



# Spring Arbor UNIVERSITY

## **2020-2021 Undergraduate Catalog**

### **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.

# Undergraduate Catalog Disclaimer

The Spring Arbor University catalog contains information about the University and policies relating to the academic requirements and records of each student. Current and future students should refer to the Student Handbook and policy handbooks for the University’s policies and procedures, which cannot be varied by an unauthorized employee of the University, either in writing or by an oral statement. The University reserves the right to change any university rules or regulations at any time, including those relating to admission, instruction and graduation. The right to withdraw curricula and specific courses, alter course content, change the academic calendar and/or to impose or increase fees is reserved to the University. All changes are effective at such times as the authorized authority determines, and may apply not only to future students but also to those already enrolled in the University. 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 the Spring Arbor University 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.

## Table of Contents

<b>TABLE OF CONTENTS</b> .....	<b>ii</b>
<b>ABOUT SPRING ARBOR UNIVERSITY</b> .....	<b>4</b>
<b>FEDERAL COMPLIANCE</b> .....	<b>10</b>
<b>ADMISSIONS</b> .....	<b>14</b>
HIGH SCHOOL COURSE EXPECTATIONS .....	14
ADMISSION REQUIREMENTS.....	14
TYPES OF ADMISSION.....	16
INTERNATIONAL STUDENT ADMISSION .....	16
<b>FINANCIAL INFORMATION</b> .....	<b>18</b>
FINANCIAL AID .....	18
FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS (SAP) .....	18
FINANCIAL AID APPEALS.....	19
RETURN OF FUNDS POLICIES.....	19
TUITION, FEES AND EXPENSES.....	21
TERMS OF PAYMENT AND PAYMENT PLANS.....	21
TUITION AND FEES REFUNDS TO STUDENTS .....	21
UNPAID STUDENT ACCOUNTS.....	21
VETERANS BENEFITS .....	20
<b>REGISTRATION POLICIES</b> .....	<b>22</b>
CATALOG REQUIREMENTS.....	22
TRANSFER POLICIES .....	22
EXTRA-INSTITUTIONAL LEARNING FOR CREDIT.....	23
<i>Credit by Examination</i> .....	23
<i>Prior Learning Assessment</i> .....	24
ADVISING AND ACADEMIC PLANS .....	24
ADDING/DROPPING CLASSES.....	26

## TABLE OF CONTENTS

WITHDRAWAL .....	27
COMMENCEMENT AND GRADUATION .....	28
<b>ACADEMIC POLICIES .....</b>	<b>33</b>
ACADEMIC CALENDAR .....	33
FINAL EXAMS .....	33
GRADING SYSTEM .....	33
GRADE APPEALS .....	34
ACADEMIC INTEGRITY .....	34
LEARNING ENVIRONMENT BEHAVIORAL EXPECTATIONS .....	35
ATTENDANCE AND PARTICIPATION .....	35
CREDIT HOUR LOAD .....	36
CLASSIFICATION OF STUDENTS .....	36
ACADEMIC HONORS .....	36
ACADEMIC STATUS .....	37
<b>SAU GLOBAL POLICIES AND PROCEDURES .....</b>	<b>40</b>
SAU GLOBAL ADMISSIONS .....	40
SAU GLOBAL FINANCIAL INFORMATION TUITION AND FEES .....	41
SAU GLOBAL FINANCIAL AID POLICIES .....	41
TUITION REFUND POLICIES .....	41
SAU GLOBAL REGISTRATION POLICIES .....	41
<b>ACADEMICS .....</b>	<b>43</b>
GLOSSARY OF ACADEMIC TERMINOLOGY .....	43
TEACHER PREPARATION PROGRAM .....	45
E. P. HART HONORS PROGRAM .....	48
ROTC .....	49
OFF-CAMPUS AND STUDY ABROAD PROGRAMS .....	49
GENERAL EDUCATION CURRICULUM .....	54
SAU GLOBAL GENERAL EDUCATION REQUIREMENTS .....	57
ACADEMIC PROGRAMS LISTING .....	62
<b>ASSOCIATE'S DEGREE PROGRAMS .....</b>	<b>64</b>
<b>BACCALAUREATE DEGREE PROGRAMS .....</b>	<b>70</b>
<b>MINOR PROGRAMS .....</b>	<b>221</b>
<b>INSTITUTIONAL ENDORSEMENTS AND OTHER ENDORSEMENTS .....</b>	<b>241</b>
<b>COURSE INFORMATION .....</b>	<b>248</b>
COURSE NUMBERING .....	248
CREDIT HOURS .....	248
COURSE ROTATION AND LOCATION .....	248
COURSES FOR ALL DISCIPLINES .....	248
<b>COURSE DESCRIPTIONS .....</b>	<b>250</b>
<b>DIRECTORIES .....</b>	<b>355</b>
<b>INDEX .....</b>	<b>368</b>

# About Spring Arbor University

## History of Spring Arbor University

Spring Arbor University was founded in 1873 by leaders of the Free Methodist Church. Called to minister to the poor, the early Free Methodists advocated freedom for slaves and free pews for all worshippers. In 1860, the year Abraham Lincoln was elected president of the United States, B.T. Roberts organized the Free Methodist denomination in New York. Three years later Edward Payson Hart began evangelistic meetings in Michigan. Hart was the driving force behind the establishment of Spring Arbor Seminary—an academy for elementary and secondary grades. Located near the site of a former Potawatomi Indian village, the academy was built upon "some old school property" that once belonged to Michigan Central College (now Hillsdale College). Devoted to the "promotion of earnest Christianity and sound, solid learning," Spring Arbor Seminary was open to all children, regardless of "religious convictions or beliefs."

Spring Arbor Seminary's enrollment grew to around 200 students in 1907, declined during World War I, but recovered after the Armistice. As one of its principals, H.A. Millican observed the academy remained committed to its original aim to "urge holiness of life and thorough Christian training, together with the highest type of mental culture." In 1923 as the school celebrated its 50th anniversary, the board of trustees voted to add a junior college to the academy. Some first and second-year courses were offered over the next few terms, and in 1929 the school became Spring Arbor Seminary and Junior College. As the emphasis shifted toward higher education, primary and intermediate classes were discontinued in 1930. In 1960, when the school achieved regional accreditation, the trustees changed the name of the institution to Spring Arbor College. Soon the high school program was dropped, as plans were developed to make Spring Arbor a four-year college. Under the leadership of President David McKenna, Spring Arbor College launched its four-year program in 1963, graduating its first class in 1965.

In 1979 Spring Arbor College was invited to offer baccalaureate classes at the State Prison of Southern Michigan. By the time the education program was dropped by the State in 2000, the University's program had grown to serve five different correctional facilities, enrolled close to 3,800 inmates and graduated 400.

In the early 1980s, the college began offering the first of its degree completion programs for adult learners in nearby Jackson. The initial class of students to earn a bachelor's degree in management of human resources (MHR) graduated in 1983. New programs and new locations soon followed as the College developed degrees in health-related fields and opened sites in Lansing and Flint. Spring Arbor College became a leader in the design of degree completion programs and once had a network of 20 affiliate colleges that adopted or adapted the Spring Arbor College curriculum.

Graduate education began in 1994 with the inauguration of the Master of Arts in Management (MM) degree, which is now the Master of Business Administration (MBA). The University has consistently developed graduate programs and currently offers degrees in varying formats. The graduate catalog and the University's website contain more information on currently available programs.

On April 30, 2001, Spring Arbor College became Spring Arbor University. Recognizing the wide-ranging growth of its degree offerings, its locations and its structure, the change in name also acknowledges new aspirations and an ambitious vision for the future. The move clarified the school's status internationally, positioned the institution to better reach a growing constituency, pushed the entire collegiate community to guard our spiritual heritage and challenged the organization to excel academically and administratively.

Prior to the inauguration of the four-year institution in 1963, the University's 10-watt radio station (WSAE) went on the air. In 1998, WSAE began broadcasting on the internet. Today WSAE broadcasts to most of south-central Michigan with 3900 watts of power and additional translators in Lansing, Kalamazoo, Coldwater, Galesburg, Dexter, Battle Creek and Chelsea. The University's signature commercial station, 106.9

WSAE HOME.fm, is run all day by a professional and student radio staff. HOME.fm also simulcasts non-commercially on 89.3 WJKN-fm in Jackson. An online only streaming signal, called The Message, is used for teaching beginning students, providing an initial experience on the air.

