
SCHOOL OF EDUCATION

**MASTER OF ARTS IN EDUCATION
MASTER OF SPECIAL EDUCATION**



FROM THE DEAN

We are pleased you are considering making Spring Arbor University's School of Education graduate degree programs a part of your on going personal professional development plan. We have carefully selected courses that we feel will greatly enhance the professional skills of our graduate students.

Two aspects that many of our graduate students have highlighted as positive aspects of our graduate program have been the excellent reputation and positive responses from our past participants and graduates and our commitment to taking personal interest in each of our students from interest through graduation and beyond. We are committed to maintaining a program of excellence and highest quality.

As a Christian faith-based university, we are also committed to a biblical perspective as the foundation of our program, while at the same time encouraging — even challenging — our students to examine various, and sometimes conflicting, ideologies and perspectives in education. As educators, you serve an increasingly diverse student population and it is our intention that the Spring Arbor University graduate program will provide a strong foundation from which to develop and enhance your professional skills and strategies to better serve all of your students.

Our graduate faculty and staff are committed to excellence and welcome all opportunities to dialogue with you about any aspect of our coursework or program. Once again, thank you for making Spring Arbor University's graduate program an integral part of your personal professional development plan.



Dr. Linda Sherrill, Dean
School of Education

PROGRAM DESCRIPTION

Purpose

The graduate programs in education exist to carry out the educational mission of Spring Arbor University by means of an academic program that promotes scholarship, integrity, the Christian ethic, an enrichment of the liberal arts experience and a life of meaningful service in educational endeavors for the participants. In applying the goals and objectives of the programs to the graduate study of education professionals, Spring Arbor University attempts to provide personalized education in the environment of a Christian liberal arts university that will further the development of the individual in such a way as to make that person a more effective educator. The programs are planned to promote collaboration among education professionals and their community, and to meet the needs of candidates who are interested in professional growth and advancement in elementary, secondary, or special education.

Philosophy

The Spring Arbor University graduate programs in education are committed to the highest quality education in the environment of a Christian institution. The graduate special education program is designed for those who have an undergraduate endorsement from Spring Arbor in learning disabilities and wish to complete a graduate degree in this area. The graduate general education program is designed not only for those who wish to obtain a master's degree, but also for those who wish to complete an 18-hr planned program for the Michigan Professional Certificate and for those who wish to meet recertification requirements or broaden or refresh their knowledge in areas of professional education.

The graduate programs in education should promote traits in the participants that include integrity, respect for self and others, disciplined judgment in the achieving of factual knowledge and technical skills needed for effective performance in the work place, and the Christian attitude. The programs should be concerned with the development of individual educators who will not only be able to demonstrate a high level of academic ability but will develop the effective interpersonal, collaborative, motivational, instructional and leadership skills required for the successful education professional. There should be a balance between the practical and applied, on one hand, and the theoretical and research-oriented studies on the other. Participants should be assisted in developing the attitudes and skills necessary to effectively improve their performance in current positions or to effectively move into new career positions. The graduate programs in education should provide education professionals with experiences that supplement and update previous training and experience, as well as provide for development in new areas.

Objectives of the Master of Arts in Education program

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

Objectives of the Master of Special Education program

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

Academic Integrity

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

- Everyone who is part of the Spring Arbor University community will seek to live a life of highest integrity, both personally and academically.
- Full truthfulness is essential from all those in the Spring Arbor University community.

- Faculty and students will carefully and diligently guard themselves from stealing either material or intellectual property — whether physical or electronic in nature.
- Silence about others' disregard for these standards devalues and violates the principles and spirit of our faith, the Concept and this policy. With prayerful introspection and loving confrontation, we should strive to hold one another accountable to the standards of our faith.

