

School of Adult 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, the School of Adult Studies (AS) 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 AS 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 course work 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, advisors advise students in earning 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 adult studies and teacher education programs throughout Michigan:

North Region: George Griffin, Director

Alpena Site

Spring Arbor University at
Alpena Community College
Madeline Briggs University Center
666 Johnson Street
Alpena, MI 49707-1495
989.358.7417
800.366.6624

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

Petoskey Site

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

Traverse City Site

Spring Arbor University
2200 Dendrinos Drive
Suite 200E
Traverse City, MI 49684
231.995.1760
800.648.5843
FAX 231.995.1763

Central Region: Phillip Rose, Director

Bay City Site

Spring Arbor University
4228 Two Mile Road
Bay City, MI 48706
No on-site personnel. Please
contact the Flint Regional Center.

Flint Regional Center

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

Jackson Site

Spring Arbor University
232 W. Cortland Avenue
Jackson, MI 49201-2210
517.783.1290
800.968.0523
FAX 517.783.6656

Lansing Site

Spring Arbor University
3135 Pine Tree Road, Suite B
Lansing, MI 48911-4242
517.882.2000
800.968.0114
FAX 517.882.5686

East Region: Tammy Dindoffer, Director

Metro-Detroit Regional Center

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

Metro-Toledo Site

Spring Arbor University
7495 Secor Road
Lambertville, MI 48144-9694
734.854.6100
800.968.0272
FAX 734.854.6203

Troy Site

Spring Arbor University
667 E. Big Beaver Road
Suite 111
Troy, MI 48083-1430
248.740.8930
800.298.8930
FAX 248.740.2645

West Region: Michael Chase, Director

Battle Creek Site

Spring Arbor University
5350 Beckley Road
Battle Creek, MI 49015-4121
269.979.4788
800.968.4788
FAX 269.979.4835

Grand Rapids Site

Spring Arbor University
1550 E. Beltline SE, Suite 230
Grand Rapids, MI 49546-5943
616.949.0017
800.968.0223
FAX 616.949.6402

Kalamazoo Regional Center

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

Adult Studies faculty:

Natalie M. Gianetti, Dean
John D. Nemecek, Associate Dean
Michael K. Chase
Kevin C. Chaney
Martin A. Covey
LeAnne Daglow
Tamara L. Dindoffer
Linda L. Emptage
Ronald R. Emptage
Joan M. Ezinga
George E. Griffin
Gary W. Hawkins
Cindy E. Meredith
Geraldine R. Morris
Margaret G. O'Rourke-Kelly
Carl E. Pavey
Robert A. Reuther
Phillip W. Rose
Carolyn A. Smith
Janet L. Vannest

Adult Studies writing specialists:

Falinda Geerling
Richard D. Lessard
Robert McTyre
Clifford G. Wheeler

About the adult studies program:

The mission of the School of Adult Studies is to provide the adult learner with a quality, liberal arts education within the framework of a Christian perspective and supported by a diverse and service-oriented environment in order to positively impact lives and the community.

A. Core values.

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

B. Key principles.

Principle #1 - We believe in quality, unique educational programs that creatively employ the principles of adult learning and that encourage applied learning.

Principle #2 - We believe students should be exposed to positive, Christian role models and a Biblically-integrated curriculum.

Principle #3 - We believe faculty and staff in the School of Adult 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 three “blended” majors offered in one-night-a-week accelerated format at our centers: family life education (FLE), management of health services (MHS), management and organizational development (MOD) and nursing (BSN).

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.

The purposes of this major are for students to:

- 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.

Students desiring an FLE major must complete all of the courses described below. Students who have enrolled in MOD or MHS as a major may obtain an FLE minor by completing the following 24 hours in course work: FLE 326, 335, 347, 348, 426, 436, SOC 312 and approved electives to equal 24 hours.

Course descriptions:

FLE 326 Human Life Cycle (4)

This module gives the family life professional insight into human development from conception to late adulthood within the context of a life-span perspective. Insight is focused around the biological, psychological, sociological and spiritual issues related to life-cycle development.

