



2008-2009
Professional Studies

PROFESSIONAL STUDIES

Professional Studies

Spring Arbor University is recognized as a leader in accelerated degree completion programs for working adults. Integrally linked to the University's mission and concept, Professional Studies offers courses and majors in innovative, convenient evening and weekend formats for adult students who have a minimum of 58 transferable semester credit hours.

Experiential learning is the cornerstone of Professional Studies programs. Students learn through direct application, simulations, cases, discussions and activities that expand on readings and basic conceptual themes. A major project or internship adds a sharper focus and further integrates the theoretical and the practical in a supportive atmosphere.

Integrated, connected, sequential coursework presented and facilitated by a diverse, experienced faculty and support staff combine for impressive quality. Because of the personal support and the fact that adult students are capable, motivated and bring a variety of knowledge and experience to the classroom, the success rates in these programs are very high.

In addition to completing the requirements in the major field of study, students may earn credit for learning obtained from their work and life experience.

REGIONS/OFF-CAMPUS OFFICES

Currently, the following regional centers and sites are serving the needs of students in professional studies and teacher education programs throughout Michigan:

North Region: David Wilson, Director

Gaylord Regional Center

Spring Arbor University
University Center at Gaylord
80 Livingston Blvd.
Gaylord, MI 49735-9178
989.705.3740 / 800.522.6775
FAX 989.705.3746

Grand Rapids Site

Spring Arbor University
1550 E. Beltline SE, Suite 230
Grand Rapids, MI 49506-4365
616.949.0017 / 800.968.0223
FAX 616.949.6402

Petoskey Site

Spring Arbor University at
North Central Michigan College
Administration Bldg., Room 40
1515 Howard St.
Petoskey, MI 49770-8717
231.439.6203
FAX 231.439.6333

Traverse City Site

Spring Arbor University
2200 Dendrinos Dr.
Suite 200E
Traverse City, MI 49684-8070
231.995.1760 / 800.648.5843
FAX 231.995.1763

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Midwest Region: Phillip Rose, Director

Battle Creek Site

Spring Arbor University
BC Tower
70 W. Michigan Ave., Suite 200
Battle Creek, MI 49017-3616
269.965.2934 / 800.968.4788
FAX 269.965.2953

Bay City Site

Spring Arbor University
4228 Two Mile Rd.
Bay City, MI 48706
No on-site personnel
(Contact the Flint Regional Center.)

Flint Regional Center

Spring Arbor University
4458 Oak Bridge Dr.
Flint, MI 48532-5495
810.733.7740 / 800.968.0116
FAX 810.733.7782

Kalamazoo Regional Center

Spring Arbor University
3497 South 9th St., Suite A
Kalamazoo, MI 49009-9501
269.372.9754 / 800.930.9754
FAX 269.372.1840

Lansing Site

Spring Arbor University
4202 Collins Rd.
Suite 100
Lansing, MI 48910-5883
517.333.0480 / 800.968.0114
FAX 517.333.0445

East Region: David Edwards, Interim Regional Director

Jackson Site

Spring Arbor University
113 W. Michigan Ave.
Suite 201
Jackson, MI 49201-1340
517.783.1290 / 800.968.0523
FAX 517.783.6656

Metro-Toledo Site

Spring Arbor University
7495 Secor Rd.
Lambertville, MI 48144-9694
734.854.6100 / 800.968.0272
FAX 734.854.6203

Metro-Detroit Regional Center

Spring Arbor University
23400 Michigan Ave.
Suite P20
Dearborn, MI 48124-1969
313.561.6287 / 800.968.1722
FAX 313.561.4162

PROFESSIONAL STUDIES

Faculty

Tamara L. Dindoffer, Interim Dean, External Programs
Ibrahim E. Atallah
Kevin C. Chaney
Martin A. Covey
Arthur M. Daglow
LeAnne Daglow
Linda L. Emptage
Ronald R. Emptage
Joan M. Ezinga
Nathan Foster
George E. Griffin
Gary W. Hawkins
Alvin Kauffman
Greg G. Kaufinger
Jim Liddy
Robert E. McTyre
Cindy E. Meredith
Geraldine R. Morris
Margaret G. O'Rourke-Kelly
Terri L. Pardee
Carl E. Pavey
Phillip W. Rose
Sue C. Ryno
Janet L. Vannest
Carolyn A. Watson

Writing Specialists

Rosalinda Dunlap
Falinda Geerling
Dale Gehman
Margaret Hoggard

Mission

Professional Studies programs provide the adult learner with a quality liberal arts education within the framework of a Christian perspective. Each program is supported by a diverse and service-oriented environment which positively impacts lives and the community.

- A. Core values
- Christ-centered perspective
 - liberal arts
 - unique distinctives of adult learning
 - striving for excellence
 - the worth of the individual
 - diversity

PROFESSIONAL STUDIES

B. Key principles

- Principle 1: We believe in quality, unique educational programs that creatively employ the principles of adult learning and that encourage applied learning.
- Principle 2: We believe students should be exposed to positive, Christian role models and a Biblically-integrated curriculum.
- Principle 3: We believe faculty and staff in the School of Graduate and Professional Studies should embrace the core values of the school.
- Principle 4: We believe in an educationally diverse environment within the classroom, with personnel and in the curriculum.
- Principle 5: We believe in a service-oriented environment.

Research into the knowledge and skills needed in current and emerging professional fields resulted in five “blended” majors offered in one-night-a-week accelerated format at our external sites: business (BAB), family life education (FLE), management and organizational development (MOD), nursing (BSN) and social work (BSW).

ASSOCIATE OF ARTS

Associate of Arts (AAA)

About the degree

The Associate of Arts is comprised of interdisciplinary courses which meet general education requirements. This degree offers both a Christian worldview and a format suitable for the working adult. Courses are offered at off-campus sites using the cohort model. While many courses are face to face, offered either one night a week or on weekends, a few courses are offered online.

Program emphases

The degree includes multi-disciplined introductory courses in the liberal arts taught from a Christian perspective, development of critical thinking skills, and exposure to tools and ideas for self-development and faith development.

Requirements

The 62-hour *associates degree* requires:

Interdisciplinary Studies

IDS 100 Discovery in the Liberal Arts (3)

IDS 200 Christian Faith: Issues and Cultures (3)

Communication Skills

ENG 104 College Writing (3)

SPE 212 Fundamentals of Speech (3)

Fitness

HPR 281 Nutrition and Exercise (2)

Fine Arts and Humanities

ART 152 Art Foundations (2)

ENG 330 Genre (3)

MUS 152 Music Foundations (2)

Natural Science

BIO 200 Biological Basis of Health Concerns (2)

BIO 205 Field Ecology (2)

CPS 150 Introduction to Computers (3)

MAT 101 Algebra (3)

Philosophy and Religion

PHI 200 Introduction to Philosophy (3)

REL 211 The Gospel and Acts (3) OR

REL 212 Old Testament Foundations (3)

REL 394 World Religions (3)

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Social Science

BUS 268 Personal Finance (3)

GEO 331 China, India and Japan (3) OR

GEO 332 Africa (3) OR

GEO 333 Latin America (3) OR

GEO 334 The Middle East (3)

HIS 141 United States to 1877 (3) OR

HIS 142 United States Since 1877 (3)

POL 214 State and Local Government (3)

PSY 100 Introduction to Psychology (4)

SOC 100 Modern Social Problems (3)

SOC 311 Racial and Cultural Minorities (3)

Electives

One additional course to total 62 semester hours.

Course descriptions:

ART 152 Art Foundations (2)

A systematic study of art ideas which allows the student at the beginning level to understand basic concepts used by artists in visual and tactile perception. The course involves the use and understanding of skills and materials by the artist. An additional purpose will be to examine art in its historic relationship to religion; to understand how the visual media influences contemporary living; and to become aware of the need for critical thinking and analysis in order to bring greater quality to art and life in the 21st century.

BIO 200 Biological Basis of Health Concerns (2)

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

BIO 205 Field Ecology (2)

Concepts of ecology from lecture and textbooks will be illustrated by field trips to area Michigan ecosystems. Human relationships with ecosystems will be highlighted. (Offered in Weekend College only.)

BUS 268 Personal Finance (3)

Various alternatives available in planning financial affairs: budgeting, buying on credit, borrowing, saving, investing intelligently, home ownership and wise estate planning comprise this course. Practical applications facilitate understanding of essential principles of finance and incorporate recent developments.

CPS 150 Introduction to Computers (3)

This course introduces students to computer hardware and software. The major components of a computer, including CPU, memory, input, output, secondary storage, and communications are covered. The course discusses the selection of computer equipment and the social implications of computer technology. Students apply productivity tools, including word processing, spreadsheet, presentation and database software in a laboratory setting. Students work with the internet, email, and web page creation.