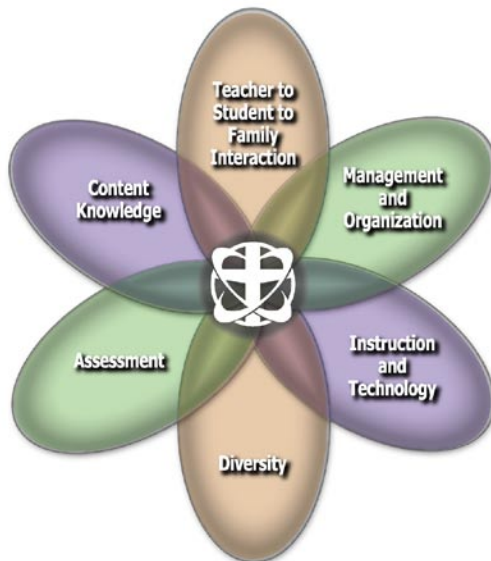
Acknowledging the call in the principles above, we challenge ourselves to maintain integrity in all we do academically. There shall be no cheating, misrepresentation, or plagiarism (borrowing ideas, images, facts, stylistic phrasing, or quoted material without credit) on assignments, tests, lectures,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

Faith, Living and Learning: The Concept

Faculty for the School of Education graduate programs fully embrace the Spring Arbor University Concept, and design their courses in such a way as to foster the balanced integration of faith, living, and learning by professional educators.

THE EFFECTIVE TEACHING MODEL

The School of Education has identified its Effective Teaching Model with six integrated components. Each component represents one of the six domains for effective teaching. The domains of the knowledge base used for the Effective Teaching Model are:



Content Knowledge

Graduate students will attain advanced content knowledge in educational practice through a Master of Arts in Education (MAE) degree with a specific focus in instruction and curriculum or a Master of Special Education (MSE) degree with a specific focus in learning disabilities. The programs are each 36 semester hours long, with 27 hours in core instruction and nine in elective courses. Students will acquire or refresh advanced liberal arts content knowledge in literature, history, or environmental science to satisfy one of the core course requirements for the MAE. Students will expand on content knowledge in learning disabilities as they satisfy core requirements for the MSE.

Students in both the MAE and MSE will examine and strengthen the basis for their personal and professional worldview, and then be asked to think critically and articulate a position in response to the critical issues in special education, ethical dilemmas and conflicting worldviews.

Management and Organization

Students in the School of Education will be able to demonstrate management and organization performance skills, which include the demonstration of an understanding of individual and group motivation and age-appropriate behavior in order to establish a community of learners, positive social interactions, active engagement in learning and self-motivation in the learner.

Essentially, there are two extreme approaches to classroom management and organization. The first is the reactive approach. With this model the teacher decides what to do and how to handle situations as they arise. The other model involves the proactive approach, which is predicated on forethought, preparation and consistency with regard to any number of circumstances that can arise in a given school day.

The School of Education believes in the proactive approach. Appropriately administered, the proactive style will result in effective classroom management and organization that is firm, fair and friendly, minimizing the necessity for reactive approaches, permitting teachers the freedom to utilize instructional approaches that best fit the needs of all students in a given classroom.

Instruction and Technology

Students in the School of Education will be capable of demonstrating methods of instruction that apply various theories of learning and human growth and development to the educational context and that incorporate appropriate use of instructional technologies in the classroom. Students are taught how to create meaningful instruction based on knowledge of the subject matter, the prior knowledge and experiences of the students, the values of the community and curriculum goals of the school district. Ability to adapt instruction to a student's preferred learning style is essential for effective instruction. The use of a variety

of instructional strategies to encourage the development of critical thinking, problem solving and performance skills is stressed. Knowledge and application of instructional technology linked to learning theory is essential for effective classroom instruction. The use of technology should be all encompassing and not apply only to computer applications. Use of technology in the classroom must be based on facilitation of learning and not on the use of technology per se.

Teacher-Student-Family Interaction

Students in the School of Education will be able to model and foster mutually beneficial relationships with students, families and others in the learning community, with the intent to affect individual student achievement positively. The primary focus of this domain is the involvement of families in the instructional process. Recent reform movements within education have clearly addressed the importance of the family in student achievement. The use of community and home resources to enhance school programs is promoted and encouraged. School of Education students are expected to interact successfully with other teachers, families, students, administrators, counselors and support personnel to benefit students and to advance their own professional development. They must demonstrate poise, self-confidence, emotional maturity and a positive attitude toward teaching.