FLE 335 Interpersonal Relations: Interviewing and Interventions (3)

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)

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

FLE 348 Marriage, Family and Sexuality (3)

This module is designed to increase students' knowledge of human relationships, the dynamics of marital and family relationships and the education of healthy, responsible human sexuality. It will help the student in his/her ability to analyze personal interactions and the characteristics of strong families. Students

will learn to apply information about human sexuality to the development of healthy family and marriage interactions, and learn methods of teaching human sexuality through the life span.

FLE 354 Research Methods (3)

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)

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)

This module introduces students to concepts pertaining to public policy as it relates to family issues; areas of family law and the role of the family life educator in both public policy and family law. The ethics of family life education will be discussed and the process for receiving the designation of provisional certified family life educator will be introduced.

FLE 492 Independent Study Project I, II (4-6)

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)

This course fosters 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)

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 life-style 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)

The emphasis in module one is on 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)

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

SOC 331 Family Facilitation Programming (3)

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)

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 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:

Include work in:

- 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.

Students desiring an MOD major must complete all of the courses described below. Students who have enrolled in FLE as a major may obtain an MOD minor by completing the following: BUS 343, 349, 402, 432, 437, 452 and business electives to total 22 hours.

Course descriptions:

BUS 343 Individual in the Organization (3)

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.

BUS 349 Statistical Methods and Research (3)

Problem analysis and evaluation techniques, methods for defining, researching, analyzing and evaluating problems in work or avocational environment. Identifying and measuring objectives, collecting data, working with significance levels, analyzing variance and constructing questionnaires.

BUS 368 Management of Financial Resources (2)

This course will assist students in understanding 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.

BUS 402 Principles of Leadership and Management (3)

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.

BUS 432 Human Resource Management and Supervision (3)

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.

BUS 437 Organizations and Environments (3)

The structure and design of organizations with primary emphasis on the organization as an open system. 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.

BUS 452 Group and Organizational Behavior (3)

Group behavior and how it affects organizational effectiveness. Decision making and resolving conflicts. Students develop strategies for effective and productive group management through various simulations.

BUS 460 Research Project I, II, III (2, 3, 1)

Research and implementation of theories and concepts and problem solving in the context of student's occupation or avocation. In the second and third semesters, the research project is written and orally presented.

IDS 300 Biblical Perspectives (3)

This course fosters knowledge and understanding of the literature and history of the Bible and an integration of faith, living and learning.

IDS 400 Values: Personal and Social (3)

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

PSY 310 Adult Development and Life Planning (3)

The emphasis in module one is on 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)

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

Criminal Justice Endorsement

A criminal justice endorsement can be earned with any major at Spring Arbor University. This endorsement is a springboard to a better job or a new career within the criminal justice system when added to the Management and Organizational Development (MOD) or Family Life Education (FLE) programs. 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 on-line.

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

Course descriptions:

CRJ 300 Crime, Corrections and Criminal Justice (3)

Reviews the legal and social implications of criminal behavior and provides an historical overview of criminology theory. Examines current theories and 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.

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.

Management of Health Care Services Endorsement

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

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.

MHS 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.

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.

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.

Nursing – RN-BSN (NUR)

About the discipline:

A bachelor's degree in nursing 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 Strengths:

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 Parish/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 in which they work. Completion of at least 58 transferable semester hours with a minimum cumulative GPA of 2.50 for all prior college work is required. Students will also be required to demonstrate computer proficiency prior to taking module three of the BSN program. General education and nursing related courses must be met in addition to the BSN major courses. At least one year of experience working as a registered nurse is preferred. Applicants must demonstrate computer literacy through course work or competency testing.

Course descriptions:

IDS 300 Biblical Perspectives (3)

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

IDS 400 Values: Personal and Social (3)

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)

This course will acquaint the practicing nurse with contemporary issues and trends in clinical nursing theory. The course includes an overview of historical, economic, technological, legal and spiritual influences impacting contemporary nursing care with applications of these influences to the delivery of patient care. A review of nursing informatics is included.

NUR 322 Cultural Dimensions of Health Care (2)

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)

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 for individuals with specific pathological conditions or predispositions to these conditions.