Spring Arbor University has developed its Cross Cultural Studies program and has gained recognition for its efforts to offer courses in international settings. Each year, students and faculty travel to such places as Africa, Asia, Central America, the Caribbean, Europe and the Middle East. Along with the international programs, Spring Arbor University also encourages students to undertake coursework in urban settings within the United States.

In the past decade, SAU has expanded programming to various technology-enabled formats, including several completely online offerings. The tradition of innovation continues.

## 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 Concept in Action

Since 1963, when the University became a four-year institution, the Spring Arbor University Concept has expressed the mission of the University. The Concept affirms the University's respect for tradition, its heritage of innovation and its pledge to pursue excellence.

As a Free Methodist affiliated institution, Spring Arbor University was founded as an outgrowth of the Wesleyan movement in American Christianity. The Spring Arbor University Concept echoes many of the prominent themes in the Wesleyan tradition. Among American Christians, Wesleyans have been notable for their emphasis on faith as a lifelong discipline of devotion, self-assessment and spiritual growth. In calling for a community of learners who are committed to Jesus Christ as the perspective for learning, the Concept presents faith as a dynamic and ongoing process of personal development, continually enriched by reflection upon the Gospel of Christ. Learning is understood as an enduring commitment to explore new ideas, to undertake new challenges and to lead lives of holiness and integrity. Christian teachings offer the vital perspective on the acquisition and application of knowledge, not a static orthodoxy, but a vibrant inspiration.

The Concept also reflects the Wesleyan emphasis on application and experience rather than simply on cognition and analysis. Experiential learning has long been a feature of the curriculum. At advanced levels, students may receive hands-on experience in the University's sports labs, radio station and TV studio, or conduct chemistry research here or at major Midwestern laboratories. Disciplines with applied learning are anchored in the liberal arts. The General Education requirements offer breadth and balance, acquainting students with the methodologies used by several disciplines to pursue knowledge. With an interdisciplinary core program, the General Education curricula attempts to link learning to prior knowledge and experience; it also encourages students to think critically and creatively, and to communicate with precision and empathy. Designed originally for a small, residential Christian college in a rural setting, the Concept underscored the value of learning within a community. On the central campus, that community has been defined by its common traditions, its campus-wide gatherings and its core curricula. Chapels services, the Community of Learners Lecture Series and the Focus Lecture Series provide opportunities for the full community to gather for worship and learning. Several interdisciplinary, issue-oriented core courses explore the ideals of the Concept. The Christian Perspective in the Liberal Arts (CPLA) Committee oversees efforts to make Christian values pervasive in the academic programs and the campus environment.

## Statement of Faith

As an institution affiliated with the Free Methodist Church, Spring Arbor University acknowledges that the specific doctrinal confession to which it adheres does not define orthodoxy for the whole body of Christ nor is it comprehensive of every Christian truth. The University gladly embraces all who faithfully adhere to the essentials of biblical Christianity as fellow believers and co-laborers in Christ's cause. The University's statement of faith is based largely on the Articles of Religion contained in the church's Book of Discipline.

**We believe** in one God, the Holy Trinity: Father, Son, and Holy Spirit, as revealed in the Christian Scriptures known as the Holy Bible.

**We believe** that Jesus Christ is God's incarnate Son who lived a perfect life on earth, proclaiming God's reign and establishing a community of disciples; who sacrificially died on the cross for the sins of all people; who rose in triumph from death, accomplishing salvation for all who truly believe in him; who is now at the Father's right hand interceding for us; and who will return to earth in victory, judging all people and establishing his everlasting kingdom.

**We believe** in the Holy Bible as the inspired and authoritative Word of God. It bears unerring witness to Jesus Christ, the living Word. It is the trustworthy record of God's revelation, completely truthful in all it affirms, attested by the early church and subsequent councils, faithfully preserved and true in human experience.

**We believe** that human beings, men and women equally, are created in the image of God and are called to be his faithful stewards on earth. Although all people have become alienated from God and affected in every part because of sin, by God's grace, all who truly repent of their sin and believe in the Lord Jesus Christ are justified by faith and adopted into the church, the people of God.

**We believe** that repentance and belief in Christ are evidenced by commitment to a life of obedience to the authority and commandments of the Holy Bible as interpreted through sound exegesis<sup>1a</sup> and a traditional biblical hermeneutic<sup>1b</sup>.

**We believe** that the value of human beings does not depend on their marital status, but that human families were established by God to perpetuate humankind and to provide a stable community for nurturing children in faith and righteous living. Marriage between one man and one woman is the instruction of the Holy Bible for establishing families, and physical sexual expression is to be confined to that marriage relationship<sup>2</sup>.

**We believe** that God not only counts believers as righteous, but that he makes them righteous, freeing them of sin's dominion at conversion, purifying their hearts by faith, perfecting them in love by his Spirit, and providing for their growth in grace through God's participation at every stage of their spiritual life, enabling them through the presence and power of the Holy Spirit to live a victorious life of righteousness, justice, and practical usefulness.

**We believe** God's kingdom promises to establish "a new heaven and a new earth, where righteousness dwells" (2 Peter 3:13 TNIV) and where resurrected believers will participate in God's everlasting Kingdom.

-----  
<sup>1a</sup>Exegesis: interpretation of text based on careful, objective analysis of the text itself; distinguished from eisegesis, or interpretation based on interjecting one's own views into the text.

<sup>1b</sup>Hermeneutic: refers to a particular approach to interpretation of a text. Traditional biblical hermeneutic emphasizes relying on texts of Scripture to interpret texts of Scripture, seeking internal consistency. The approach also emphasizes objective grammatical and historical accuracy.

<sup>2</sup>The Spring Arbor University policy on Sex, Sexuality and Gender Identity and the Student Community Standard regarding sexual expression can be found in the Student Handbook and Community Covenant.

## Accreditation

All degrees offered by Spring Arbor University are accredited by the Higher Learning Commission (HLC), 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604. Additionally, the following Spring Arbor University programs are governed by discipline accrediting agencies. Questions regarding accreditation may be directed to the Office of Academic Affairs.

For accreditation information related to teacher preparation programs, see the Teacher Preparation Program section of this catalog.

The Bachelor of Social Work program is accredited through the Council on Social Work Education (CSWE), 1701 Duke Street, Suite 200, Alexandria, VA 22314.

The undergraduate and graduate nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036.

## Affiliations

Spring Arbor University is affiliated with the Free Methodist Church, though it is nondenominational in its admissions and hiring policies.

Among its many associations, Spring Arbor University is a member of the Council for Christian Colleges and Universities, the Association of Free Methodist Educational Institutions, the American Association of Colleges and Universities, Campus Compact, the Association of Independent Colleges and Universities of Michigan and the Council of Independent Colleges. With intercollegiate sports teams, Spring Arbor is also part of the National Christian College Athletic Association (NCCAA), the National Association of Intercollegiate Athletics (NAIA) and has long been committed to the gender equity principles of Title IX.

## The Ideal Spring Arbor Graduate

The ideal Spring Arbor graduate is a person who embodies the Spring Arbor University Concept. As such, Spring Arbor University students are exposed to an academic and spiritual community that enables them to:

- be prepared as life-long learners, capable of self-education, applying relevant knowledge, and making wise judgments by thinking divergently, critically, and productively;
- be well-equipped in one or more disciplines to undertake advanced instruction and fulfill a productive and rewarding role in the global society;
- have developed an understanding of the culture and basis of contemporary social and moral issues, and acquired tools for research, and effective communication;
- have learned the importance and process of self-reflection to comprehend the potential of personal motivation, aspirations, capabilities, and establishing goals for life;
- be persons who appreciate community among all people and are sensitive to community needs, responsive to opportunities to serve, and wise in community participation,
- be well-integrated persons who are prepared to live lives pleasing to the Creator, enriching to others and self.