Diversity

Students in the School of Education will understand how students differ in their approaches to learning and be able to create instructional opportunities that are adapted to diverse populations of learners. Knowledge about diversity is defined as the recognition that characteristics of students such as culture, language, race, ethnicity, gender, religion, cognitive and physical abilities, and socioeconomic status impact learning and development in important ways. Inextricably connected to the issue of diversity is the matter of the exceptional child. The exceptional child is an inclusive term that refers to children with learning and/or behavior problems, children with physical disabilities and children who are intellectually gifted. Knowledge about how to develop an inclusive environment is an integral component of the diversity domain. The issue of equity must be kept in the forefront of all considerations of diversity.

Assessment

Students in the School of Education will be capable of synthesizing elements of traditional and new assessment techniques into coherent effective assessment strategies that work to advance the education of all learners. As reflective practitioners, School of Education students are taught to evaluate the effects of their choices and actions on others. Educators in today's classrooms face a difficult tension. They must constantly and conscientiously reconsider the wisdom of traditional practice, while giving fair consideration to new approaches. All learners need to have a clear understanding of how they will be assessed and then be shown models of excellence and rubrics that clarify

how assessment will be conducted. Changing the traditional teacher-student interaction pattern with regard to the issue of assessment is no small task. The use of formal and informal assessment strategies, before and after instruction, are encouraged in order to ensure the continuous intellectual, social and physical development of the learner. Assessment includes student assessment and self-assessment.

PROGRAMS OF STUDY

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

1. Master of Arts in Education, available in face-to-face and online cohort formats. All graduation requirements are the same for both programs, except the online program has an 8-day on-campus residency requirement.
2. A postbaccalaureate (nondegree) program
3. Master of Special Education
4. Master of Arts in Counseling with an emphasis in school counseling (K-12). This program is available through the School of Adult Studies and is jointly administered with the School of Education.

The *Master of Arts in Education (MAE)* is designed for certified teachers who wish to obtain a master's degree with a concentration area in instruction and curriculum.

The *postbaccalaureate non-degree program* is designed for teachers who wish to meet requirements for the professional certificate, for teachers needing further certificate renewal, or for teachers who wish to broaden or enrich their academic background and who do not wish to pursue a degree program. Individuals who are not certified teachers may also enroll in courses in the MAE and post baccalaureate program to explore their interest in education.

The *Master of Special Education (MSE)* is designed for students who wish to obtain a master's degree and already hold a Michigan endorsement in learning disabilities. Courses offered for the MSE may be used for elective credit in the MAE program.

The *Master of Arts in Counseling with an emphasis in School Counseling* is designed for students who wish to obtain a master's degree with a concentration in school guidance counseling for the purpose of obtaining a School Counseling License (SCL) from the State of Michigan.

Master of Arts in Education

The required curriculum includes each of the following core courses:

EDU 503	Elements of Successful Teaching (3)
EDU 530	Values, Ethics and Worldview (3)
EDU 537	Introduction to Educational Research Design (3)
EDU 538	Dealing with Student Diversity (3)
EDU 539	Current Topics and Issues in Education (3)
EDU 540	Action Research for the Professional Educator (3)
EDU 560	Instructional Technology (3)
EDU 694	Teaching Discouraged Learners/Troubled Youth (3)

AND *one* of the following liberal arts courses:

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

AND nine (9) elective hours consisting of selected graduate education courses offered through Spring Arbor University, as well as Spring Arbor University graduate education credit workshops (Please see Workshop Credit.)

TOTAL REQUIRED COURSE HOURS: 36

Many of the courses in the program assume that a student has access to a K-12 classroom in which they are the teacher, so students for whom this is not true at the time of program acceptance or course enrollment should notify the graduate office and/or the course instructor prior to course matriculation. Such students will have to show that they have sufficient access to a classroom environment to allow them to apply their learning.

MAE Online Program

Students in the MAE Online program are required to complete an 8-day residency on the campus of Spring Arbor University. Transportation, housing and meals are not included in tuition for the residency; such costs are the responsibility of the student. Students in the online cohort are expected to complete requirements in the approximate 2-year timeframe.

Postbaccalaureate (Non-degree) Program

Professional Certificate

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

Planned Program

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

Endorsements

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

Enrichment

Students who wish to take occasional courses for enrichment or interest should make initial contact with the Certification Officer. Such coursework cannot count towards a master's degree at Spring Arbor University unless the student is formally admitted to the graduate program in education. Many of the courses in the program assume that a student has access to a K-12 classroom in which they are the teacher, so students for whom this is not true should notify the graduate office and/or the course instructor prior to course matriculation. Such students will have to show that they have sufficient access to a classroom environment to allow them to apply their learning.