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ENG 104 College Writing (3)

Theory and practice of writing essays with emphasis on how to do library research and writing for university courses. *Prerequisite: placement scores or ENG 103. (Off-campus program requires student to pass a writing sample.)*

ENG 330 Genre (3)

The style, form and content of varying types of literature: drama, film, mythology, fantasy, epic poetry, novel and short story. Examples: English novel, existential literature and major American novelists. *Prerequisite: ENG 220 or permission.*

GEO 331 China, India and Japan (3)

Asia's lands and peoples, with special emphasis on China, India and Japan. Includes historical, political, cultural and economic insights within a geographical context.

GEO 332 Africa (3)

The African continent: the natural environment, the people and their customs, the discovery and opening of the country by explorers and missionaries, the partition of Africa and the present political and economic trends.

GEO 333 Latin America (3)

Latin America from the beginning of the colonial period to the present, with the purpose of understanding their history and culture in a geographical setting, and their relations with the rest of the world.

GEO 334 The Middle East (3)

This course is an interdisciplinary survey of the lands, history and political dynamics of Southwest Asia (commonly known as the Middle East) and North Africa that covers main elements of the realm's topography and cultural landscape, a survey of its history since 17th Century Muslim conquest and a discussion of current political issues. The course coincides with the holding of the Michigan Model Arab League, which students may attend in partial fulfillment of course requirements. Alternatively, students may undertake focused research into a particular state or culture of the realm.

HIS 141 United States to 1877 (3)

A study of American history from colonial times through the Civil War and Reconstruction. Emphasis will be given to the fundamental

forces or cultural ideals that have shaped this period of history: Puritanism, the Enlightenment, the Revolution, antebellum Evangelicalism and the struggle over slavery. A multidisciplinary approach will be taken as well as efforts to develop Christian insights concerning the unfolding of American history.

HIS 142 United States Since 1877 (3)

A study of the cultural ideals and forces that have helped to shape modern America: industrialization, progressivism, the battle between "science" and "religion", the two world wars, the Great Depression, the New Deal and Great Society, the spirits unleashed in the 1960's, and the "culture wars" of the 1990's. A multidisciplinary framework will be used, as well as efforts to develop Christian insights so that students will be better able to "make sense" out of life at the end of the 20th Century.

HPR 281 Nutrition and Exercise (2)

Examines the nature and benefits of physical fitness in the adult years as well as nutrients and their role in maintaining optimal health and in preventing disease. Emphasis is given to body composition, obesity and energy balance, with attention to the scientific basis for modification of eating and exercise behaviors. (Offered in Weekend College only.)

IDS 100 Discovery in the Liberal Arts (3)

This course is designed to introduce students to Spring Arbor University, The Concept, and the process of becoming an educated person. Three main objectives: 1) bring students into the life and philosophy of the SAU community, 2) explore the meaning, purpose and essence of becoming an educated person through the liberal arts; and 3) assist student in discovering themselves as persons through development of the academic and social skills needed to be successful in their various environments. Course activities emphasize general intellectual skills (writing and speaking) and social and relational skills (interpersonal communication).

IDS 200 Christian Faith: Issues and Cultures (3)

Identifies some of the social and ethical issues foundational for critical participation in the contemporary world. This course emphasizes cultural, ethnic and racial diversity. Experiential learning is emphasized through simulations. Students will reflect on the

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implications of Christian faith for personal vocation and critical participation in the world today. *Prerequisite: sophomore standing.*

MAT 101 Algebra (3)

Operating with algebraic and geometric properties of linear, quadratic, polynomial, rational, exponential, and logarithmic functions; matrices and determinants, inequalities, linear programming. *Prerequisites: one year of high school algebra, one year of high school geometry and ACT math score between 12 and 24. Students with ACT math score greater than or equal to 24 may not take this course for credit.*

MUS 152 Music Foundations (2)

A survey of music literature and history focusing on critical listening and enjoyment. Works by significant composers are discussed in terms of their design, place in history and aesthetic impact. Designed to satisfy the fine arts liberal arts requirement for art majors and minors. A number of field trips will be taken in order to provide a greater understanding of various music forms. Note: Student may not take both MUS 152 and MUS 220.

PHI 200 Introduction to Philosophy (3)

Introduction to logic, philosophy of science, and traditional and contemporary answers to the human problems of knowledge, reality and morality. *Prerequisite: sophomore standing or permission.*

POL 214 State and Local Government (3)

A study of the structure and direction of state, county and local governments, with a major focus on how they function together and how they relate to the national government. Policy issues: welfare, environment, Social Security and zoning will be seen from the "bottom up" of our federal system, that is, how they originate at one of these "lower levels", yet do so within the guidelines and constraints of the national agenda.

PSY 100 Introduction to Psychology (4)

A broad, general introduction to the discipline of psychology. Basic subject matter includes: personality theory, psychophysiology, learning, developmental psychology, motivation, abnormal behavior, psychotherapy and social psychology. Students will be exposed to the approaches to gathering and evaluating

evidence about the causes and correlates of behavior. Emphasis is given to the means by which psychological knowledge is, or can be, applied to improve the quality of Individual and community life. *Prerequisite: ENG 104 (may be taken concurrently).*

REL 211 The Gospel and Acts (3)

Style, purposes and critical problems of the Gospels, their similarities and differences. A chronology of the life of Jesus, his continuing ministry through the Holy Spirit and the factors that contributed to the growth of the Apostolic Church.

REL 212 Old Testament Foundations (3)

A historical and archaeological study of the origins of the Hebrew people, basic social structure, religious ideas and practices and their experiences as recorded in the earliest Hebrew literature. Relevant theological themes as a background for later Hebrew history and Christianity.

REL 394 World Religions (3)

Survey of the theories of the origin of religion. Comparative study of the history of the development and teachings of the leading religions of the modern world. *Prerequisite: PHI 200 or PHI 210.*

SOC 100 Modern Social Problems (3)

A study of problems: poverty, racism, sexism, the rich and powerful; possible solutions to social problems and secular and Christian theories.

SOC 311 Racial and Cultural Minorities (3)

The cultures and experiences of minority ethnic groups in the United States and the impact of prejudice, discrimination and racism on these minority groups, and on white society.

SPE 212 Fundamentals of Speech (3)

Theory, organization, preparation and practice of speechmaking. Required speeches: storytelling, inspirational, informative and persuasive.

BUSINESS

Business (BAB)

About the discipline

The Business major provides a broad range of educational preparation for careers in business or preparation for graduate study. The degree seeks to balance professional preparation with a liberal arts education and quantitative skills with the application of business theory to the workplace. The Bachelor of Arts degree will be conferred upon successful completion of all graduation requirements.

Career opportunities

- Business: Manufacturing, retail, health, consulting, accounting, sales, administration, and banking.
- Service Agencies: Law enforcement, health services, corrections, community health organizations, religious organizations, fire departments.

Program strengths and emphases

The major emphasizes a breadth of practical work skills and theoretical knowledge designed to meet the needs of the student seeking a general business background.

Study in this major exposes the student to:

- The diverse elements involved in effective business operations;
- The practical application of skills and theories in the classroom through a field-based research project; and
- The evaluation of issues and concepts central to the practice of business through the perspectives of historical, Biblical and ethical standards.

Requirements

The 48-hour *business major* requires:

- ACC 323 Fundamentals of Business Accounting (3)
- BUS 262 Fundamentals of Business Computer Applications (3)
- BUS 322 Fundamentals of Business Marketing (3)
- BUS 349 Statistical Methods and Research (3)
- BUS 367 Management of Financial Resources (3)
- BUS 404 Leadership Principles and Practices (3)
- BUS 425 Principles of Competitive Strategy (3)
- BUS 432 Human Resources Management and Supervision (3)
- BUS 439 Organizations and Their Social Environments (3)
- BUS 460A, B, C Research Project A, B, C (2,2,2)
- ECN 303 Fundamentals of Business Economics (3)
- IDS 300 Biblical Perspectives (3)
- IDS 400 Values: Personal and Social (3)
- PSY 310 Adult Development and Life Planning (3)
- WRT 312 Critical Analysis and Research Writing (3)

Course descriptions:

ACC 323 Fundamentals of Business Accounting (3)

(Module 4) This course is a study in the principles of accounting and financial reporting. The course focuses on the use of accounting data by managers in directing the affairs of business. Participants will be exposed in a broad sense to the ways in which managers use financial reports in the internal decision-making process, business planning, and control of business resources. *Prerequisite: BUS 260 or equivalent demonstration of computer proficiency.*

BUS 262 Fundamentals of Business Computer Applications (3)

This course seeks to introduce and develop computing application skills required for the BAB program. Students will be exposed to and gain proficiency in program-specific application software and content that will assist students in upper division courses and on the job.