## Assessment

The faculty and staff of Spring Arbor University have set forth learning and development goals for its students. The University is dedicated to helping every student meet the ultimate, long-term outcomes expressed as The Ideal Spring Arbor University Graduate and achieving learning outcomes identified by the University and each department or discipline. It is not sufficient, however, only to state these expectations concerning student learning and personal development. The University must determine whether it is achieving those goals, and the levels of learning and personal development that students have mastered, as well as the practices that have contributed to that mastery. The resulting feedback combined with information gained from multiple

sources can then be used to improve teaching and learning. The process of planning, collecting learning outcomes data, analyzing findings and making improvements is incorporated into an assessment system at Spring Arbor University.

The goal of the assessment system is three-fold:

1. support the learning process by providing usable information to faculty, students, and administration for improvement in student learning outcomes (academic and personal development),
2. strengthen SAU's ability to carry out its mission and achieve maximum institutional effectiveness, and
3. provide transparency and accountability to the University's varied internal and external audiences.

Spring Arbor University is committed to processes of continuous learning and program improvement through a variety of assessment and accountability measures, and sees itself as a learning community. Guided by an Assessment Leadership Committee, the University has developed an assessment plan that includes institutional level assessments and department or program assessments. Annual assessment reports are required of all academic departments. Student cooperation is essential in gathering useful information for the assessment process.

The University has identified three institutional assessment areas: writing, critical thinking, spiritual growth. These three are incorporated into all aspects of the curriculum. Assessment measures for these are especially embedded into the Core curriculum. Assessment measures include sophomore and senior writing exams. Sampling studies are completed for critical thinking and spiritual growth. In addition to these three areas, the University regularly uses the NSSE (National Survey of Student Engagement) and SSI (Student Satisfaction Inventory) to gauge student engagement in learning and student feedback about their educational experience at SAU. Other assessments, such as interviews and surveys are administered to students (and faculty) as appropriate. Exit interviews, focused groups, alumni surveys, research projects and other measures are used to ensure that the university is a data-guided institution, making decisions about ongoing improvements using reliable information.

All departments and programs at SAU must participate in the assessment process. Departments develop an assessment process based on the identical learning outcomes and standards for their discipline and may use a variety of measures in assessing student learning and growth. Students have the opportunity to provide feedback on all courses through the course evaluation process. This feedback is provided to the faculty and departments. The University uses a software program to collect and store assessment data from across the campus. This software system provides a comprehensive means for considering the collected data, findings and use.

## Life on Campus

### A Common Faith

Faculty, staff, and students share a common faith that gives their lives the sense of community – a bond that affects attitudes, student activities, residence hall life, class sessions and academic programs. Spring Arbor University's faculty and staff attempt to foster an open, caring environment. Additionally, to build community and an understanding of the faith, students in main campus programs are required to attend chapel services twice a week, and curriculum in all classes includes an integration of faith and learning.

### Benefits of the Community

The University, located in south central Michigan just eight miles west of Jackson (population 34,000), benefits from and serves its community in many ways. Campus facilities include an athletic center with an indoor track and fitness center, offering year-round activities for both the University and community. Student athletes compete in a multitude of intercollegiate varsity-level competitions. Other campus traditions, events, productions and culturally enriching activities are enjoyed by students and the

community. Twice-a-week chapel services often include prominent speakers and performers. Additionally, the Student Government Association is active in providing leadership and service roles for both resident and off-campus students.

Spring Arbor University was established as a residential university. It subscribes to the living/learning experience as a vital part of whole-person Christian education. Therefore, residence hall life is a special experience. The mission of residence life is to guide student's growth through meaningful relationships with God and others in a purposeful living/learning community.

### **Academic Student Connections**

Academic Student Connections (ASC) supports the academic program at Spring Arbor University by providing resources to students to help identify or clarify learning needs, and to implement strategies to help meet those needs. Students can expect friendly, personal, strategic intervention when they visit.

Students may participate in courses, seminars, study groups, tutoring and mentoring sessions designed to enhance learning performance. Professional staff work together to coordinate the teaching, mentoring and services offered. Additionally, student office assistants and tutors are available to provide feedback for students. Courses offered by ASC staff are found in the GES (General Studies) course descriptions. These courses may meet student needs through emphasizing study skills and groups, Write Right research skills, AVID learning skills, reading skills, math review, and testing strategies. The ASC also provides English as a Second Language (ESL) courses and disability services.

### **Accommodations for Students (ADA)**

In addition to providing academic support courses, Academic Student Connections is sensitive and understanding of its responsibilities to the equal access accommodation and support of individuals with disabilities.

In accordance with Section 504 of the Rehabilitation Act of 1973, as amended in 1992, and the Americans with Disabilities Act (ADA) of 1990, ASC is proactive in developing specialized accommodations to support the abilities of each individual eligible for such services. Personnel consult with students, then accept, evaluate, and maintain documentation (consistent with ADA guidelines), establish or negotiate reasonable accommodations to reduce academic barriers for students, and notify instructors of the necessary accommodations for them in the classroom. Requests for any type of digitized textbooks should be given one month in advance.

Each year students having need for accommodations must notify ASC of their continuing desire for services. Students are responsible for providing documentation and communicating with the staff of their ongoing need for adjustment or modification of the support plan established.

### **Academic Student Connections Contact Information**

Please mail confidential documentation to Academic Student Connections, Spring Arbor University, 106 E. Main Street, Spring Arbor, MI 49283 (Phone: 517.750.6481; Fax: 517.750.6660; Email: [amber.hollowood@arbor.edu](mailto:amber.hollowood@arbor.edu))

### **Community Standards of Conduct**

Spring Arbor University is a Christian university dedicated to fostering academic, social and spiritual growth for students. While actively participating in the University community, students are expected to govern their lives in harmony with its regulations, both on and off campus. Student handbooks outline standards of conduct.

# FEDERAL COMPLIANCE

## Notice of Nondiscrimination

Spring Arbor University does not discriminate illegally on the basis of sex, race, color, national origin, or disability, in admission to or employment in its education programs or activities, and complies with Title IX, with exemptions, Sec. 504, and Title VI.

## Credit Hour Policy

Spring Arbor University defines a credit hour for federal financial aid purposes as a unit that denotes the approximate and reasonable amount of work represented in intended learning outcomes for a course, verified by evidence of student achievement. Each credit hour awarded represents the equivalent to at least one of the following measures:

1. One credit hour represents the equivalent to approximately one clock hour of classroom or direct faculty instruction and two clock hours of course-related work completed outside of instructional time each week in a 15-week semester. Equivalent work is required for courses that meet fewer meeting times in a semester, such as modular or accelerated courses, and for other academic activities leading to the awarding of credit hours, such as laboratory work, studio work, and other similar academic coursework.
2. Practica and internships require at least 40 clock hours of documented work in the field along with other academic requirements for each credit hour awarded.
3. Courses that do not require classroom or direct faculty instruction as specified in paragraph (1) must meet at least one of the following criteria for credit hour consideration.
  - a. The course materials and rigor are equivalent to the face-to-face version of the course as determined by the department.
  - b. The course content and rigor have been evaluated and approved by the department and/or college and have been deemed eligible for the awarding of the designated number of credit hour units.

Departments and instructors are encouraged to use the Credit Hour Assumptions Worksheet when creating course curriculum to ensure time and work expected for learning outcomes is approximately equivalent to one of the criteria listed above.

## Family Educational Rights and Privacy Act

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 FERPA office in Washington, D.C. concerning alleged failures by the institution to comply with the Act. FERPA 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 educational records and personally identifiable information (PII) contained 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 consent PII from educational 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.

Students have the right to restrict the institution from releasing directory information. If students choose to restrict such release, they need to activate a Directory Information Hold on the SAU student portal. University policy explains in detail the procedures to be used by the institution for full compliance with the provisions of the Act. Copies of the policy can be obtained at the Office of Registration and Records. This office also maintains a directory of records that lists all education records maintained on students by this institution.

Questions concerning the FERPA 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

## Students with Disabilities

Academic Student Connections (ASC) provides various equipment and services to aid students with disabilities, and the ASC staff is trained to personally help meet the needs of students. More information about services provided by ASC can be found on the University's website.

## Title IX - Sexual Discrimination

Title IX protects people from discrimination based on sex in education programs or activities that receive federal financial assistance. Title IX states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." Information about the University's Title IX grievance procedures can be found on the SAU website.

