



SPRING ARBOR
UNIVERSITY

2012-2013
GRADUATE CATALOG

GAINEY SCHOOL OF BUSINESS

Master of Business Administration

SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES

Master of Arts in Counseling
Master of Arts in Family Studies
Master of Science in Management
Master of Science in Nursing

SCHOOL OF ARTS AND SCIENCES

Master of Arts in Communication
Master of Arts in Spiritual Formation and Leadership

SCHOOL OF EDUCATION

Master of Arts in Education
Master of Arts in Reading
Master of Special Education
Master of Arts in Teaching English to Speakers of Other Languages

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



THE SPRING ARBOR UNIVERSITY CONCEPT

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

FROM THE PRESIDENT

Welcome to Spring Arbor University. You have made one of the important decisions of your life by choosing to join this University for part of your educational journey. Prominently displayed in this book and on campus, you will see a statement we call the Spring Arbor University Concept. It expresses the core identity of the University community. By becoming part of this community, you bring your giftedness and join a committed cadre of professors, students, and staff, all of whom are dedicated to the ongoing advancement of knowledge and skills — yours and ours.



At Spring Arbor University, we specialize in the study of the liberal arts, and the accumulated wisdom of human arts and sciences, which forms the base for leadership in any specialized field. The University pursues excellence in every area in the Christian conviction that all truth is God's truth. Our goals are for you to achieve a mastery of life competencies and a personality grounded in a worldview reflecting a vibrant Christian faith.

The University serves students in several locations, including our attractive main campus in south central Michigan and regional centers in Michigan and northern Ohio. The University also offers degree programs through SAUonline. In every program, we offer degrees that are designed to enrich and further your professional and personal development. Our programs are carefully crafted to reflect the most current demands of the job market.

To all of this is added a special flavor, a world perspective that equips us to engage critically and productively with the contemporary world. We want Spring Arbor University graduates to be the salt and light of the world — working for good wherever they go.

Enjoy your time at Spring Arbor University. May this experience be rich and satisfying, and equip you for a lifetime of growth and joy. Your success will be our success; and your joy in accomplishment will be ours, as well.

May the Lord richly bless you.

A handwritten signature in black ink, which appears to read "Charles Webb". The signature is fluid and cursive.

Charles Webb, Ph.D.
President

FROM THE PROVOST AND CHIEF ACADEMIC OFFICER

Welcome to all graduate students. We welcome you to an enriching opportunity to continue your experiences as a learner.

Spring Arbor University's graduate programs provide high quality learning experiences and student-focused environments. Our graduate programs are grounded in the liberal arts and Christian worldview.

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

We invite you to learn more about us by browsing through our web site (www.arbor.edu). It is our pleasure to serve you.

We wish you much success and many blessings as you pursue your educational goals.

Sincerely,



Rodney M. Stewart, M.B.A.
Interim Provost and Chief Academic Officer

TABLE OF CONTENTS

GENERAL INFORMATION

BASIC GRADUATE INFORMATION.....	8
ACADEMIC POLICIES	16
STUDENT SERVICES	24
UNIVERSITY ADMINISTRATION	24
MAP OF MAIN CAMPUS	27

GAINNEY SCHOOL OF BUSINESS

MASTER OF BUSINESS ADMINISTRATION	29
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SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES

MASTER OF ARTS IN COUNSELING	39
MASTER OF ARTS IN FAMILY STUDIES.....	53
MASTER OF SCIENCE IN MANAGEMENT	59
MASTER OF SCIENCE IN NURSING	70

SCHOOL OF ARTS & SCIENCES

MASTER OF ARTS IN COMMUNICATION	84
MASTER OF ARTS IN SPIRITUAL FORMATION & LEADERSHIP.....	96

SCHOOL OF EDUCATION

MASTER OF ARTS IN EDUCATION	107
MASTER OF ARTS IN READING.....	107
MASTER OF SPECIAL EDUCATION.....	107
MASTER OF ARTS IN TESOL.....	107

GENERAL INFORMATION

History of Spring Arbor University

Spring Arbor University is a liberal arts university located eight miles west of Jackson (the greater Jackson area has a population of about 160,000), and is affiliated with the Free Methodist Church. More than 40 denominations are represented in its student body. While most students are from Michigan, the University also attracts students from over 20 states and several foreign countries. Spring Arbor University is coeducational, with approximately 1,600 undergraduate students on the main campus, over 1,000 undergraduate students at various other locations throughout the state and over 1,200 students in our graduate programs.

Spring Arbor University was founded in 1873 by leaders of the Free Methodist Church as a private academy with elementary and secondary grades. It evolved into an institution of higher learning in the 1920s and acquired four-year liberal arts status and accreditation from North Central Association of Colleges and Schools in 1963. Today, Spring Arbor University grants associate and bachelor degrees. The University also grants the following graduate degrees: Master of Arts in Communication, Master of Arts in Counseling, Master of Arts in Education, Master of Arts in Family Studies, Master of Science in Management, Master of Arts in Reading, Master of Arts in Spiritual Formation and Leadership, Master of Business Administration, Master of Special Education and Master of Science in Nursing. Graduate programs are available on campus, online, and at regional sites in Battle Creek, Bay City, Flint, Gaylord, Grand Rapids, Jackson, Kalamazoo, Lansing, Metro-Detroit, Metro-Toledo, Petoskey and Traverse City.

Spring Arbor University Concept

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

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

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

Community Expectations

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

Non-Discriminatory Statement

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

Diversity at Spring Arbor University

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

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

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

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

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

GENERAL INFORMATION

Catalog Subject to Change

Courses and policies listed in this catalog are subject to change through normal University procedures. Policy revisions are normally implemented in the next academic year following their adoption by the graduate council and academic senate. However, occasionally a policy may be changed and implemented in the same academic year. A curriculum or policy change could be applied to matriculated students and for this reason, this catalog should not be construed as constituting a contract between the University and any person. To complete a degree, a student is normally expected to meet the requirements listed in the catalog which is in effect for the year of the student's admission or readmission to the University. Students may also need to meet additional degree requirements that have been officially published.

Important Catalog Note

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

BASIC GRADUATE INFORMATION

Graduate Programs of Study

Spring Arbor University offers the following master's degrees. For information, please call the regional site closest to you or the number shown below:

Master of Arts in Communication 517.750.6703

Master of Arts in Counseling 517.750.6703

Master of Arts in Education 517.750.6554

Master of Arts in Family Studies 517.750.6654

Master of Arts in Reading 517.750.6554

Master of Arts in Spiritual Formation and Leadership 517.750.6703

Master of Arts in TESOL 517.750.6554

Master of Business Administration 517.750.6763

Master of Science in Management 517.750.6763

Master of Science in Nursing 269.372.9754 ext. 4058

Master of Special Education 517.750.6554

Accreditation

All degrees offered by Spring Arbor University are accredited by the Higher Learning Commission, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602. Both graduate and undergraduate programs offered by the University's School

of Education are approved by the Michigan Department of Education and the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue NW, Suite 500, Washington, D.C. 20036; telephone: 202.466.7496. The Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036.

Admissions

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

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

Expectations

All applicants should possess:

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

Admissions Status

Admission status is determined and specified as follows:

- Full: all items are complete and admission requirements met
- Probationary: the admissions file is complete but the applicant's GPA does not meet the standard or there are other concerns (e.g., weak writing sample)—there will be limits on the number of courses for which the applicant may enroll as well as closer monitoring of grades—the time limit that the student must come off probationary status will be the first six credits or the first semester, whichever is earlier.

GENERAL INFORMATION

- **Conditional:** some part of the admission file is missing (e.g., official transcript)—there may be limits on the number of courses for which the applicant may enroll as well as closer monitoring of grades—the time limit that the student must come off conditional status will be the end of the first course (excluding the residency for MBA and MBAO).
- **Denial:** admission requirements are not met.

Admissions Appeals

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

International Student Admission

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

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

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

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

Background Check

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

Guest Students

A guest student is currently enrolled in a master's program in another regionally accredited college or university. A guest student may take a maximum of 6 credits. Contact the program office for further information.

Non-Degree Students

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

Dual Undergraduate/Graduate Enrollment

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

Dual enrollment is permitted only for the first semester of a program. If the bachelor's degree is not earned by the end of the first semester of dual enrollment, the student may not continue in the program on dual enrollment. No graduate credits earned while dual enrolled can be used to meet undergraduate requirements. The enrolled graduate courses are not eligible for financial aid until the bachelor's degree is completed.

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

Undergraduate Enrollment

Spring Arbor University seniors (90 credits or more) may take up to six hours of 500-level course work to apply toward the bachelor's degree. If a course is counted for the undergraduate program, it may not be counted toward a graduate program.

Full-time Status

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

Semester Credit Limits

Students may not enroll in more than 30 hours per 12-month period in any

GENERAL INFORMATION

Spring Arbor University graduate program or combination of graduate programs, without the permission of the program director. Any schedule exceeding 10 hours per semester (traditional semester calendars) or 15 hours in a six-month period (non-traditional semester calendars) must have permission of the program director. A student wishing to register for more than three hours above these limitations must have the permission of the dean of the School of Graduate and Professional Studies.

Student Academic Responsibility

SAU commits to helping students achieve their academic goals by providing numerous resources and tools, including academic advisors, degree audits, schedules, calendars, and online catalog. Students must assume certain responsibilities that include:

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

Standards of Conduct

SAU is dedicated to fostering academic, social and spiritual growth for students. While enrolled as active participants in the SAU community, students are expected to govern their lives in harmony with its regulations, both on and off campus.

Residency

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

Research

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

Assessment

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

Transfer Credit

Programs may accept a maximum of 9 graduate credits by transfer from a regionally-accredited institution. The transferred course grade(s) must be a "B"

or better. An official transcript from the institution must be submitted to the appropriate program office with the initial application. Transfer credits must be no more than 6 years old at the time of admission, but certain programs may allow exceptions, depending on the course. The program director has the discretion and the right to determine what is accepted and whether the course will substitute for a required course or elective credit. After admission to a Spring Arbor University graduate program, students wishing to complete coursework at another college or university, with the expectation of that coursework being applied toward a Spring Arbor University degree, must seek written advance approval from the program director.

Overlapping Courses

Students may apply credits successfully completed in one SAU master's degree towards degree requirements in another SAU master's degree, subject to a maximum of 25% of the credits in each degree and an overall maximum of nine (9) credits.

Grading System

Coursework will be assigned a letter grade that carries scholastic points according to the following scale:

A	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.67	D-	0.67
C+	2.33	U	0.00

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

A = excellent achievement

B = good work

C = below average work

D = unsatisfactory work

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

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

I = incomplete work in a regularly scheduled course at the time the final grade is due—given only when missing assignments are due to absences from classes for illness, or other emergencies—not given for unsatisfactory assignments or failure to submit assignments due to the student's negligence.

Note: A grade of "I" must be removed within six weeks after the end of the term in which it is given or by a date officially agreed upon by

GENERAL INFORMATION

the instructor and student—when an “I” is given, the instructor will indicate what grade the student will receive if the completion date is not met—if no grade is received, the “I” grade becomes a grade of “U.”

IP = work in progress at the time the final grade is due—given only for an independent study, internship, practicum, tutorial, exploratory experience or other special programs as approved by the registrar.

Note: A grade of “IP” must be removed within six months of the close of the term—if no grade is received, the “IP” grade will become a “U.”

Academic Integrity

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

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

- Everyone who is part of the Spring Arbor University community will seek to live a life of highest integrity, both personally and academically.
- Full truthfulness is essential from all those in the Spring Arbor University community.
- Faculty and students will carefully and diligently guard themselves from stealing material or intellectual property — whether physical or electronic in nature.
- Silence about others’ disregard for these standards devalues and violates the principles and spirit of our faith, the Concept and this policy. With prayerful introspection and loving confrontation, we should strive to hold one another accountable to the standards of our faith.

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. SAU's Academic Integrity policy is available electronically on the web site.

Characteristics of Graduate Culture

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

- **Depth of Inquiry:** a rigorous inquiry and cognitive development, which will produce persons who gain a depth of knowledge about a subject field;
- **Research-based Learning:** a growing familiarity and conversance with the scholars, relevant research, findings, and research tools underlying the subject field;
- **Practical Application:** involvement with action-oriented research and best practices in the subject field;
- **Knowledge Creation:** engagement with the subject field in ways that have potential for development of new knowledge, affirmation of existing knowledge, testing of emerging theories, or application and refinement of research-based practice; and
- **Independent and Self-Directed Learning:** responsibility for learning, which is demonstrated by the learner's manifestation of the ability for continuous learning in the subject field.

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

The Spring Arbor Graduate

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

- Understands what it means to be a part of a community of professionals – the student must be able to learn, communicate, and participate with others (community of learners).
- Has undergone a rigorous educational experience – the student will study topics that are grounded in theory, practice, and research (lifelong study and application).
- Has encountered the Christian faith from a variety of perspectives, including instructors, staff, students, coursework, and instructional materials – the student will see how the Christian faith impacts character and decision-making (total commitment to Jesus Christ as the perspective

GENERAL INFORMATION

for learning).

- Is able to participate in a global society – the student must be able to think critically and demonstrate the ability to take a leadership role in society (critical participation in the contemporary world).

ACADEMIC POLICIES

Academic Advising

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

Student Responsibilities

While Spring Arbor University will provide assistance in planning academic programs, students are ultimately responsible for the completion of their program. Students are expected to become familiar with degree requirements and expectations, as well as take the initiative for requesting academic advising assistance.

Probation

A student will be placed on probation if his/her GPA falls below 3.0. The time limit that the student must come off probationary status will be the end of the next semester or a minimum of six credits, whichever comes first.

Auditing a Course

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

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

Adding a Course

Students may add courses during the authorized drop/add period by utilizing the Academic Schedule Planner on the MySAU Portal.

Dropping a Course

Students who wish to drop a course during the authorized drop/add period, must use the Academic Schedule Planner on the MySAU Portal. It is important that students check with the program office to learn the applicable deadlines and tuition charges. Students dropping a course after the first week (or the authorized drop/add period, if different) will be charged tuition for the course.

Withdrawing from a Course

Students may withdraw up to the halfway point of a course and receive a grade of "W," which remains part of the student's permanent record. Withdrawal after the halfway point will result in a grade of "U."

Repeating a Course

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

Course Cancellation

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

Class Cancellation

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

Time Limits for Completing a Degree

Students must complete all degree requirements within six years of the date of enrollment in the first class after the student is admitted to the program. A student may petition the program director for an extension.

Withdrawing from a Program

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

GENERAL INFORMATION

Readmission to a Program

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

DISMISSAL POLICY

Reasons for Dismissal

Dismissal is possible for failing to maintain minimum academic standards. For example, students on academic probation that have been unable to raise their cumulative GPA to the minimum 3.00 standard after taking six additional credit hours will be dismissed from the program. Dismissal is also possible for disciplinary reasons, including (but not limited to) the following:

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

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

Dismissal Process

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

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

Step 2: At the discretion of the program director, the student may be asked to seek an informal resolution of the allegation with the accusing party. The student will inform the program director of the outcome within 7 days after

the program director's request. If resolution is not achieved in this informal process, then the matter will be brought before a disciplinary committee, consisting of the following individuals:

- program director
- associate dean - graduate studies
- faculty member (chosen by the program director)
- program staff member (chosen by the student) OR current SAU student (chosen by the student)

Step 3: The program director will notify the student of the scheduled meeting of the disciplinary committee. The student will be invited to submit a written response to the allegations no later than 7 days prior to the scheduled meeting.

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

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

Step 5: Within 7 days of the committee's decision, the program director will notify the student of the decision in writing. A student may appeal this decision by following the appeal process below.

Appeal Process

The student must commence an appeal within 7 days after receipt of the program director's written notification. The appeal must be typed and submitted to school dean, who will review the appeal and the decision of the disciplinary committee. The dean may request additional information from the student or the disciplinary committee. The dean will make a decision and notify the student in writing within 14 days after receipt of the student's appeal. At all times, the burden of proof is on the student.

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

Readmission

Students who have been dismissed may apply for readmission after one year has elapsed. Evidence to support the request for readmission must be submitted in writing to the program director. The burden of proof remains with the student. Filing an application does not guarantee readmission.

GENERAL INFORMATION

Grade Appeals

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

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

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

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

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

Academic Policy Appeals

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

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

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

Step 3: If the matter remains unresolved, the student may contact the Academic Affairs Office for the appropriate forms. Upon receipt of

properly completed forms by the student, the Academic Affairs Office will consider the appeal and render a final (and non-appealable) decision.

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

Graduate Attendance Policy

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

Tuition and Fees

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

Payments

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

Financial Aid

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

Refunds

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

1. Federal Unsubsidized Stafford Loans

GENERAL INFORMATION

2. Federal Subsidized Stafford Loan
3. Federal Graduate PLUS Loan
4. Michigan Tuition Grant

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

Transcripts

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

Veteran's Benefits

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

Graduation

Students must have an overall 3.00 GPA ("B" average) to graduate from any of Spring Arbor University's graduate programs.

Students who have completed all degree requirements are invited to participate in commencement on the University's main campus, where diplomas will be awarded. Students must complete a graduation/diploma application approximately three months prior to the ceremony. When applications are received a graduation fee is assessed.

If an application for graduation has been made and requirements are not finished as stated, a re-application fee will be charged. Students who cannot complete their requirements by the anticipated date should send written notification to their respective program offices.

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

Family Educational Rights and Privacy Act (FERPA)

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

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

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

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

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

GENERAL INFORMATION

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

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

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

STUDENT SERVICES

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

Library Services

Spring Arbor University has online library services to aid students in their learning. Pass codes will be given to enrolled students. This will allow access to library resources from home or work. A computer is located at each regional center if students choose to do their research there.

UNIVERSITY ADMINISTRATION

EXECUTIVE TEAM

Charles H. Webb, Ph.D.

President

Jeffrey E. Edwards, M.B.A.

Vice President and CIO - Technology Services

Brent Ellis, Ed.D.

Vice President for University Advancement

Kimberly Hayworth, M.B.A.

Vice President for Student Development & Learning

Matthew S. Osborne, M.A.

Vice President for Enrollment Management

Rodney M. Stewart, M.B.A.

Interim Provost and Chief Academic Officer

Jerry L. White M.S.E., CPA

Vice President for Business and Finance

Damon M. Seacott, M.A.

Chief of Staff

OTHER ADMINISTRATION

Donna M. Bergman Ed.D.

Director of Master of Special Education

K. Caleb Chan, Ph.D.

Interim Dean of the Gainey School of Business

Martin A. Covey, Ph.D., CFLE

Lead Faculty for Family Studies Curriculum & Programs

Gordon M. Eccles B.B.A.

Director of Student Financial Services

Natalie Gianetti, M.A.

Interim Dean of the School of Graduate and Professional Studies

George E. Griffin, Ed.D.

Lead Faculty for Business & Management Curriculum & Programs

Alvin V. Kauffman, M.B.A., M.S.N.

Director of Nursing

Eric R. Magnusson, D. Min.

Director, Master of Arts in Spiritual Formation and Leadership

Geoffrey A. Marsh, B.S.

Director of Financial Aid

GENERAL INFORMATION

Todd E. Marshall, Ph.D.

Dean, SAU Online

Terry L. McClintic, M.A.

Graduate Records Coordinator

Roy B. Meador III, M.L.S.

Library Director

Wallis C. Metts, Jr., Ph.D.

Director of Master of Arts in Communication

Sharon E. Norris, Ph.D.

Director of Master of Business Administration

Carl E. Pavey, D.Min.