Non-degree Seeking

Individuals applying to Spring Arbor University as non-degree students taking MAE courses to fulfill certification requirements must answer questions regarding past or pending misdemeanors, or felonies as an adult or juvenile. Falsification of this information can be considered fraud, and is possible grounds for denial of admission, or grounds for revoking prior admission, to Spring Arbor University.

Furthermore, falsification of this information could result in denial by the Michigan Department of Education of future certification and/or revocation by the MDE of current certification. Individuals with questions regarding this information should contact the Certification Officer in the School of Education.

Master of Special Education

The required curriculum includes each of the following core courses:

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

AND *one* of the following courses:

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

TOTAL REQUIRED COURSE HOURS: 36

Master of Arts in Counseling (with an emphasis in school counseling)

Spring Arbor University offers a 51-credit hour degree program, Master of Arts in Counseling with an emphasis in school counseling that is fully approved by the Michigan Department of Education. Individuals who complete this program and pass the Michigan Test for Teacher Certification (MTTC) in Guidance Counseling will be able to obtain a School Counselor License (SCL) from the State of Michigan. If this same individual holds a valid Michigan teaching certificate, he or she may also add a Guidance and Counseling (NT) endorsement to his/her certificate. (**NOTE:** A teaching certificate is not required in order to earn the SCL.)

The School of Adult Studies admits students into this program, and determines course and graduation requirements. See the program listing in this catalog under the School of Adult Studies for all program information. Specific inquiries related to the NT endorsement should be directed to the Certification Officer in the School of Education.

GRADUATION REQUIREMENTS

- Each graduate must complete at least 36 credit hours of work approved by the School of Education's Graduate Education Committee, where no more than two of the courses have grades below 3.00. Courses with a grade lower than a C (2.00) may not be counted towards the 36 hours.
- Each graduate must have a cumulative GPA of at least 3.00. Courses with a grade lower than a C (2.00) may not be counted towards the degree requirements.
- Each graduate must have submitted an approved scholarly work that is accepted by the Graduate Education Committee as meeting the standard for a graduate degree, which is satisfied within the EDU 540 course.
- Each graduate must have completed a minimum of 27 hours of graduate course work at Spring Arbor University.
- Each graduate must meet all other requirements for graduation specified in this catalog, School of Education policy or Spring Arbor University policy.
- A student has six years from the date of formal admission to the Master of Arts in Education or Master of Special Education program to complete all necessary degree requirements.

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

ADMISSIONS

Non-degree Seeking

Applicants for admission to non-degree graduate study in education must hold a baccalaureate degree or higher from a regionally accredited college or university. Certified teachers whose certificate comes from a state other than Michigan must provide a copy of the certificate. Other applicants must submit official transcripts showing an award of a baccalaureate. Prior to enrolling in any course, a student must complete a graduate application, pay a one-time graduate application fee and complete and submit the conviction disclosure form.

Each applicant for admission to the non-degree program in the School of Education must file with the graduate education office:

- An application for admission on the appropriate form
- Full payment of the graduate application fee
- Copy of valid driver's license or other government issued photo ID

- Conviction Disclosure form
- Copy of teaching certificate if the certificate was issued by a state other than Michigan
- Michigan Certification information (if certified in Michigan)
- Completed Statement of Academic Integrity
- Official transcripts for bachelor's degree *if not teacher certified*
- Official transcripts *must be sent directly from the college or university attended to the MAE location you are working through.*

Degree-seeking Program (MAE, MSE)

Each applicant for admission to degree-seeking graduate study in the School of Education must file with the education office:

- An application for admission on the appropriate form
- Full payment of the graduate application fee
- An *official* transcript of all undergraduate and any previous graduate credits. (A cumulative GPA of at least 3.00 (B) for the last two years of the bachelor's degree and a GPA of at least 3.00 (B) in undergraduate education courses is required.)
- A copy of a teaching certificate if the certificate was issued by a state other than Michigan
- Michigan certification information (if certified in Michigan)
- Two letters of recommendation: one letter from the candidate's current or most recent school district superintendent, building principal or immediate supervisor *addressing professional competence* and one letter *addressing character* (which cannot be completed by a relative or co-worker in your place of employment)
- A completed statement of academic integrity
- A completed self-assessment survey form
- Proof of minimum competency in writing
- Copy of valid driver's license or other government issued photo ID
- Conviction Disclosure form
- Residency Policy/Statement of Conduct

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

Admission as a degree-seeking MAE or MSE student is made under these terms:

- **Full admission:** students given regular admission have satisfied all admissions requirements and may proceed through the program as long as they remain in good academic standing. (See *Academic Policies*)

- **Conditional admission:** students who have not satisfied all admissions requirements may be approved to enter the program on a conditional basis. School of Education staff will provide a petition form where the student can explain any mitigating circumstances for why one or more requirements were not satisfied; the School of Education Graduate Education Committee will review the petition and if granted, students can be conditionally admitted and will be placed on probation.

NOTE: On occasion, students who do not hold a teaching certificate and who are not seeking teacher certification may be admitted to a graduate program. *These master's degrees do not lead to provisional (initial) certification.*

International Students

There are additional admission requirements for international students. (See *International Student Admission*)

Misdemeanor and Felony Disclosure

All individuals applying to Spring Arbor University for the Master of Arts in Education or Master of Special Education degree programs and students applying as a non-degree student taking MAE courses to fulfill certification requirements must answer questions regarding past or pending misdemeanors or felonies as an adult or juvenile. Falsification of this information can be considered fraud and is possible grounds for denial of admission to Spring Arbor University, or grounds for revoking prior admission to SAU. Furthermore, falsification of this information could result in denial by the Michigan Department of Education for future certification and/or revocation by the MDE of current certification. Individuals with questions regarding this information should contact the Certification Officer in the School of Education.

Proof of Minimum Competency in Writing

Students must demonstrate minimum competency in writing by submitting a writing sample to the School of Education in a prescribed format provided by the School of Education. The School will employ either a computerized or a manual assessment of the sample. "Minimum competency" is the level of the typical college undergraduate who is at or near the end of their academic career.

Transfer Credit

A maximum of nine (9) semester hours of graduate work in the areas of instruction and curriculum or arts and sciences from a regionally accredited college or university may be reviewed for credit towards the MAE degree at Spring Arbor University. Coursework with a grade below "B" (3.00 on a 4.00 point scale), workshop courses taken at another college or university and courses completed more than six years prior to admission to the MAE program will not

be accepted for transfer credit. An official transcript of all transfer work must be provided along with the course syllabus and/or official catalog course description for each course you would like considered for possible transfer credit. Any work to be applied toward a degree at Spring Arbor University that is undertaken at another college or university after admission to the MAE program must be approved in advance of taking the course and confirmed in writing by the Director of Graduate Studies or the Dean of the School.

The MSE degree program does not currently accept transfer credit.

Workshop Credit

MAE students may take up to six hours of a combination of EDU 515, EDU 516 or EDU 517. Workshop credit from other colleges, universities or agencies will not be accepted. The MSE degree program does not currently accept workshop credit. (See *Policies for Registration/withdrawal Information on Workshop Credit*)

POLICIES

Advising

Students in a degree-seeking program may consult with a graduate program academic advisor or the Certification Officer who will provide assistance to the students on academic, scheduling and related matters. All graduate education faculty and staff are available to students needing assistance in any aspect of their experience at Spring Arbor University.

Academic Standing

A student is considered to be in good academic standing with a cumulative GPA of 3.00 or better where no more than two of the courses have received individual grades below 3.00. Courses with a grade lower than a C (2.00) may not be counted toward the degree requirements. Students who do not maintain good academic standing will be placed on probation. Students must be in good academic standing in order to graduate.

Class Size

The University reserves the right to cancel any course having an enrollment that falls below the minimum enrollment established by School or University policy. Courses reaching their maximum enrollment will be closed; however, a wait list will be available.

Course Load

Students in the MAE or MSE face-to-face programs may take up to six (6) credit hours per Fall or Spring session, and may take up to twelve (12) credit hours during the summer session. These limits are established by School of Education policy. Students in the MAE Online cohort-based program will take classes as designated in the cohort schedule.