## Alcohol, Tobacco, and Illegal Drug Use Policies

The U.S. Drug-Free Schools and Communities Act Amendment of 1989 provides that each institution of higher education receiving any form of federal financial assistance (including student loans or grants) must adopt a policy regarding the unlawful use, possession, or distribution of illicit drugs and alcohol by its students and employees, and implement a prevention program. Information about these policies are found on the website.

## Sexual Misconduct Policies

In accordance with federal regulations, the University has published policies related to sexual misconduct on the website.

## University Grievance Polices

Spring Arbor University strives to provide a quality Christian education in a friendly, safe and service motivated environment. At times students may feel personally dissatisfied with a policy, process or

particular interaction with a University employee. Steps for grievance or complaint are found on the website at <https://www.arbor.edu/about-spring-arbor-university/complaint-resolutions/>.

The Office of Academic Affairs has a separate process for grade appeals as outlined in this catalog, and the Office of Student Development and Success has a separate process for disciplinary appeals that are addressed in the student handbook.

## Copyright Policies

The U.S. copyright law (Title XVII, United States Code) governs the making of photo copies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for or later uses a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

## Military Leave of Absence Policy

### Military Leave of Absence Eligibility

Only members of the U.S. military are eligible for leave of absence under this policy. Members of other countries' militaries are not eligible. Unless notice is precluded by military necessity, students will be eligible for consideration for a military leave of absence after submitting a Military Leave of Absence Request form to the SAU Office of the Registration and Records. If the student is unable to submit this form due to deployment time frames or security issues, an appropriate officer of the Armed Forces or an official of the Department of Defense may also notify the Office of Registration and Records in writing ([registration.records@arbor.edu](mailto:registration.records@arbor.edu)). Orders for military deployment or active duty service should accompany requests for a military leave of absence (scan and attach to email, or fax to 517-750-6534).

### Military Leave of Absence Regulations

A military leave of absence allows U.S. military personnel who are students of Spring Arbor University to be readmitted and resume studies in the same degree program in which they are enrolled at the time of the leave request, meaning they will not be responsible for completing new program requirements that may be implemented during the leave period. If curriculum has changed, suitable substitutions will be allowed. If the interrupted program has been discontinued during the leave of absence period, the institution will allow previous courses to substitute in an active program of study within the same discipline and within reason, according to discipline-related regulations and sound academic judgment.

Students granted a military leave of absence will be given a refund of tuition and fees paid out-of-pocket for any unfinished coursework during the semester in which their studies are interrupted. Any funds paid toward earned credit will not be refunded. If applicable, housing and meal plan refunds will be prorated for time remaining in the semester in which studies are interrupted. These refunds do not mean students will not owe the school any money for the semester, especially if the student took out federal loans to pay for their tuition and fees. Students requesting a military leave of absence from the University who received financial aid should contact the Office of Financial Aid to determine their financial responsibility to the University.

Students returning from military leave of absence will have guaranteed enrollment for the semester in which they return if the student is granted readmission under this policy (see readmission section below).

## Military Leave of Absence Readmission

The cumulative length of the absence and all previous absences from the University for serving in the U.S. military cannot exceed five years, including the time the student spent actually performing military service and any recovery time for injuries sustained during military service. Veterans seeking admission to a different program are not eligible for readmission under this policy unless the original program of study is no longer offered at the University. If the program is no longer offered, the student must enroll in a replacement program or a program that is in the same field of study as the original program. Veterans who received a dishonorable or bad conduct discharge are not eligible for readmission under this policy.

Students qualify for leave-of-absence readmission after a period of at least 90 consecutive days serving in voluntary or involuntary active duty in the United States Armed Forces (including service by a member of the National Guard or Reserve on active duty, active duty for training, or full-time National Guard duty under federal authority). To be readmitted, students must submit 1) an application for readmission through the Office of Admissions, and 2) a Return from Military Leave of Absence form to the Office of Registration and Records no later than the admission application deadline for the upcoming term. Documentation of military separation or discharge must accompany the Return from Military Leave of Absence form via email attachment or fax to 517-750-6534. The registrar's office will notify the Office of Admissions of the student's intent to return under this policy.

Students who were not in academic, student conduct, or financial good standing with SAU before the leave of absence may not be readmitted. These situations will be considered on a case-by-case basis by the appropriate institutional administrator.

# ADMISSIONS

(NOTE: Students applying to SAU Global degree-completion programs at the sites or online should refer to the SAU Global section toward the end of this catalog.)

The University admits students who are committed to personal, intellectual and spiritual growth. Applicants must evidence appreciation for the standards and spirit of the University and exhibit moral character in harmony with its purpose. The University encourages applications from students who will contribute to, as well as benefit from, the Spring Arbor University Concept. Questions about admissions should be directed to the Office of Admissions at 800.968.0011 or e-mail [admissions@arbor.edu](mailto:admissions@arbor.edu).

## High School Course Expectations

Spring Arbor University offers a strong academic program that prepares students for graduate study and a variety of careers. Students entering the University should come prepared to take full advantage of the educational offerings by having the appropriate preparation during high school. The following list contains the minimum expected study applicants should acquire prior to entering Spring Arbor University. Applicants are encouraged to be prepared beyond these course recommendations.

1. Four years of college preparatory English courses
2. At least three years of mathematics courses including Geometry and Algebra I and II
3. At least three social science or history courses (such as American history, economics, geography, government, psychology and world history)
4. At least three lab science courses
5. Physical education or other health-related courses
6. Students find that having two years of a foreign language and a computer science course also contribute to their success at SAU.

## Admission Requirements

An application may be submitted by any high school student, high school graduate or equivalent, including students in attendance at another institution of higher education. Applications for admission will be sent upon request or may be found online by visiting [www.arbor.edu/applynow](http://www.arbor.edu/applynow). Anyone applying for financial aid should submit the Free Application for Federal Student Aid Form (FAFSA) by November 1 to receive maximum aid the following September.

### Freshman Admission

An ACT composite score of 20, or an SAT of 1020 (English Writing and Math), or a CLT score of 66 and a high school GPA of 2.60 are recommended as minimum criteria for admissions. Freshman applicants should submit the completed application online or directly to the Office of Admissions. An official high school transcript should be sent to the Office of Admissions directly from the high school. ACT or SAT scores should be sent to the Office of Admissions from the testing service. A counselor's form should be submitted from the student's high school counselor. Applicants whose scores and GPA are below these recommendations may be admitted on probation. Freshmen admitted on probation are guided carefully in course selection and are given individual academic assistance from Academic Student Connections (ASC) during the freshman year. Certain courses will be required based on individual test scores.

Freshman applicants submitting scores from the General Educational Development (GED) test must have an average standard score of 500 for regular admission.

## Transfer Students

A combined GPA of at least 2.0 from all institutions attended is recommended. Applicants with a combined GPA less than 2.0 may be admitted on probation. Official transcripts from all institutions of higher education previously attended should be sent to the Office of Admissions directly from other institutions attended.

It is recommended that an official high school transcript and ACT or SAT scores be sent for all transfer students, but it is required for students who have fewer than 26 credit hours of college credit post high school graduation. Accepted transfer students entering the junior year will be given a writing assessment to determine writing proficiency and possible course placement.

## Reapplying to SAU

Students who have previously applied to Spring Arbor University but have never attended should complete the Application to Reapply form available at [www.arbor.edu/applynow](http://www.arbor.edu/applynow).

## Readmission

Former Spring Arbor University students who have withdrawn for one or more semesters must submit the brief application for readmission. Official transcripts from all institutions attended during the separation from SAU should be mailed directly to the Office of Admissions. When a student is not enrolled for two consecutive semesters and is later readmitted, the student must meet the graduation and academic program requirements in effect at the time of readmission.

## Transition Students

Students who have attended or are currently attending a Spring Arbor University in a program offered in a location apart from the main campus and wish to become a main campus student should complete the transition admission application form.

## Part-time or Non-Degree Seeking

Part-time or non-degree seeking enrollees should submit the part-time registration form to the Office of Registration and Records. The form is available online at <https://mysau.arbor.edu/cms/offices/registrar/forms>.