BUS 322 Fundamentals of Business Marketing (3)

(Module 6) This course is a study in the function, design and problems of the business marketing process. The course focuses on the general nature of business marketing including an emphasis on the integration of product, price, place and promotion through financing, transportation and distribution, and some aspects of the advertising and sales functions in business organizations.

BUS 349 Statistical Methods and Research (3)

(Module 7) This course introduces problem analysis and evaluation techniques, as well as methods of defining, researching, analyzing and evaluating problems in work or avocation environments. Identifying and measuring objectives, collecting data, working with significance levels, analyzing variance and constructing questionnaires are key content areas.

BUS 367 Management of Financial Resources (3)

(Module 8) This course will assist students in understanding basic concepts of financial management. An overview of how financial statements are developed will be studied. An introduction to commonly used financial terms will provide students with an understanding of how financial management is an integral part of corporate business strategy. Students will also study concepts that include balance sheets, income statements, statements of cash flows, annual reports, returns on investments, and supply chain and outsourcing.

BUS 404 Leadership Principles and Practices (3)

(Module 10) Leadership studies and theories are examined in a historical context with practical applications to contemporary theories and practices. The roles of leadership in crafting organizational vision, fulfilling mission, and maintaining values are all addressed in readings, discussions, and classroom activities.

BUS 425 Principles of Competitive Strategy (3)

(Module 12) This course is a study of competitive strategy from the perspective of the top-level executive or consultant. Students are expected to integrate and draw upon previously acquired business knowledge and management skills, and apply these skills to various business cases and projects involving the selected issues of strategy. (Students must have successfully completed all prior coursework in the major to take this comprehensive course.)

BUS 432 Human Resources Management and Supervision (3)

(Module 11) This course assists students in understanding and applying principles and practices related to human resource planning, recruitment, selection, utilization, and labor relations. Special attention is given to the legal environment and to management and human resources supervisory issues. Accomplishing human resource management functions in organizations of various sizes is also covered.

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BUS 439 Organizations and Their Social Environments (3)

(Module 3) This course examines organizations and their social interactions with emphasis on the organization as an open system. The relational dynamics in interpersonal and small group interactions within the work setting are also considered; especially in relation to their impact on organizational systems. Students learn to utilize a systems approach for basic organizational diagnosis. Issues of conflict management, communication effectiveness, and group interactions are all addressed.

BUS 460A, B, C Research Project A, B, C (2,2,2)

(Module 14) This is a three-part applied research project with actual research and implementation of theories, concepts, and problem-solving in the context of the student's occupation or avocation. The research project includes a major paper and formal, oral presentation.

ECN 303 Fundamentals of Business Economics (3)

(Module 5) This course is a study in the basic principles of economics, including both macroeconomics and microeconomics. In macroeconomics study, the focus will include the economy as a whole, such as capitalism, the money and banking system, aggregate employment, production and income, and fiscal and monetary policies. In microeconomics study, the focus will include a study on the economic influences that determine prices and functions of prices in a free market economy, distribution of income, and a study of various business market structures. *Prerequisite: MAT 101 or equivalent.*

IDS 300 Biblical Perspectives (3)

(Module 9) This course reflects the commitment of Spring Arbor University as a Christian liberal arts University, to nurture an appreciation for the rich resources of the Scriptures for creative personal faith and human life in the modern world. It is designed to foster knowledge and understanding of the literature and history of the Bible and the integration of faith, living and learning.

IDS 400 Values: Personal and Social (3)

(Module 13) A capstone course in which the student formulates a philosophy of life as a base for ethics in business, accountability in government, respect for human rights and responsible lifestyle in the contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace and classroom discussion.

PSY 310 Adult Development and Life Planning (3)

(Module 1) This module emphasizes the experiential nature of nontraditional education and adult development theory. Students will be familiar with various theories and instruments that will provide a cognitive basis for personal analysis and understanding. The objective of the module is personal discovery and affirmation through examination of one's strengths and the subsequent adjustments that may assist areas of personal growth.

WRT 312 Critical Analysis and Research Writing (3)

(Module 2) This course equips students to become more competent and confident writers through an emphasis on the interrelationship between one's ability to think critically, read actively and write proficiently. Narrative, research and analysis are each employed as a means of increasing student mastery of the important technical components of college-level writing. Students are also taught how these skills can be used in the process of demonstrating experiential learning for college-level credit. This course does not meet the general education communication skills requirement.

Criminal Justice (CRJ)

The criminal justice endorsement is a springboard to a better job or a new career within the criminal justice system. Classes cover a range of topics, including the nature and societal impact of crime, a historical overview of criminology theory, current issues and practices in criminal justice systems, and political, administrative, organizational and cultural differences in state and national criminal justice systems. The four three-credit criminal justice courses are offered online.

A criminal justice minor is available for students and would include the four online courses and an additional 9 hours of elective credits from select courses offered online or other approved courses.

Requirements

The 12-hour *criminal justice endorsement* requires:

- CRJ 300 Crime, Corrections, and Criminal Justice (3)
- CRJ 301 Crime Theory (3)
- CRJ 302 Comparative Criminal Justice Systems (3)
- CRJ 303 Issues and Practices in Criminal Justice (3)

The 21-hour *criminal justice minor* requires:

- CRJ 300 Crime, Corrections, and Criminal Justice (3)
- CRJ 301 Crime Theory (3)
- CRJ 302 Comparative Criminal Justice Systems (3)
- CRJ 303 Issues and Practices in Criminal Justice (3)

Choose three of the following courses:

- PSY 305 Abnormal Psychology (3)
- SOC 246 Substance Abuse and Society (3)
- SOC 303 Crime and Delinquency (4)
- SOC 311 Racial and Cultural Minorities (3)
- SOC 327 Social Stratification (3)
- SWK 305 Human Behavior in the Social Environment (3)

Course descriptions:

CRJ 300 Crime, Corrections and Criminal Justice (3)

Reviews the legal and social implications of criminal behavior, and provides a historical overview of criminology theory. Examines current theories/practices in criminal justice.

CRJ 301 Crime Theory (3)

Reviews the psychological, political and legal perspectives on the nature and societal impact of crime.

CRJ 302 Comparative Criminal Justice Systems (3)

Reviews political, administrative, organizational and cultural differences in various state and national criminal justice systems.

CRIMINAL JUSTICE

CRJ 303 Issues and Practices in Criminal Justice (3)

A review of current issues and practices using case study analysis, role-play, and group exercises and discussions. Emphasis is on the practical application of theory to current issues and trends for criminal justice professionals.

For more course descriptions, see Psychology, Social Work and Sociology.

FAMILY LIFE EDUCATION

Family Life Education (FLE)

About the discipline

Family life education is an applied field of study with a conceptual foundation drawn from psychology, education, home management, sociology, law, economics, social work, philosophy, biology and theology. The bachelor of arts degree is conferred upon successful completion of all graduation requirements.

Career opportunities

- Social Services: Family service agencies, foster care, legal services, referral programs, food stamp programs, Meals-on-Wheels and transportation programs.
- Health Services: Nursing homes, hospitals, day care centers, community mental health centers, housing projects and public health clinics.
- Program Planning: Group homes, senior centers, government agencies, parks and recreation departments, educational institutions, religious organizations and department of corrections.

Program strengths and emphases

The major centers on gaining insight into human development, dynamics of relationships, and the science and practice of family life education and consultation. Further refinement of skills increases this base of knowledge and the student's ability to assess and analyze human dynamics and skills in communication, interviewing and problem-solving. The major requires 42-44 credits. The FLE major is accredited by the National Council on Family Relations (NCFR) and endorsed by Focus on the Family.

Students in this program will:

- Gain knowledge about concepts and principles relevant to family living;
- Explore personal attitudes and values;
- Identify and understand the attitudes and values of others;
- Provide guided learning experiences relevant to preventing family problems;
- Develop interpersonal skills that contribute to family well-being; and
- Gain practical experience through a required independent study project.

Requirements

The 42-hour *family life education major* requires:

- FLE 326 Human Life Cycle (4)
- FLE 335 Interpersonal Relations: Interviewing and Interventions (3)
- FLE 347 Family Theory (2)
- FLE 348 Marriage, Family and Sexuality (3)
- FLE 354 Research Methods (3)

FAMILY LIFE EDUCATION

FLE 426 Parenting and Family Skills (3)
FLE 436 Public Policy, Family Law and Family Life Education (2)
FLE 492 Independent Study Project (4-6)

IDS 300 Biblical Perspectives (3)
IDS 400 Values: Personal and Social (3)

PSY 310 Adult Development and Life Planning (3)
SOC 331 Family Facilitation Programming (3)
SOC 312 Ethnicity, Social Class and the Family (3)
WRT 312 Critical Analysis and Research Writing (3)

Note: Students who are pursuing a Management and Organizational Development (MOD) major may obtain a FLE minor.