Associate Dean of Graduate Studies

Linda Sherrill, Ed.D.

Dean of the School of Education

Roger M. Varland, M.F.A.

Interim Dean of the School of Arts and Sciences

Timothy Wiegert, M.A.

Registrar

Ervin E. Wright, Ph.D.

Interim Director of Master of Arts in Counseling




SPRING ARBOR
UNIVERSITY

Campus Map Legend

1.	CHAPMAN WELCOME CENTER Admissions Office	8.	WHITE LIBRARY Sacred Grounds Coffee Shop	24.	POLING CENTER FOR GLOBAL LEARNING AND LEADERSHIP Gainey School of Business Ada's Kitchen
2.	WHITE AUDITORIUM	9.	WHITEMAN GIBBS SCIENCE CENTER (WG) Natural Science Office Philosophy-Religion Office School of Arts and Sciences	25.	SPRING ARBOR FREE METHODIST CHURCH
3.	SAYRE DeCAN HALL (SDH) SAU Radio (WSAE) Academic Student Connections	10.	GANTON ART GALLERY	26.	HUMAN RESOURCES
4.	SMITH MUSIC CENTER (SMC) Band Room Choral Room	11.	OGLE ART CENTER Classrooms & Studios Mailing & Duplicating Services	27.	KOINONIA HOUSES a. McDonald House b. Taylor House c. Gallagher House d. Wesley House e. Trevan House f. Gregory House g. Roberts House h. Bishop House Triplex i. Snyder House j. Maddux House k. Warner House l. Jones House m. Hart House
5.	BUSINESS OFFICE Student Accounts	12.	THE PROF SHOP Performance Facility	28.	UNIVERSITY COMMUNICATIONS
6.	DIETZMAN HALL Alumni Relations (upper level) Financial Aid (lower level) School of Education (upper level) Technology Services (lower level) University Advancement (upper level)	13.	FIELDHOUSE (PEC)	29.	INSTITUTIONAL RESEARCH AND ASSESSMENT / ROTC
7.	KRESGE STUDENT CENTER Academic Affairs Bookstore Holton Health Center President's Office Ralph Carey Forum (RCF) Registrar Student Development Dorrice Ogle Dining Commons	14.	DUNCKEL GYM	30.	SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES
		15.	LOWELL HALL	31.	PHYSICAL PLANT
		16.	MUFFITT HALL	P	PARKING
		17.	ORMSTON HALL		
		18.	POST VILLAGE		
		19.	OGLE VILLAGE		
		20.	APARTMENTS		
		21.	VOLLER HOUSE (PRESIDENT'S HOME)		
		22.	GAINEY HALL		
		23.	UNIVERSITY HALL		

GAINEY SCHOOL OF BUSINESS

MASTER OF BUSINESS ADMINISTRATION



FROM THE DEAN

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

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

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

Blessings on you,



Dr. K. Caleb Chan
Interim Dean

PROGRAM MISSION

The MBA community of learners develops successful professionals through the study and application of theories, concepts, principles, and methods of business administration with Jesus Christ as the perspective of learning.

PROGRAM GOALS

The MBA program is designed to help students better understand and live out the SAU Concept through active participation in business and organizations. Students will integrate the Christian perspective with business administration concepts, theories, and practices placing importance on community and lifelong autonomous learning. Participation in the program will enhance the ability of students to think creatively and critically in the organizational context. Students will become efficacious in their capacity to act ethically and purposefully.

PROGRAM DESCRIPTION

The Master of Business Administration program seeks to combine the best of conventional academic training with the best of field-based learning. Most typical business disciplines are represented in the curriculum because we feel that a successful manager must be conversant using a variety of decision making models. The MBA curriculum addresses decision-making found in accounting, information systems, operations, entrepreneurial leadership, as well as the integration of faith and learning in the curriculum.

Program Delivery Options: The MBA program is comprised of 36 credit hours, and the curriculum is offered in a cohort delivery model. Students may complete the program in 18 months in a blended learning setting or 18 months online. Students participate in the International Business Summit which is a 4-day trip to an international business location where students embark on a collaborative learning experience. Courses in both models will enhance and develop a learning community environment where relationships are created and honored.

Students with an undergraduate business degree and prior learning in key business areas (accounting, finance, economics, marketing, management, and decision sciences such as statistics) will discover that this program utilizes and expands upon that basic business knowledge.

Students must complete the 36-credit hour curriculum with a minimum 3.00 GPA to graduate.

MASTER OF BUSINESS ADMINISTRATION

CORE COURSES - 36 hours

- MGT 060 Orientation (0)
- MGT 606 Management & Human Resources (3)
- MGT 607 International Business (3)
- MGT 609 Competitive Strategy (3)
- MGT 611 Business Law for Managers (3)
- MGT 617 Ethical Leadership (3)
- MGT 622 Statistics for Managers (3)
- MGT 624 Management Information Systems (3)
- MGT 631 Managerial Accounting (3)
- MGT 641 Managerial Finance (3)
- MGT 661 Marketing Management (3)
- MGT 686 Living Case Study: Final Thesis I (3)
- MGT 687 Living Case Study: Final Thesis II (3)

ADMISSIONS

The following are requirements for admission into the MBA programs. Admission must be approved prior to being considered for financial aid.

Requirements

- Bachelor's degree from a regionally-accredited college or university
- An overall 3.0 GPA for all undergraduate coursework
- An official transcript from the institution granting the bachelor's degree
- At least two recommendations from professional/academic individuals
- A completed application
- Approval by the MBA Admissions Committee

Please see www.arbor.edu for more information.

POLICIES

Attendance

Class attendance is expected for successful completion of any course. Students who accumulate absences (excused or unexcused) for more than one-third of the sessions in a course may be administratively withdrawn from that course with a grade of "U."

Advising

The MBA program coordinator will be available for advising assistance.

Living Case Study Client Assessment

At the end of the living case study, the host organization for the student's Living Case Study will provide an assessment of the student's conduct of the project.

MBA Fees

Fees for special materials may be required for some courses (such as the Living Case Study).

Transfer Credit

The MBA program does not accept any transfer credit toward the 36 required credit hours for the degree.

CURRICULUM

MGT 060 MBA Orientation (0)

The non-credit, two-week MBA orientation improves learner effectiveness by introducing students to the MBA program, its mission, program goals, courses and policies. The web-enhanced platform and tools that will be used during the program will be introduced to enhance learner effectiveness. Topics include the integration of faith and learning in the MBA curriculum, critical thinking, and the use of APA in writing.

MGT 606 Management and Human Resources (3)

This course explores the major issues of organizational behavior and human resources. The intent is to develop better understanding and skills in diagnosing and treating organizational problems. Students will explore human resource topics and issues such as hiring/firing, assessment, compensation, training, safety, and promoting within high-performance organizations.

MGT 607 International Business (3)

This course canvasses key aspects of contemporary international management, and it includes an international experience through a trip to an international business location. Topics in the course include international trade theory, trading patterns, foreign exchange

MASTER OF BUSINESS ADMINISTRATION

rates and markets, strategic alliances, direct foreign investments, regional business issues, cultural, political and economic influences, as well as trade management practices.

MGT 609 Competitive Strategy (3)

This course provides students an opportunity to integrate many aspects of the MBA curriculum into solving problems and making strategic decisions in a complex and interrelated simulated business environment. After this course, students should realize a greater ability to recognize issues with many component variables and develop effective organizational strategies.

MGT 611 Business Law for Managers (3)

The course provides the knowledge of the legal institutions necessary for a manager or entrepreneur to function effectively. Topics include fundamentals of corporate law, major regulatory and corporate responsibility and contract law.

MGT 617 Ethical Leadership (3)

Introduces theories and practices of leadership directed at understanding, predicting and influencing individuals and groups in organizations. Covers Christian ethics and draws from sources including the Bible and case studies of involving ethical issues. Includes topics such as the nature of leadership, effective leadership behavior, power and influence, leading change, leadership in teams, decision-making and fundamental management and leadership skills in the corporate arena. Integrates writing in APA style.

MGT 622 Statistics for Managers (3)

Students will be introduced to qualitative and quantitative research methods, including data analysis treatments. Students will make preparations for the living case study work in MGT 686 and MGT 687. By the end of the course, students will have identified their host organization for the Living Case Study program, and they will have defined the context of the organization they plan to study for the Living Case Study program.

Note: This course is fulfilled by NUR 551 for the MSN/MBA students.

MGT 624 Management Information Systems (3)

This course surveys the principles and concepts of information systems as they are applied in the business world. Various types of information systems and how they enhance personal and organizational productivity, as well as competitiveness, will be examined. Modern information technology that supports business enterprises will also be surveyed.

MGT 631 Managerial Accounting (3)

This course is an advanced course in accounting stressing the development of understanding in contemporary accounting techniques and tools. Students will learn to develop, interpret and request various accounting reports. Students may explore accounting systems in the context of management's need for business

planning, control and decision-making. Topics may focus on operating and capital budgets, cash flow projections, cost accounting systems, cost behavior, and cost allocations.

MGT 641 Managerial Finance (3)

Equip students to develop realistic financial systems for business enterprise. Students develop familiarity with fundamental concepts and contemporary approaches, including financial calculations and analysis. Topics include the examination of financial objectives relative to investment and management, lease financing, securities portfolios, dividend policies, risk/return trade-offs, capital budget, cost of capital, cash management, and International finance.

MGT 661 Marketing Management (3)

This course focuses on concepts, principles and techniques of effective, high-performance companies through marketing management. Topics include customer value and satisfaction, market research and surveys, market segmentation, market offer differentiation, market positioning, and the development and execution of marketing plans. Emphasis is placed on how these areas relate to the student's work environment. Integrates The Principles of Business.

MGT 686 Living Case Study: Final Thesis, Part I (3)

Students need to have secured a host organization for the Living Case Study program before the start of the course. Building on their understanding of the context of the host organization, students will engage in a needs assessment of the host organization. Students will identify problems that need to be solved using concepts and theories to explain those phenomena. Students will go beyond studying the organization, and the Living Case Study project will involve proposing a solution to the problem, implementing that solution, measuring and reporting results. Outcomes in MGT686 include the development of a project proposal and project management plan. Students will need to obtain permission from the host organization and the faculty to implement the proposed project by the end of the course.

MGT 687 Living Case Study: Final Thesis, Part II (3)

Based on the implementation of the project management from MGT 686, the student completes the implementation of the final thesis project and follows the project through to completion. Students actually implement the full improvement plan and assess the outcomes of the project. Students will present their results through a detailed assessment and interpretation to both the host organization and the MBA faculty. Student will present their project results to the host organization, and the host organization will provide assessment input to the faculty through a client assessment of the student's implementation of the Living Case Study project. The student will defend the design, development, implementation and results of the Living Case Study project in a final written

report to the faculty.

Note: MGT686 and MGT 687 fulfill the MSN/MBA capstone project requirement for MSN students.

FACULTY

K. Caleb Chan

B.A., King College

Ph.D., Georgia State University

James G. Coe

B.S., Indiana University

M.S., National-Louis University

Ph.D., Regent University

Postgraduate study, Oxford University, U.K.

E. Allen Knight

B.S., Milligan College

M.B.A., Olivet Nazarene University

A.B.D., Anderson University

Randall J. Lewis

B.S., Tri-State University

M.B.A., Central Michigan University

Ph.D., Michigan State University

Sharon E. Norris

B.A., Spring Arbor University

M.B.A., Spring Arbor University

Ph.D., Regent University

Vilma Vallillee

B.A., University of Guelph

M.B.A., Wayne State University

Ph.D., Claremont Graduate University

**SCHOOL OF GRADUATE AND
PROFESSIONAL STUDIES**

Master of Arts in Counseling
Master of Arts in Family Studies
Master of Science in Management
Master of Science in Nursing



FROM THE INTERIM DEAN

Welcome to the School of Graduate and Professional Studies. Our graduate programs are designed to offer you outstanding educational experiences with an integration of faith and learning.

We currently offer degrees in counseling, family studies, management, and nursing. Please contact a Spring Arbor University site near you for more information or to enroll in one of these dynamic majors.

God's blessings as you pursue a degree,

A handwritten signature in black ink that reads "Natalie Gianetti". The script is fluid and cursive, with a large initial "N" and "G".

Natalie Gianetti
Interim Dean of the School of Graduate and Professional Studies

SCHOOL OF GRADUATE AND
PROFESSIONAL STUDIES

MASTER OF ARTS IN COUNSELING



PROGRAM DESCRIPTION

The Master of Arts in Counseling (MAC) provides comprehensive academic instruction and clinical experience for students interested in helping others in a counseling setting. The MAC program is a 50-credit hour degree program, which includes a 100-hour practicum and a 600-hour internship. This program helps students integrate professional ethics, multiculturalism, interpersonal skills, and counseling theory and practice within a Christian perspective.

Mission Statement

To prepare competent professionals who are committed to ethical practice and critical participation in a global society.

Program Objectives

The MAC program will assist students to:

1. Integrate a Christian faith perspective for personal and professional development as a basis for counseling practice.
2. Demonstrate a working knowledge of the Code of Ethics and Standards of Practice of the American Counseling Association. Students in the school counseling track will also demonstrate a working knowledge of the American School Counselor Association's Ethical Standards for School Counselors.
3. Develop an awareness of, and sensitivity for, social and cultural influences on human behavior and recognize the impact of individual differences on the counseling process.
4. Create a professional identity through coursework, post-graduate trainings, supervision, and active membership in professional organizations.
5. Establish a foundation for understanding both normal and abnormal behavior of human development across the life span, based on theories of human development and counseling theory and techniques.
6. Describe the major theories of career development in the context of the person's diverse needs, unique life roles, and life factors.
7. Establish a therapeutic relationship where "best practice" in counseling theories and techniques are utilized as a basis for case conceptualization, intervention, and on-going evaluation of client/student progress.
8. Demonstrate effective group leadership techniques, based upon knowledge of group theory, dynamics, and developmental tasks with diverse clients/students.
9. Demonstrate knowledge of social, cultural, and ethical factors that influence selection, administration, and interpretation of standardized and non-standardized assessments for both individuals and groups.

10. Serve as effective consumers of research, being knowledgeable of research methodology and statistical analysis that inform evidence-based practice for both client/student intervention and program development/evaluation.

Tracks

The MAC program offers two tracks: Community Counseling and School Counseling. Both tracks have a common core curriculum (44 credits) with separate requirements for elective courses (6 credits) and the clinical experience. The Community Counseling track is designed to help students with preparation for Michigan licensure as a Licensed Professional Counselor (LPC). LPCs may be employed in mental health settings, churches, clinics, other agencies, or a private practice setting. The School Counseling track is designed to assist students with preparation for becoming a K-12 Licensed School Counselor (LSC) in Michigan. LSCs may be employed in local school districts, career centers, or intermediate school districts to work with K-12 students. The school counseling track is also intended to assist students with preparation for Michigan licensure as an LPC.

Licensure

Students desiring to become LPCs must first apply for licensure as a Limited Licensed Professional Counselor (LLPC), complete the necessary 3,000 post-degree hours supervised by a LPC, and pass a licensing exam. Please refer to the MAC Student Handbook for specific Michigan licensure requirements. Students who are considering licensure in other states are encouraged to contact the Board of Counseling or State Education Department of that state to learn about the requirements for licensure. This should be done prior to enrolling in the MAC program.

Ohio Licensure Concentration

The SAU Master of Arts in Counseling (MAC) degree can be completed with 50 semester hours, including a 100-hour Practicum and a 600-hour Internship field experiences. The state of Ohio requires a minimum of 60 semester hours of coursework to be eligible for state licensure. SAU has designed an Ohio community counseling concentration that meets the requirements of Professional Counselor (PC) or Professional Clinical Counselor (PCC) licensure in the state of Ohio.

Students seeking Ohio licensure in community counseling need to take an additional 18 hours of coursework beyond the required 44 hours of core courses. The minimum 60 semester hours of coursework must include at least 20 semester hours of clinical coursework with at least one course in each of the five clinical areas: (1) clinical psychopathology, personality, and abnormal behavior; (2) evaluation of mental and emotional disorders; (3) diagnosis of mental and emotional disorders; (4) methods of intervention and prevention of mental and emotional disorders; (5) treatment of mental and emotional disorders. Note:

MASTER OF ARTS IN COUNSELING

Students choosing to do the additional coursework for licensure in Ohio as a PC or PCC will take a total of 62 semester hours instead of the minimum 60 semester hours.

All of the required coursework beyond the 50 semester hours for the MAC degree is offered by the MAC program of Spring Arbor University. Students choosing to graduate with the 50 semester hours in community (agency) counseling are not eligible for licensure in the state of Ohio.

Program Format

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

ADMISSIONS

The MAC program intentionally recruits students who are representative of a multicultural and diverse society. Applicants from a variety of undergraduate disciplines may apply to this program, although a degree in counseling or psychology may be the best preparation for the program. The MAC program is taught from a Christian perspective.

Admission Requirements

General Admission Requirements (see also the general admissions portion of this catalog):

- A bachelor's degree from a regionally accredited college or university;
- A 3.0 cumulative GPA for the bachelor's degree;
- An official transcript from all previous institutions attended;
- At least two recommendations from professional/academic sources using the provided recommendation forms;
- Successful interview with the Director of the MAC Program and/or designees;
- Successful completion of an on-site writing assessment, demonstrating proficient computer and writing skills;
- Misdemeanor and Felony Disclosure Form;
- Submission of a Statement of Purpose (1-2 pages) detailing the reasons for pursuing this counseling degree, relevant career goals, and the track to which the individual is applying – School Counseling applicants should include relevant experience with school-aged youth (e.g., Scouts, 4-H, youth group); and
- A completed application.

Note: A resume or vita outlining volunteer/professional work-related experiences pertinent to the counseling field is recommended for the admission process. Please see www.arbor.edu for more information.

Non-Degree Seeking Students

Applicants desiring to take classes, but who are not seeking a degree may apply for a maximum of six credits. Granted permission, this allows applicants to experience graduate-level course work and may transfer credit to another program. Because of class size restrictions, preference will be given to students admitted to the program. Non-degree status does not guarantee future admission into the program nor does it guarantee that the credits will apply toward the MA degree. Please request an application form from the program office.

Guest Students

Applicants who are currently enrolled at another institution may enroll as a guest student for up to six credit hours to transfer to their home institution. Because of class size restrictions, preference will be given to students admitted to the program. Guest student status does not guarantee future admission into the program nor does it guarantee that the credits will apply toward the master's degree. Please request the SAU guest application form from the program office.

Misdemeanor and Felony Disclosure

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

Misdemeanor and/or felony conviction could impact approval to begin a clinical experience or acceptance at an internship site. Misdemeanor/and or felony conviction could also result in denial of licensure as an LLPC (by the State of Michigan Board of Counseling) or a Licensed School Counselor (by the Michigan Department of Education).

Background Check

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

POLICIES

Expectations of a MAC Student

- Demonstrates professional ethics and personal integrity;
- Actively contributes to the learning environment of the class;
- Takes ownership for his/her own educational experience;

- Remains open to self-awareness, personal reflection, personal and professional growth;
- Is receptive to feedback from other students, instructors, and site supervisor;
- Maintains a high level of respect for self and others as demonstrated by appropriate language, tone of voice, and attitude in verbal/written communication;
- Demonstrates appropriate interpersonal interactions with site personnel, instructors, fellow students, clients, supervisor, and colleagues at clinical site;
- Refrains from the use of substances – does not come to class or clinical site under the influence of drugs or alcohol;
- Handles conflict in an appropriate manner;
- Takes responsibility for his/her own thoughts, actions, and words;
- Values the client/student from a holistic perspective – mind, body, spirit;
- Shows effective communication skills – listening, speaking, writing;
- Manages the inherent stress of the program and demonstrates positive self care; and
- Values content of learning more than a grade point average

Course Attendance

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

Professional Standards

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

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

dismissal from the MAC program. Refer to the MAC Student Handbook for more information.