## High School Dual Enrollees

High school students with junior or senior standing and a cumulative GPA of 3.2 or minimum ACT score of 21 or SAT score of 1060-1090 - English, reading and mathematics, may apply to take lower-level classes numbered between 100 and 299 at Spring Arbor University. High school transcripts are required for admission and test scores, if available, are preferred. A dual enrollment form including a signature from a high school counselor and parent must be completed and submitted to the SAU admissions office.

Upper-level courses are not permitted for dual enrollees except under special circumstances. The applicant submits a written request for this exception to the admissions office and provides documentation that supports the applicant's preparedness for the challenges of upper-level college academic rigor. The admissions office will forward this request to the registrar to review, and the registrar will communicate with admissions the decision within a reasonable amount of time.

## Homeschooled Students

Applications from students who have completed their high school studies in a homeschool setting are welcome and encouraged. Homeschooled students should follow the process of freshman or transfer

applicants as outlined above. In place of the counselor's form, a letter of recommendation should be submitted by the parent responsible for the majority of instruction. More information for homeschool families is available online at [www.arbor.edu/homeschool](http://www.arbor.edu/homeschool).

## Admission Deposit

A \$200 deposit for resident students (\$50 for commuting students) is due May 1. The deposit is nonrefundable after May 1 for the fall semester, and after December 1 for the interim and spring semesters.

## Types of Admission

After review of the applicant's materials, an admission decision will be made based on the following definitions.

### Regular Admission

An applicant who meets all requirements and submitted all paperwork may be granted regular admission.

### Probationary Admission

An applicant who does not meet the academic qualifications for regular admission.

### Conditional Admission

An applicant who is accepted, but is missing a required document for admission.

### Denied Admission

An applicant who fails to meet the academic requirements or social expectations and is not granted probationary admission.

## International Student Admission

International students may complete the International Application for Admission online ([arbor.edu/international](http://arbor.edu/international)) or request an international admission packet from the Admissions Office.

## International Financial Forms

The student must complete the Affidavit of Support which indicates the amount of funds the student, family, and sponsors can contribute toward the educational costs. The Application for International Student Financial Aid must also be submitted to apply for need-based financial aid.

## International Costs and Financial Aid

For current costs and financial aid applications for international students, please go to our website at [arbor.edu/international](http://arbor.edu/international) and look under *Financial Aid and Scholarships*.

## Letters of Recommendation for International Applicants

Letters of recommendation from two of the following: teacher, counselor, minister or coach.

## International Transfer Credit Evaluation

Official documents of all coursework completed outside the United States and Canada (except at schools with an American-based curriculum) must be submitted to a recognized evaluation service for validation and equivalency of courses and/or degree. We recommend World Education Services (WES) at [www.wes.org](http://www.wes.org). Using the WES ICAP option will allow WES to mail Spring Arbor the evaluation as well as an official copy of each transcript. If transcript(s) have already been authenticated and evaluated by another evaluation service within the U.S., please contact our Admissions Office to determine if that service is acceptable.

## English Language Proficiency Requirement

International applicants must possess written and oral proficiency in the English language. Therefore, official test scores are required from TOEFL, IELTS, MELAB, or MELICET. Scores should be no more than two years old. If students earned the high school diploma or certificate where all formal instruction was in English, an English language proficiency test is not required. However, students must submit SAT or ACT scores. For regular admission, the SAT Critical Reading score must be 480 or higher and the SAT Writing score must be 380 or higher. After March 2016 Evidence based reading and writing score of 480. The ACT Reading score and the ACT English/ Writing score must be 16 or higher for regular admission. Students will be considered for regular admission or English as a Second Language (ESL) probationary admission as described below.

## Regular International Student Admission

Regular international student admission allows students to enroll for a full academic course load with no ESL classes required. Students must earn minimum scores and sub-scores as indicated on the following English language proficiency test chart to be admitted on regular admission.

Test	Test Type	Score	Notes
TOEFL	iBT	79	No sub-score lower than 17
TOEFL	PBT	550	No sub-score lower than 52, writing score 4
IELTS		7.0	No band score lower than 6.0
MELAB		77	Composition sub-test score of 77 ( <i>no longer offered</i> )
MELICET		>85	Include writing sample

## ESL Probationary Admission

English as a Second Language probationary admission is for students who are not proficient in the English language according to the chart above. This admission status enables students to enroll as a full-time student in college-level courses, including ESL classes, during the first and second semesters. Twelve credit hours is required for students with F-1 status. Selection of ESL classes will be based on placement tests, sub-scores or total scores achieved on the English proficiency tests or SAT or ACT Reading and English/Writing sub-scores. ESL courses are available for academic credit and are calculated into the grade point average. Students must earn minimum scores and sub-scores as indicated on the following chart to be admitted on probation.

Test	Test Type	Score	Notes
TOEFL	iBT	69	No sub-score lower than 15
TOEFL	PBT	525	No sub-score lower than 50, writing score 3
IELTS		6.0	No band score lower than 5.5
MELICET		75-85	Include writing sample

## English Language Proficiency Tests

For further information about English language proficiency tests, please access the following websites:

**Test of English as a Foreign Language (TOEFL)** [www.toefl.org](http://www.toefl.org)

TOEFL scores can be sent to SAU using code 1732 on the registration form.

**International English Language Testing System** [www.ielts.org](http://www.ielts.org)

On the registration form, include the address Spring Arbor University Office of Admissions, 106 E. Main Street Spring Arbor, MI 49283.

**Michigan English Language Institute College English Test (MELICET)**

For further information, please contact Spring Arbor University's Office of Admissions.

# FINANCIAL INFORMATION

## Financial Aid

The Free Application for Federal Student Aid (FAFSA) is the application for federal, state and University funds based on need. Students should apply online each year at [www.fafsa.gov](http://www.fafsa.gov). Early filing of the FAFSA and early acceptance for admission will enhance the possibility of greater financial aid.

A full-time student is defined as a student who is enrolled in 12 credit hours or more in a semester. A resident student is one who lives in university housing, while a student in the "other" category could be one living in campus family housing or an off-campus apartment. Full-time students living in University housing may not reduce to part-time status during the semester without approval from the dean of students.

When calculating full-time federal aid eligibility, SAU uses the full-time tuition and fees and room and board. In addition to these direct costs, the budget includes indirect costs including transportation, books, living expenses and loan fees.

Spring Arbor University offers many opportunities to meet financial need through grants, scholarships, loans and work opportunities. Aid may be received from the federal and state governments as well as from University funds. Financial aid is available to supplement the student's resources in meeting the costs of a college education. Part-time students may receive financial aid from federal and state governments. Full-time enrollment is required to be eligible for University grants and scholarships. The Supplemental Aid Application for continuing students must be on file in the Office of Financial Aid by the date on the form to be eligible for University financial aid.

## Financial Aid Satisfactory Academic Progress (SAP)

State and federal regulations require Spring Arbor University to establish specific standards of Satisfactory Academic Progress (SAP) that students must meet to maintain eligibility for state and federal Title IV student financial assistance programs. The Satisfactory Academic Progress Standards are further explained under Academic Status in Registration Policies. The chart below specifies the SAP requirements for all current undergraduate students, regardless of catalog year:

<b>Attempted Credit Hours</b>	<b>1-15</b>	<b>16-24</b>	<b>25-36</b>	<b>37-47</b>	<b>48+</b>
Minimum Required GPA	1.6	1.7	1.8	1.9	2.0
Minimum Completion Ratio (earned credits divided by attempted credits)	50%	67%	67%	67%	67%
Maximum Total Credits Allowed to Complete Degree (150% of the program length)	For associate's degrees = 93 For bachelor's degrees = 186				

## Attempted Credit Hours in SAP Calculations

All courses attempted at SAU and transfer credits that count toward a student's degree are counted as credits attempted regardless of the grade assigned. Only courses with final grades issued and considered passing are counted as credits earned. All credits for repeated courses are counted as attempted credits and if passed as earned credits. Incomplete courses are counted as attempted credits, but not as earned credits. Withdrawn courses with a grade of "W" are counted as attempted, but are not calculated in the completion ratio or GPA. Withdrawn courses with a grade of "UW" act the same as a grade of "U."