Course Registration Changes (Drops/Add)

Course registration changes for the face-to-face MAE or MSE programs must be made prior to the second meeting of any class by making the appropriate change in the online Academic Planner.

Probation

Probation is defined as a period of time during which students have an opportunity to demonstrate their ability, to the satisfaction of the Graduate Education Committee, to continue in a degree program. Students will automatically be placed on probation at the end of any semester or term in which their cumulative GPA falls below the standard established by the Graduate Education Committee. Students on probation will have the next six semester hours of classes to raise their cumulative GPA to the established standard. Students will automatically be returned to their previous status at the end of the semester or term in which the cumulative GPA meets the standard.

The Graduate Education Committee will determine the criteria that must be met for students to be considered for readmission and if or when students who have been dropped from a degree program may be readmitted.

The Graduate Education Committee may determine other conditions upon which students may be placed on probation or dismissed from a program.

Minimum Competency in Computer Technology

Some graduate education courses assume that all students are literate and capable in the use of word-processors, spreadsheets, presentation software (PowerPoint), and the use of web browsers, search engines, and library databases. There will not be adequate time for remediation in these basic skills during these courses. If you have concerns about your computing skills, you are encouraged to seek help prior to taking the class. SAU offers an introductory computer course (CPS 150 Introduction to Computers) that would provide the necessary prerequisites. There are also a number of text resources that can be reviewed.

Scholarly Paper

As a graduation requirement, students are required to successfully complete a scholarly paper. The scholarly paper will be a written presentation of an original action research project conducted by the students. This requirement will be satisfied in the course of EDU 540 *Action Research for the Professional Educator*. Students are expected to have sufficient access to a classroom to conduct an action research project. The specific format and guidelines may be obtained from the instructor of the course; in general, it must be submitted in electronic form, following the most recent American Psychological Association (APA) format and written in third person narrative.

Registration/Withdrawal Policy for Workshops by Spring Arbor University

If a student is planning to obtain graduate credit for any workshops offered by Spring Arbor University, the student must register and pay the published tuition rate for the graduate credit being offered for the workshop on the FIRST day of class. No late registrations and payments will be accepted. Once students register and pay for the workshop(s), Spring Arbor University will not honor withdrawals, drops or tuition refunds under any circumstances.

CURRICULUM

EDU 503 Elements of Successful Teaching (3)

A study of the development of teaching skills and strategies based on the elements of successful teaching as documented in effective teaching research. Particular attention will be given to Hunter's research at UCLA. Participants will be expected to demonstrate in small groups the various techniques and strategies that have been studied and practiced. *Prerequisite: Completion of all undergraduate education courses required for certification.*

EDU 515, 516, 517 Workshop — Special Topics (1-3)

EDU 520 Workshop — Individualizing for Reading Instruction (1)

A comprehensive examination of commercial materials and materials that may be prepared by the classroom teacher for the individualizing of reading instruction and the accompanying methods of delivery of instruction.

EDU 530 Values, Ethics and Worldview (3)

A study of the influence of Christianity on the values and ethics in today's "society." Provide educators with

an understanding of the historical influence of Christianity in the development of values and ethics in our nation. Provide a foundation for and an understanding of the effects of a Christian worldview.

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

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

HIS/EDU 534 Shaky Foundations? Shapers of Western Educational Theory and Practice (3)

This course will examine — using both primary and secondary sources — the history and intellectual foundations of educational theory in the West, from Plato to the multiculturalists, with many stops in between. Attempts will be made to evaluate various paradigms from Christian and other perspectives as students begin to see connections between historical backgrounds and contemporary problems.

NSC/EDU 535 Science and the Environment (3)

Development of concepts and skills pertaining to science in general as applied to the environment. The design of the course is intended to allow a teacher to integrate environmental topics and science into many different areas of a curriculum.

EDU 537 Introduction to Educational Research Design (3)

Investigates basic research approaches to problems in education. Emphasizes a broad understanding of the research process including the ability to read and understand educational research, a basic knowledge of statistical design and research methods, and the ability to critique methods and findings of selected research. *This course assumes the student has minimum competency in technology.*

EDU 538 Dealing with Student Diversity (3)

An examination of the diversity (including but not limited to racial, ethnic, cultural, socioeconomic and ability) found in American classrooms, and practical methods for dealing with it in a positive manner.