Eligibility for Clinical Experience

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

Electives

In addition to core courses, 6 credit hours of elective courses are required. Students should contact the graduate academic advisor about course availability or other questions in planning electives. Elective credit is not given in the MAC program for attending professional/continuing education workshops or submitting prior learning experiences.

Transfer Credits

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

Graduation Requirements

- Successful completion of the 50 credit-hour program, including a 100-hour practicum and a 600-hour internship
- A 3.0 minimum cumulative GPA
- Demonstration of professional competencies as assessed on the PCP
- Completion of the Counselor Preparation Comprehension Examination (CPCE)

Endorsement Policy

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

CURRICULUM

The required 44-credit core for both Community and School Counseling are as follows:

CNS 603 Introduction to Counseling (2)

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

CNS 605 Research in Counseling (3)

This course provides an overview of basic statistics and research designs/techniques utilized in the field of counseling. Primary emphasis will be on developing the skills necessary to be good consumers of research and to be able to effectively conduct program evaluation. This course is also designed to assist students in developing their knowledge and skill with writing in APA format.

CNS 611 Legal Issues and Ethics in Counseling (3)

Major legal and ethical issues in the field of counseling, including familiarization with the ethical principles of relevant professional organizations are emphasized. Case studies will be used to highlight current legal and ethical areas.

CNS 645 Developmental Issues in Counseling (3)

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

CNS 672 Psychopathology (3)

The *Diagnostic and Statistical Manual of Mental Disorders, Text Revision* (DSM-IV-TR) (4th edition) classification system is used to help students understand the criteria for assessment and diagnosis of mental disorders. Students will also learn to conduct diagnostic interviews and write intake summaries. Treatment planning will be introduced. *Prerequisite: Abnormal Psychology at the undergraduate level.*

CNS 636 Assessment and Testing (3)

This course will provide students with a practical orientation to psychological testing, as well as a theoretical foundation for valid measurement. It will help develop skills in administering, scoring, and interpreting standardized tests.

The focus of this course is on tests used in counseling and test reports with an emphasis on learning how to integrate testing as an additional tool in counseling. Tests most commonly encountered in the counseling field are identified and reviewed, and the following components are discussed; psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results.

CNS 664 Career Counseling (2)

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

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

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

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

This course will focus on developing basic counseling skills and techniques. Special attention will be given to various topics relevant to the counseling setting, including gender, age, culture and ethnicity. Videotaping of simulated counseling sessions will be used to provide specific feedback to students. *Prerequisite: CNS 621*

CNS 641 Group Process and Counseling (3)

This course focuses on learning group process and dynamics, the stages of group development, and developing leadership skills to lead process and psycho-educational groups within a counseling setting. There is an emphasis on ethical and legal issues with group practice.. *Prerequisite: CNS 621 and CNS 622.*

CNS 654 Conceptualization and Treatment in Counseling (3)

Students will bring together the knowledge and skills learned in previous coursework. Emphasis will be placed on conducting diagnostic interviews, developing case conceptualizations, writing intake summaries, and developing treatment plans. Students must demonstrate competencies in the basic counseling skills. The role of supervision is also discussed. This course prepares student for the clinical experience. *Prerequisites: All courses in the core curriculum with the exception of CNS 668 and CNS 678.*

CNS 658 Practicum in Counseling (3)

This course emphasizes practical application of counseling principles. Counseling experiences are provided in a clinical setting providing the opportunity for students to apply previously acquired knowledge and skills.

MASTER OF ARTS IN COUNSELING

A total of 100 hours is required with a minimum of 40 hours direct client contact. A student must file application and receive approval to begin the clinical experience. *Prerequisites: Current MAC student, all courses in the core curriculum with the exception of CNS 668 and CNS 678.*

CNS 680 Internship (3)

This is an intensive, 300-hour, field-based experience in which students will apply counseling knowledge and professional competencies in an approved setting. Possible internship sites include schools, colleges, and community agencies. With the exception of students seeking Ohio licensure, internship placements must be completed in the State of Michigan. This is a repeatable course. **A student must complete this course two times for a total of 600 hours and 6 credits.** *Prerequisite: Current MAC student, CNS 658.*

CNS 668 Consulting in the Helping Professions (2)

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

CNS 678 Capstone in Counseling with a Christian Perspective (2)

This course is structured around the clinical implications of integrating psychology, theology and spirituality into counseling. Students will engage in thoughtful exploration of clinical, ethical and practical integration of faith in counseling practices. In addition to providing the student with an opportunity to explore the intrinsic and extrinsic integration of faith and counseling the course will assist in the preparation of becoming an effective integrative counselor. Each student will be required to take the Counselor Preparation Comprehensive Examination (CPCE) as scheduled during this course. The CPCE serves as an excellent practice test for the National Counseling Examination (NCE).

ELECTIVES

CNS 525 Art Therapy (1)

This course offers an overview of the history and growth of art therapy as a discipline, along with an overview of the leading theoretical approaches that have evolved from the founding practitioners in the field. Students develop a clear understanding of the role of an art therapist within the various work settings. Students will have the opportunity to discuss clinical and practical applications of art therapy based on their readings, videotapes, and lecture. These applications are discussed in relation to providing optimum patient care and exploring a variety of treatment approaches and facilities. Current development and future directions within the field are also explored.

CNS606 Clinical Psychopathology and Abnormal Behavior (2)

this course will provide students with an in depth examination of the various

classes of disorders as outlined in the DSM-IV TR. Emphasis will be given to the identification, etiology, and current best practices treatment of these disorders. Case studies will be used to investigate the developmental issues in abnormal behavior across the life span. Consideration will also be given to how this developmental perspective is applied to counseling practice. A thorough knowledge of the DSM-IV TR is expected. this course is designed to meet ORC 4757-13-01:5(a) Educational requirements for licensure as a professional clinical counselor, clinical psychopathology and abnormal behavior. In addition, it is designed to meet in whole or in part CACREP requirements for Clinical Mental Health Counseling including standards C.2-7; D.1, 6, 8; G. 1-3; K.1; and L. 1-2. *Prerequisite: CNS636 and CNS672.*

CNS607 Advanced Personality Assessment (1)

This course will focus on the administration, scoring and interpretation of personality and psychopathology assessment tools with a primary focus on the MMPI-2. Students will be introduced to the concept of personality and psychopathology assessment for purposes of diagnosis and treatment planning using objective assessment. The course is designed to meet the requirements outlined in ORC 4757-13-01:A(5)b Evaluation of Mental and Emotional Status for licensure as a professional clinical counselor. *Prerequisite: CNS636 and CNS672.*

CNS 613 Social and Cultural Diversity (2)

This course is designed to engage students in the multi-faceted dimensions of working with diverse clients. It is the intent of this course to assist students in developing an understanding of the role of culture in relationships, social issues and trends in a multicultural society. The course will focus on increasing students' cultural awareness, cultural competency and ability to develop culturally appropriate interventions. *Prerequisite: CNS 602, CNS 611.*

CNS 627 Sexual Abuse Recovery (3)

This course reviews relevant literature investigating incidence, etiology, and a variety of treatment approaches to facilitate adult recovery from childhood sexual abuse. Also examined are interventions helpful in reducing present symptoms and effecting long-term relief from unresolved prior trauma. *Prerequisite: CNS 645.*

CNS 629 Cognitive Therapy: (3)

This course is designed to give advanced masters students an understanding of the application of cognitive theory and techniques in counseling. They will gain an understanding of the treatment strategies and techniques of cognitive therapy and they will develop skills in the use of cognitive therapy. *Prerequisites: CNS 621 and CNS 622.*

CNS 633 Theories and Techniques of Play Therapy (3)

The purpose of this course is to provide students with an understanding of a variety of play therapy theoretical orientations and specific skills which can be used when working with children and their families using the developmentally appropriate setting of play. *Prerequisite: CNS 611.*

CNS 634 Play Therapy: The Parent-Child Relationship (2)

This course consists of didactic and experiential training in Filial Therapy and Theraplay – two effective interventions that emphasize the parent-child relationship and the inclusion of the parent(s) in the treatment process. In addition, assessment and treatment techniques of children with autism, Asperger’s and attachment disorders will be considered. *Prerequisite: CNS 633.*

CNS 635 Group Play Therapy and Sandtray (2)

The course consists of didactic and experiential training in group play therapy, sandtray, as well as treatment interventions for working with teens. Group play therapy in a variety of settings with a variety of techniques will be covered in the course. In this course, a critical distinction will be made between sandplay and sandtray therapy. A general overview of how to adapt these techniques for use with adolescents will also be provided. *Prerequisite: CNS 633.*

CNS 646 The Psychology of Death and Dying (3)

This course has been developed for students of counseling. The primary purpose is to increase their understanding of general concepts and dynamics of death, grief, and loss as they relate to biopsychosocial and spiritual issues throughout the lifespan and within diverse cultures. Major theories, process models, and effective support strategies will also provide a foundation for professional support measures for the dying and bereaved. Current events, research, and controversial issues within the field of thanatology will also be explored.

CNS 647 Psychosocial Aspects of Grief (3)

This course has been developed for students of counseling. The primary purpose is to prepare helping professionals to work effectively with clients who are coping with loss, both death and non-death related, and specific grief reactions. The course will address current theories, knowledge, and skills needed to provide professional intervention to individuals and families coping with a wide range of loss experiences. Students taking this course are expected to have previous knowledge in development through the lifespan, theories of personality and human behavior, and cultural diversity issues.

CNS 652 Foundations of Marriage and Family (3)

The goal of this course is to give advanced master’s students an understanding of the theoretical foundations of systemic family therapy with an emphasis on systems theory, major marriage and family therapy models and recent

postmodern theoretical developments. Students will be introduced to key founders of family therapy and concepts and terms related to family systems theory. *Prerequisite: CNS 603, CNS 611, CNS 621, and CNS 622.*

CNS 690 Individualized Advanced Research (1)

This course is designed to permit the student to research a topic of interest on an individualized basis. Prior to registration, a topic and outline for investigation must be approved by the supervising faculty member and program director. As a result of this investigation, students will produce a 15-20 page paper reflecting their analysis of the professional literature. Students will be issued a letter grade for this course. *Prerequisite: Completion of first two semesters in the counseling program.* See the Master of Arts in Counseling Student Handbook for more information.

SCHOOL COUNSELING TRACK

Students in this track are required to complete the 44-credit counseling core, CNS 673, and CNS 683. These credits will fulfill the elective requirement for completion of the degree. Students without a teaching certificate are required to take CNS 643. This course should be taken in the spring of the first year of the program. A student may petition to waive this course if s/he possesses or has possessed a teaching certificate. If a prerequisite is waived, credit is not earned. This course is a prerequisite for this track only and will not count toward the required 6 credits of electives in the MAC program. Refer to the MAC Student Handbook for more information.

CNS 643 Introduction to Classroom Dynamics (3)

This course is designed as a prerequisite for non-teachers to the school counseling track. Students study classroom dynamics such as teacher responsibilities, effective teaching strategies, classroom management practices, learning theories, and unit planning. Legislative and reform movement influences on K-12 education are explored, as are the influences of educational theorists and movements. Students observe in K-12 classroom/school settings for a minimum of 12 hours. Due to the strong educational focus of this course it is a prerequisite for the school counseling track only and is not designed to be used toward the required six credits of electives for the MAC program. Students with a teaching certificate may petition to waive this course.

CNS 673 Development & Administration of School Counseling Programs (3)

This course investigates the systematic development and administration of K-12 comprehensive guidance programs. Knowledge and skill competencies emphasized will include the understanding and application of program development, implementation, and evaluation. The role and responsibility of the school counselor is explored within the context of the Michigan Comprehensive

MASTER OF ARTS IN COUNSELING

Guidance and Counseling Program and the ASCA National Model. Ethical and legal responsibilities within these frameworks will also be examined.

Prerequisites: CNS 603, 611, 621 622, 643 and 664.

CNS 683 Mental Health Within the Schools (3)

Students in this course will investigate methodologies used by the school counselor in dealing effectively with elementary and secondary school students whose physical, social, mental, or emotional needs preclude academic achievement. Knowledge and skill competencies emphasized will include early detection, intervention, and referral strategies appropriate for dealing with special populations within the school setting. Relational dynamics among parent, teacher, and agency resources are examined to encourage placement of proactive measures within the system. *Prerequisites: CNS 603, 611, 621, 622, 672, 641 and 673.*

School Counseling Clinical Experience

Students are required to complete their internship in a traditional K-12 school setting during normal school hours of the traditional school year. Students may spend a maximum of 100 secondary hours at an alternative high school setting. Because students will be receiving a K-12 license, students must complete hours (200) in the elementary setting and hours (400) in the secondary setting. Refer to the MAC Student Handbook and the Master of Arts in Counseling Student Clinical Manual: School Counseling for more information.

FACULTY

Abe Atallah

B.A., Luther Rice Seminary

M.A., Ashland Theological Seminary

D.Min., Trinity Theological Seminary, U.K.

Janet Glaes

B.A., Western Michigan University

M.A., Western Michigan University

Ph.D., Western Michigan University

Ervin Eugene Wright

B.A. Bowling Green State University

M.A. Heidelberg College

Ph.D. University of Toledo

SCHOOL OF GRADUATE AND
PROFESSIONAL STUDIES

MASTER OF ARTS IN FAMILY STUDIES



PROGRAM DESCRIPTION

The Master of Arts in Family Studies (MAFS) is an interdisciplinary degree, requiring successful completion of 36 credit hours. The program combines academic instruction with applied program development, to prepare students for careers involving non-therapeutic intervention strategies with families and individuals. The MAFS is designed to be completed by a cohort group that begins and ends coursework together. This group format is intended to facilitate learning and provide support for all members of the group.

Theoretical and conceptual family life foundations are studied in an environment that embraces Christ as the center of learning and emphasizes the strengths and potential of all families. Taught from a Christian perspective, the curriculum covers such topics as family studies methodologies, human development, human sexuality, research methods, cultural issues, ethics, parenting, group dynamics, and public policy. Each student will research, develop and implement a non-therapeutic family intervention program as a culmination of their studies in the MAFS program.

ADMISSIONS

Requirements for Admissions

- A bachelor's degree from a regionally accredited college or university;
- A 3.0 GPA for at least the last two years of the bachelor's degree;
- An official transcript from all previous institutions attended;
- At least two recommendations from professional individuals;
- Demonstrated competency in an on-site writing sample;
- Successful admission interview;
- A letter of purpose in pursuing the degree;
- A photo ID; and
- A completed application.

While a degree in family life education, sociology or psychology may be helpful as preparation for this degree, applicants from other disciplines are encouraged to apply. Acceptance into MAFS does not guarantee graduation. Because extensive writing is required in the program, proficient writing skills and computer competency are required for successful completion of the program.

Please see www.arbor.edu for more information.

Non-Degree Seeking Students

Applicants desiring to take classes, but who are not seeking a degree may apply for a maximum of six credits. Granted permission, this allows applicants to experience graduate-level course work and may transfer credit to another

program. Because of class size restrictions, preference will be given to students admitted to the program. Non-degree status does not guarantee future admission into the program nor does it guarantee that the credits will apply toward the MA degree. Please request an application form from the program office.

Guest Students

Applicants who are currently enrolled at another institution may enroll as a guest student for up to six credit hours to transfer to their home institution. Because of class size restrictions, preference will be given to students admitted to the program. Guest student status does not guarantee future admission into the program nor does it guarantee that the credits will apply toward the master's degree. Please request the SAU guest application form from the program office.

Class Calendar

The regional center develops a calendar of class nights for each cohort. The program is in session year-round with the academic calendar divided into two six-month semesters. Students are responsible for checking the beginning dates of individual classes or cohort. Students may complete the degree in approximately two years, if each course is taken as offered.

POLICIES

Course Attendance

Attendance is a prerequisite for success in course work and the personal and small group relationships that occur in the class sessions. Attendance is expected at all classes. Missing class, arriving late and/or leaving early can adversely affect the student's final grade. See the MAFS Student Handbook for more information.

Electives

All courses in the MAFS program are considered "core courses." No electives are required to complete the MAFS program.

CURRICULUM

Required for graduation: 36 semester credit hours

Required Courses

FST 526 Changing Families (2)

Bronfenbrenner's ecological theory will provide the theoretical framework

that guides student inquiry as to how families have changed throughout time and the role technology has played in that change. Students will discover the socioeconomic forces that influenced families throughout the history of the U.S. A model will be presented to guide readings and discussions regarding specific areas of family life that have been, and continue to be, influenced by similar socioeconomic forces. Student exploration will also include consideration of how technology has impacted families, communities and culture. Students will be encouraged to focus on how families have embraced, adapted to, used, transformed and applied technology for their survival and sustenance. The Framework for Life Span Family Life Education will guide student inquiry.

FST 602 Human Development Across the Life Span (3)

Students will explore a multifaceted approach to human growth and development that spans the lifetime from conception to death. The focus of readings and discussions will be on factors and processes influencing normal development, however students will also discuss how families adjust to developmental delays, disabilities, and loss at any stage of the life cycle. Multiple theories of development will be considered, along with an exploration of current research and classic literature on the human lifespan. The goal of this course is to deepen students' understanding of human development and to equip students to apply new knowledge in program development and family life education efforts.

FST 612 Family Studies Methodologies (4)

Students will learn the nature of family studies, its history as a field of formal study, and the future of family studies and family life education. The learning needs of students of various ages will be discussed, but adult students will be the primary focus of the course. Students will become familiar with Bloom's taxonomy. Students will also consider the effects of learning style and Gardner's theory of multiple intelligences in the delivery of family life education interventions.

FST 624 Human Sexuality (2)

Students will consider topics of sexuality that include sexuality throughout the life span, communicating about sexuality, responsible sexual behavior, and varying societal beliefs about sexuality.

FST 633 Family Resource Management (2)

Students will learn the systems concepts of space, time and energy. They will discover how these process elements are utilized in family decision-making and management of family resources.

FST 637 Group Dynamics (2)

Students will learn elements of group process in such situations as focus

groups, formal educational settings, nonformal educational settings and discussion groups. Implications for professional practice for the family life educator will be emphasized.

FST 643 Cultural Issues in Family Life (3)

Affective and instrumental functions of families across the life span in different cultures will be examined. Topics include: the importance of routines, rituals and traditions to families of different cultures; family forms in different cultures; and the influence of the ecology on families in different cultures.

FST 645 Parenting in Context (2)

Students will explore the interactional and multidimensional contexts that impinge on the mothering and fathering roles. Students will explore how the characteristics of parents effect child development and outcomes, how the characteristics of the child influence parents, and how the contextual issues such as marriage, work, community/neighborhood, and socioeconomics impact both parenting and child outcomes.

FST 647 Christian Perspectives in Family Studies (1)

This course will review literature about Christian perspectives on family studies and enable the student to effectively develop authentic and sensitive methods for integrating faith issues with instruction and intervention with family issues.

FST 654 Research Methods (3)

Methods of problem definition, research design and analysis of issues in families will form the basis of study. *Prerequisite: undergraduate-level statistics course with a grade of C or higher.*

FST 652 Marriage, Divorce and Remarriage (2)

Intimacy, love and romance will be some of the issues discussed as they relate to the development of intimate relationships. Dissolution of intimate relationships and the reestablishment of intimate relationships will be considered. Educational interventions in intimate relationships for the family life educator will be emphasized.

