work with groups, communities, and organizations are the focus of this course. Special attention is given to intervention with diverse and vulnerable populations with an emphasis on understanding how to engage in practices and advocate for human rights and social and economic justice. Theories of group work and the impact on vulnerable populations are covered. How to apply systems theory and the problem solving process to advance understanding of groups are emphasized in this course. *This is the second half of SWK 520. The two are intended to be taken in sequence.*

### **SWK 525 Research in Social Work Practice (3)**

Students will use opportunities presented in their internship to build competency in using research to inform their practice. Using evidence based interventions, evaluating their own practice, and using research findings to improve practice, policy development, and social service delivery to individuals, families, groups, communities, and organizations is the focus of SWK 525 - Research in Social Work Practice. Social work values and theories will provide the lens used as students design a research study.

### **SWK 528 Ethics and Christianity (2)**

The Spring Arbor University Concept and the National Association of Social Workers Code of Ethics provide the foundation for the study of ethics in social work practice. Students will gain competence in recognizing and managing their personal values in a way that allows professional values to guide their practice. They will gain the skills to tolerate ambiguity in resolving ethical conflicts and apply strategies of ethical reasoning to arrive at principled decisions and will explore personal spiritual formation topics.

### **SWK 551 Foundation Field Practicum I (3)**

Students will participate in a 200-hour advanced foundation level field practicum, split between two semesters, concurrently with course work to allow the direct application of theory to practice. Students will advance their knowledge of the profession and refine their skills in working with individuals, families, groups, communities, and organizations under the educational direction of social work professionals and university faculty. A minimum of 400 clock hours for SWK 551 and SWK 552 combined is required. *Must be taken with SWK 581.*

### **SWK 552 Foundation Field Practicum II (3)**

Students will participate in a 200-hour advanced foundation level field practicum, split between two semesters, concurrently with course work to allow the direct application of theory to practice. Students will advance their knowledge of the profession and refine their skills in working with individuals, families, groups, communities, and organizations under the educational direction of social work professionals and university faculty. A minimum of 400 clock hours for SWK 551 and SWK 552 combined is required. *Must be taken with SWK 582.*

### **SWK 582 Foundation Field Practicum Integrative Seminar II (1)**

This seminar is designed to integrate the concepts, knowledge, and values learned in course work with agency experience. This will provide opportunities for students to share their unique learning experiences from the agency placement and to demonstrate their competencies through a series of integration assignments. Students achieve a beginning level of competency in applying theories and concepts learned in the classroom to the practical world of the practice setting. *Must be taken with SWK 552.*

### **SWK 581 Foundation Field Practicum Integrative Seminar I (1)**

This seminar is designed to integrate the concepts, knowledge, and values learned in course work with agency experience. This will provide opportunities for students to share their unique learning experiences from the agency placement and to demonstrate their competencies through a series of integration

assignments. Students achieve a beginning level of competency in applying theories and concepts learned in the classroom to the practical world of the practice setting. *Must be taken with SWK 551.*

### **SWK 617 – Advanced Applied Social Policy (1)**

In this seminar-style course, the student will apply the foundation knowledge of social policy to one or more social policy issues that are encountered in the field placement agency. *Must be taken with SWK 651 and 681.*

### **SWK 618 Psychopathology/Advanced Multi-Dimensional Assessment in Advanced Social Work Practice I (3)**

This course is part one of a two-part series that provides and understanding of Mental Disorders described in the Diagnostic and Statistical Manual published by the American Psychiatric Association that social work clients in mental health and other settings may experience. It helps students to define the clinical entities, to explore their etiology and natural course, and to learn how to link diagnosis, assessment and intervention. Emphasis is placed on how to employ evidence-based treatment approaches with clients who present with symptomatology from these disorders. The complexity of the intersection between the person in the environment and mental/emotional and physical selves is explored. Working as a multidisciplinary team is emphasized.

### **SWK 619 Clinical Social Work Practice and Theory I (3)**

This course is part one of a two-part series that provides an understanding of a historical overview of mental health theories and their evolution beginning with Freud's psychodynamic approach and evolving through modern day theories. This first course in the series, SWK 619, cover Ego Psychology, Object Relations, Self-Psychology, and Relational and Intersubjective Theories. Each theory will be viewed through the lens of major contributors to the theory, the basic theoretical principles, goals, interventions, research findings and limitations. Practice methods and case studies are integrated along with social work values and ethics.

### **SWK 621 Advance Practice: Physical and Mental Health (3)**

This course considers the physiological, psychological, and social components of various illnesses/conditions encountered in physical and mental health care settings. Themes include: the effect of these components on social functioning or rehabilitative processes, the common psychological reactions of people to treatment, the inter-disciplinary team's respective roles and value orientations, and the impact of these on the patient and his/her family. Health care policy and issues of loss and death will be explored. Special attention is given to interventions specific to health-care settings versus those of traditional agencies, and to methods appropriate to interdisciplinary practice and the impact of health care on specific population groups.

### **SWK 625 Clinical Social Work Practice and Theory with Families (3)**

This class introduces students to a range of theories and models of social work practice within an ecological systems framework. The empirical bases of each theory and model are examined, along with applications to advanced social work practice with various size systems. Attention is given to how theories and models incorporate working with populations at risk.