The 24-hour *family life education* minor requires:

FLE 326 Human Life Cycle (4)
FLE 335 Interpersonal Relations: Interviewing and Interventions (3)
FLE 347 Family Theory (2)
FLE 348 Marriage, Family and Sexuality (3)
FLE 426 Parenting and Family Skills (3)
FLE 436 Public Policy, Family Law, and Family Life Education (2)
SOC 312 Ethnicity, Social Class, and the Family (3)
Approved electives to total 24 hours

Course descriptions:

FLE 326 Human Life Cycle (4)

(Module 4) This course will examine normal developmental patterns and issues from infancy and childhood to older adulthood and death, dying and grieving. It will take into consideration the biological, psychological and sociological aspects of human development at each stage. The essential concepts in each part of the developmental process will be the basis of the Family Life Educator's cognitive understanding of human development. These essential concepts are defined and reviewed in the textual material selected. Another emphasis in this course will be the relationship of the normative development within the family context. Students will examine healthy and dysfunctional characteristics of family life and their impact on human development.

FLE 335 Interpersonal Relations: Interviewing and Interventions (3)

(Module 7) This module introduces students to theory and skills essential to effective interpersonal relations. Emphasis is placed on interviewing strategies for the analysis and assessment of family life issues for the purpose of appropriate educational recommendations. The outcomes are intended to enhance personal and professional growth.

FLE 347 Family Theory (2)

(Module 3) This module is designed to assist the family life professional in developing a foundational understanding of the major theories involved in family studies. Theories to be covered include the exchange framework, the symbolic interaction framework, the family development framework, the systems framework, the conflict framework and the ecological framework.

FAMILY LIFE EDUCATION

FLE 348 Marriage, Family and Sexuality (3)

(Module 5) This module is designed to increase student's knowledge of human relationships and the dynamics of marital and family relationships. This course will help the student in his/her ability to analyze personal interactions and the characteristics of strong families. The course will address issues pertaining to human sexuality and the development of healthy family and marriage interactions. Methods of teaching human sexuality through the life span will be examined.

FLE 354 Research Methods (3)

(Module 6) The Research Methods module illustrates data gathered through qualitative and quantitative study concerning health and behavior within the family infrastructure. Techniques of this approach have the advantage of providing contextual information that assists students in the development of an independent study project.

FLE 426 Parenting and Family Skills (3)

(Module 11) This module is designed to assist the family life professional in establishing a foundation for understanding the dynamics of parent-child relationships. Parenting is presented as a process that changes over time as both child and parent develop across the life span. Topics covered are areas of concern to parents and to professionals working with parents. These include: definitions, changing conceptions of parenthood, communication, discipline, guidance, self-esteem, child maltreatment, day care, parenting by single parents and step-parenting.

FLE 436 Public Policy, Family Law and Family Life Education (2)

(Module 13) This module helps the family life professional gain valuable insight into the science and practice of family life education and consultation. It introduces the student to legal, ethical and professional concerns that shape family policy and well-being.

FLE 492 Independent Study Project (4-6)

(Module 14) The independent study project experience is individually designed for the interests and needs of each student. In practice it is an integrative activity. It brings together

family life education program concepts and real life situations. Skills such as researching, interviewing, program design and evaluating programs will be developed.

IDS 300 Biblical Perspectives (3)

(Module 10) This course reflects the commitment of Spring Arbor University as a Christian liberal arts University, to nurture an appreciation for the rich resources of the Scriptures for creative personal faith and human life in the modern world. It is designed to foster knowledge and understanding of the literature and history of the Bible and the integration of faith, living and learning.

IDS 400 Values: Personal and Social (3)

(Module 12) This is a capstone course in which the student formulates a philosophy of life, providing the base for such concerns as ethics in business, accountability in government, respect for human rights, and a responsible lifestyle in our contemporary world. Ethical theories and personal values are examined through readings, analysis of family life issues and classroom discussion.

PSY 310 Adult Development and Life Planning (3)

(Module 1) This module emphasizes the experiential nature of nontraditional education and adult development theory. Students will be familiar with various theories and instruments that will provide a cognitive basis for personal analysis and understanding. The objective of the module is personal discovery and affirmation through examination of one's strengths and the subsequent adjustments that may assist areas of personal growth.

SOC 312 Ethnicity, Social Class and the Family (3)

(Module 8) The focus of this course is on the effect of cultural and ethnic diversity in human development and family issues. Students examine cultural and ethnic diversity in the definition of family and family patterns. The main goal is the development of sensitivity and awareness so that students can identify important questions related to ethnicity and family patterns.

FAMILY LIFE EDUCATION

SOC 331 Family Facilitation Programming (3)

(Module 9) The purpose of this course is to acquaint the student with the essential principles for developing and delivering programs for families, with some emphasis on all age groups. The focus will be how the special learning needs of family members translate into program design. Through class exercises the student will gain some experience in all phases of program implementation. This will include the actual development and demonstration of a family wellness program.

WRT 312 Critical Analysis and Research Writing (3)

(Module 2) Equips students to become more competent and confident writers through an emphasis on the interrelationship between one's ability to think critically, read actively, and write proficiently. Narrative, research and analysis are each employed as a means of increasing student mastery of the important technical components of college-level writing. Students are also taught how these skills can be used in the process of demonstrating experiential learning for college-level credit. This course does not meet the general education communication skills requirement.

HOSPITALITY SERVICES

Hospitality Services Management (HOS)

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

This endorsement is only available for the *Business, and Management and Organizational Development* majors within Professional Studies.

Requirements

The 12-hour *hospitality services management endorsement* requires:

HOS 310 Hospitality Management (3)

HOS 311 Entrepreneurship and Customer Service (3)

HOS 312 Legal Issues in Hospitality Services (3)

HOS 313 Human Resources Management in Hospitality Services (3)

Course descriptions (online courses only):

HOS 310 Hospitality Management (3)

This course reviews the managerial and logistical skills necessary for effective event planning. A particular emphasis will be on the means and methods of marketing and promotion. Practitioners from the hospitality services field will provide real-life examples and personal insights.

HOS 311 Entrepreneurship and Customer Service (3)

This course will focus on the key components of effective customer service as an essential element for entrepreneurial success in hospitality services. Issues such as dealing with problem customers, the importance of repeat business, and preventing customer service problems will be primary course themes.

HOS 312 Legal Issues in Hospitality Services (3)

The myriad of regulatory, legal and certification issues connected with hospitality services will be the emphasis of this course. Particular emphasis will be placed on food safety and emergency preparedness. The importance of proper legal and safety procedures and adequate safety testing will be included.

HOS 313 Human Resources Management in Hospitality Services (3)

This course defines and illustrates the particular human resources issues related to hospitality services with an emphasis on hospitality-foodservice workers. Case studies from both management and consumer perspectives will enable the student to develop a working knowledge of the specific HR issues in hospitality services. *Prerequisite: BUS 432.*

MANAGEMENT & ORGANIZATIONAL DEV.

Management and Organizational Development (MOD)

About the discipline

Management and organizational development provides expertise in management, human dynamics and organizational development for business and public administration. The program takes a systems approach to the problems, principles and practices of management, incorporating conceptual and theoretical knowledge. The bachelor of arts degree will be conferred upon successful completion of all graduation requirements.

Career opportunities

- Businesses: Manufacturing, retail, health, auto, housing, recreation, transportation, legal, administration and banking.
- Service Agencies: Law enforcement, fire departments, health services, department of corrections, community mental health organizations, religious organizations and education.

Program strengths and emphases

The major includes the study of organizational behavior related to individual motivation, productivity in various environments, motivational behavior, ways to achieve optimal productivity and employee satisfaction, the ways group behavior affects organizational effectiveness and an introduction to financial management. The major requires 38 credits.

Study in this major exposes the student to:

- The importance of developing organizations in a variety of areas: human resource administration, interpersonal relationships, adult development models and motivational theory;
- The practical application of skills and theories in the classroom and through a field-based research project; and
- The evaluation of issues and concepts central to the practice of management through the perspectives of historical, Biblical and ethical standards.

Requirements

The 38-hour *management and organizational development major* requires:

- MOD 343 Individual in the Organization (3)
- MOD 349 Statistical Methods and Research (3)
- MOD 368 Management of Financial Resources (3)
- MOD 402 Principles of Leadership and Management (3)
- MOD 432 Human Resource Management and Supervision (3)
- MOD 437 Organizations and Environments (3)

MANAGEMENT & ORGANIZATIONAL DEV.