FST 663 Mental Illness and Families (3)

This course provides the theory and research on dynamics of mental illness and its impact on families. Focus is on preparing family life professionals to help families with individuals with mental illness to understand how the illness affects the family.

FST 664 Ethics in Family Life Education (2)

Ethics and laws affecting the professional family life educator will be examined. Focus will be on developing a professional identity, including establishing and

maintaining a consulting service.

FST 668 Public Policy and the Family Professional (2)

Students will explore the role of the family professional in understanding, evaluating, and influencing public policy from a family perspective. Specifically, they will learn the rationale for family policy work, learn to analyze current policy using a family perspective, and explore strategies for being involved in family policy making.

FST 680 Family Studies Program Project (3)

Students will develop and present a family life education program that includes a thorough literature review. The program project will require a minimum of 300 hours of development and presentation time. A program notebook of professional quality will be the final product. Students work on this project throughout the entire program.

FACULTY

Laurie Bulock

*B.A. Spring Arbor University
M.A. Michigan State University
Ph.D., Michigan State University*

Martin Covey

*B.S., United Wesleyan College
M.A., Michigan State University
Ph.D., Michigan State University*

Linda Gutierrez

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

Dorthea Rogers

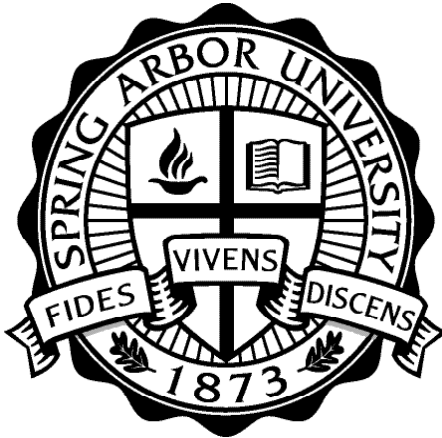
*B.A., Spring Arbor University
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Gloria Thomas

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M.A., University of Minnesota
Ph.D., University of Minnesota*

SCHOOL OF GRADUATE AND
PROFESSIONAL STUDIES

MASTER OF SCIENCE IN MANAGEMENT



PROGRAM DESCRIPTION

The Master of Science in Management (MSM) is 36 credit hours. The program combines a Christian perspective with academic instruction and experiential input from experts and students.

The curriculum covers such topics as organizational theory, marketing, economics, legal and ethical issues, negotiation, finance, and communication. The curriculum is focused on preparing leaders in organizations and businesses with a commitment to ethical practices, personal leadership, and self-analysis. The curriculum is organized to encourage cohorts to remain together throughout the program, creating a cohesive learning and supportive community.

The MSM degree is also available online. Online courses use the same textbooks and require the same number of weeks as face-to-face courses but also take advantage of web resources. Online courses use threaded discussions to replace classroom dialogues and web links to augment readings and discussions. Admissions requirements are the same for online and face-to-face students. Students may view system requirements and course offerings, complete an application, order books, and pay tuition online through the MySAU portal.

ADMISSIONS

Requirements for Admissions

- A bachelor's degree from a regionally accredited college or university;
- A 3.0 GPA for at least the last two years of the bachelor's degree;
- An official transcript from the institution granting the bachelor's degree
- At least two recommendations from professional/academic individuals;
- Demonstrated competency in a writing sample if cumulative GPA is below 3.0;
- A letter of purpose in pursuing the degree;
- A completed application.

Acceptance into MSM does not guarantee graduation. Because extensive writing is required in the program, proficient writing skills and computer competency are required for successful completion of the program.

Please see www.arbor.edu for more information.

Non-Degree Seeking Students

Applicants desiring to take classes, but who are not seeking a degree may apply for a maximum of six credits. Granted permission, this allows applicants to experience graduate-level course work and may transfer credit to another program. Because of class size restrictions, preference will be given

to students admitted to the program. Non-degree status does not guarantee future admission into the program nor does it guarantee that the credits will apply toward the MA degree. Please request an application form from the program office.

Guest Students

Applicants who are currently enrolled at another institution may enroll as a guest student for up to six credit hours to transfer to their home institution. Because of class size restrictions, preference will be given to students admitted to the program. Guest student status does not guarantee future admission into the program nor does it guarantee that the credits will apply toward the master's degree. Please request the SAU guest application form from the program office.

POLICIES

Required First Course: ORM 604

All MSM students are required to successfully complete ORM 604 Organizational Theory, Development and Change as the first course in the Core Curriculum. The intended benefits of taking this course first are to provide a more comprehensive understanding of the total MSM program and a clearer understanding of APA and its required use for written work. Students can take 500-level elective courses before taking ORM 604.

Closing Registration for Online Courses

Registration for MSM online courses closes within 5 working days prior to the first online class session. No adds are permitted after this timeframe without an approved petition. Drops are permitted within the first week of class.

Course Attendance

Attendance is a prerequisite for success in course work and the personal and small group relationships that occur in the class sessions. Attendance is expected at all classes. Arriving late and/or leaving early can adversely affect the student's final grade.

A student may not miss more than one night in any course. Two absences in one course will result in administrative withdrawal. If a student experiences unusual or extenuating circumstances for the second absence, the student may submit a petition to the program director regarding the withdrawal. (See student handbook for additional information.) Students who accumulate absences in three consecutive courses must petition the coordinator of academic services to remain in the program.

MASTER OF SCIENCE IN MANAGEMENT

No absences in weekend elective courses are permitted. In the event of a crisis situation (as defined in the student handbook), one absence may be allowed.

ELECTIVES

In addition to core courses, 4 credit hours of elective courses are required. Check course offerings on the MySAU web portal or contact the graduate academic advisor or other local staff about the availability of appropriate course electives.

GRADUATION

Students must complete ALL requirements to participate in the graduation ceremony. Graduation ceremonies are held twice per year (currently, May and November). The final class date determines a cohort's eligibility for the ceremony. Requirements for graduation must be completed as follows:

- May graduation ceremony — March 31
- November graduation ceremony — September 30

If an application for graduation has been made but graduation requirements are not completed, a reapplication fee will be assessed.

CURRICULUM

Core Courses: 32 semester credit hours

Elective Courses: 4 semester credit hours

Required for Graduation: 36 semester credit hours

CORE Courses

ORM 604 Organization Theory, Development and Change (3)

This course will explore theoretical models of organizational structures, processes and outcomes. Using systems theory as a foundation, classical and contemporary paradigms will be analyzed and evaluated. A primary focus of this course will be organizational adaptation and change. Specific topics to be covered will include organizational structure, organizational environments, technology, goals and goal-setting, decision-making, power and control, conflict, and organizational culture. Through case studies and organizational analyses, students will develop skills in organizational diagnosis and in developing strategies for effective organizational adaptation.

ORM 621 Environments of Business: Marketing (2)

This course will explore marketing and its component and related activities from an integrated perspective. Public relations, advertising, market research, strategic planning, sales and customer satisfaction are just some of the marketing-related

tasks that must be coordinated for the best image management. Concepts, principles and techniques of these disciplines will be applied to practical issues of planning and executing effective marketing programs.

ORM 623 Environments of Business: Economics (2)

The interface of an enterprise with its external environment is the emphasis of this course. The course will consider how the interaction of an organization with societal perspectives, governmental regulations and contemporary business practices all affect its viability and effectiveness as an economic entity. A historical review of how those interactions have changed, while the American free enterprise system has evolved, will provide insight into how and why companies and institutions are structured and respond as they do today. Global issues and impacts on trade will be incorporated with these other issues.

ORM 632 Management Communication (3)

This course addresses the vast array of communication options available in the business world. Students will learn which options are most effective under certain circumstances. Skills are developed in writing for audiences ranging from individuals to large groups, and in oral communication from interpersonal to large public addresses. Electronic communication issues are also addressed. Emphasis is placed on application in actual work environments.

ORM 634 Organizational Behavior (3)

This course explores the major issues of organizational behavior and human resources. The intent of the course is to develop better understanding and skills in diagnosing and treating organizational problems and to help the student to become effective managers of high-performance organizations.

ORM 642 Management Research Techniques and Applications (3)

This course provides students with a basic comprehension of effective, quality research processes essential to produce academic research that contributes knowledge to the practice of management through literature review relevant to an organizational problem. Students will acquire sufficient mastery of research materials that they will be able to apply their knowledge to their professional careers in management with Christian integrity.

ORM 635 Legal Issues in Human Resources (2)

This course explores significant legal issues surrounding the managing of human resources. The course will examine the impact of federal and state legislation imposed on organizations. Specific legal issues pursued in detail are equal employment opportunity, affirmative action plans, the Americans with Disabilities Act, contract administration, recruiting and interviewing issues, and various aspects of harassment on the job. The intent of this course is to equip the student with an understanding of these legal issues in order to protect the organization and provide a meaningful environment in which employees are to work.

ORM 637 Management Trends and Practices (2)

This foundational course seeks to provide students with an appreciation for and mastery of fundamental management skills in the corporate arena. Topics such as motivation, supportive communication, diversity, conflict management, empowerment and delegation, and building effective teams will be included. Theories and principles in management will also be surveyed in this course.

ORM 651 Personal Leadership Development (2)

This course is premised on the notion that leadership involves every facet of our lives. Truly effective leaders, then, must have a clear understanding of themselves, and of their motivations and goals. The course helps students master the skills of self-understanding, goal-setting, planning, and tracking by exploring and examining their lives in the following areas: career, family, finances, intellectual, physical, social and spiritual.

ORM 652 Negotiations (2)

The purpose of this course is to provide students with an in-depth study and application of the art and science of negotiation. Practical experiences and understanding will include (but not necessarily be limited to) types of negotiations, processes of negotiation, and alternatives in negotiation. The processes leading toward mutually beneficial outcomes that are necessary in everyday business activity will be discussed.

ORM 653 Ethical Issues (2)

This course provides students with an appreciation for the central significance of Christian ethics in the business environment in contrast and comparison to other predominant ethical theories. Ethics are portrayed as a guiding mission rather than a set of obligations and constraints. The course draws from many sources including the Bible, historical accounts of great Christian business leaders, and case studies involving ethical issues.

ORM 658 Financial Concepts and Analysis (3)

This course addresses basic concepts of accounting and finance. It is intended to cover the most practical and most commonly used tools of these related disciplines. This overview is intended to provide students with the background to generally understand these aspects of an organization and to competently converse about the financial and accounting dimensions of projects and operations within the organization. A sample of topics to be covered include: accounting equation; T-accounts; debits, credits and double entry accounting; income statements and balance sheets; and managerial cost accounting.

Capstone Options: ORM 681, ORM 682

MSM students are required to take either ORM 681 or ORM 682. This option is approved during the Management Research Techniques and Applications course. (ORM642).

ORM 681 Thesis Seminar (3)

The student constructs a theoretical model, distinguished by an academic researched-based literature review. The literature review will differentiate and identify research hypotheses or research questions. These concepts are examined empirically using typical quantitative or qualitative methods. The student will use general business concepts to identify and analyze a specific research problem.

Prerequisite: ORM642.

ORM 682 Community Project Design Seminar (3)

The student interacts with an organization to discern a specific problem within the organization. The student will develop a thorough research literature review, design a specific plan of action for the solution, and write a professional report evaluation. The demonstrated skills in this project include: developing quality, academic writing, analyzing problems, evaluating formal research, evaluating proposals, producing quality oral presentations, and creating positive change in an organization or a community. *Prerequisite: ORM642.*

Electives

Courses are available as scheduled by the various regional sites. Please contact the local Spring Arbor University site or the MySAU Portal for current course offerings.

ORM 517 Cultural Issues in International Business (3)

This course examines a number of relevant cultural values and issues that are often deeply held, sometimes subtle, and often misinterpreted by cultural others. These are elements that can determine the degree of success or failure of intercultural/international business decisions, negotiations and management of an international workforce.

ORM 531 Corporate Social Responsibility (2)

This course explores the tension between corporate profit-making and socially responsible behavior, including obligations to internal and external constituencies. Corporate responsibility is viewed within the context of Christian business ethics as a whole, blending theory and practice to help students diagnose relevant business situations from a moral perspective and formulate proactive solutions. Special attention will be given to stakeholder theory, investing, quality workplace issues, the environment, societal change, community action and global justice.

ORM 532 Design Principles for Business Application (2)

Visual design principles are explained and illustrated. These principles are then applied to a variety of business applications including memos, proposals, newsletters, advertisements and Web pages. The course includes a brief introduction to software used in page and Web design. Students collect and

critique real life examples and also complete an individualized design project. Students must have basic understanding of computers and access to the Internet.

ORM 533 Spirituality in the Workplace (3)

The organizational climate is more open to opportunities for integrating business, ethics and personal spirituality in a “community” environment. This course helps students explore different views of workplace spirituality, giving consideration to integrating Christian faith with various aspects of organizational activity. The course also explores various concepts such as “calling,” the Biblical theology of work, governmental and religious challenges to spirituality in the workplace, and transformational leadership. Accessing a variety of sources, students will construct their own definitions of workplace spirituality and develop their own guidelines for integrating the two.

ORM 534 Principles of Persuasion (3)

This course examines practical and ethical aspects of persuasion from the perspective of both classical and contemporary theory. Examples are drawn from advertising, mass media, politics and interpersonal influence.

ORM 535 Grant Writing (1)

The course covers the essential elements of grantsmanship including organizational research, budgets, time lines, and the actual crafting of a proposal. Topics discussed include understanding the organization and the need as the basis for the grant proposal, researching the funding institution, and writing and crafting the proposal.

ORM 558 Practical Financial Management (2)

This course introduces commonly used financial concepts and assumes the student has had no previous financial management courses. The key financial concepts covered will include: discounted cash flow and the value of securities; business investment decisions focused on capital budgeting; long-term financing issues; and operations issues focused on working capital management and planning. The course will include significant coverage of important related ethical concepts. Since there are financial implications in virtually all business decisions, this course will give nonfinancial managers enough knowledge about finances to understand and interpret analyses prepared by financial personnel.

ORM 680 Strategic Management (3)

This capstone course integrates the various components of the degree in the application of learning through the personal and group development, presentation and analysis of contemporary case studies. Students will design a strategic management plan to be applied to a contemporary organization.

ORM 596 Professional Training in Organizational Management (1-6)

The MSM program awards academic credit for relevant, well-documented,

graduate-level learning that has occurred through professional training seminars and schools. Credit is based upon learning and proficiency that is demonstrated by the student. Students must petition for the credit and provide valid documentation of the training and/or certificate and give written support by answering questions related to the professional training. A nonrefundable assessment fee is charged for the evaluation of the petition. Students can earn up to six credit hours as elective credit.

ORM 690 Individualized Advanced Research (1-2)

This course is designed to permit students to research a topic of interest and degree-relevance on an individualized basis. A faculty member must sponsor the project before students can begin. The project involves a written summary of the work, extensive approved reading and a final evaluative conference with the faculty sponsor. Students are required to have completed at least 12 hours in the program.

Nonprofit Leadership & Administration Endorsement

Those looking to lead within the nonprofit sector will find the 12-credit Nonprofit Leadership and Administration endorsement valuable as it provides the skills needed to carry out the missions of nonprofit organizations, both secular and faith-based.

The endorsement, offered exclusively online, is designed for all current senior level undergraduate students and all current graduate students with an interest in developing skills necessary for nonprofit administration. These courses will develop skill sets relevant to meeting the demands placed on nonprofit organization leaders such as budgeting, fundraising, market assessing, program evaluation and legal operating procedures. The student will also become familiar with working with governing boards, lobbying for legislation and moral leadership.

Courses

ORM 541 Nonprofit Governance (3)

This course examines the various approaches to governance. Each approach emphasizes different dimensions of the roles and responsibilities of the nonprofit boards and each arises out of a different relationship between board members and staff. They also reflect differences in the size, purpose, and history of the organization. This course considers the issue of which model is the right one and how an organization effects change in governance.

ORM 543 Human Resources for Nonprofit Organizations (3)

This course offers an overview of the functions of human resources activities as they relate to the broad objectives of the organization. Emphasis is upon the

MASTER OF SCIENCE IN MANAGEMENT

fundamentals of job design, employment techniques, performance appraisals, pay compensation practices, benefit options, employee relations, and termination practices.

ORM 545 Grant Writing for Nonprofit Organizations (3)

This course is designed to teach the basics of grant writing. It provides a comprehensive overview of effective grant development techniques, finding funding sources, program planning and funding sustainability. The emphasis is on writing a grant proposal and examining the relationships between sections of a proposal through a variety of interactive exercises.

ORM 548 Budget Development and Accounting for Nonprofit Organizations (3)

This course will examine procedures for projecting revenues and the process for developing operating budgets. The extent that tax policies affect private contributions to nonprofits is discussed. Line item and alternative budget formats, including zero-based and performance budgeting, will be considered. It is recommended that the student have familiarization with electronic spreadsheets.

FACULTY

Luann Brodbeck

B.A., Spring Arbor University

M.B.A., Bowling Green State University

Douglas Forrester

B.B.A., Eastern Michigan University

M.A., Eastern Michigan University

M.Div., Trinity Evangelical Divinity School

Gene Geromel

B.A., Kutztown State College

M.A., Marywood College

M.Div., Philadelphia Divinity School

M.S.A., Central Michigan University

Ph.D., Michigan State University

George Griffin

B.A., Spring Arbor University

M.S., Central Michigan University

Ed.D., Eastern Michigan University

James Liddy

B.A., Northern Illinois University

M.S., Illinois State University

Ph.D., Wayne State University

Dale Mancini

B.A., Spring Arbor University

M.A., Central Michigan University

Ph.D., Andrews University

William Motz

B.A., Michigan State University

M.B.A., Michigan State University

Margaret O'Rourke-Kelly

B.A., Michigan State University

M.A., Michigan State University

M.A., University of Michigan

Ph.D., Walden University

Carl E. Pavey

B.A., Greenville College

M.Div., Asbury Theological Seminary

D.Min., Fuller Theological Seminary

George Rowan

B.S., Indiana State University

M.S., Indiana State University

Ph.D., Michigan State University

SCHOOL OF GRADUATE AND
PROFESSIONAL STUDIES

MASTER OF SCIENCE IN NURSING



MISSION STATEMENT

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

PROGRAM PURPOSE

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

NURSING PROGRAM GOALS

- Foster an environment that supports adult learners from diverse academic and practice backgrounds
- Expand the nursing program through planned growth
- Promote academic and professional excellence
- Assure innovative teaching/learning practices
- Promote competent, compassionate nursing care based on a Christian worldview
- Facilitate value-based behaviors
- Prepare students for critical participation in the health care arena

PROGRAM OUTCOMES

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

1. **Christian perspective** – Epitomize transformative Christian leadership, teaching, and care with a variety of constituents in diverse settings.
2. **Metacognitive reasoning** – Demonstrate metacognitive and reflective thought that promotes critical participation in the contemporary world.
3. **Theory-based practice** – Integrate relevant theories into outcome based practical applications.
4. **Research** – Engage in research activities that build and strengthen the health and well-being of individuals and communities.

PROGRAM DESCRIPTION

The MSN programs provide comprehensive academic instruction in an interactive online community. In addition to the online community of learners approach, students come together with faculty and fellow nurses in a one-week, 3-credit hour residency each academic year on the main campus in Spring Arbor, Michigan. The residency is designed to provide personalized learning opportunities that prepare students for successful online interaction and clinical or practicum experiences.