NUR 341 Gerontology and Chronic Care (3)

This course explores the impact of an aging population on the health care system and the resultant impacts on nursing practice. The impact on patient care of the physiological changes in the elderly and the care needs of the chronic care patient will be emphasized. The course includes a review of ethical and governmental issues associated with care of the elderly and other chronic care clients.

NUR 344 Community Nursing Practice (3)

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)

This course introduces students to legal principles and laws of interest to nursing professionals. Issues of right of access to care, patient/client consent, confidentiality and liability are included.

NUR 422 Spiritual Dimensions of Health Care (2)

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)

Leadership and management skills for practicing nurses are the focus of this course. The course will review standards of practice, professionalism, group and individual management, conflict management, organizational behavior, organizational change, approaches to health care and other topics from a systems

perspective. Leadership and management concepts will be applied to the nursing roles of caregiver, teacher, manager and coordinator in the context of contemporary business and managed healthcare.

NUR 442 Contemporary Medical-Surgical Nursing (3)

Advanced nursing care of individuals with acute and complex medical and surgical conditions will be the focus of this course. Intervention strategies that combine the roles of caregiver, teacher, manager and health care coordinator will be addressed. A case study approach will be used to examine real-life situations.

NUR 452 Nursing Research Applications (3)

Research applications emphasizes the research approach in nursing and the necessity for theory-based practice. Problem identification, literature review, hypothesis formulation, research design, sampling, data collection and analysis will be explored. The course will provide the skills necessary for critical evaluation of nursing research, including a review of statistical methods and terminology. Critiques of nursing research and the opportunity to develop a practicum proposal of significance to nursing are included.

NUR 492 Independent Study Project (1)

The development of a proposal for the Senior Nursing Project will be integrated with class work in this course. The students will research and submit their project proposals.

NUR 494 Senior Nursing Project (2)

These weeks cover the presentation and review of each student's comprehensive independent study project including the integration of coursework with applied research in the profession.

PSY 310 Adult Development and Life Planning (3)

The emphasis in this course is on 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)

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.

Weekend College

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

Courses commonly offered through weekend college are:

| | | |
|-----|-----|--|
| ART | 152 | Art Foundations |
| BIO | 200 | Biological Basis of Health Concerns |
| BIO | 205 | Field Ecology |
| BUS | 268 | Personal Finance |
| BUS | 358 | Statistics |
| COM | 368 | Cross Cultural Communication |
| CPS | 150 | Introduction to Computers |
| ENG | 323 | Introduction to Film: Sight, Sound and Story |
| ENG | 330 | Genre: History of American Theater |
| ESS | 281 | Nutrition and Exercise |
| HIS | 310 | Twentieth Century America |
| MUS | 152 | Music Foundations |
| PHI | 200 | Introduction to Philosophy |
| POS | 214 | State and Local Government |
| POS | 310 | Freedom, Order and Justice |
| PSY | 305 | Abnormal Psychology |
| REL | 211 | The Gospel and Acts |
| REL | 314 | Old Testament Literature |
| REL | 394 | Living Religions of the World |
| SOC | 100 | Modern Social Problems |
| SOC | 246 | Substance Abuse and Society |
| SPE | 100 | Oral Communication |
| SPE | 212 | Fundamentals of Speech |

Online Study

Online undergraduate and graduate courses are now available at *arboronline.org*. Interested students may register, pay for the course and/or apply for financial aid, and order textbooks online. Students should consult their advisor for assistance in course selection and information about eligibility to enroll in courses. New courses and programs are in development and interested students are encouraged to check the Web site frequently. Some of the courses available on a regular basis include:

Undergraduate Courses (all courses are three credits)

| | | |
|-----|-----|--|
| BUS | 231 | Fiscal Management in Health Care Systems |
| BUS | 268 | Personal Finance |
| BUS | 431 | Administration of Health Care Systems |
| BUS | 433 | Health Care Systems Leadership |
| COR | 400 | The Christian in the Contemporary World |
| CPS | 150 | Introduction to Computers |
| CRJ | 300 | Crime, Corrections and Criminal Justice |
| CRJ | 301 | Crime Theory |
| CRJ | 302 | Comparative Criminal Justice Systems |
| CRJ | 303 | Issues and Practices in Criminal Justice |
| DRA | 300 | History of the Theater |
| ENG | 208 | Creative Writing |
| ENG | 306 | Writing for Children |
| ENG | 330 | Genre: Film Theory and History |
| HIS | 310 | Twentieth Century American History |
| HIS | 361 | Michigan History |
| MUS | 220 | Music Appreciation |
| PHI | 200 | Introduction to Philosophy |
| POS | 214 | State and Local Government |
| PSY | 305 | Abnormal Psychology |
| PSY | 351 | Statistics |
| PSY | 375 | Psychology of Personality |
| REL | 394 | Living Religions of the World |
| SOC | 246 | Substance Abuse and Society |
| SOC | 311 | Racial and Cultural Minorities |
| SOC | 327 | Social Stratification |
| WRT | 373 | Writing for Magazine Publication |

Registration for all sessions closes the 20th of the month preceding the session. Some courses may fill up prior to that registration deadline. New sessions start in January, March, May, July, September and November.

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Michigan State University*
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President, Executive Excellence
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Alumni Association*
Spring Arbor, Michigan

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Asbury Theological Seminary
Leadership Consultant*
Sammamish, Washington

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EMERITI TRUSTEES

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Zondervan Corporation*
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Methodist Church
of North America*
Spring Arbor, Michigan

Theodore H. Johnson

Pastor, Free Methodist Church
Lakeview, Michigan

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President, Sealmaster, Inc.
Knoxville, Tennessee

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B.A., George Fox University
M.Div., Princeton Theological
Seminary
M.B.A., Peter Drucker Center,
Claremont University
M.A., Claremont University
Ph.D., Claremont University
Spring Arbor, 2000-

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B.A., Spring Arbor University
M.B.A., Spring Arbor University
Spring Arbor,
Spring Arbor, 1990-

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*Vice President for University
Communications*
B.S., Greenville College
Spring Arbor, 1991-

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B.S., Huntington College
M.B.A., Indiana University
Spring Arbor, 2000-

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University Foundation*
*Vice President for
Advancement*
Spring Arbor, 2002-

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B.S., Greenville College
M.A., Southern Illinois
University
Spring Arbor, 1999-

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*Vice President for
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B.A., Tennessee State University
M.A., Tennessee State University
Ph.D., George Peabody College
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Spring Arbor, 2001-

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B.A., Indiana University
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Spring Arbor, 1992-

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B.A., University of Sioux Falls
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Seminary
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Ed.D., Seattle University
Spring Arbor, 2003-

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Spring Arbor, 2000-

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B.A., M.S.W., Michigan State University

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B.D., Th.M., Asbury Theological Seminary

Ed.D., Western Michigan University

Spring Arbor, 1983-

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B.S., George Fox College

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Ph.D., University of New Mexico
Spring Arbor, 1997-

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Director, Youth and Family Institute

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M.A., Haggard School of Theology

M.A., Azusa Pacific University
Spring Arbor, 2001-

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Ph.D., Drew University, The Graduate School
Spring Arbor, 2003-

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Spring Arbor, 1990-

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B.A., Central Michigan University

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Spring Arbor, 1984-

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Ph.D., University of California
Spring Arbor, 1999-

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Spring Arbor, 1985-

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B.Rel., Miltonvale Wesleyan College

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Spring Arbor, 1971-

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 Spring Arbor, 1985-

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M.A., Purdue University
Ph.D., Purdue University
Spring Arbor, 1986-

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B.A., Spring Arbor University
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M.S., Syracuse University
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Spring Arbor, 1993-

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Assistant Professor of Communication
B.A., Spring Arbor University
M.Ed., Wayne State University
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M.A., Regent University
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Spring Arbor, 1991-

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J.D., Wayne State University
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Regional Director, Central Region
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Spring Arbor, 1995-

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 Spring Arbor, 1992-

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 Spring Arbor, 1984-

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 Spring Arbor, 2001-

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 Spring Arbor, 1996-

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 Spring Arbor, 1982-2001

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