MOD 452 Group and Organizational Behavior (3)
MOD 460 Research Project (6)
IDS 300 Biblical Perspectives (3)
IDS 400 Values: Personal and Social (3)
PSY 310 Adult Development and Life Planning (3)
WRT 312 Critical Analysis and Research Writing (3)

Note: Students who are pursuing a Family Life Education (FLE) major may obtain a minor in management and organizational development.

The 22-hour *management and organizational development minor* requires:

MOD 343 Individual in the Organization (3)
MOD 349 Statistical Methods & Research (3)
MOD 402 Principles of Leadership & Management (3)
MOD 432 Human Resource Mgmt & Supervision (3)
MOD 437 Organizations & Environments (3)
MOD 452 Group & Organizational Behavior (3)
Electives in Management & Organizational Development to total 22 hours

Course descriptions:

MOD 343 Individual in the Organization (3)
(Module 5) Organizational behavior as it relates to individual motivation, productivity and performance. A secondary emphasis focuses on effectiveness in interpersonal relationships. Students develop understanding of theories of motivation and organizational behavior, and develop skills in effective interpersonal relationships.

MOD 349 Statistical Methods and Research (3)
(Module 6) Problem analysis and evaluation techniques, methods for defining, researching, analyzing and evaluating problems in work or a vocational environment. Identifying and measuring objectives, collecting data, working with significance levels, analyzing variance and constructing questionnaires.

MOD 368 Management of Financial Resources (2)
(Module 9) This course will assist students in understanding the basic concepts of financial management. An overview of how financial statements are developed and commonly used financial terms will provide students with an understanding of how financial management is an integral part of corporate business strategy.

Students will study concepts that include the balance sheet, the income statement, statement of cash flows, the annual report, return on investment, supply chain and outsourcing.

MOD 402 Principles of Leadership and Management (3)
(Module 10) Leadership studies and theories of management in historical context are examined. Systems theory, total quality management, collaborative team management, and strategic planning models receive special attention and analysis. The importance of vision, mission and values will be demonstrated through a combination of readings, experiential activities, computer simulation and discussions.

MOD 432 Human Resource Management and Supervision (3)
(Module 8) This course assists students in understanding and applying principles and practices related to human resource planning, recruitment, selection, utilization and labor relations. Special attention is given to the legal environment and to management and human resources supervisory issues. Accomplishing human resource management functions in different sized organizations will be considered.

MANAGEMENT & ORGANIZATIONAL DEV.

MOD 437 Organizations and Environments (3)

(Module 3) The structure and design of organizations with primary emphasis on the organization as an open system. Social, legal and economic environments and their impact on the organization are reviewed. Students learn to utilize a systems approach in basic organizational diagnosis. Contingency theory provides a theoretical framework for understanding the impact of the environment on organizational effectiveness and design.

MOD 452 Group and Organizational Behavior (3)

(Module 4) This module is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision making and resolving conflict in groups. Students develop strategies for effective and productive group management and determine which tasks are best handled by groups or individuals.

MOD 460 Research Project (6)

(Module 12) Each student combines his/her research and practical implementation of theories and concepts and problem solving in the context of the student's occupation or avocation. The student's project thesis is written and orally presented to the instructor and the learning group.

IDS 300 Biblical Perspectives (3)

(Module 7) This course reflects the commitment of Spring Arbor University as a Christian liberal arts University, to nurture an appreciation for the rich resources of the Scriptures for creative personal faith and human life in the modern world. It is designed to foster knowledge and understanding of the literature and history of the Bible and the integration of faith, living and learning.

IDS 400 Values: Personal and Social (3)

(Module 11) A capstone course in which the student formulates a philosophy of life as a base for ethics in business, accountability in government, respect for human rights and responsible life-style in the contemporary world. Ethical theories and personal values examined through readings, analysis of the workplace and classroom discussion.

PSY 310 Adult Development and Life Planning (3)

(Module 1) This module emphasizes the experiential nature of nontraditional education and adult development theory. Students will be familiar with various theories and instruments that will provide a cognitive basis for personal analysis and understanding. The objective of the module is personal discovery and affirmation through examination of one's strengths and the subsequent adjustments that may assist areas of personal growth.

WRT 312 Critical Analysis and Research Writing (3)

(Module 2) This course equips students to become more competent and confident writers through an emphasis on the interrelationship between one's ability to think critically, read actively, and write proficiently. Narrative, research and analysis are each employed as a means of increasing student mastery of the important technical components of college-level writing. Students are also taught how these skills can be used in the process of demonstrating experiential learning for college-level credit. This course does not meet the general education communications skills requirement.

MANAGEMENT OF HEALTH CARE SYSTEMS

Management of Health Care Systems (MHS)

The Management of Health Care Systems endorsement is a 12-credit program available to all students with at least junior standing. The endorsement is only available online.

Requirements

The 12-hour Management of Health Care Systems endorsement requires:

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

Course descriptions:

MHS 231 Fiscal Management in Health Care Systems (3)

This course covers managerial accounting with a defined focus on health care costs and fiscal planning. Other topics covered include compliance issues (including HIPPA), fiscal management and financial issues related to managed care, long-term care and the health insurance industry. (Offered online.)

MHS 431 Administration of Health Care Systems (3)

This course focuses on the organization and administration of health care systems. Topics covered include mission statements, goal formulation, values and health care philosophies, quality assessment and emerging role of office manager. The boom in gerontological services and related issues receive special attention. (Offered online.)

MHS 433 Health Care Systems Leadership (3)

Leadership and motivational theory as well as discovering and maximizing various leadership styles are covered in this course. Vision-casting and motivational theory are applied to both individual and group situations. (Offered online.)

SOC 342 Health Care Systems (3)

This course emphasizes organizational structures with a major emphasis on the application of systems theory to health care. Issues of aging, education, religion, health promotion and psychological wellness are examined for their impact on health care systems. (Offered online.)

NURSING

Nursing – RN-BSN (NUR)

About the discipline

The RN-BSN accelerated degree completion program promotes critical thinking, autonomous decision-making, information and resource management, communication skills, and application of nursing knowledge to diverse communities. The RN-BSN accelerated degree completion program prepares professional nurses to contribute service and leadership to diverse communities. The program is based on the belief that students, as adult learners, are committed to the application of liberal arts and nursing knowledge based on scientific principles to make reasoned choices in their service to others.

Program mission

The mission of the Bachelor of Science in Nursing (BSN) program is to provide quality nursing education within a Christian liberal arts university that prepares the professional nurse to contribute service and leadership to diverse communities.

Program strengths and emphases

Recognizing the growing trends in health care, the Spring Arbor University RN-BSN program has incorporated three specialty area options (SAOs) within the program content. The Leadership/Management specialty promotes synthesis of complex care issues with contemporary business and managed care practices. The Gerontology specialty promotes comprehensive care for an aging population. The Faith/Community specialty integrates faith and health promotion within communities. The SAOs provide an opportunity to select a plan of study that blends future career direction with present personal and professional expertise. A specialty focus promotes career advancement in present work environments while providing a foundation for graduate studies or specialty certification. The RN-BSN program at Spring Arbor University is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036. Phone number: 202.887.6791.

Program requirements

An applicant must be a graduate of an accredited associate degree or diploma nursing program and have an unrestricted, unencumbered, current nursing license from the state of employment. At least one year of experience working as a registered nurse is preferred. Completion of at least 58 transferable semester hours with a minimum cumulative GPA of 2.50 for all prior college work is required. General education and nursing related courses must be met in addition to the BSN major courses. Students will also be required to demonstrate computer literacy prior to taking module three of the BSN program.

Requirements

The 42-hour *nursing major* requires:

IDS 300	Biblical Perspectives (3)
IDS 400	Values: Personal and Social (3)
NUR 321	Trends and Issues in Nursing (3)
NUR 322	Cultural Dimensions of Health Care (2)
NUR 331	Wellness Assessment (3)
NUR 341	Gerontology and Chronic Care (3)
NUR 344	Community Nursing Practice (3)
NUR 374	Legal Issues for Nursing (2)
NUR 422	Spiritual Dimension of Health Care (2)
NUR 434	Nursing Management and Leadership (3)
NUR 442	Contemporary Medical-Surgical Nursing (3)
NUR 452	Nursing Research Applications (3)
NUR 492	Independent Study Project (1)
NUR 494	Senior Nursing Project (2)
PSY 310	Adult Development and Life Planning (3)
WRT 312	Critical Analysis and Research Writing (3)

Course descriptions:

IDS 300 Biblical Perspectives (3)

(Module 6) As a Christian liberal arts university, Spring Arbor University is committed to nurturing an appreciation for the rich resources of the Scriptures for creative personal faith and human life in the modern world. This course is designed to foster knowledge and understanding of the literature and history of the Bible and integration of faith, living and learning.