The preceptored practicum associated with application level learning takes place in the student's respective communities. The MSN program offers graduate nursing education in one of three areas of concentration: Academic, Business, or Clinical.

Academic – Master of Science in Nursing (MSN/Edu) – A 39-credit hour, two-year degree program that includes a 3-credit hour educational practicum in both traditional and distance teaching methodologies, as well as a 3-credit hour project thesis. The concentration prepares students to apply principles of the educator in various settings related to health care whether it is in a school of nursing, in-service education, or community health. Courses focus on core nursing concepts, teaching/learning theories and principles, and practical application of curriculum design, assessment, and instruction using a variety of delivery approaches.

Business – Master of Science in Nursing and Master of Business Administration (MSN/MBA) – A 63-credit, three year program that leads to two separate degrees and includes a 6-credit hour living case study: final thesis. The concentration prepares students to apply both nursing and management theories in complex health care decision-making and to possess knowledge of health care, finance, and business administrative skills in a variety of health-related environments.

The MBA degree incorporates entrepreneurial, leadership, and international elements as well as a Christian worldview in forming decisions and ethical considerations. Students in the MBA program must demonstrate preparatory learning in the areas of accounting and math skills. (Refer to MBA section of the catalog for program specifics). Students in the combined MSN/MBA are expected to complete all program requirements within the three-year program format. Any exceptions must be approved by both the School of Business and Nursing Department.

Clinical – Master of Science in Nursing, Nurse Practitioner in Adult/Gerontology (MSN/NP) – A 63-credit, three year program designed for working nurses that includes 8-credit hours of clinical practice (2-credits = 125 clinical hours for a total of 500 clinical hours) in a preceptored format with a 1-credit capstone thesis

or applied learning project. The concentration prepares students to function in an autonomous manner as advanced practice nurses and is designed for graduates to be qualified to take the Adult and/or Gerontology Nurse Practitioner National Certification Examination. (Note: Graduation does not guarantee certification).

ADMISSION REQUIREMENTS

Applicants are expected to complete all Spring Arbor University General Admission Requirements (see general admission portion of graduate catalog).

The MSN specific program requirements are:

1. A BSN degree from a regionally accredited institution and nursing program (CCNE or NLN);
2. Official transcripts from all institutions of higher education attended;
3. A cumulative 3.0 GPA for college credits leading to a BSN degree;
4. An unrestricted, unencumbered RN license from the state or country in which the nurse practices (Note: License must remain current throughout program)
5. Copy of photo ID, driver's license or other government issued picture identification
6. Two recommendation letters (one from nursing professional; one either character or academic related)
7. Approved college-level essay
8. Successful admission interview

International students must meet the above criteria in addition to the following:

9. Minimum TOEFL (for English as second language) score to enter:
Paper based – 550 Computer based – 220 Internet based – 80
10. Official transcripts of all coursework completed outside the United States must be submitted to Spring Arbor University and an evaluation service for validation and equivalency of courses and/or degree. The evaluation services are offered through NACES <http://naces.org/members.htm>. Transcripts may be submitted to either 1) Foreign Educational Credential Services (FECS), www.aacrao.org, or 2) World Education Services (WES), www.wes.org.
An official transcript of courses completed must be submitted to SAU in addition to the report completed by the recognized evaluation service.
11. SEVIS clearance
12. Tuition and fees must be paid in US currency

Program Specific Requirements

Courses or documented knowledge in the following areas:

- Research – Nursing related e.g. NUR 452 (SAU course)
- Statistics – 300 level or above

MASTER OF SCIENCE IN NURSING

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

Student Expectations

Graduate nursing students are expected to:

- Adhere to all Spring Arbor University lifestyle distinctives while engaged in academic or clinical activities
- Demonstrate professional nursing behavior as prescribed by the American Nurses Association (ANA) Nursing: Scope & Standards of Practice; and ANA Code of Ethics
- Promote a learning environment for self and others that is conducive to accomplishment of the Essentials of Master's Education for Advanced Practice Nursing (AACN) and the Nursing Program Outcomes
- Actively engage in promoting a positive online community learning environment
- Demonstrate accountability and responsibility in the academic and practice arenas
- Meet the acceptable level of professional behavior as outlined in the Professional Competency Profile (PCP)
- Value and respect the contributions of others
- Take responsibility for being an autonomous, self-directed learner
- Communicate with colleagues and faculty in an effective manner that supports positive learning outcomes
- Display a caring, compassionate approach to all within the learning and practice environment

Practicum or Clinical Experience

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

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

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

and completed prior to beginning any clinically related practicums. See general Graduate Catalog policy.

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

Approval for commencing the practicum or clinical experience is based on a comprehensive review of academic performance, successful completion of all pre-requisite and core course requirements, positive performance on the Professional Competency Profile, and program approval by the Academic Advisor in conjunction with the Nursing Department. Refer to the Master of Science in Nursing Student Handbook for concentration specific guidelines.

CURRICULUM

All students in the MSN program must complete the Core Course Requirements and the pre-requisite coursework specific to the specialty concentrations. The first-year cohort curriculum design promotes engagement with students from various practice backgrounds along with integration of the three area concentrations in an interactive learning environment. The cohort design facilitates learning and provides support in an online learning environment. Core courses are taken sequentially.

CORE courses

Fall (First Year)

- NUR 601 Collaborative Communication Using Technology (residency) (3)
- NUR 510 Moral Reasoning and Worldview (3)
- NUR 522 Theoretical Perspectives (3)

Spring (First Year)

- NUR 532 Advanced Professional Role Development (3)
- NUR 535 Leadership and Supervision (3)
- NUR 551 Applied Statistical Research (3)

Spring (Final Year)

- NUR 679 Legal and Ethical Issues in Nursing (3)
- NUR 683 Healthcare Policy: Process and Analysis (3)
- NUR 693 Health Promotion to Diverse Populations Across the Lifespan (3)

MASTER OF SCIENCE IN NURSING

Masters of Science in Nursing/Masters of Business Administration

Total credits: 63 credit hours

(Second year)

Fall

- MGT 060 Orientation to online environment and MBA (0)
- MGT 661 Marketing Management (3)
- MGT 611 Business Law for Managers (3) – Includes 4-day trip
- MGT 631 Managerial Accounting (3)

Spring

- MGT 641 Managerial Finance (3)
- MGT 624 Management Information Systems (3)
- MGT 607 International Business (residency) (3)

(Third year)

Fall

- MGT 609 Competitive Strategy (3)
- MGT 617 Ethical Leadership (3)
- MGT 606 Management and Human Resources (3)
- MGT 686 Living Case Study: Final Thesis I (3)

Spring

- MGT 687 Living Case Study: Final Thesis II (3)
- NUR 679 Legal and Ethical Issues in Nursing (3)
- NUR 683 Healthcare Policy: Process and Analysis (3)
- NUR 693 Health Promotion to Diverse Populations Across the Lifespan (3)

Master of Science in Nursing: Concentration in education

Total credits: 39 credit hours

(Second Year)

Fall

- NUR 635 Educational Technology and Instructional Strategies Seminar (residency) (3)
- NUR 625 Andragogical Curriculum Design and Assessment (3)
- NUR 650 Education Practicum for Adult Learners (3)

Spring

- NUR 679 Legal and Ethical Issues in Nursing (3)
- NUR 683 Healthcare Policy: Process and Analysis (3)
- NUR 693 Health Promotion to Diverse Populations Across the Lifespan (3)
- NUR 690 Thesis/Practicum Project (3)

Masters of Science in Nursing/Nurse Practitioner*

Total credits: 62 credit hours

(Second Year)

Fall

- NUR 602 Advanced H & P and Practicum (residency) (3)
- NUR 612 Advanced Pathophysiology (3)
- NUR 618 Advanced Pharmacology (3)
- NUR 680 Clinical Practicum (2)**

Spring

- NUR 631 Health Promotion for Adults (3)
- NUR 637 Health Issues for Adults (3)
- NUR 642 Chronic & Complex Problems in Older Adults (3)
- NUR 680 Clinical Practicum (2)

(Third Year)

Fall

- NUR 603 Diagnostic Reasoning & Advanced Assessment Sem (residency) (3)
- NUR 685 Primary Care of Adults (3)
- NUR 686 Primary Care of Older Adults (3)
- NUR 680 Clinical Practicum (2)

Spring

- NUR 679 Legal and Ethical Issues in Nursing (3)
- NUR 683 Healthcare Policy: Process and Analysis (3)
- NUR 693 Health Promotion to Diverse Populations Across the Lifespan (3)
- NUR 680 Clinical Practicum (2)
- NUR 681 Capstone Project (1)

*A minimum of 500 preceptored clinical practice hours are required for graduation and certification eligibility.

**NUR 680 - Clinical Practicum (2 credits = 110-125 hours, max. 8 cr.) Students may re-register as needed to complete clinical hours. Maximum of 8 credit hours granted.

The Nursing Department reserves the right to change curriculum requirements based on professional or accreditation recommendations.

Progression of Studies

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

1. Maintain a 3.0 cumulative GPA.
2. A letter grade of B- is required as a passing grade for all NUR courses. A grade of C+ or below is considered unsatisfactory for NUR courses and does

MASTER OF SCIENCE IN NURSING

- not count towards the MSN degree. If a student receives a grade of C+ or lower in a nursing course, it must be repeated. Students in the MSN/MBA program should consult the MBA handbook regarding MBA courses.
3. Courses may be repeated one time. However, an accumulation of two letter grades less than B- in the same course results in dismissal from the program.
 4. Because clinical experience is an essential component of nursing education, a student must complete all clinical requirements in a satisfactory manner to receive a passing grade for the program.
 5. If a student receives a letter grade of less than B- in a clinical course, it may be repeated once. However an accumulation of two course grades less than B- in clinical nursing courses, or a combination of one classroom course and one clinical course will result in dismissal from the program.
 6. Any student who temporarily leaves the nursing program must meet requirements of the catalog at the time of re-admission.

Throughout the MSN program, required courses have been identified by the faculty as evaluative points in program progression. **The following *core courses must be completed with a grade of B- or higher in order to progress to the next course in the program:**

All Residency courses - NUR 601, 602, 603 and 635.
NUR 522 - Theoretical Perspectives (end of semester one)
NUR 551 - Applied Statistical Research (end of semester two)

Within the MSN/ED concentration:

NUR625 - Andragogical Curriculum Design and Assessment (semester three)
NUR 650 - Educational Practicum for Adult Learners (semester three)
NUR 690 - Thesis/Practicum Project (semester four)

Within the MSN/NP concentration:

NUR 612 - Advanced Pathophysiology (semester three)
NUR 618 - Advanced Pharmacology (semester three)
NUR 680 - Clinical
NUR 681 - Capstone Project

Due to the academic and professional behaviors required of advanced professional nurses, the expectation is for all students to receive a level two or higher score in all areas of the *Professional Competencies Profile*. A score less than a level two in any category may result in a student being placed on probation, require remediation, or prevent them from entering the MSN/ED or MSN/NP concentration area. The second time a student receives a score less than a level two or there is a serious violation of the nursing standards or Code of Ethics, a student may be dismissed from the program. A student may request a review by the Director of Nursing or designee and has the right to appeal the decision.

CURRICULUM

CORE Courses

The second week of August is a one-week campus residency for MSN students. Online classes start immediately following Labor Day.

NUR 601 Collaborative Communication Using Technology (campus residency/orientation) (3)

Develop a sense of community through the integration of technology with communication methodologies, participate in seminar discussion related to graduate learning issues, and initiate collaboration between colleagues, faculty, and staff.

NUR 510 Moral Reasoning and Worldview (3)

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

NUR 522 Theoretical Perspectives (3)

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

NUR 532 Advanced Professional Role Development (3)

The focus is on understanding the role of the advanced professional nurse. The processes associated with role development, socialization, and effective collaboration with diverse interdisciplinary partnerships will be examined.

NUR 535 Leadership and Supervision (3)

The theoretical and empirical bases for leadership behavior, management principles, and role performance in the context of nursing, business, and education will be the focus of this course. Concepts related to mission, vision, strategic planning and evaluation, collaborative/team-building, empowerment, change, diversity, and fiscal management will be examined. Students will discuss issues that impact individuals and aggregates and will articulate strategies for effecting change and improvement.

NUR 551 Applied Statistical Research (3)

This course focuses on the significance of research to the development of a profession and the practical application of statistics to evidence based outcomes. Emphasis will be placed on design, methodology, and data collection relative to development of a research based capstone project or thesis. *Core course.

Note: This course fulfills the MBA research credit requirement for the MSN/MBA

students.

NUR 679 Legal and Ethical Issues in Nursing (3)

This course explores ethical theories and decision-making processes associated with bioethical dilemmas facing healthcare professionals. Case studies will be used to examine principles of law and professional standards. Students will develop an ethical decision-making model compatible with Christian values.

NUR 683 Healthcare Policy: Process and Analysis (3)

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

NUR 693 Health Promotion to Diverse Population Across the Lifespan (3)

This course focuses on concepts and theories relevant to health promotion, health maintenance, and risk reduction for diverse populations. Diversity is examined relative to social and communication patterns, roles, and value/beliefs underlying health-illness behaviors. Elements of national health care outcome objectives will be integrated throughout the course content. Health assessments associated with a variety of ages and developmental stages will be evaluated and examined in terms of primary, secondary, and tertiary intervention strategies.

MSN/Education Concentration

NUR 635 Educational Technology & Instructional Strategies Seminar (3) (campus residency)

Delve into the selection and application of instructional strategies for traditional and online learning environments. Use a variety of approaches for learning experiences in higher education, professional/staff development, and community programs for individuals or groups. *Core course.

NUR 625 Andragogical Curriculum Design and Assessment (3)

This course utilizes autonomous learning theories to design a teaching/learning project. Strategic planning steps: Needs assessment; behavioral objectives; instructional design and delivery for non-traditional learners. Explore formative and summative evaluation approaches that include quantitative and qualitative data collection methodology at the program or course level. *Core course.

NUR 650 Education Practicum for Adult Learners (3)

Individually supervised field experience in online and traditional settings that integrate adult learning theory. *Core course.

NUR 690 Thesis/Practicum Project (2)

Individually designed teaching/learning capstone project. *Core course.

MSN/Advanced Nurse Practitioner Concentration

NUR 602 Advanced H & P and Practicum (3) (campus residency; includes 30 additional clinical hours)

This practicum will prepare students with the core knowledge and competencies needed to complete a comprehensive assessment using client data to detect signs and symptoms of pathophysiological changes and psychosocial variation from an individual, family, or community perspective. Effective strategies will be developed to address health care issues including health promotion, communication, client teaching skills using a holistic approach. The practicum will provide clinical opportunities to further refine and practice history taking and physical examination skills necessary for competence as an Advanced Practice Nurse. *Core course.

NUR 612 Advanced Pathophysiology (3)

This course provides advanced knowledge and clinical application of normal and pathophysiologic mechanisms related to altered health status and disease processes. Diagnosis and treatment skills will be analyzed, interpreted, and evaluated for changes in normal function seen during illness/disease and when assessing an individual's response to treatment. *Core course.

NUR 618 Advanced Pharmacology (3)

This course will provide the advanced practice nurse with the knowledge and skills necessary to assess, diagnose, and manage pharmacologic agents, alternatives to pharmacological interventions, and therapeutic modalities. Prescriptive authority, including responsibilities and legalities, will be discussed including controlled substances and the potential for abuse. *Core course.

NUR 631 Health Promotion for Adults (3)

This course will utilize comprehensive assessment skills the advanced practice nurse will need to develop culturally sensitive, age appropriate risk reduction, health promotion, and health maintenance interventions. Clinical decision making skills will be developed using theories and models to provide primary and secondary intervention strategies. National health initiatives will be integrated throughout course content.

NUR 637 Health Issues for Adults (3)

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

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

This course prepares students with the skills to function as an advanced practice nurse in addressing chronic and complex alterations in health experienced by the older adult. Gerontology concepts will be applied in meeting the biological,

MASTER OF SCIENCE IN NURSING

psychosocial, mental, and spiritual needs of the older adult. Students will combine history taking, physical examination techniques, and diagnostic interpretation with problem-solving and clinical strategies.

NUR 603 Diagnostic Reasoning and Advanced Assessment Seminar (3) **(campus residency; includes 30 clinical hours)**

This laboratory based course uses critical thinking and clinical reasoning skills to perform comprehensive and holistic health assessments in preparation for the advanced practice nurse role. There will be opportunity for students to practice application of theories and skills necessary to perform a comprehensive health history and examination with expansion on screening and diagnostic reasoning.

NUR 685 Primary Care of Adults (3)

Focus is on assessment, diagnosis, and treatment of adult clients within the scope of the advanced practice nurse. *Core course.

NUR 686 Primary Care of Older Adults (3)

Focus is on assessment, diagnosis, and treatment of older adult clients within the scope of the advanced practice nurse. *Core course.

NUR 680 Clinical (2) **(110-125 hours)**

Preceptored clinical. Reqs: Must be certified NP or physician if circumstances indicate

NUR 681 Capstone Project (1)

MSN/MBA Concentration

See the Masters in Business Administration section of this catalog for course descriptions.

FACULTY

Maureen Anthony, RN

B.S.N., Wayne State University

M.S.N., Wayne State University

Ph.D., Wayne State University

Chin Hwa (Gina) Yi Dahlem, RN

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B.S.N., Wayne State University

M.S.N., F.N.P., University of Michigan

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M.S.N., C.N.M., Case Western Reserve University
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SCHOOL OF ARTS AND SCIENCES

MASTER OF ARTS IN COMMUNICATION

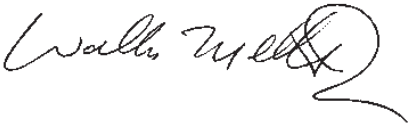


FROM THE DIRECTOR

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

At the graduate level, we are able to do this through the Master of Arts in Communication that is offered completely and only online. We also offer a Graduate Certificate in Communication. Learn more about the program at our Web site, www.arbor.edu/communication.

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

A handwritten signature in black ink that reads "Wally Metts Jr." The signature is written in a cursive style with a large, looping flourish at the end.

Dr. Wally Metts Jr.

PROGRAM DESCRIPTION

The Master of Arts in Communication is a 36-semester hour program, which brings both theoretical and Christian perspectives to bear on practical problems and provides a foundational understanding of communication through an interdisciplinary foundation and core courses. Additional coursework will be accomplished in a specific concentration, along with electives and a culminating activity that allows students to design, implement, and evaluate a project which effectively applies an interdisciplinary understanding of communication studies to a real-life situation.

The 16-hour Certificate is suitable for those who want to document their professional growth or expertise for advancement in their profession, or those who simply want to understand communication issues better.

Goals

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

Objectives

The MCOM program will assist students to:

- Integrate the Christian faith with the field of communication through critical thinking, research, writing, and learning from the normative base of a Christian worldview.
- Experience education in the virtual communication environment.
- Explore multi-disciplinary approaches for enhancing culture and human development from a values-based perspective that is grounded in communication skills, knowledge and practice.
- Develop and exchange concepts relating to understanding and improving communication and communication-related activities within organizations and industries around the world.
- Experience innovative learning situations, which will enable students to acquire the knowledge, dispositions, and abilities required of leaders in any organizational setting.

CONCENTRATIONS

Students will choose from one of the following concentrations; it is possible to choose two concentrations. An individualized option is also available.

Communication Leadership

For those who have or desire leadership responsibilities in either profit or nonprofit organizations, this option helps students develop communication and management responsibilities, including strategic planning and public relations.