## SAP Frequency of Review

SAP will be reviewed at the end of the semester. Students not making SAP at the end of a semester will be

placed on Financial Aid Warning. Students on Financial Aid Warning who are still not meeting SAP requirements at the end of the term for which they were placed on Warning status, will be ineligible for additional financial aid. Students determined to be ineligible for financial aid will receive a letter notifying them of the loss of eligibility along with an explanation of how they can appeal the loss of eligibility.

## Regaining Financial Aid Eligibility

Students who have been dismissed from federal and state aid programs due to having failed to make satisfactory progress must take courses without the benefit of federal or state financial aid until such time as they are meeting the standards of satisfactory progress. Students readmitted to the institution will be reinstated at the satisfactory progress level of their departure from Spring Arbor University and must meet SAP standards to be reinstated to eligibility.

## Financial Aid Appeals

Students who have lost eligibility for state and federal financial aid may appeal based on the death of a relative, an injury or illness of the student, or other special circumstances. Appeals must be submitted in writing and must state 1) why the student failed to make satisfactory academic progress, and 2) what has changed in the student's situation that will allow the student to demonstrate satisfactory academic progress at the next evaluation. Appeals must be signed by the student.

Signed appeals should be addressed to the Financial Aid Appeals Committee and faxed to the Financial Aid Office at 517.750.5555 or may be mailed to the Financial Aid Appeals Committee, Financial Aid Office, Spring Arbor University, 106 E. Main Street, Spring Arbor, MI 49283.

## Return of Funds Policies

### Return of Federal Funds

The Office of Financial Aid recalculates federal financial aid eligibility for students who withdraw, drop out or are dismissed prior to completing 50 percent of a semester. Federal financial aid includes the Pell Grant, Supplemental Education Opportunity Grant (SEOG), TEACH Grant, Perkins Loan, Direct Student Loan, PLUS Loan and Grad PLUS Loan.

For programs or courses offered in modular or accelerated formats, a student who drops a course during a semester may have to be treated as having withdrawn for financial aid purposes even if the student is registered for future courses in the same semester. Students should contact the Office of Financial Aid with questions regarding dropped courses in modular or accelerated courses or programs. Percentage of earned aid that students may keep is calculated using the following formula:

*number of days completed up to withdrawal date ÷ total days in student's courses in the semester* (For definition of withdrawal date, see Registration Policies.)

Federal financial aid is returned to the federal government based on the percent of unearned aid that students may not keep using the following formula:

*percent earned × amount of aid disbursed toward institutional charges*

When federal aid is returned to the federal government, students may incur a balance that is owed to the University, especially in cases where students accept aid over and beyond tuition and fees. Students should contact the business office to make arrangements to pay the balance.

Note: If a student fails to earn a passing grade in any course during a semester, a return of funds calculation will be completed based on the student's last day of attendance.

Federal funds returned must be in the following order:

1. Federal Unsubsidized Direct Loan
2. Federal Subsidized Direct Loan
3. Federal Perkins Loan
4. Federal PLUS (parent loan)
5. Federal Pell Grant
6. Federal SEOG
7. Federal Teach Grant

## Return of State Grant and Scholarship Funds

The formula below, which is mandated by the State of Michigan, will be followed to calculate the amount of funds returned to the state that students do not keep.

*amount of refund to the student × percentage of tuition and fees that was covered by the state aid*

## Return of University-funded Aid and Outside Gifts

Unless otherwise stated by donors, the University will award the same percentage of university-funded scholarships or outside donated gifts equal to student incurred charges at the date of withdrawal after any withdrawal refund is calculated.

## Veterans Benefits

Veteran benefits are coordinated through the Office of Registration and Records in cooperation with the Financial Aid office. Veterans apply for veterans educational benefits online through the Veterans Benefits Administration (VA) online application (VONAPP) at [www.gibill.va.gov](http://www.gibill.va.gov). The student may call the VA if they have questions regarding the application at 1-888-442-4551.

A copy of the Certificate of Eligibility (COE) will be mailed to the student by the VA. The COE is required before the student can be certified for benefits by the certification officer in the Office of Registration and Records. All questions concerning benefit eligibility and payment should be directed to the VA at 1-888-442-4551.

Any student receiving veteran benefits is subject to all academic policies of Spring Arbor University as outlined in this catalog and student handbooks. Students eligible to receive benefits from the Veterans Benefits Administration should make certain that all records are correct before the beginning of each term of attendance. In order for a student receiving benefits to remain in good standing, the following items should be noted:

1. Benefits will not be paid for courses that are not graded A, A-, B+, B, B-, C+, C, C-, D+, D, D-, U, or S. In addition, a course cannot be audited and counted toward benefit hours. Any incomplete grade must be converted to a regular grade within six weeks.
2. Courses for which the student registers must be applicable to program and degree requirements. Extra non-required courses taken beyond the 124 hours needed to graduate will not be certified for benefits. Up to 12 hours beyond the 124 can be certified only if they are required, and if the student has not previously taken courses that did not apply toward the student's program.
3. The addition of an extra major or program requiring more than 124 total hours cannot be certified without the student securing approval for a change of program from the Veterans Administration.
4. A student accumulating more than 12 hours of failing grades ("U") will lose further benefits.
5. The Office of Registration and Records maintains all veteran records, including degree requirements, courses taken and grades. Grades are posted to the student's record at the end of each academic session. The University catalog gives all degree requirements. Each student's progress is monitored by

- the Office of Registration and Records.
6. Credit for previous training may be granted, based upon academic evaluation of records.
  7. Academic Probation: If a student receiving veteran benefits falls below a 2.00 cumulative GPA in any semester, that student is placed on academic probation according to the Veterans Benefits Administration. The student is permitted two consecutive semesters on this status. If the student fails to raise the cumulative GPA to 2.00 or above at the close of the second semester, that student will no longer be entitled to veteran benefits.
  8. Spring Arbor University is a Christian university dedicated to fostering academic, social and spiritual growth for students. While enrolled as active participants in the Spring Arbor University community, students are expected to govern their lives in harmony with its regulations, both on and off campus. The student handbook fully outlines standards of conduct, which reflect the ideals of the Spring Arbor University Concept. Because of connotations or associations that do not contribute to the Spring Arbor University Concept, using alcoholic beverages, illegal non-prescription drugs, or tobacco is prohibited.

### **Tuition, Fees and Expenses**

Information about tuition, fees and expenses can be found on the University's website at <https://www.arbor.edu/admissions/financial-aid/costs/>.

### **Terms of Payment and Payment Plans**

Information about terms of payment and payment plans can be found on the University's website at <https://www.arbor.edu/resources/offices/business-office/>.

### **Tuition and Fees Refunds to Students**

Information about tuition and fees refunds can be acquired through contacting the business office.

### **Unpaid Student Accounts**

Students who are delinquent in the settlement of any of their accounts with the University or who have not made arrangements with an approved payment plan forfeit all University privileges, including but not limited to room and board, class attendance, and access to the SAU Network. Students whose accounts are not paid in full are not issued transcripts or permitted to register for a new semester. A monthly service charge will be added to any unpaid balance in the student account. 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 collection fees, if applicable.

If a withdrawing student or the student's parent is convinced the withdrawal is the result of circumstances warranting exceptions from published refund policies and does not believe the request to the Business Office for exception has been satisfactorily considered, a written appeal may be submitted to the registrar within 60 days of the withdrawal date. The registrar, along with registrar-selected representatives from informed student support areas on campus if necessary, will consider the written appeal. The registrar will communicate a decision to the student in writing within 30 days of the receipt of the written appeal. The decision of the registrar is final.

# REGISTRATION POLICIES

## Catalog Requirements

Students are subject to the curriculum requirements in the catalog effective at the time they matriculate in an academic program at Spring Arbor University. When a student is not enrolled for two consecutive semesters and is later readmitted, the student must meet current graduation requirements as listed in the effective catalog at the point of readmission. Students may petition the Office of Registration and Records to use requirements from a previous catalog, but approval of this request is not guaranteed. While students are subject to the requirements of the catalog under which they matriculated, the administration reserves the right to change academic policies and curriculum at any time without notice.

## Transcripts

Official transcripts are issued by the Office of Registration and Records and bear the University seal and Registrar's signature. Ordering information and payment is accepted online, and status emails will be sent for the requestor to track the ordering process. Transcripts will not be issued until all financial obligations to the University have been cleared.