EDU 539 Current Topics and Issues in Education (3)

A survey of current topics and issues in education. Students will be asked to explore the interrelationships of curriculum topics and/or issues and instruction at the elementary, middle and high school levels.

EDU 540 Action Research for the Professional Educator (3)

The purpose of this course is to support

classroom teachers in developing techniques for researching educational activities/issues within their own classrooms. The course recognizes that teachers deal with educational theory and practice on a first-hand regular basis and therefore, need to be equipped to reflect upon and generate knowledge about their own teaching and teaching in general. Students will develop organized techniques such as problem finding, observation skills, and curriculum-based assessment that will assist them in designing and carrying out their own action research project that will examine their lessons, their students, their classrooms, and/or themselves as teachers. *Prerequisite: EDU 537.* (Offered fall and spring.)

EDU 560 Instructional Technology (3)

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

EDU 612 Introduction to Educational Leadership and Administration (3)

This course will address historical and current perspectives in educational leadership and the relationship

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

EDU 624 Elementary Reading (3)

This course for pre-K through 6th-grade teachers includes field experiences in the diagnosis and remediation of reading disabilities. Course focuses include interest inventories, English language learning screening, visual and auditory discrimination tools, language expression and processing screening, phonemics, phonics, vocabulary, fluency, comprehension, spelling and writing assessment tools, and instructional strategies. Students will explore current models of reading assessment and support, as well as classroom applications designed to develop effective reading skills and dispositions, including differentiated instruction in response to student needs. For those holding an elementary certificate, this course satisfies the Michigan Department of

Education reading requirement for new professional certificates issued after July 1, 2009, per 2007 PA 32, MCL 380.1531(4) (previously PA118). (Offered online in fall.)

EDU 625 Secondary Reading (3)

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

EDU 665 Early Childhood Curriculum and Methods (3)

A study of curriculum and methods for teaching pre-school and early elementary students. Methods and techniques based on current research and practice are discussed and demonstrated. Examines strategies, materials, and model programs to aid pre-school and primary teachers in classroom organization and instructional design.

EDU 670 Advanced Instructional Strategies (3)

Teaching strategies for practicing educators based on research studies on the elements of successful teaching. Emphasis is placed on the analysis of the teaching act, one's own teaching style and the development of creative lessons that will meet the needs of individual students.

EDU 672 Classroom Management (3)

The purpose of this course is to present effective techniques for eliciting appropriate social and academic behaviors in the classroom. Models for behavioral intervention are examined with special emphasis on the management of behaviors that interfere with the learning process.

EDU 674 Cooperative Learning (3)

A review of current practice and research on cooperative learning. Four broad areas of cooperative learning — forming groups, working as a group, problem solving as a group and managing differences — are identified and studied in detail. Practical examples of teaching of cooperative learning techniques to students are demonstrated.

EDU 676 Science for the Elementary School Teacher (3)

Emphasis on upgrading knowledge of science and instructional practices for science at the elementary school level. The student will have the opportunity to study and practice tested and new instructional strategies and materials for promoting the learning of science by elementary school children.

EDU 678 Educational Assessment (3)

Provides participants with an opportunity to examine the concepts of assessment and evaluation in education, explore the principles underlying the assessment process, and develop the skills needed to implement assessment and evaluation wisely. Participants will gain skills needed to develop assessment tools for use in classroom settings.

EDU 680 Elementary School Curriculum (3)

For the experienced elementary school teacher, major emphasis is placed on current criticisms of educational curricula, and appropriate procedures for selecting and organizing sound educational experiences for elementary children.

EDU 682 Enhancing Student Self-Esteem through Literature (3)

An exploration of literature's power to acculturate attitudes, beliefs, values and behaviors. An emphasis on creative and critical responses to literature including writing, drama, puppetry and identification processes that enhance self-esteem.

EDU 684 Learning Theories & Styles (3)

A study of contemporary learning theories and individual learning styles in the context of curricular planning. Students will explore the modes of operation of the brain that are most natural. The course will model facilitation and reflective practice, as well as addressing certain skills for facilitating optimal learning.