Communication Ministries

For leaders and potential leaders in church, para-church, and missions organizations, this option focuses on effective presentation of Christian messages in culturally-sensitive ways.

Communication Education

For individuals interested in teaching at the secondary or post-secondary levels, this option includes coursework in both traditional and distance learning. Students who wish to use any of these courses 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 enrolling in the course.

Professional Writing

For both writers and editors, this option explores writing as vocation and includes courses in rhetoric and writing for print, broadcast, and electronic media.

New Media

For individuals who expect to develop or manage interactive technologies, this option focuses on interactive computer-mediated communication by examining research, trends and production issues.

ADMISSIONS

MCOM Applicants must have:

- A bachelor's degree from a regionally accredited college or university;
- A 3.0 GPA for at least the last two years of the bachelor's degree;
- An official transcript from the institution that granted the bachelor's degree
- Two recommendations from professional/academic individuals;
- One recommendation from a member of the clergy in your faith community;
- Recent writing sample (a published magazine, newspaper, or journal article; an undergraduate or graduate research paper; or a work-related proposal);
- Personal Goals Statement of two pages or less, in which you briefly

MASTER OF ARTS IN COMMUNICATION

describe your personal or professional goals as they relate to graduate studies in communication at a Christian university;

- Online Computer Literacy Survey (this assesses your current computer skills and the hardware/software configurations necessary for our online program);
- A completed application; and
- Current application fee.

Graduate Certificate in Communication applicants must have:

- A bachelor's degree from a regionally accredited college or university;
- A 3.0 GPA for at least the last two years of the bachelor's degree;
- An official transcript from all previous institutions attended;
- Two recommendations from professional/academic individuals;
- One recommendation from a member of the clergy in your faith community;
- Recent writing sample (a published magazine, newspaper, or journal article; an undergraduate or graduate research paper; or a work-related proposal);
- Online Computer Literacy Survey (this assesses your current computer skills and the hardware/software configurations necessary for our online program);
- A completed application; and
- Current application fee.

Note: This program requires access to a high-speed internet connection.

Please see our Web site, www.arbor.edu for more information.

POLICIES

Registration

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

Audits

Students may audit up to two classes in the MCOM program. No credit is earned.

Independent study

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

Assessment

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

Spiritual Development

The University is committed to supporting spiritual development for all students, including graduate students in both traditional and online programs. Department faculty have experience and training in pastoral care and spiritual direction. Students may request one of them to pray for them on a regular basis and be available as a mentor in spiritual formation.

CURRICULUM

The Graduate Certificate in Communication requires the following courses:

- COM 502 (3) Graduate Seminar
- COM 504 (3) Communication Theory and Worldview
- Three courses (9 hours) in any one concentration.
- COM 598 (1) Case Study

The Master of Arts in Communication requires:

- Foundations courses:** 9 semester credit hours
- Core courses:** 9 semester credit hours
- Concentration:** 9 semester credit hours
- Capstone Experience:** 3 semester credit hours
- Electives to total 36 semester hours:** courses/ind. studies/special topics
- Required for graduation:** 36 semester credit hours

FOUNDATIONS COURSES

COM 060 Orientation to Online Learning (no credit)

Required prior to enrollment in any graduate communication courses. Students with prior experience in online learning may request a waiver.

COM 502 Graduate Seminar (3)

Introduces students to expectations and resources for graduate study. Includes orientation to research as well as program specific library resources. Must be taken before or concurrent with any other first course.

COM 504 Communication Theory and Worldview (3)

An overview of theoretical frameworks related to various contexts of communication. Theology and ethics of communication are examined in light of a Christian worldview. *Prerequisite:* COM 502.

COM 606 Research Methods in Communication (3)

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

MASTER OF ARTS IN COMMUNICATION

CORE Courses (choose 3)

COM 601 Interpersonal Communication (3)

An examination of interpersonal study and analysis of the relationships between interpersonal communication and group, family, gender, and intrapersonal processes. *Prerequisite: COM 502.*

COM 603 Group and Public Communication (3)

Examines how personal and professional communication styles impact group dynamics, conflict, team building, leadership and public presentations. *Prerequisite: COM 502.*

COM 605 Mass Communication, Culture and Technology (3)

Examines the challenges of and opportunities for living faithfully in mediated societies as new media technologies create new ways to serve people and to oppress them. *Prerequisite: COM 502.*

COM 607 Communication Ethics & Moral Reasoning (3)

Case study approach to problems and issues that confront communicators in contemporary culture. *Prerequisite: COM 502.*

COM 609 Intercultural Communication (3)

An analysis of intercultural communication competence, examining paralinguistic and nonverbal influences in cross cultural contexts. Theological impacts will be considered. *Prerequisite: COM 502.*

CONCENTRATIONS

Communication Leadership

COM 510 Communication Leadership (3)

Explores effective communication styles of effective leaders through an analysis of research and practice. *Prerequisite: COM 502.* (Offered in fall of odd academic years).

COM 610 Advertising and Public Relations (3)

Considers current research and practice in advertising and public relations. Traditional and nontraditional techniques are explored. *Prerequisite: COM 502.* (Offered in spring of odd academic years).

COM 612 Conflict Resolution (3)

Current theories of conflict resolution, with a special emphasis on biblical peacemaking. *Prerequisite: COM 502.* (Offered in summer of odd academic years).

Communication Education

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. The course 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. *Prerequisite: COM 502.*

COM 620 Assessing and Teaching Communication Arts (3)

Examines teaching and assessing communication competencies, in interpersonal, small group, public, intercultural and mass media contexts. *Prerequisite: COM 502.*

COM 622 Online Pedagogy (3)

A study of best practices in online communication education. Includes emerging technologies such as social book marking and collaborative environments. *Prerequisite: COM 502.*

Communication Ministries

COM 530 The Church in Cyberspace (3)

Examines the religious uses of the Internet, with a focus on creating and sustaining community and expanding cultural influence in postmodern cultures. *Prerequisite: COM 502.*

COM 630 Communication in Christian Ministries (3)

Explores effective communication techniques from a pastoral perspective, with applications for staff and volunteers. Includes speaking, writing and listening. *Prerequisite: COM 502.* (Offered in summer of even academic years).

COM 632 Communicating Change: Spiritual Formation and Renewal (3)

Examines spiritual formation as transformation, and develops strategies for helping others understand and apply its principles. *Prerequisite: COM 502.* (Offered in spring of even academic years).

Professional Writing

COM 540 Writing As Vocation (3)

Explores professional opportunities in writing. Issues of genre, style, voice and publication are considered. *Prerequisite: COM 502.* (Offered in spring of even

academic years).

COM 640 Writing and Reporting (3)

Covers best practices for writing about current events and people. Focuses on gathering and organizing information in ethical and effective ways. *Prerequisite: COM 502.* (Offered in summer of even academic years).

COM 642 Editing and Publishing (3)

Examines careers in editing, and the processes between the writer and the marketplace. *Prerequisite: COM 502.* (Offered in fall of even academic years).

New Media

COM 550 Computer Mediated Communication (3)

Examines the ways CMC affects the effectiveness of human interaction. Includes a discussion of current strategies and technologies. *Prerequisite: COM 502.* (Offered in summer of odd academic years).

COM 650 Visual Communication (3)

Explores aesthetics and the implications for web publishing and design. Principles can be applied in print contexts. *Prerequisite: COM 502.* (Offered in fall of odd academic years).

COM 652 Web Publishing (3)

Theory and practice in creating, managing and publishing on the internet. *Prerequisite: COM 502.* (Offered in spring of odd academic years).

Case Study

COM 598 Case Study (1)

Upon completion of 12 hours or more, students in the certificate program enroll for this one hour project. The case study applies concepts from their concentration to a professional problem or opportunity. (For certificate only; offered each semester).

Capstone Experience

COM 694 Capstone Experience (3)

The student proposes and develops a capstone project that meets department criteria regarding length, number of sources, etc. Suitable projects may include case studies, action research, portfolio pieces, academic articles or presentations or book proposals. A philosophy of communication is also developed and career expectations and strategies are explored. *Prerequisite: COM 606.* (Offered in spring.)

Thesis (By invitation only.)

COM 699 Thesis (2)

A thesis answers a research question through the collection of data and the analysis and application of communication literature and theory. May be repeated once. Enrollment by permission only.

Electives and Options

COM 570 Special Topics (1-3)

Offered each year based on interest and enrollment.

COM 670 Special Topics (1-3)

Offered each year based on interest and enrollment.

COM 590 Independent Study (1-3)

Offered each semester.

COM 690 Independent Study (1-3)

Offered each semester.

FACULTY

Wallis C. Metts

B.A., University of Tennessee- Chattanooga

M.S., University of Tennessee-Knoxville

Ph.D., Michigan State University

Robert H. Woods

B.A., University of New Mexico

J.D., Regent University

M.A., (Communication) Regent University

M.A., (Counseling) Regent University

M.A., (Education) Regent University

Ph.D., Regent University

Paul D. Patton

B.A., Spring Arbor University

M.Ed., Wayne State University

M.R.E., Grand Rapids Baptist Seminary

M.A., Regent University

Ph.D., Regent University

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

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

Jennifer M. Letherer

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

Terrance R. Lindvall

*B.A., Southern California University
M.Div., Fuller Theological Seminary
Ph.D., University of Southern California*

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B.A., Taylor University

M.A., Bethel College

Ph.D., Regent University

Margaret O'Rourke-Kelly

B.A., Michigan State University

M.A., Michigan State University

M.A., University of Michigan

Ph.D., Walden University

Quentin J. Schultze

B.S., University of Illinois

M.A., University of Illinois

Ph.D., University of Illinois

SCHOOL OF ARTS AND SCIENCES

MASTER OF ARTS IN
SPIRITUAL FORMATION AND LEADERSHIP



FROM THE DIRECTOR

Welcome to the Master of Arts in Spiritual Formation and Leadership program (MSFL). We are delighted that you are considering our graduate program! The MSFL is designed as a cohort-based, hybrid program that allows you to travel through the degree with a group of others who are seeking to bring the life of the mind together with life with God in the world. Combining online classes with face-to-face residencies, we strive to bring together the best of an online program with the interpersonal connections that are vital to holistic spiritual formation.

Our curriculum was developed in intimate dialogue with Richard Foster and continues to be shaped by what he has identified as the six spiritual streams of the Christian tradition. We are thankful for his ongoing involvement with our program, as well as the relationships we have cultivated with other leading figures in the spiritual formation movement, including Dallas Willard, Tony Campolo, Robert Mulholland, and Shane Claiborne. These figures support and supplement the incredible work our regular faculty contributes to the program. Having witnessed the impact of the program in the lives of our students, I am convinced we offer the most unique and rewarding spiritual formation program available today. We cannot begin to express the depth of spiritual transformation that God's Spirit continues to breathe through the program.

As we embark on this journey toward God together, expect to be stretched and transformed, challenged and blessed. We look forward to walking with you as we pursue the God who is pursuing us.

A handwritten signature in black ink, appearing to read 'Eric Magnusson'. The signature is fluid and cursive, with a prominent vertical stroke and several loops.

Dr. Eric Magnusson

PROGRAM DESCRIPTION

With interest in spiritual formation increasing over the last twenty years among Protestants, Evangelicals have expanded the concept of discipleship to include an openness toward deeper transformation into the likeness of Christ. The MSFL program provides instruction for pastors, laypersons, and others intent on pursuing their own development and fostering the skills to lead others in formation.

The program follows a hybrid format (part online, part face-to-face). The program is delivered through cohort groups of students, who progress through the degree requirements sequentially.

It's a program designed to fit into your life, but will require significant time in your weekly schedule. We say this unapologetically because anything worth doing usually requires prioritizing our time. Time spent with God is no exception.

Mission Statement

The Master of Arts in Spiritual Formation and Leadership (MSFL) at Spring Arbor University is comprised of a community of graduate learners devoted to human flourishing under the reign of the Triune God through the study and application of spiritual formation and leadership concepts within the ecumenical Christian tradition for personal transformation into the likeness of Christ and the communal transformation of the global Church.

Goals

- Provide a biblical, theological, and historical framework for understanding spiritual formation and leadership development within a global context
- Foster disciplined habits and skills that promote godly character and effective leadership with the aim to renew the Church, engage the culture and transform society
- Encourage the formation into a Christ centered way of life, with its habits and virtues

Objectives

At the end of this program our students will be able to:

Knowledge

- Understand the biblical foundations for Christian Spirituality
- Comprehend the theological foundations for Christian Spirituality
- Appreciate the historical traditions of Christian Spirituality

Skills

(Academic)

- Think critically and globally
- Write and research at a high graduate level
- Communicate Christian spiritual concepts clearly

(Leadership)

- Lead others in private and corporate spiritual practices
- Facilitate small groups and retreats
- Deliver passionate homilies and presentations

(Formational)

- Interpret scripture transformationally
- Critically practice disciplines that encourage personal and communal spiritual health

Habits

- Cultivate the fruit of the Spirit: love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control
- Demonstrate and grow in a life of prudence, fortitude, justice, temperance, faith, hope, and charity

Values

- Commitment to a high Christology within orthodox Christian theology
- Academic rigor and excellence
- Practical and experiential at all levels of instruction
- Rooted in the ancient Christian tradition
- Ecumenical and global in scope from within a Wesleyan orientation
- Relational by utilizing a cohort model throughout the program

Key Definitions

Spiritual – By spiritual we mean primarily Christian spirituality. Within the phrase “spiritual formation” the term *spiritual* designates two realities. First and primarily, *spiritual* designates the Spirit of Christ who is the primary agent of formation. Second, *spiritual* designates the reality of human life. As the French Jesuit, Pierre Teilhard de Chardin once said “we are not human beings having a spiritual experience, but spiritual beings having a human experience.” What is formed is not a disembodied aspect of a person, as if the

human person was a dichotomy of body and soul. We believe that a human person is a body/soul unity and thus the whole of our existence, both physical and mental, is *spiritual*.

Spiritual Formation - By the phrase *spiritual formation* we mean primarily that the Spirit of Christ is transforming his people. To experience *spiritual formation* is to live in relation with the Triune God within the various relations of one human to another. We also believe God invites people to actively partner with God in the *spiritual formation* of his church and world. We participate in and help lead others in *spiritual formation* by tilling the ground for God's gracious work of transformation. Tilling the ground includes but is not limited to removing any obstruction in our lives and communities that hinders the work of God as well as practicing and encouraging others to practice the various Christian disciplines encouraged in the Christian Scriptures and the Christian tradition.

Program Features & Requirements

- A hybrid program, MSFL features both online and face-to-face learning.
- Four Intensive Seminars are held during the Summer term. These face-to-face residency courses have an additional course fee. The first two intensive Seminars are taught back-to-back during a 10-day summer residency in Guatemala. The final two Intensive Seminars are taught back-to-back in a residency at our MICHINDOH Campus Conference Center in Michigan over 10 days during the second summer of the program. NOTE: Future locations for the Intensive Seminars may be subject to change.
- Each course emphasizes and practices experiential learning.
- The MSFL utilizes a cohort group model for community and small group formation.

MSFL degree:

12 courses x 3 credits = 36 credits

(8 online courses + 4 face-to-face courses)

ADMISSIONS

The following requirements are mandatory for acceptance into the MSFL.

Admission must be approved prior to being considered for financial aid.

- A bachelor's degree from a regionally accredited college or university;
- A 3.0 GPA for at least the last two years of the bachelor's degree;
- An official transcript from the institution granting the bachelor's degree, as well as official transcripts for any graduate work;
- Two recommendations: one church reference (minister or church leader) and either one academic reference or one professional reference;
- Submission of Autobiographical Question form (available online);
- Vocational or volunteer ministry experience (subject to evaluation)

- A completed application and application fee

Please see www.arbor.edu for more information.

CURRICULUM

Two Year Schedule Starting in Fall

FALL TERM (Year 1)

- SFL060 Orientation to Online Learning (no credit/Pass/Fail)
- SFL 600 Christian Spirituality (3)
- SFL 602 Disciplines of the Spirit (3)

SPRING TERM (Year 1)

- SFL 612 Formational Theology (3)
- SFL 623 Spiritual Wisdom of the Hebrew Scriptures (3)

INTENSIVE SUMMER TERM (Year 1)

- SFL 671 Intensive Seminar I: Social Justice & Christian Spirituality (3) [5 days]
- SFL 672 Intensive Seminar II: World Christian Spirituality (3) [5 days]

Note: SFL 671 & 672 will run successively for 10 days in the summer with a travel day at the beginning and at the end. These courses will take place in Guatemala.

FALL TERM (Year 2)

- SFL 624 Jesus Christ and New Testament Spirituality (3)
- SFL 604 History of Christian Spirituality (3)

SPRING TERM (Year 2)

- SFL 637 Spiritual Directing and Ignatian Spirituality (3)
- SFL 640 Formational Ministry in the Church (3)

INTENSIVE SUMMER TERM (Year 2)

- SFL 673 Intensive Seminar III: Special Topic in Christian Spirituality (3) [5 days]
- SFL 674 Intensive Seminar IV: Special Topic in Christian Spirituality (3) [5 days]

Note: SFL 673 & 674 will run successively for 10 days in the summer with a travel day at the beginning and at the end. These courses will take place in Michigan at the Michindoh Conference Center.

COURSE DESCRIPTIONS

SFL060 Orientation to Online Learning (no credit)

Satisfactory completion of this course is required prior to taking the first spiritual formation course (SFL600). Students with prior experience in online learning may request a waiver.

SFL 600 Introduction to Christian Spirituality (3)

This course explores the biblical and theological aspects of Christian formation. Students examine the goal and nature of formation, as well as the process of holistic spiritual transformation.

SFL 602 Disciplines of the Spirit (3)

This course is an exploration into the nature, dynamics and exercise of classic spiritual disciplines. Spiritual disciplines are a significant means by which we connect to God. Emphasis is upon the practice of various spiritual disciplines such as solitude and silence, listening and guidance, prayer and intercession, study and meditation, repentance and confession, fasting and worship, fellowship and simplicity, service and witness.

SFL 604 History of Christian Spirituality (3)

This course introduces students to the history, traditions, and leaders of the Christian church, which grants a richer understanding of what it means to participate in the Body of Christ. Students are exposed to the Patristic, Medieval, Reformation, and Enlightenment periods. This course helps students grow into a greater fullness of Christian maturity and gives them a renewed appreciation for the way the church's past shapes the church's present and future.

SFL 612 Formational Theology (3)

This course is designed to integrate traditional themes in systematic theology with spiritual formation. Emphasis is given to the study of Christology, Pneumatology, Theological Anthropology, and Ecclesiology. Experiential components are integrated into the course to help strengthen students' love for God and neighbor.

SFL 623 Spiritual Wisdom in the Hebrew Scriptures (3)

This course explores the dynamics and power of the Hebrew Scriptures for personal and communal transformation. Special emphasis is given to the wisdom literature in the Hebrew Scriptures. A key aspect of this course is the understanding and development of biblical hermeneutical principles and practices that focus not only on the biblical text's content but also on its potential effect(s) as part of the church's Scripture. Various classical and contemporary methods of contemplative reading of Scripture are explored. This course teaches students to engage the Hebrew Scriptures in ways that grasp and change a community's life.

SFL 624 Jesus Christ and New Testament Spirituality (3)

This course examines the dynamics and power of the New Testament for personal and communal transformation. Special emphasis is given to the life and teaching of Jesus Christ and Paul's theological reflection on the life, death, and resurrection of Christ. In addition to learning about life with God from Scripture, competence in listening to the living Word within the text is gained. This course teaches students to engage the New Testament in ways that grasp and change a community's life.