IDS 400 Values: Personal and Social (3)

(Module 15) This is a capstone course in which the student formulates a philosophy of life providing the base for such concerns as professional ethics, accountability in government and nursing practice, respect for human rights, and a responsible lifestyle in our contemporary world. Ethical theories and personal values are examined through readings, analysis of issues and classroom discussion.

NUR 321 Trends and Issues in Nursing (3)

(Module 3) This course will acquaint the practicing nurse with contemporary issues and trends in nursing. The course includes an overview of historical, economical, technological, and legal influences impacting contemporary nursing care with applications of these influences on the delivery of patient care.

NUR 322 Cultural Dimensions of Health Care (2)

(Module 10) The course is designed to provide the practicing nurse with tools for effective delivery of health care to clients from various cultures. A practical, integrative experience will demonstrate the cross cultural application of classroom learning.

NUR 331 Wellness Assessment (3)

(Module 4) Concepts of health assessment, risk management, health promotion, and prevention strategies are reviewed. Students develop the knowledge, skills, and educational techniques for formulating effective intervention strategies.

NUR 341 Gerontology and Chronic Care (3)

(Module 14) This course explores the impact of an aging population on the health care system and nursing practice. The emphasis is on meeting patient care issues in the elderly and the needs of the chronic care patient. The course includes a review of ethical and governmental issues associated with the elderly and chronic care clients.

NURSING

NUR 344 Community Nursing Practice (3)
(Module 12) This course applies nursing theory to the promotion of health and prevention of illness in the community. The impact of current social and economic issues on community health issues will be reviewed. Clinical application will be obtained in homes, churches and other community settings.

NUR 374 Legal Issues for Nursing (2)
(Module 5) This course introduces students to legal principles, ethical/moral decision-making, and laws of interest to nursing professionals. Patient rights, patient/client consent, confidentiality, and liability issues are included.

NUR 422 Spiritual Dimensions of Health Care (2)
(Module 7) The course examines the increasing emphasis on spiritual well-being and healing environments as elements of health care. Techniques and emphases will be examined from a Christian perspective.

NUR 434 Nursing Management and Leadership (3)
(Module 13) Leadership and management skills for practicing nurses are the focus of this course. Using a systems perspective, the course will review professionalism, group and individual management, conflict management, organizational behavior, organizational change, and approaches to health care. Leadership and management concepts will be applied to the nursing roles of caregiver, manager, and coordinator in the context of contemporary business and managed healthcare.

NUR 442 Contemporary Medical-Surgical Nursing (3)
(Module 9) This course involves the application of current nursing practice approaches such as Informatics, NANDA, NOC, and NIC in providing nursing care to individuals with altered health states. Intervention strategies that combine the roles of caregiver, teacher, manager, and health care coordinator will be addressed. A case study approach is used to examine real-life situations.

NUR 452 Nursing Research Applications (3)
(Module 8) Research applications emphasize current nursing research and theory-based practice in the development of a practicum

proposal. The course also provides skills necessary for critical evaluation of nursing research, including a review of statistical methods and terminology that promotes evidence based practice.

NUR 492 Independent Study Project (1)
(Module 11) The Independent Study Project is a research-based proposal for a practicum project focused within the student's Specialty Area Option. The purpose is to provide an opportunity to integrate classroom theory into a practice setting.

NUR 494 Senior Nursing Project (2)
(Module 16) The Senior Nursing Project represents the culmination of the BSN program in a manner that demonstrates applied learning of program outcomes contributing to nursing care within diverse communities. Both written and oral presentation skills demonstrate integration of coursework with applied research for the nursing profession.

PSY 310 Adult Development and Life Planning (3)
(Module 1) This course emphasizes the experiential nature of nontraditional education and adult development theory. Students will become familiar with various theories and instruments that will provide a cognitive basis for personal analysis and understanding. The objective of the course is personal discovery and affirmation through examination of one's strengths and subsequent adjustments that may assist areas of personal growth.

WRT 312 Critical Analysis and Research Writing (3)
(Module 2) This course equips students to become more competent and confident writers through an emphasis on the interrelationship between one's ability to think critically, read actively, and write proficiently. Narrative, research and analysis are each employed as a means of increasing student mastery of the important technical components of college-level writing. Students are also taught how these skills can be used in the process of demonstrating experiential learning for college-level credit. This course does not meet the general education communications skills requirement.

Social Work – BSW (SWK)

About the discipline

Individuals with a degree in social work are prepared to provide social services to individuals, families, groups, organizations, and communities. Professional practice is guided by the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. Some of the purposes of social work are the enhancement of human well-being; alleviation of poverty and other forms of social injustice; enhancement of social functioning and relationships of peoples in a variety of settings; and to understand and implement policies and services that meet basic human needs of diverse cultures.

Career opportunities

- Family and children's services including protective services and intense services to families
- Substance abuse prevention and treatment
- Case management with mentally ill or developmentally disabled individuals in community mental health centers
- Casework in juvenile justice settings
- Probation case work within a legal setting
- Community work to develop and provide programs to help elderly remain independent
- Working with children and adolescents in residential treatment programs
- Social work in nursing homes

More information on social work as a profession is available online on the National Association of Social Workers web site at www.naswdc.org or the National Association of Christians in Social Work web site at www.nacsw.org.

Program strengths and emphases

The Social Work Program is accredited by the Council on Social Work Education (CSWE) which ensures students, employers, and graduate social work programs that our graduates have received an education that meets CSWE's rigorous standards. Our students receive an excellent education that includes the knowledge, skills, and values needed to practice as a generalist social worker, to become licensed in the state of Michigan as a BSW, and to attend graduate school. We have over a 95% acceptance rate for alumni who apply to MSW programs and they report that they felt they were well prepared for graduate study. Our alumni have been accepted into MSW programs at Wayne State University, Eastern Michigan University, University of Michigan, Michigan State University, Western Michigan University, Washington University/St. Louis, Jane Addams School of Social Work - University of Illinois/Chicago, Indiana University/Purdue – Indianapolis, and Loyola University/Chicago.

SOCIAL WORK

Admission to the social work program

Our accreditation standards require that we engage in gatekeeping to ensure that individuals who graduate with a BSW degree have the maturity, values, knowledge and skills needed to be competent professionals who can intervene in people's lives to facilitate change and not do harm. Students will make formal application to the social work program after completing the first course. Students will be notified of acceptance after successful completion of the second course. The criteria for acceptance are:

- Completion of Module 1 SWK 281 with a 2.5 or better (unless you have a conditional acceptance to SAU Adult Studies based on a GPA lower than 2.5, which then requires a minimum of 3.0).
- Must pass Module 2 with a 2.0 (C) or better (unless you have a conditional acceptance to SAU Adult Studies based on a GPA lower than 2.5, which then requires a minimum of 3.0).
- Timely submission of application materials.
- References from 3 individuals
- Signing a statement that you have read the NASW Code of Ethics and agree to abide by this code of ethics while engaging in social work activities.
- Written personal statement completed as an assignment in Module 1 and possibly a personal interview with a social work faculty member.

Prerequisites and additional course requirements

Liberal arts prerequisites for the social work program include biology course with content on the human body, introduction to sociology, introduction to psychology, political science that covers national, state, & local government, introductory economics and a course on racial & ethnic minorities. CSWE, the accrediting agency, does not allow students to receive social work course credit for life learning experience.

Requirements

The 52-hour *social work major* requires:

- IDS 300 Biblical Perspectives (3)
- IDS 400 Values: Personal & Social (3)
- SWK 281 Introduction to Social Work (3)
- SWK 305 Human Behavior in the Social Environment (3)
- SWK 311 Racial & Cultural Minorities (3)
- SWK 335 Interviewing (3)
- SWK 340 Practice with Individuals and Families (3)
- SWK 351 Statistics for the Behavioral Sciences (3)
- SWK 352 Research Design (3)
- SWK 442 Social Welfare Policies (3)
- SWK 446 Practice with Groups (3)
- SWK 447 Practice with Communities and Organizations (3)
- SWK 450 Internship (10)
- SWK 480 Internship Seminar (3)

SOCIAL WORK

WRT 312 Critical Analysis & Research Writing (3)

Course descriptions:

IDS 300 Biblical Perspectives (3)

(Module 6) This course reflects the commitment of Spring Arbor University as a Christian liberal arts University, to nurture an appreciation for the rich resources of the Scriptures for creative personal faith and human life in the modern world. It is designed to foster knowledge and understanding of the literature and history of the Bible and the integration of faith, living and learning.