The charge for transcripts is listed on the website where the order is requested. To order official transcripts, visit <https://www.arbor.edu/resources/offices/registration-and-records/request-a-transcript/>.

## Transfer Policies

Spring Arbor University considers coursework for transfer only after receiving an official transcript from the sending institution. An unofficial transfer evaluation may take place using unofficial transcripts, but no credit will be transferred until official transcripts are received. A transcript is official only as designated by the sending institution and sent directly from that sending institution to the University. Hand-delivered transcripts will not be accepted as official.

The University defines transfer credit as college-level coursework earned from degree-granting colleges or universities holding regional accreditation or candidacy status or accredited by organizations recognized by the Council for Higher Education Accreditation (CHEA) or the Department of Education.

Coursework from institutions that do not meet transfer criteria may be considered on a case-by-case basis only when the transfer student is able to provide written evidence that the coursework meets standards related to length of course, appropriate credentialed faculty, course content, learning outcomes, and other factors normally found at accredited institutions. The Office of Registration and Records in consultation with the University's academic departments will be the final determiners of transfer credit. Credit accepted for transfer will be recorded on the student's Spring Arbor University transcript in a block of credit.

The transfer GPA from other institutions is not calculated into SAU cumulative GPA. Other institutional GPA may be combined with the SAU GPA to be used as criteria for determining certain academic eligibilities, such as scholarships.

Students who have matriculated to SAU and wish to take coursework elsewhere with the intent on transferring the credit back to SAU should obtain transfer authorization from the SAU Office of Registration and Records prior to taking the course. Students who fail to obtain transfer authorization before enrolling at another institution run the risk of credits not applying to SAU requirements.

Up to 68 community college semester credit hours can be transferred to apply to programs offered on the main campus. After students have earned 68 hours from a community college, no additional coursework may be transferred from a community college without adequate justification and prior written approval by

the Office of Registration and Records. A maximum of 20 semester hours of technical credit may be transferred to apply toward a main campus academic program. A maximum of 94 credits can be transferred from a four-year institution. Only courses that apply to the SAU degree program will be transferred.

Transfer credit for military experience will be accepted if the student's Joint Services Transcript is received from the DODED. If for some reason transcripts are not available, the Office of Registration and Records may evaluate a DD214. A maximum of two MOS's (Military Occupational Specialty) are used in generating military credit, and each must have been held for at least one year. The DD214 should have a complete summary of activity while serving. However, when the record is not complete, copies of certificates verifying course completion can be useful in giving more complete information for evaluation. ACE recommendations are used in awarding credit for military experience.

International transfer credit must be evaluated by an international credit evaluation service such as World Education Services (<https://www.wes.org/>).

Coursework with a grade below "C" (2.0) will not be accepted for transfer. Courses graded with letters other than the standard letters "A"- "C," such as "P" or "S," will not transfer unless the sending institution's transcript key states that the grade is equivalent to at least a 2.0. (Special consideration will be given to grades issued in Spring 2020 in light of the industry-wide response to the COVID-19 pandemic.) Courses below college level will not transfer, even if they are counted for credit at the sending institution.

Spring Arbor University is a signatory member in the Michigan Transfer Agreement (MTA). The intent of the agreement is to insure that a student who completes an associate in arts degree at a signatory college will have satisfied the basic two-year requirements of the signatory four-year college upon transfer to the four-year institution. "MTA Agreement Satisfied" must be stamped on the community college transcript. The two-year institution verifies that a student has met the terms of the agreement. A student who has not met the MTA Agreement upon transfer is subject to all Spring Arbor University academic requirements current at the time of matriculation. The MTA may apply to out-of-state students with an earned Associate of Arts or Associate of Science degree if requirements of the MTA have been met in their degree program as determined by the SAU Office of Registration and Records.

Regardless of the number of credit hours transferred, all requirements must be satisfied for a degree to be conferred, including all General Education courses, major courses and graduation requirements.

Other transfer policies may apply to specific programs and can be found in program sections.

## Extra-institutional Learning for Credit

### Credit by Examination

Spring Arbor University accepts credit from the exams listed below. Any exam must be taken prior to enrolling in a higher-level course in that discipline. Student must request an official transcript from the testing organization be sent to the SAU Office of Registration and Records. A limit of 60 credits is allowed.

- College Board Advanced Placement Examinations (AP)
- College Board's College-Level Examination Program (CLEP)
- DSST by Prometric (DSST)
- International Baccalaureate (IB)

For AP, CLEP, and DSST, the Spring Arbor website has a list of the tests and equivalent courses at SAU. Test scores must meet the standards and recommendations established by the American Council on Education (ACE) at this website at this link: <http://www2.acenet.edu/credit/?fuseaction=browse.main>. For IB tests, a grade score of at least five at HL is required for credit to be recognized. Any other exams must be recommended by ACE or NCCRS for credit to be considered.

## Prior Learning Assessment

Students may be granted credit by Spring Arbor University for significant life learning and/or professional training not sponsored by a college or university through a process called prior learning assessment. Prior learning assessment requires extensive preparation by the student and is primarily beneficial to the more mature student who is returning to college after having had significant life experiences and work outside of a college. However, prior learning assessment is open to all SAU students who can demonstrate college-level learning through life and work experiences. Personnel in the Office of Registration and Records oversee prior learning assessment and provide workshops for life-learning papers. Faculty evaluators determine credits awarded for prior learning.

Prior learning credit awarded is based on demonstrated college-level learning with consideration given to contact hours, subject matter content, and mastery of pertinent materials. Credit is not awarded for experience or professional work. The credit earned may be upper or lower level, technical or non-technical.

Some training experiences and professional learning may be eligible to meet General Education requirements. Generally, a training experience or group of related training experiences must contain at least 30 training hours in order to be evaluated. Training courses are considered related if they are in the same academic discipline.

A limit of 30 credit hours can be granted for prior learning for bachelor's degrees and 10 for associate's degrees. There is a prior learning assessment fee which is based on the number of credits for which a student petitions.

## Advising and Academic Plans

A faculty or academic advisor will be assigned to students according to their choice of major. Advisors will assist students with creating and maintaining an academic plan to meet their educational goals throughout their academic career at SAU. While Spring Arbor University provides assistance in academic planning, each student is responsible for the completion of a program and should be familiar with the program requirements listed in this catalog. Students should take the initiative for requesting academic advising assistance. All faculty and academic advisors and the Office of Registration and Records are available to assist students with academic planning.

Main campus students may use the Academic Schedule Planner in the MySAU portal to create a plan for taking all the required program courses to complete their degree in a timely manner. Once the plan is approved by an academic advisor and registration is open, students register using the planner.

Additionally, a student success advisor (SSA) is assigned to main campus students to assist in college life by proactively engaging students in their academic progress and helping them with resources they might need to succeed, specifically as it related to academic success. SSAs usually act as the academic advisor for the freshman and sophomore year and for the first year for a transfer student.

## Registration Dates

New students may register for course at SAU on designated registration dates. Transfer students typically work on an individual basis with an academic advisor to create an academic plan and schedule. Returning students may register in the spring for the subsequent year according to the dates published by the Office of Registration and Records. Registration opens for seniors first, followed by juniors, etc. Students should plan to meet with academic advisors before registering for the following year to ensure they are on track with their academic plan for graduation.

## Auditing a Course

No credit is received when a course is audited. Full-time students may audit 3 credit hours per semester on a space-available basis at no extra charge, and part-time students must pay the per-credit-hour fee. All students auditing a course must pay the course fee if one is charged. An audit student must meet the attendance policy of the course for it to be recorded on the transcript. Audited courses cannot be changed to credit. The student will not be required to complete assignments and exams unless the instructor requests that assignments be completed as a necessary part of attending the course. The instructor is not obligated to correct assignments submitted by an audit student unless the instructor has requested the student to complete them. Audited courses are not eligible for financial aid, and the following courses may not be audited: studio art courses, private music lessons, and specific skill courses.

## Online Course Registration

Online courses available for registration can be seen in the Academic Schedule Planner on the MySAU portal. Students may register, pay for the course and/or apply for financial aid, and order textbooks online. Students should consult their advisor for assistance in course selection and information about eligibility to enroll in courses. Registration for online courses closes at least two weeks prior to the course start date unless otherwise publicized by the Office of Registration and Records. Online courses may be canceled at any time due to low enrollment.