### **SWK 627 Advanced Applied Social Research (1)**

In this seminar style course the student will apply the knowledge of research to one or more research questions that arise out of the context of the field placement agency. It is designed to support students in conducting evidence-based practice in an agency setting by evaluation practice and planning for change. Case material will be drawn from real world practice situations students encounter in their field placements. *Must be taken with SWK 652 and 682.*

### **SWK 628 Psychopathology/Advanced Multi-Dimensional Assessment in Advanced Social Work Practice II (3)**

This course is part two of a two-part series that provides and understanding of Mental Disorders described in the Diagnostic and Statistical Manual published by the American Psychiatric Association that social work clients in mental health and other settings may experience. It helps students to define the

clinical entities, to explore their etiology and natural course, and to learn how to link diagnosis, assessment and intervention. Emphasis is placed on how to employ evidence-based treatment approaches with clients who present with symptomatology from these disorders. The complexity of the intersection between the person in the environment and mental/emotional and physical selves is explored. Working as a multidisciplinary team is emphasized.

### **SWK 629 Clinical Social Work Practice and Theory II (3)**

This course is part two of a two-part series that provides an understanding of a historical overview of mental health theories and their evolution beginning with Freud's psychodynamic approach and evolving through modern day theories. This second course in the series, SWK 629, covers Cognitive, Behavioral, Motivational Interviewing, Dialectical Behavior Therapy (DBT), Trauma Therapy, Crisis Theory, Solution Focused Theory, Narrative Theory, and Play Therapy. Each theory will be viewed through the lens of major contributors to the theory, the basic theoretical principles, goals, interventions, research findings and limitations. Practice methods and case studies are integrated along with social work values and ethics.

### **SWK 651 Advanced Micro Field Practicum I (4)**

This course is the first part of the advanced practice supervised field experience. The purpose of the experience is to enable the student to apply advanced social work knowledge, values, and skills in a micro field setting in their concentration. A minimum of 500 clock hours for SWK 651 and SWK 652 combined is required. *Must be taken with SWK 681.*

### **SWK 652 Advanced Micro Field Practicum II (4)**

This course is the second part of the advanced practice supervised field experience giving the student an opportunity to apply advanced social work knowledge, values, and skills in a micro field setting in their concentration. A minimum of 500 clock hours for SWK 651 and SWK652 combined is required. *Must be taken with SWK 682.*

### **SWK 681 Advanced Field Practicum Integrative Seminar I (1)**

This seminar is designed to integrate the concepts, knowledge, and values learned in course work with agency experience. This will provide opportunities for students to share their unique learning experiences from the agency placement and to demonstrate their competencies through a series of integration assignments. Students achieve an advanced level of competency in applying theories and concepts learned in the classroom to the practical world of the practice setting. *Must be taken with SWK 651.*

### **SWK 682 Advanced Micro Field Practicum Integrative Seminar II (1)**

This seminar is designed to integrate the concepts, knowledge and values learned in course work with agency experience. This will provide opportunities for students to share their unique learning experiences from the agency placement and to demonstrate their competencies through a series of integration assignments. Students achieve an advanced level of competency in applying theories and concepts learned in the classroom to the practical world of the practice setting. *Must be taken with SWK 652.*

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## NONPROFIT LEADERSHIP AND ADMINISTRATION ENDORSEMENT (NPL)

Those looking to lead within the nonprofit sector will find the 12-credit nonprofit leadership and administration endorsement valuable as it provides the skills needed to carry out the missions of nonprofit organizations, both secular and faith-based.

The endorsement, offered exclusively online, is designed for all current senior level undergraduate students and all current graduate students with an interest in developing skills necessary for nonprofit administration. These courses will develop skill sets relevant to meeting the demands placed on nonprofit organization leaders such as budgeting, fundraising, market assessing, program evaluation and legal operating procedures. The student will also become familiar with working with governing boards, lobbying for legislation and moral leadership.

### NPL CURRICULUM

#### NONPROFIT LEADERSHIP AND ADMINISTRATION ENDORSEMENT

Course Prefix	Course Title	Credit Hours
<b>Core Courses</b>		
NPL 541	Nonprofit Governance	3
NPL 543	Human Resources for Nonprofit Organizations	3
NPL 545	Grant Writing for Nonprofit Organizations	3
NPL 548	Budget Devel. and Accounting for Nonprofit Organizations	3
<b>Total Nonprofit Leadership and Admin. Endorsement Credit Hours</b>		<b>12</b>

### NPL COURSE DESCRIPTIONS

#### **NPL 541 Nonprofit Governance (3)**

This course examines the various approaches to governance. Each approach emphasizes different dimensions of the roles and responsibilities of the nonprofit boards and each arises out of a different relationship between board members and staff. They also reflect differences in the size, purpose, and history of the organization. This course considers the issue of which model is the right one and how an organization effects change in governance.

#### **NPL 543 Human Resources for Nonprofit Organizations (3)**

This course offers an overview of the functions of human resources activities as they relate to the broad objectives of the organization. Emphasis is upon the fundamentals of job design, employment techniques, performance appraisals, pay compensation practices, benefit options, employee relations, and termination practices.

#### **NPL 545 Grant Writing for Nonprofit Organizations (3)**

This course is designed to teach the basics of grant writing. It provides a comprehensive overview of effective grant development techniques, finding funding sources, program planning and funding sustainability. The emphasis is on writing a grant proposal and examining the relationships between sections of a proposal through a variety of interactive exercises.

#### **NPL 548 Budget Development and Accounting for Nonprofit Organizations (3)**

This course will examine procedures for projecting revenues and the process for developing operating budgets. The extent that tax policies affect private contributions to nonprofits is discussed. Line item and alternative budget formats, including zero-based and performance budgeting, will be considered. It is recommended that the student have familiarization with electronic spreadsheets.

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