IDS 400 Values: Personal and Social (3)

(Module 12) A capstone course in which the student formulates a philosophy of life as a base for ethics in business, accountability in government, respect for human rights and responsible life-style in the contemporary world. Ethical theories and personal values examined through readings, analysis of the workplace and classroom discussion.

SWK 281 Introduction to Social Work (3)

(Module 1) This course is an introduction to the field of social work. Knowledge will be gained of various practice settings, the history of social work, and the purposes and values that guide social work practice with individuals, groups, organizations, communities, and social welfare. Case studies, guest speakers, and videos are used to introduce the social issues and vulnerable populations with which social work is concerned. You will be encouraged to assess your potential as a social worker through self-reflection and course assignments.

SWK 305 Human Behavior in the Social Environment (3)

(Module 3) This is an overview of normal biological, psychological, and social development of individuals from a life span and family life cycle perspective. Emphasis is placed on how the interaction of the individual, culture, race, gender and the social environment affect human behavior using social systems theory. Issues of gender and other current social problems associated with the family life cycle will be addressed. This course provides the theoretical foundation for social work practice with individuals, families, groups, organizations and communities.

SWK 311 Racial and Cultural Minorities (3)

The cultures and experiences of minority ethnic groups in the United States, and the impact of prejudice, discrimination and racism on these minority groups and on white society. Also Listed as SOC 311. (Offered online.)

SWK 335 Interviewing (3)

(Module 4) This is a pre-practice course that is an introduction to the theory and techniques of interviewing for the helping relationship. You learn to apply values and purposes of generalist social work practice through the use of research based interviewing skills. The content of this course is integrated with SWK 340 Practice with Individuals and Families and will also be used for practice with groups, organizations, and communities (SWK 446 and SWK 447). Role-playing will be used to practice skills within the classroom setting.

SWK 340 Practice with Individuals and Families (3)

(Module 5) This course covers theoretical foundations of generalist social work practice with individuals and families. Theories of HBSE (Human Behavior and Social Environment) will be applied to practice in assessment, goal setting, intervention, termination, and practice evaluation. Special attention is given to intervention with diverse and vulnerable populations. Case materials and role-playing will be used. Problem solving process is learned that will also be applied to practice with groups, organizations, and communities.

SWK 351 Statistics for the Behavioral Sciences (3)

(Module 9) This course includes descriptive statistics (measures of central tendency and dispersion, graphical representation of data), inferential statistics (binomial and normal distributions, central limit theorem, standard tests of significance), and special statistical techniques (analysis of variance, linear regression, chi square test).

SOCIAL WORK

SWK 352 Research Design (4)

(Module 8) The basic theory of research design in the behavioral sciences is applied to experimental, survey, field, and evaluation research. Primarily this course covers design and analysis of quantitative research with an introduction to qualitative research methods. It also provides a foundation for understanding how research methods can be used to evaluate practice at micro and macro levels.

SWK 442 Social Welfare Policies (3)

(Module 11) This course provides a review of the historical development and philosophical basis of social work's response to those in need and of social welfare policy. It also examines the current welfare system, and focus on special needs and special programs. The purpose is to enable you to develop beginning practice skills in the construction, analysis and implementation of social welfare policy at local, state and national levels. This course will prepare you to effectively utilize social policy as a generalist social worker and is taken concurrently with the field internship.

SWK 446 Practice with Groups (3)

(Module 7) This course is the third part of a four-course practice sequence. The primary focus is on the study of human behavior in groups with special emphasis on how the Social Work profession makes use of groups to accomplish individual, family, organization and/or community goals. Emphasis is given to the study of groups within a system's framework with sensitivity to aspects of diversity within and between various groups in our society. Theories of group behavior are covered with emphasis on how these can be used to apply the problem-solving methods in intervention with groups.

SWK 447 Practice with Communities and Organizations (3)

(Module 10) This course builds on theory of human behavior in the social environment gained in SWK 305 by providing additional theory of community and organizational behavior. Integration of HBSE and practice at the macro level is designed to teach you to understand and coordinate community resources for problem solving at community and organizational levels. The course facilitates the development and implementation of

the necessary social work knowledge, skills, and values needed to facilitate and/or enhance effective and humane community and organizational functioning. You will be expected to analyze a community using knowledge acquired from lectures, classroom discussions, guest speaker presentations, and a library orientation on simple approaches to census and demographic data.

SWK 450 Internship (10)

(Module 13) This experience includes participation in a social service program in a community agency, under the educational direction of social work professionals and university faculty. You advance your knowledge of the profession and refine your generalist practice skills. The internship will involve 400 hours of practice in a social service agency.

SWK 480 Internship Seminar (3)

(Module 14) Senior Seminar is designed to integrate the concepts, knowledge, and values learned in previous course work with agency experience. This capstone course provides opportunities for you to share learning experiences from agency placement and to demonstrate your competencies through a series of integration assignments.

WRT 312 Critical Analysis & Research Writing (3)

(Module 2) Equips students to become more competent and confident writers through an emphasis on the interrelationship between one's ability to think critically, read actively, and write proficiently. Narrative, research and analysis are each employed as a means of increasing student mastery of the important technical components of college-level writing. Students are also taught how these skills can be used in the process of demonstrating experiential learning for college-level credit. This course does not meet the general education communications skills requirement.

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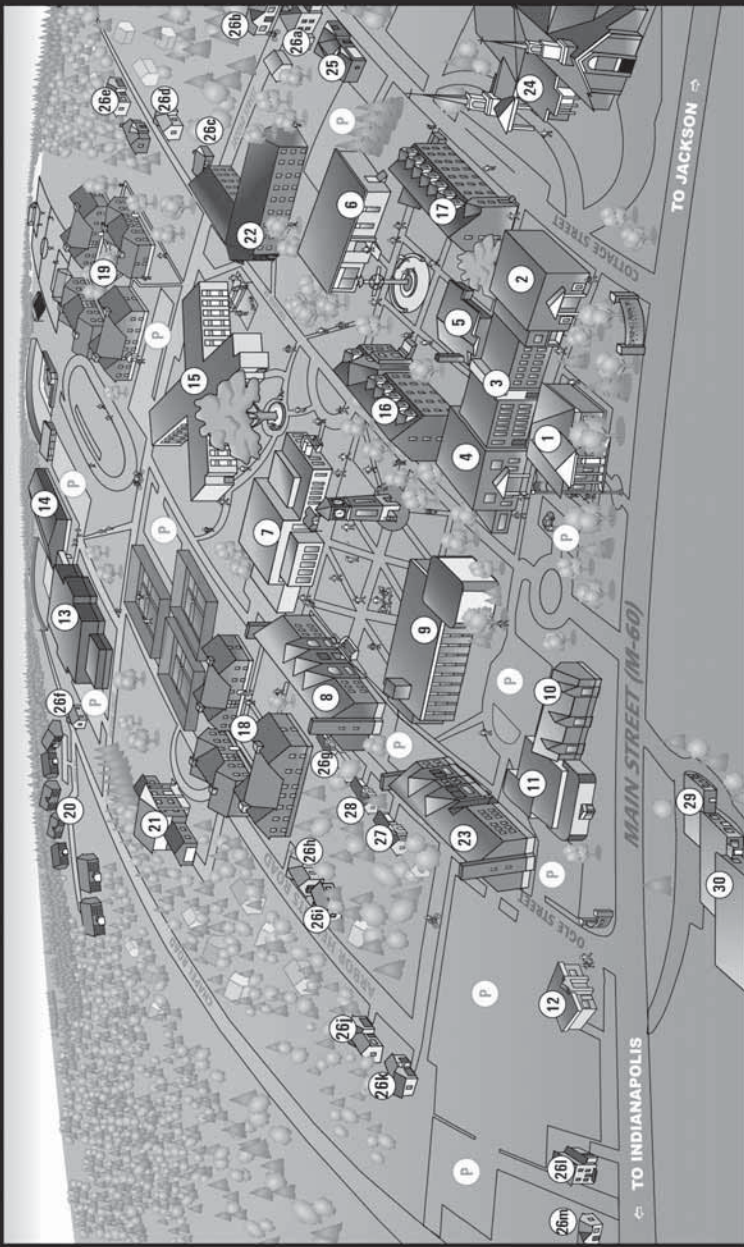
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CAMPUS MAP



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 **SPRING ARBOR**
UNIVERSITY