EDU 686 The Mainstreamed Student (3)

Teaching principles, strategies and assessment techniques for the

mainstreamed student. Consideration of the disadvantaged learner and his/her relationship to the curriculum, classroom organization and interpersonal relationships in schools. The development of realistic, relevant goals for the classroom teacher of mainstreamed students.

EDU 688 Problems in Development of Literacy Skills (3)

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

EDU 689 Secondary School Curriculum (3)

A course for the experienced secondary school teacher. Major emphasis is placed on curriculum construction, the influence of social developments and the present day student population on the secondary school program and problems in curriculum development.

EDU 690 Individual Advanced Research (1-3)

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

EDU 692 Teaching and Assessing Through the Multiple Intelligences and Learning Styles (3)

A study of diverse instructional models, assessment strategies, learning theories and learning styles in the context of the delivery of instruction.

EDU 694 Teaching Discouraged Learners/Troubled Youth (3)

Principles of teaching and teaching strategies for discouraged learners with an emphasis on current research and literature on the topic.

EDU 696 Useful Strategies for Teaching Beginning Reading to Native Language Speakers and English Language Learning (3)

Review of the developmental aspects of early reading and writing, providing insights for the creation of programs of early literacy development for native English speakers and English language learners. The course aims to develop an understanding of the early literacy process in which English language learners intermediate oral language learning and learning to read and write. The relationship of early writing and early reading, as well as, historical trends and current research into best practices for teaching beginning reading and writing to native English speakers and English language learners will be explored.

EDU 698 Trends in Teaching Children's Literature (3)

A study of literature for elementary school children including the most recently published materials, the role of children's literature in developing literacy, standards for selection and evaluation of materials and strategies

for involving children in particular types of literature.

EDU 699 Teaching and Using Writing K-12 (3)

Investigate writing development and applications across the curriculum. Learn to design, facilitate and assess writing experiences and assignments in all subjects. Develop methods and materials for writing process approaches. Course focuses include workshop approaches, current research, experiential learning and classroom applications.

SED 520 Elementary Special Education Methods (3)

This course focuses on the educational methods and strategies to meet the needs of the student with learning disabilities at the elementary level. Emphasis will be placed on the understanding of remedial techniques for reading, mathematics and written expression. *Prerequisites: Current Teaching Certificate, SED 523.* (Offered in fall.)

SED 521 Secondary Special Education Methods (3)

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

SED 522 Communication Skills (3)

This course provides skills and techniques in understanding learning problems by focusing on

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

SED 523 Assessment of Learning Disabilities (3)

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

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

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

SED 528 Individualized Instruction for Exceptional Children (3)

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

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

SED630 Reading Intervention, Assessment, and Training (3)

This course is designed to equip K-12 educators to use reading interventions that are successful in teaching students with dyslexia. They will have the opportunity to learn and apply multi-sensory methods used to teach language concepts to the individual with dyslexia. The educators will participate in individualized pre-assessment, instruction, and post-assessment under the supervision of trained faculty. The educators will also receive intense training in the Orton-Gillingham method of reading, writing and spelling instruction.

SED 633 Reading Assessment and Instruction for Exceptional Children (3)

This course is designed to support K-12 educators as critical practitioners, based on the concept that good instruction begins with assessment of the student's level of performance. It involves diagnosis, remediation and differentiation of instruction. An evaluation of methods and their effectiveness for individual students is a critical component in effective

instruction. The educators will design and implement a research project involving assessment and instruction in phonemics, phonics, fluency, vocabulary, comprehension, spelling and writing. This will provide field experience in assessment, implementation, and evaluation of the effectiveness of one of the instructional methods learned in the master's in special education courses. This course will support the educator in the administration of assessments, use of methodology, collection data, evaluation of the method, and presentation of findings. This course meets the requirements of PA118 for special educators.

SED 636 Behavior Management for Children with Challenges (3)

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

SED 639 Critical Issues in Special Education (3)

This course is designed for graduate students in special education. The goals of this course are to familiarize students with current topics and critical issues in special education and to help student's gains skills in critically examining issues related to special education. Graduate students must be well versed in critical issues in their discipline and must have spent time exploring these issues if they are going to be able to discuss the merits of their opinions.

ADMINISTRATION

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