SFL 637 Introduction to Spiritual Direction (3)

This is an introductory course that explores the ministry of Christian spiritual direction. Various traditional and contemporary models and practices of spiritual direction are surveyed, including roles of both spiritual directors and directees. Particular attention is given to practices that equip spiritual helpers to come alongside others in their spiritual growth, including listening and discernment.

SFL 640 Formational Ministry in the Church (3)

This course is designed to equip students with various practical skills that encourage the Spirit's influence in the various ministries of the church. Experiential components of the class will include organizing and leading a church retreat. Other areas that will be explored are the nature of the church, the church as worshipping community, spiritual formation epistemology (knowing) and pedagogy (communication), corporate spiritual discernment, dealing with interpersonal conflict,, and the care of the minister's own soul.

SFL 671 Intensive Seminar I: Social Justice and Christian Spirituality (3)

This course explores the connection between being formed into the likeness of Jesus Christ and being involved in intentional justice work. Specific focus is on personal and communal formation in relation to those who Jesus called "the least of these." This course is taught in an intensive face-to-face format in Guatemala City, Guatemala, where students experience the serious needs for Biblical justice in the world, in the context of Latin America. Residency at the designated site is mandatory. This course is taught in conjunction with SFL 672.

SFL 672 Intensive Seminar II: World Christian Spirituality (3)

This course explores Christian Spirituality in the two-thirds world. Special emphasis is on Protestant and Catholic spiritualities, including a focus on Penecostal spirituality. The integration of indigenous spirituality is also explored. This course is taught in an intensive face-to-face format in Antigua, Guatemala, where students learn from local spiritual leaders and

communities. Residency at the designated site is mandatory. This course is taught in conjunction with SFL 671.

SFL 673 Intensive Seminar III: Special Topic in Christian Spirituality (3)

This course gives the student access to nationally known persons and SAU faculty in the area of spiritual formation and leadership. Representatives of the Christian tradition will be sought over a two-year cycle. The intensive seminar will consist of a mixture of lecture, small group discussion, personal examination and reflection, various spiritual exercises, practical experiences in spiritual formation, as well as reading and writing assignments. Residency at the designated site is mandatory. This course is taught in an intensive face-to-face format in conjunction with SFL 674.

SFL 674 Intensive Seminar IV: Special Topic in Christian Spirituality (3)

This course will explore a specific aspect of Christian spirituality. Topics will vary year to year. It will consist of a mixture of lecture, small group discussion, personal examination and reflection, various spiritual exercises, practical experiences in spiritual formation, as well as reading and writing assignments. Residency at the designated site is mandatory. This course is taught in an intensive face-to-face format in conjunction with SFL 673.

FACULTY

Kristian A. Bendoraitis

B.A., University of Toledo
M.Div., Fuller Theological Seminary
M.A., University of Durham
Ph.D., University of Durham

Kenneth W. Brewer

B.A., Spring Arbor University
M.Div., Asbury Theological Seminary
Th.M., Princeton Theological Seminary
M.Phil., Drew University
Ph.D., Drew University

Mary Albert Darling

B.A., Spring Arbor University
M.A., Western Michigan University

Valerie E. Hess

B.A., Metropolitan State College
M.A., Valparaiso University

Wil Hernandez

*Diploma, Alliance Biblical Seminary
Th.M., Dallas Theological Seminary
Ph.D., Fuller Theological Seminary*

Thomas J. Holsinger-Friesen

*B.A., Oral Roberts University
B.S., Oral Roberts University
M.Div., Asbury Theological Seminary
M.A., Asbury Theological Seminary
Ph.D., University of Aberdeen*

Eric R. Magnusson

*B.A., Harding University
M.A., Oklahoma Christian University
M.Div., Abilene Christian University
D.Min., Abilene Christian University*

Robert Moore-Jumonville

*B.A., Seattle Pacific University
M.Div., Princeton Theological Seminary
Ph.D. University of Iowa*

Paul Nemecek

*Director of Guatemala Programs
B.A., Spring Arbor University
M.A., Michigan State University*

INTENSIVE SEMINAR FACULTY PRESENTERS**John Michael Talbot (2012)****Musician, Author and Speaker**

Founder of "The Brothers and Sisters of Charity" at Little Portion Heritage and Troubadour for the Lord

L. Paul Jensen (2012)**Founder and Executive Director,
The Leadership Institute**

*Adjunct Assistant Professor of Leadership and Christian Formation and Spirituality
in Contemporary Culture, Fuller Theological Seminary*

M. Robert Mulholland Jr. (2011)
Professor Emeritus of New Testament Studies,
Asbury Theological Seminary
B.S., U.S. Naval Academy
M.Div., Wesley Theological Seminary
Th.D., Harvard University

Mindy Calliguire (2010)
Transformation Ministry Director at Willow Creek Association
Founder and President of Soul Care
B.A., Cornell University

Rev. Bernie Owens (2010)
Catholic Priest of the Society of Jesus (Jesuits)
Director of Internship in Ignatian Spirituality
Ph.D. in Christian Spirituality, Graduate Theological Union

Tony Campolo (2009)
Professor Emeritus of Sociology,
Eastern University
B.A., Eastern University
Ph.D., Temple University

Shane Claiborne (2009)
Activist, Author and Recovering Sinner
Honorary Doctorate, Eastern University

Michael Christensen (2009)
Director,
Shalom Initiative for Prophetic Leadership and Community Development
Affiliate Associate Professor of Spirituality and Religious Studies,
Drew University
Ph.D., Drew University

Dallas Willard (2008)
Professor of Philosophy,
University of Southern California
B.A., William Jewell College
B.A., Baylor University
Ph.D., University of Wisconsin

Richard J. Foster (2007)
Distinguished University Professor of Spiritual Formation
B.A., George Fox College
D.Th., P. Fuller Theological Seminary

SCHOOL OF EDUCATION

MASTER OF ARTS IN EDUCATION

MASTER OF ARTS IN READING

MASTER OF SPECIAL EDUCATION

MASTER OF ARTS IN TESOL



FROM THE DEAN

Welcome to the School of Education!

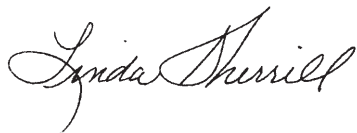
Our graduate programs focus around the professional development needs and interests of K-12 teachers. As educators, you serve an increasingly diverse student population, and it is our intention that our graduate programs will provide a strong foundation from which to develop and enhance your professional skills and strategies to better serve all of your students.

Graduates identify the rich learning opportunities as a highlight of the School of Education graduate programs. They also cite our commitment to taking a personal interest in each of our students – even after graduation.

We are committed to maintaining a program of excellence and highest quality. To that end, we are in a continual process of creating and updating courses and programs, so that we can provide the most robust educational and professional development opportunities possible. This means that you can expect to experience a challenging and rigorous graduate experience within the context of integrating faith and learning.

Our program begins with a foundation in principles of academic and educational integrity and faith and ends with challenging yet practical research to enhance your success as a professional educator. All graduate courses provide contemporary perspectives and ideas to support the kind of educational quality that is necessary for today's classrooms.

Thank you for choosing the School of Education. I encourage you to experience every class to the fullest. Get involved, participate, and learn so that your educational success becomes your student's success.

A handwritten signature in black ink that reads "Linda Sherrill". The signature is written in a cursive, flowing style.

Dr. Linda Sherrill

PROGRAM DESCRIPTION

Purpose

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

Philosophy

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

Graduate Programs in the School of Education

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



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

Content Knowledge

SOE graduate students acquire advanced content knowledge in educational practice through a MAE in Instruction and Curriculum or a MA in Reading or a MSE in Learning Disabilities or a MA in TESOL, Teaching English to Speakers of Other Languages. MAE students can also enhance their liberal arts content knowledge in literature, history, or environmental science via special educational electives in those areas. Students in all SOE graduate programs examine and strengthen the basis for their personal and professional worldview and think critically to respond to critical issues in education, including ethical dilemmas and conflicting worldviews.

Management and Organization

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

Pedagogy

Graduate educators demonstrate methods of instruction that apply various theories of learning and human growth and development to the educational context and that incorporate appropriate use of instructional technologies in the classroom. Graduate students in these programs 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. Students also learn to use multiple technologies to enhance learning.

Collaboration with Stakeholders

The primary focus of this domain is engaging with families and other stakeholders in the instructional process. SOE graduate students develop mutually beneficial relationships with students, families and others in the learning community to enhance student achievement. The use of community and home resources to enhance school programs is promoted and encouraged. Students are expected to interact effectively with colleagues, families, students, administrators, counselors, support personnel, and other constituencies to benefit students and advance their own professional development. For many educational professionals, collaboration extends to professional organizations and legislative actions as well.

Diversity

Graduate educators understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse populations of learners. Graduate students understand that 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. Students learn about issues of equity and how to develop an inclusive environment. The concept of diversity in a global society is a special focus of graduate education at SAU.

Assessment

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

PROGRAMS OF STUDY

These programs of study are available for those desiring graduate study in education. Some programs are offered completely online. Face-to-face classes often include online work between class meetings during the semester.

- **MAE in Curriculum and Instruction** is designed for those who wish to enhance student achievement, obtain a master's degree, complete an 18-hour planned program for the Michigan Professional Certificate, meet recertification requirements, or broaden or refresh their knowledge in areas of professional education. Educators completing this degree gain the knowledge and skills to be research-based advocacy leaders in K-12 education. The program is offered both on-line and face-to-face at four sites.
- **The MA in Reading** leads to a master's degree and the Reading Specialist (BR) endorsement for certified teachers who complete the program and pass the required Michigan Test of Teacher Competency (MTTC) in Reading. Because reading affects every aspect of student achievement, this degree is highly desirable in K-12 education and for teachers who wish to increase their effectiveness as educators. Teachers wishing to complete their 18-hour planned program with reading coursework for the Michigan Professional Certificate or to meet recertification requirements may also choose courses

from this program. This degree provides educators with the knowledge and skills to plan, lead and support K-12 literacy initiatives. This program is offered completely on-line.

- **The MA in TESOL** prepares educators to better serve and teach students for whom English is the second language. Teachers wishing to complete their 18-hour planned program with TESOL coursework for the Michigan Professional Certificate or to meet recertification requirements may also choose courses from this program.

Objectives of the Master of Arts in Education (MAE), Master of Arts in Reading (MAR) and the Master of Arts in Teaching English to Speakers of Other Languages (MATESOL) programs

- To enhance the professional knowledge and skills of educators.
- To enable participants to apply analytic, research, and advocacy skills to the solution of current problems faced by educators.
- To provide educators with the opportunity to develop 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 develop the leadership skills necessary for developing collaboration among the constituencies in the local community and with state and national education professionals.
- To equip educators to meet the needs of an increasingly diverse student population.
- To prepare educators for new professional service and leadership roles.

MSE in Learning Disabilities

This special education (MSE) concentration is designed for educators who have an undergraduate endorsement in learning disabilities and wish to complete a graduate degree in this field to further enhance their abilities to serve this student population and their families.

Objectives of the Master of Special Education (MSE) program

- To enhance the professional knowledge and skills of special educators
- To enable the participants to apply analytic and research skills to the solution of current problems faced by special educators
- To provide special educators with the opportunity to examine and/or strengthen a sound basis for dealing with questions of ethics and values
- To provide special educators with the opportunity to acquire, refresh or expand their knowledge of the role of research in education
- To provide educators with the opportunity to acquire the leadership, classroom management, technological, and instructional skills necessary to

meet the increasing demands of exceptional students

- To train special educators in assessment and methods to provide intervention for students struggling in reading and other subject areas

Non-degree program This option is designed for teachers who wish to enhance their students' achievement through more effective teaching, to meet requirements for the professional certificate, for teachers needing certificate renewal, or for teachers who wish to broaden or enrich their academic background but do not wish to pursue a degree program. This option also serves individuals who are not certified teachers but who wish to explore their interest in specific educational focuses from the degree programs above.

Professional Certificate and Planned Programs

All MAE courses in Curriculum and Instruction, all MA in Reading courses, all MSE courses, all MA TESOL courses and six courses in the MAC-School Guidance Counseling program courses are approved for the 18-Hour planned Program for certificate renewal and for advancing to the Professional Certificate.

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

Planned Program Requirements

An 18-Hour Planned Program is one in which the program is approved and accepted by one teacher prep institution. No more than six (6) pre-approved credits from an outside institution may be used toward the 18-Hour Planned Program at SAU. Within the approved programs listed above, students may complete a portion of the core or elective classes to satisfy the 18-Hour Planned Program requirement for the Professional Certificate as indicated. Students in the MAC – School Guidance Counseling program should contact their MAC advisor or the Certification Officer in the School of Education to be advised regarding the six specific courses within this program that are approved toward the 18-Hour Planned Program. Courses from any approved Planned Program must be completed with a minimum grade of "C" to be accepted as part of the 18-Hour Planned Program. The student must contact the Certification Officer to initiate the process to renew the Provisional Certificate and to advance to the Professional Certificate.

Endorsements

Teachers seeking additional endorsements in other content areas such as early childhood, special education learning disabilities, elementary education, or specialty programs in the arts and sciences may do so

through a planned program of coursework at the bachelor's level arranged with the Certification Officer prior to enrollment in any course. Endorsements can only be added to valid Michigan teaching certificates. Students holding certificates from other states must work with their certifying institution.

Reading (BR) Endorsement

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

Enrichment

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

Master of Arts in Counseling (MAC) with an emphasis in school counseling (K-12) program (available through the School of Graduate and Professional Studies in conjunction with the School of Education) 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. See the MAC section of this catalog for more information.

Preparation for Coursework for Master of Arts in Education (MAE), Master of Arts in Reading (MAR) and MA in TESOL online programs

EDU 060 Orientation to Online Learning (no fee, no credit) This course is recommended prior to enrollment in on-line graduate education courses. Students with prior experience in online learning may choose to waive this course. EDU 060 is offered in the two weeks prior to each semester. Students desiring more information about on-line learning and practice with the elements of Blackboard should register for this course, which can be repeated if students desire additional support.

COURSE DESCRIPTION

EDU 060 Orientation to Online Learning (0)

Some of the topics covered include an introduction and overview of online learning, expectations, and tools that online students encounter. This course explores SAUonline's learning management system (LMS), principles of online learning, including student expectations,

characteristics related to successfully online learning, and an overview of SAUonline courses – their structure, typical learning activities and interactions. The course seeks to introduce online SOE students to SAU's mission and values, and the implications of those values for academic integrity, scholarly inquiry, and collegial behaviors and practices of online students.

MAE in Curriculum and Instruction

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

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 538 Diversity in a Global Society (3)
- EDU 560 Instructional Technology (3)
- EDU 578 Educational Assessment (3)
- EDU 594 Teaching Discouraged Learners/Troubled Youth (3)
- EDU 639 Critical Issues and Advocacy (3)
- EDU 650 Educational Research Methods and Design (4)
- EDU 656 Graduate Thesis (4) *Prerequisite: 650*

AND six (6) elective hours consisting of selected graduate education and liberal arts courses offered through Spring Arbor University, as well as Spring Arbor University graduate education credit EDU 517 workshops (Please see information about allowable Workshop Credit.)

TOTAL REQUIRED COURSE HOURS: 35

MA in Reading with a Reading Specialist (BR) Endorsement

The **MA in Reading** provides the knowledge and skill set to earn the Reading Specialist (BR) endorsement for certified teachers who complete the program and then pass the required Michigan Test of Teacher Competency (MTTC) in Reading. Standards initiatives at the state and national level have increased the need for literacy leaders in K-12 education. This program prepares teachers to assume those roles to enhance both the profession and student achievement. Designed for certified teachers who wish to obtain a master's degree and add a BR (Reading Specialist) endorsement, this degree is offered completely on-line via eight-week courses. Students completed the entire MAR prior to taking the MTTC (#92) for the Reading specialist endorsement, as program synthesis and preparaton for the MTTC occurs in RDG 692 and RDG 694.

The curriculum includes the following required courses:

- EDU 530 Values, Ethics, and Worldview (3)
- EDU 624 Elementary Reading (3)
- RDG 628 Teaching Writing (3)
- RDG 656 English Language Learners (3)
- RDG 678 Children and Young Adult Literature (3)
- RDG 679 Adolescent Literacy (3)
- RDG 680 Content Area Literacies (3)
- RDG 682 History and Psychology of Reading (3)
- RDG 684 Program Design and Analysis (3)
- RDG 689 Literacy Leadership (3)
- RDG 692 Literacy Research and Design (3)
Prerequisite: all previous RDG courses
- RDG 694 Reading Research Practicum (3) *Prerequisite: RDG 692*

TOTAL REQUIRED COURSE HOURS: 36

MASTER OF SPECIAL EDUCATION IN LEARNING DISABILITIES

The **MSE in Learning Disabilities** is designed for teachers who have an undergraduate endorsement in learning disabilities and wish to complete a graduate degree in this field. Certified teachers who wish to add the learning disabilities endorsement take additional courses prior to entering the MSE program. This program prepares K-12 teachers with the knowledge and skills to effectively address student learning needs and collaborate with general education colleagues across the curriculum to enhance student achievement and professional competencies.

The required curriculum includes each of the following core courses:

EDU 530	Values, Ethics, and Worldview (3)
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 630	Reading Intervention, Assessment, and Training (3)
SED 636	Behavior Management for Children with Challenges (3)
SED 639	Critical Issues in Special Education (3)
EDU 650	Educational Research Methods and Design (4)
EDU 656	Graduate Thesis (4) <i>Prerequisite: EDU 650</i>

TOTAL REQUIRED COURSE HOURS: 35

MASTER OF ARTS IN TESOL

The MA in TESOL is a 33-credit program consisting of the following courses.

TSL 500	Linguistics for Teachers of English (3)
TSL 501	Cross Cultural Competence in Communication (3)
TSL 502	TESOL Methods and Materials for Second Language Acquisition (3) <i>Prerequisite TSL501</i>
TSL 503	Methods of Teaching, Speaking & Listening with Beginners (3) <i>Prerequisite TSL501</i>
TSL 505	Assessment & Evaluation of Language Minority Students & Programs (3) <i>Prerequisite TSL501 & 502</i>
TSL 506	Literacy Instruction for English Lantuate Learners (3) <i>Prerequisite TSL 501 & 502</i> <i>RDG 656 may be substituted for this course</i>
TSL 508	English Grammar Approaches for English Lantuate Learners (3) <i>Prerequisite TSL501</i>
TSL 509	Sheltered Immersion (STOP) for Content Area Teachers (3) <i>Prerequisite TSL 501</i>
TSL 510	Integrity in Teaching English as Mission (3) <i>Prerequisite TSL 501</i>
TSL 600	Capstone Project, Practicum and Portfolio (3)

And ONE of the following elective courses

EDU 624	Elementary and Middle School Reading (3)
EDU 625	Secondary Reading (3)
RDG 628	Writing (3)
RDG 678	Children and Young Adult Learners (3)

TOTAL REQUIRED COURSE HOURS: 33

MASTER OF ARTS IN COUNSELING

(with an emphasis in school counseling)

This 50-credit hour MAC degree 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 the student also holds a valid Michigan teaching certificate, s/he may also add a Guidance and Counseling (NT) endorsement to his/her certificate. (Note: A teaching certificate is not required to earn the SCL)

The School of Graduate and Professional Studies admits students into this program and determines course and graduation requirements. See the Master of Arts in Counseling program description in this catalog for program information. Specific inquiries related to the NT endorsement should be directed to the Certification Officer in the School of Education.