Campus Map Legend

- | | | |
|---|--|--|
| 1. CHAPMAN WELCOME CENTER
Admissions Office | 9. WHITEMAN GIBBS SCIENCE CENTER (WG)
Natural Science Office
Philosophy-Religion Office
School of Arts and Sciences | 24. SPRING ARBOR FREE METHODIST CHURCH |
| 2. WHITE AUDITORIUM | 10. GANTON ART GALLERY | 25. HUMAN RESOURCES |
| 3. SAYRE DeCAN HALL (SDH)
SAU Radio (W/SAE)
Learning Center | 11. OGLE ART CENTER
Classrooms & Studios
Mailing & Duplicating Services | 26. KOINONIA HOUSES
a. McDonald House
b. Taylor House
c. Gallagher House
d. Wesley House
e. Trevan House
f. Gregory House
g. Roberts House
h. Bishop House Triplex
i. Snyder House
j. Maddux House
k. Warner House
l. Jones House
m. Hart House |
| 4. SMITH MUSIC CENTER (SMC)
Band Room
Choral Room | 12. THE PROP SHOP
Performance Facility | 27. UNIVERSITY COMMUNICATIONS |
| 5. BUSINESS OFFICE
Student Accounts | 13. FIELDHOUSE (PEC) | 28. INSTITUTIONAL RESEARCH AND ASSESSMENT / ROTC |
| 6. DIETZMAN HALL
Alumni Relations (upper level)
Financial Aid (lower level)
School of Education (upper level)
Technology Services (lower level) | 14. DUNCKEL GYM | 29. SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES |
| 7. KRESGE STUDENT CENTER
Academic Affairs
Bookstore
Holton Health Center
President's Office
Ralph Carey Forum (RCF)
Registrar
Student Development
Dorrice Ogle Dining Commons | 15. LOWELL HALL | 30. PHYSICAL PLANT |
| | 16. MUFFITT HALL | P PARKING |
| | 17. ORMSTON HALL | |
| | 18. POST VILLAGE | |
| | 19. OGLE VILLAGE | |
| | 20. APARTMENTS | |
| | 21. VOLLER HOUSE (PRESIDENT'S HOME) | |
| | 22. GAINNEY HALL | |
| | 23. POLING CENTER FOR GLOBAL LEARNING AND LEADERSHIP
Gainney School of Business
Ada's Kitchen | |
| 8. WHITE LIBRARY
Sacred Grounds Coffee Shop | | |

CAMPUS FACILITIES

Campus Facilities

The **Business Office** houses the offices of payroll, personnel and student accounts.

Dietzman Hall houses the administrative and faculty offices for the School of Education and the Office of Advancement, which includes gift planning and alumni relations on the main floor. Instructional Technology and Financial Aid are located on the lower level.

The **Ganton Art Gallery/Art Center** is the location of art classrooms, student studios, art gallery and art faculty offices.

Hugh and Edna White Library is a three-story facility which houses campus library resources. The library currently holds more than 100,000 volumes of books, microfilms, records, tapes, compact discs, videocassettes, and other media and equipment. Over 1,400 periodicals are available to the university community. The University Archives is located in the lower level of the library and includes records relating to the operation and history of Spring Arbor University, Spring Arbor College, Spring Arbor Junior College, and Spring Arbor Seminary.

Kresge Student Center houses the Ogle Dining Commons, Cougar Den, dining service offices, the Ralph Carey Forum, switchboard, bookstore, student game room, post office, computer lab, Office of the President, Office of the Vice President of Academic Affairs, Office of Registration and Records, Student Development administrative offices, offices for student housing, counseling, career planning and placement, student government leaders, and Holton Health Services.

Mailing and Duplicating houses the mailing and duplicating services for the University.

The **Physical Education Center** provides multi-use possibilities with three basketball courts, an indoor track, tennis courts, badminton courts, volleyball courts, fitness center, locker facilities, and a swimming pool on the main floor. The second floor houses faculty offices, laboratory facilities and classrooms. An auxiliary gym adjacent to the Physical Education Center was completed in spring 2004. This facility will provide needed space for intramurals. Included in the auxiliary gym are four basketball courts and two racquetball courts. The outdoor sports areas include a fitness course, softball field, baseball stadium, soccer field, track and tennis courts.

The **Poling Center for Global Learning and Leadership** is home to the Gainey School of Business, CP Federal Credit Union Trading Center, Hosmer Center for Entrepreneurship and the department of social sciences. The 38,000 square foot Poling Center bridges pivotal programs to serve students with state-of-the-art, high-tech facilities. The three-story building includes 12 classrooms; two collaborative learning areas, a café and lounge area for students; faculty offices and a faculty lounge.

CAMPUS FACILITIES

Sayre-DeCan Hall serves as a classroom building. Currently it houses the School of Business, Radio Stations WSAE and KTGG, departments of communication, English, foreign language and Academic Student Connections.

Smith Music Center provides classrooms, studios, laboratory facilities and faculty offices for the music department.

Spring Arbor Free Methodist Church offers facilities for the University's use. This includes a 2,000 seat auditorium and classrooms.

White Auditorium is used for community concerts and programs.

The **Whiteman-Gibbs Science Center** accommodates faculty offices, classrooms and two large lecture halls. It includes laboratories for biology, chemistry, physics and computer science. The departments of computer science, mathematics, philosophy, religion and science are also housed here.

RESIDENCE FACILITIES

Gainey Hall was completed in 2006 and houses freshmen and sophomore women at the corner of College and Second Street. The three-story facility has two large student lounges, a grand entry way, laundry, a computer lab and top-floor conference room.

Koinonia Houses are 10 residences located throughout the campus area each housing 4-11 upper class students.

Lowell Hall Complex has four wings divided among men and women with two common lounges and a computer lab.

Muffitt Hall serves as a residence hall for women.

Ormston Hall serves as a residence hall for men.

Ogle Village is comprised of four houses, which accommodate up to 36 students each.

Post Village is comprised of three houses, which accommodate up to 36 students each.

West Arbor Apartments is a seven-building complex of 56 apartments for married students, upper class students and employee families.

ACADEMIC CALENDAR

SPRING ARBOR UNIVERSITY 2008-2009 Academic Calendar*

FALL SEMESTER 2008

Faculty/Staff Dinner	August 21	Thursday
Faculty/Staff Workshop	August 22	Friday
New Student Orientation	September 1-3	Monday – Wednesday
Lo-down Event (sponsored by Student Development)	September 3	Wednesday
Classes begin (7:45 a.m.)	September 4	Thursday
Convocation	September 5	Friday
Last day for class changes	September 9	Tuesday
Arbor Games Day (shortened class schedule)	September 17	Wednesday
Homecoming and Family Weekend	October 10-11	Friday – Saturday
Fall Break (no classes)	October 17	Friday
Mid-semester grades due (12:00 noon)	October 21	Tuesday
Last day to withdraw from classes (5:00 p.m.)	October 31	Friday
Drop/Add for Interim/Spring	November 10	Monday
Winter Commencements	November 22	Saturday
Thanksgiving Break begins (10:00 p.m.)	November 25	Tuesday
Thanksgiving Break ends (7:50 a.m.)	December 1	Monday
Hanging of the Greens	December 5	Friday
Last day of classes	December 9	Tuesday
Final examinations	December 10-12	Wednesday – Friday
End of Fall Semester	December 12	Friday
Final grades due (12:00 noon)	December 16	Tuesday

INTERIM 2008

Student Registration/Interim classes begin	January 7	Wednesday
Last day to drop	January 7	Wednesday
Martin Luther King Day (no classes)	January 19	Monday
Interim exams/Last day of classes	January 27	Tuesday
Interim grades due (12:00 noon)	February 2	Monday

ACADEMIC CALENDAR

SPRING SEMESTER 2009

Classes begin (7:45 a.m.)	January 29	Thursday
Last day for class changes	February 3	Tuesday
Spring Break begins (10:00 p.m.)	March 13	Friday
Spring Break ends (7:50 a.m.)	March 23	Monday
Senior testing	March 24	Tuesday
Mid-semester grades due (12:00 noon)	March 24	Tuesday
Meetings of Majors	March 31	Tuesday
Focus Series (only evening classes will be held)	April 1	Wednesday
Last day to withdraw from classes (5:00 p.m.)	April 3	Friday
Easter Break – Good Friday (no classes)	April 10	Friday
Easter Break – travel day (evening classes meet)	April 13	Monday
Registration for 2009-2010 begins	April 14	Tuesday
Last day of classes	May 12	Tuesday
Final examinations	May 13-15	Wednesday - Friday
End of Spring Semester	May 15	Friday
Baccalaureate	May 15	Friday
Spring Commencements	May 16	Saturday
Final grades due	May 19	Tuesday

MAY TERM SUMMER 2009

Student Registration/classes begin	May 19	Tuesday
Memorial Day (no classes)	May 25	Monday
Exams/last day of classes	June 8	Monday
Grades due	June 10	Wednesday

(Additional summer classes of varying lengths will be offered in June & July.)

*Where specific circumstances vary from normal procedures and schedules, catalog and university policy supercede dates listed above.

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