ADMISSIONS

Degree-seeking Program (MAE, MAR, MSE)

Applicants must submit the following:

- Official transcripts from all institutions attended, including evidence of an earned bachelor's degree from a regionally accredited college or university with a cumulative GPA of at least 3.00 for the last two years of the bachelor's degree*
- Contact information for two references
- Copy of valid driver's license or other government-issued photo ID
- Teacher certification information
- Conviction disclosure
- Completed graduate application

MA TESOL applicants must also submit the following

- Native speakers of English must submit evidence of the study of a foreign language (one semester of college study, two semesters of high school language study or extended residence in a non-English speaking country.
- Non-native speakers of English with a BA or BS degree from an institution in a non-English speaking country where the language of instruction was not English must have a TOEFL score of 100iBT or its equivalent or an IELTS 6.5 within the last six years. If the candidate has spent significant time in the United States, England or Canada, the candidate may request to demonstrate proficiency in English through professor observation of listening and speaking, as well as a college-level reading comprehension assessment and writing assessment.

Please see www.arbor.edu for more information.

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

Classroom Access

Many of the courses in the SOE graduate programs assume that students have access to K-12 classrooms in which they teach or other educational environments. Students for whom this is not true will need to arrange sufficient access to a classroom or other educational environment to allow them to study and analyze issues related to pre-K-12 education and apply their learning.

Non-degree Seeking

Applicants must submit the following:

- A bachelor's degree from a regionally accredited college or university;
- An official transcript from all previous institutions attended if not teacher-certified;
- Copy of valid driver's license or other government-issued photo ID;
- Conviction Disclosure Form
- Michigan Certification information or a copy of teaching certificate (if issued by a state other than Michigan); and
- A completed application

Please see www.arbor.edu for more information.

Guest Students

Applicants who are currently enrolled at another university may enroll as a guest student for up to six credit hours to transfer back to their home university.

Guest students may enroll in one course at a time. A 3.0 or better grade in the first course permits registration in the second course as a guest student.

To apply for guest student status, complete and submit the SAU guest graduate application with a photocopy of the front and back of a valid driver's license.

Misdemeanor and Felony Disclosure

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

Transfer Credit

A maximum of nine (9) semester hours of graduate work from a regionally accredited college or university may be reviewed for credit toward the SOE graduate degrees at Spring Arbor University. Applicants must provide official transcripts along with course syllabi and/or official catalog course descriptions for each course for which they are requesting transfer credit. This option most often applies to the MAE program, as masters programs leading to new endorsements must adhere to Michigan Department of Education requirements as represented in the MDE-approved program.

Workshop Credit

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

MAE, MAR, MA TESOL and MSE GRADUATION REQUIREMENTS

- Successful completion of the required credit hours of approved work for the program;
- Cumulative GPA of at least 3.00;
- Courses with a grade lower than a C may not be counted toward the degree requirements;
- No more than two courses with a grade of C may be counted toward graduation requirements;
- Successful completion of a minimum of 27 hours of graduate course work at Spring Arbor University; and
- Successful completion of all other requirements for graduation specified in this catalog, the School of Education, and University policy

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

POLICIES

Advising

Students in a degree-seeking program may consult with a graduate program academic advisor, the Certification Officer, or graduate education faculty and staff for advising assistance.

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 2.00. Students who do not maintain good academic standing will be placed on probation. Students must be in good academic standing in order to graduate.

Course Load

Students in graduate programs may take up to fifteen (15) credit hours per six-month semester. Students may consult with their advisors to inquire about taking additional credits during a given semester.

Course Registration Changes (drops/adds)

Information and policies for adding, dropping or withdrawing from courses are listed in the General Information section at the front of this catalog. Financial aid regulations make the timing of withdrawals important for students. If you withdraw from a class your financial aid and student accounts may be affected.

Minimum Competency in Computer Technology

Graduate education course design assumes that students can effectively use word-processing programs, spreadsheets, presentation software (including PowerPoint), web browsers, search engines, and library databases. Remediation in these basic skill areas will not be provided during these courses. If you have concerns about your technology skills, you are encouraged to seek help before taking classes. All SOE graduate students can enroll in the free two-week EDU060 course for training in online learning offered prior to each semester. The University offers an introductory computer course (CPS 150 Introduction to Computers). There are also a number of text and on-line resources that can be reviewed.

Registration/Withdrawal Policy for Workshops by the University

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

MAE IN CURRICULUM AND INSTRUCTION

Ten REQUIRED courses listed below

EDU 503 Elements of Successful Teaching (3)

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

EDU 530 Values, Ethics and Worldview (3)

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

EDU 538 Diversity in a Global Society (3)

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

EDU 560 Instructional Technology (3)

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

EDU 578 Educational Assessment (3)

Participants examine the roles of assessment and evaluation in education, explore the principles underlying the assessment process, and develop the skills needed to use assessment and evaluation data wisely. Participants gain skills needed to interpret and use assessment tools and data in classroom settings, schools, and districts to inform instruction and communicate with stakeholders. (Formerly EDU 678).

EDU 594 Teaching Discouraged Learners/Troubled Youth (3)

Students study the needs and behaviors of discouraged learners with strategies for teaching and reaching these students. Instructional design based on brain research and these principles provides the opportunity for students to translate current research and theory in this field into practice to increase opportunities for student engagement and achievement. (formerly EDU 694).

EDU 639 Critical Issues and Advocacy (3)

Students research and explore current topics and issues in education to create advocacy strategies as they consider the interrelationships of curriculum, educational initiatives, contemporary issues, and instruction. Students explore critical thinking skills and design plans to incorporate those skills in their professional practice. (Formerly EDU 539).

EDU 650 Educational Research Methods and Design (4)

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

EDU 656 Graduate Thesis (4)

In this course, teacher-researchers present, fine-tune and implement their research plans. Students conduct data collection, analysis and interpretations leading to recommendations for action based on findings. Chapters 4, 5, and 6, as well as the abstract, table of contents, and tables and figures of the thesis are produced in this course. Students report their research via a bound thesis and a formal academic presentation to a professional audience. In this course, students put action research in context, exploring paradigms, theories, and the transformative nature of teacher research. *Prerequisite: EDU 650.* (Offered in spring.)

Plus two ELECTIVE COURSES to total six credit hours

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

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

EDU 517 Workshop--Special Topics (1-3 credits)

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

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

EDU/NCS 522 Hands-On and Inquiry Science in the Classroom (3)

Students participate in, generate and present hands-on and inquiry-based lessons in the chemical and physical sciences. The collection, use and analysis of data in scientific instruction will be emphasized. Students will use computer-interfaced data acquisition equipment to convey content knowledge. Graduate students in this course implement and present activities to K-12 students in the week-long SAU summer science camp. (Offered summers on main campus only).

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

A look at how mythology and literary classics from the ancient Western worlds have had a profound effect on our world that 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 Western Educational Theory and Practice (3)

This course examines the history and intellectual foundations of educational theory in the West, from Plato to the multiculturalists, with many stops in between. Students 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)

Students explore concepts and skills pertaining to science in general as applied to the environment. This course is designed to allow teachers to integrate environmental topics and science into many different curricular areas. A course fee of \$10 provides additional materials used during this course.

EDU 612 Introduction to Educational Leadership and Administration (3)

This course investigates 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 and Middle School Reading (3)

This course for pre-K through 6th-grade teachers includes field experiences in the diagnosis and remediation of reading disabilities. 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).

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).

EDU 690 Individual Advanced Research (1-3)

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

MA IN READING (with BR Endorsement)

Twelve REQUIRED courses listed below

EDU 530 Values, Ethics, and Worldview (3)

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

EDU 624 Elementary and Middle School Reading (3)

This course for pre-K through 6th-grade teachers includes field experiences in the diagnosis and remediation of reading disabilities. 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).

RDG 628 Writing (3)

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

RDG 656 English Language Learners (3)

This course offers an overview of the role of language and cultural identity on English language acquisition. Current research in best practices for teaching reading and writing to English Language Learners will be explored. Teachers use a case study to investigate issues, strategies, and programs designed to assist English Language Learners. (Formerly EDU 696).

RDG 678 Children and Young Adult Literature (3)

A study of literature and its uses for K-12 students, including the most recently published materials, the role of children and young adult literature in developing literacy, standards for selection and evaluation of materials and strategies for involving students in particular types of literature comprise this course. Teachers apply criteria for selecting and evaluating literature from a historical perspective and in conjunction with critical theory. Teachers investigate research in the field and explore strategies to incorporate literature, including multicultural literature, into the curriculum in all subjects.

RDG 679 Adolescent Literacy (3)

This course examines the needs of and demands on adolescent learners to be multi-literate in contemporary society and explores how educators can advocate, create, and collaborate to meet these needs. Strategies for informing and involving students and parents in literacy development, including technology use, are

featured. Teachers analyze societal, school, family, and individual situations that promote and inhibit literacy learning and develop strategies to address these issues.

RDG 680 Content Area Literacies (3)

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

RDG 682 History and Psychology of Reading (3)

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

RDG 684 Program Design and Analysis (3)

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

RDG 689 Literacy Leadership (3)

This course addresses essential leadership qualities, characteristics and needs of participants, and the change process for literacy programs. Teachers translate information from the following areas into plans for successful school literacy leadership: historical and current perspectives in educational leadership, theoretical foundations of educational leadership, schools as organizations, the bureaucratic nature of schools, power and authority, effective leadership styles, Social Systems theory and its impact on schooling, relationship building and leadership styles. Contingency Theory, motivation and leadership, decision making, communication, school improvement, daily school operations, student achievement, achievement gap, diversity and the change process will also be explored.

RDG 692 Research Methods and Design (3)

This course focuses on the elements and processes of literacy research and academic writing. Teachers study literacy research methods, existing literacy research studies, and their own literacy concerns to design a research study. Students develop Chapters 1, 2 and 3, the bibliography and the appendices of their thesis in this course. Students create a cohesive professional portfolio

encompassing essential knowledge and application strategies using research and information from each course in the program. *Prerequisite: completion of all previous classes in the program.*

RDG 694 Reading Research Practicum (3)

In this course, teacher-researchers implement their literacy research plans. Coursework promotes professional development through coaching and mentoring models for teachers in order to support implementation of various instructional programs and practices. Teachers conduct data collection, analysis and interpretations leading to recommendations for action based on findings. Students complete Chapters 4 and 5 as well as the abstract, table of contents, and tables and figures of the thesis. In this course students review all Reading Specialist standards and prepare for the MTTC examination. *Prerequisite: RDG 692.*

MA IN TESOL (K-5 AND 6-12 EDUCATION)

TSL 500 Linguistics for Teachers of English (3)

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

TSL 501 Cross Cultural Competence in Communication (3)

This course is designed to assist students in exploring personal biases and methods of overcoming them and the basic principles underlying multicultural education. This course provides an opportunity to develop appropriate teaching strategies, activities and materials and to adapt and evaluate curricula for use in culturally diverse, as well as homogeneous classrooms. Ten hours of lab experiences, which will help students apply the concepts, are included in the course requirements.

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

This course focuses on the pedagogical aspects of teaching English and the preparation of teaching materials for classroom use. Integrated methods and strategies will be explored for teaching listening, speaking, reading and writing to ELLs of diverse backgrounds and levels. This course requires highly constructive class participation and responsible out of class lesson assignment preparation for the lab setting. The goals of this course are to develop students' knowledge in the following areas: theories of second language acquisition, research based pedagogy for ELLs, how to manage instruction for different levels of learners with diverse abilities, appropriate interactions with students and parents from diverse cultural backgrounds. *Prerequisite: TSL501*

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

The course focuses on the pedagogical and teaching materials for classroom use when teaching children and adults as beginning speakers of English. Integrated methods and strategies will be explored for developing listening and speaking skills of ELLs of diverse backgrounds and levels. This course requires highly constructive class participation and responsible out of class lesson assignment preparation. *Prerequisite: TSL501*

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

This course explores theoretical and practical aspects of language assessment and evaluation, particularly in measuring English language skills of students in ESL programs. The students will use the Michigan English Language Proficiency Assessment to assess listening, speaking, reading, and writing. WIDA and DIBELS_ELD standards will be reviewed and compared. Performance based and standardized assessment tools will be developed, used and evaluated in light of issues related to bias, social, political, and psychological factors. *Prerequisite: TSL501 and TSL 502.*

TSL 506 Literacy for English Language Learners (3)

This course is a general overview of the interconnectedness of culture and reading and writing skill development. Students will review the developmental aspects of second language acquisition, as well as the developmental aspects of reading and writing, providing insights for the creation of programs for literacy development for English language learners. The course aims to develop an understanding of learners who intermediate language acquisition and learning to read and write in English in the ESL and general education classroom. Students will assess the oral language proficiency, reading comprehension, vocabulary knowledge and writing skills of a case study student or small group. Reading comprehension and writing skill development strategies will be implemented with the case study individual or group. Challenges for developing phonemic awareness, spelling, vocabulary and comprehension with English Language Learners will be explored. Students will review current research into best practices for teaching reading and writing. *Prerequisite: TSL501 and TSL 502. RDG 656 may be substituted for this course.*

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

This course will enhance the classroom instruction of teachers of English language learners by blending classroom strategies with a study of the most important grammatical structures of the language. Students will become familiar with the meta-language and key concepts of English grammar. Students will develop lessons for the production of English in speaking and writing activities, with a focus on communicative competence. The course will target the most useful grammatical skills needed for beginning and intermediate level English language learners. Students will analyze spoken and written English of native and non-native speakers in order to understand and explain the most frequent error types

of learners from different language groups. *Prerequisite: TSL501.*

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

This course is built around the SIOP model for teaching content and language in mixed ability classrooms in K-12 settings. Students will develop an understanding of how to plan a supportive classroom learning environment for ELL students. Candidates will plan for multi-levels of diverse students using standards-based ESL and content curriculum. Candidates will design integrated activities that focus on listening, speaking, reading and writing goals which also address content objectives. Ten hours of observation and participation in a science, social studies or math classroom with ELLs is required. *Prerequisite: TSL501.*

TSL 510 Integrity in Teaching English as Mission (3)

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

TSL 600 Capstone Research Project, Practicum and e-Portfolio (3)

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

**MSE IN LEARNING DISABILITIES
(for teachers with a current LD endorsement)**

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

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. *Prerequisite: SED 523.*

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. *Prerequisite: SED 523.*

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

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.

SED 630 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 with faculty supervision. The educators will also receive training in reading, writing and spelling instruction.

SED 636 Behavior Management for Children with Challenges (3)

In this 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, reviewing brain research and district statistics, examining which management strategies will edify, 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.

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SPRING ARBOR UNIVERSITY GRADUATE CATALOG DISCLAIMER

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Although the catalog establishes requirements that the student must fulfill to graduate, this catalog is not a contract between the University, student, or anyone else.

Spring Arbor University is a Christian-based educational institution that does consider religion a criterion for various purposes in the administration and maintenance of its environment. Spring Arbor University does not exclude otherwise qualified applicants from participation in programs, activities and/or benefits on the basis of race, color, national origin, gender, age or handicap.

INDEX

GENERAL INFORMATION	6
History of Spring Arbor University	6
Spring Arbor University Concept	6
Community Expectations	7
Non-Discriminatory Statement	7
Diversity at Spring Arbor University	7
Catalog Subject to Change	8
BASIC GRADUATE INFORMATION.....	8
Programs of Study	8
Accreditation.....	8
Admissions.....	9
Expectations	9
Admissions Status.....	9
Admissions Appeals	10
International Student Admission	10
Background Check	10
Guest Student Admissions	11
Non-degree Students	11
Dual Undergraduate/Graduate Enrollment	11
Undergraduate Enrollment	11
Full-time Status.....	11
Semester Credit Limits	11
Student Academic Responsibility.....	12
Standards of Conduct	12
Residency	12
Research	12
Assessment.....	12
Transferring Credits	12
Grading System.....	13
Academic Integrity	14
The Spring Arbor University Graduate.....	15
ACADEMIC POLICIES.....	16
Academic Advising	16
Student Responsibilities.....	16
Probation	16
Auditing a Course.....	16
Adding a Course.....	17
Dropping a Course	17
Withdrawing from a Course	17
Repeating a Course	17

Course Cancellation	17
Class Cancellation	17
Timeline for Completing a Degree.....	17
Withdrawing from a Program	17
Readmission to a Program	18

DISMISSAL POLICY 18

Reasons for Dismissal	18
Dismissal Process	18
Appeal Process	19
Readmission	19
Grade Appeals	20
Academic Policy Appeals.....	20
Graduate Attendance Policy.....	21
Tuition and Fees.....	21
Payments.....	21
Financial Aid.....	21
Refunds	21
Transcripts.....	22
Veteran’s Benefits.....	22
Graduation.....	22

Family Educational Rights and Privacy Act (FERPA)..... 22

STUDENT SERVICES 24

Library Services	24
------------------------	----

UNIVERSITY ADMINISTRATION 24

Executive Team	24
Other Administration.....	25
Campus Map.....	27

GAINEY SCHOOL OF BUSINESS 29

MASTER OF BUSINESS ADMINISTRATION 29

From The Dean	30
Program Description	31
Admissions.....	32
Policies	33
Curriculum.....	33
Faculty	36

SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES..... 37

From The Dean	38
---------------------	----

MASTER OF ARTS IN COUNSELING..... 39

Program Description	40
Admissions.....	42
Policies	43
Curriculum.....	46
Faculty	52
MASTER OF ARTS IN FAMILY STUDIES	53
Program Description	54
Admissions.....	54
Policies	55
Curriculum.....	55
Faculty	58
MASTER OF SCIENCE IN MANAGEMENT.....	59
Program Description	60
Admissions.....	60
Policies	61
Curriculum.....	62
Nonprofit Leadership & Administration Endorsement	67
Faculty	68
MASTER OF SCIENCE IN NURSING.....	70
Mission Statement	71
Program Purpose	71
Nursing Program Goals.....	71
Program Outcomes.....	71
Program Description	72
Admissions	73
Curriculum.....	75
Faculty	82
SCHOOL OF ARTS AND SCIENCES	
MASTER OF ARTS IN COMMUNICATION	84
From The Director.....	85
Program Description	86
Concentrations	87
Admissions.....	87
Policies	88
Curriculum.....	89
Faculty	93
MASTER OF ARTS IN SPIRITUAL FORMATION AND LEADERSHIP.....	96
From The Director.....	97

Program Description	98
Admissions.....	100
Curriculum.....	101
Faculty	104

SCHOOL OF EDUCATION

MASTER OF ARTS IN EDUCATION.....	107
MASTER OF ARTS IN READING.....	107
MASTER OF SPECIAL EDUCATION.....	107
MASTER OF ARTS IN TESOL	107
From The Dean	108
Program Description	109
The Effective Teaching Model	109
Programs Of Study	111
MAE In Curriculum And Instruction.....	111, 115
Master of Arts in Reading	111, 116
Master Of Special Education In Learning Disabilities	112, 116
Master of Arts in TESOL.....	112, 117
Master Of Arts In Counseling	114, 118
Non-degree Program	113
Professional Certificate and Planned Program.....	113
Admissions	118
Transfer Credit.....	120
Graduation Requirements	120
Policies.....	120
MAE In Curriculum And Instruction (courses).....	121
MA In Reading (courses).....	125
Master of Arts in TESOL (courses)	128
MSE In Learning Disabilities (courses)	130
Faculty	132

GRADUATE CATALOG DISCLAIMER.....	134
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