Students enrolled in main campus academic programs are limited to registering for one online course per fall and spring semester. To request an exception to this policy, students may file a petition form with the Office of Registration and Records, but consideration will be given to only those students with very compelling reasons and support from their faculty or academic advisor. The registrar has final authority to grant or deny a petition for online course registration. Students will be registered manually for these additional online courses by the Office of Registration and Records and not through the registration system.

Financial aid may not be available for online courses scheduled outside the student's program financial calendar dates. For example, main campus programs do not have summer included in their calendar. Therefore, students in main campus programs may not be eligible to receive financial aid for courses taken during the summer.

## Repeat Courses

Students may register to repeat a course at SAU if the student failed to earn the minimum grade required for the course or academic program or if the student wishes to improve GPA. The highest grade of all attempts of the repeated course will be used in GPA calculations in the semester when the highest grade is earned. GPA for all other semesters will remain the same. Credit hours for only one attempt with a grade higher than "U" will be calculated into the earned credit hour count. All attempts of the course remain a part of the student's permanent academic record regardless of the number of attempts.

A course in which a student receives a grade of "U" may be repeated twice at SAU. The fourth attempt and beyond must be completed at another institution. Students wishing to repeat a course at another institution should receive transfer approval from the Office of Registration and Records prior to taking the course. Without prior approval, transfer cannot be guaranteed. The GPA is not affected by transfer courses. Athletes should consult with their coach before registering for a repeated course due to a possible impact on athletic eligibility. Students may receive financial aid only once for a previously passed course.

## Taking a Course for Honors Credit

Spring Arbor University allows students to take honors courses in most departments. Students planning to take a course for honors credit must meet with the instructor no later than the first week of class to discuss

the honors requirements specific to that course. The course grade will be determined by the same criteria used to give grades to all of the students in the class, but honors credit for the course will be determined by an additional course requirement, such as a project or a research paper. The instructor/department offering the course is responsible to ensure the student meets qualifications for taking the course for honors credit.”

If the student satisfactorily completes the course for honors credit, the grade for the course will show on the transcript with an "H" next to it. For example, if a student takes MAT 201 for honors credit, earns a "B" based on the requirements all students in the course must meet, and successfully completes the project required of students taking the course for honors credit, then the course grade will be posted on the transcript as "BH" ("B" for the course grade and "H" for taking the course for honors credit).

### **Satisfactory/Unsatisfactory Grade Registration**

In order to encourage students to explore courses in disciplines in other majors but where competition with majors in that area discourages taking the course, the following approach has been developed: juniors and seniors may take one elective course each semester on a satisfactory/unsatisfactory basis except for courses indicating "S"/"U" as the grading method in the course description. No courses required for graduation may be taken "S"/"U."

The student must indicate to the Office of Registration and Records, not to the instructor, a desire to take the course on the "S"/"U" basis by the end of the fifth week of a semester or by the end of the first week of interim or summer sessions. The option may not be changed back to graded once the registration has been changed. Only the equivalent of a grade of "C" or above earns an "S" grade.

### **Courses Requiring Individualized Registration**

The following types of courses require special forms for individualized registration. More information about these courses can be found in the Course Information section of the catalog.

#### **Tutorial Course**

A student may request a catalog course as a tutorial if a schedule conflict prevents taking the regularly scheduled section during an academic career. It is recommended that a total of no more than two courses be tutored. Each credit hour includes at least five hours of meeting time with the tutorial instructor. An additional fee is charged. Tutorial courses are intended for courses required in a program. Tutorial electives are typically not approved. A tutorial request form must be routed for approval.

#### **Independent Study/Internship/Practicum/Field Experience Courses**

See Course Information.

### **Adding/Dropping Classes**

Any changes to registration may impact the student's financial aid and student account. Students should consult with financial aid and billing before making a decision to change registration.

#### **Main Campus Class Add/Drop**

Course changes for semester-long courses (drops and adds) may be made during the authorized period at the beginning of each session as specified by the Office of Registration and Records and published on the academic calendar. After the authorized drop/add period, a student who wishes to drop or add a class must secure the signature of the instructor, the student's advisor and the registrar. A late add fee is charged unless there are extenuating circumstances.

## Modular and Online Class Add/Drop

Online or modular classes may be added up to two weeks prior to the class start date. Students may petition to add one of these types of classes after the allowed add period, but only extreme circumstances will be considered by the registrar. Students have until no later than the seventh calendar day (e.g. the course starts on Monday, so the seventh day is Sunday) of an online course to voluntarily drop from a course without financial penalty. An email must be generated from the student's SAU email account to their advisor on or before the drop period expires. A course dropped on or before the seventh calendar day also will not appear on a student's transcript. After that date, students have until the halfway point in the course to voluntarily withdraw. A withdrawal results in a "W" on the academic record and may result in a partial refund on tuition. Withdrawing from a course after the designated withdrawal period deadline will result in a "UW" on the academic record and no tuition refund.

## Withdrawal from Classes

After the authorized drop/add period, a student may withdraw from a course with a grade of "W" through the eighth week of a semester. The last date to withdraw from semester-long classes is published on the academic calendar, and it is the mid-way point of classes shorter than the full semester. Students may petition to be withdrawn after the authorized withdrawal date only for an unusual reason as approved by the registrar.

## Withdrawal Date

The withdrawal date is defined as one of the following:

1. The last date of the student's recorded attendance or participation if the student is administratively withdrawn or is withdrawn for non-attendance.
2. The date the student officially withdraws with a completed withdrawal form submitted to the Office of Registration and Records.
3. Before or at the midpoint of the total days of the course, students who request a withdrawal or who are administratively withdrawn will receive a grade of "W," which is not calculated into the GPA. Any withdrawals after the midpoint of the course will receive a grade of "UW," which calculates into the GPA the same as a grade of "U."

## Withdrawal from the University

### Voluntary, Official Withdrawal

A student who wishes to withdraw voluntarily and officially from the University during a semester must submit an official request. Campus students should obtain a withdrawal form from Student Development, and after obtaining required signatures, submit the form to the Office of Registration and Records. Student in online or modular programs should work through their academic advisor. The student is responsible for all remaining financial obligations. Grades will follow the withdrawal date policy listed above.

### Administrative Disciplinary Withdrawal

If a student is withdrawn by the University for disciplinary reasons, grades of "W" will be recorded on the transcript for courses in which the student is enrolled at the time of dismissal, and the regular refund policy will apply.

### Administrative Withdrawal for Nonparticipation

An instructor of semester-long, synchronous courses may request an administrative withdrawal of a student who misses more than six consecutive scheduled meetings without a valid excuse (illness, athletics, or other issues). For classes that meet less than a full semester may allow fewer absences. The policy is intended

where there is evidence that a student has stopped attending but has not formally withdrawn. Similarly, students who stop attending all classes may be withdrawn from the University through administrative action. The University especially monitors attendance for students who are on academic probation, and non-class attendance may mean the termination of the probationary status and immediate dismissal. The registrar approves all administrative withdrawals for non-attendance. Return of tuition or other federal funds is based on the policy cited elsewhere in this catalog.

A student registered in an online or asynchronous course who ceases to actively participate may be administratively withdrawn from the course. Any potential tuition refund will be based on the last date of attendance as determined by the Office of Registration and Records. An administrative withdrawal from a course after the halfway point will result in a "UW" on the student's academic record and no tuition refund. Academic programs may have requirements beyond those outlined in this policy for which a student will be accountable. (Also see SAU Global Attendance Policies.)

## Commencement and Graduation

### Main Campus Student Commencement Information

Main campus undergraduate students may petition to participate early in the spring Commencement ceremony early if they are within 8 credit hours of completing all requirements by the end of the summer immediately following Commencement. The granting of petitions is not guaranteed. Petition forms are available in the Office of Registration and Records and must be submitted by February 1. Documentation of summer registration or a plan for completing the 8 credit hours should be submitted with the petition.

Main campus students who will complete graduation requirements at the end of fall semester may participate in the fall Commencement ceremony.

### SAU Global Student Commencement Information

Students enrolled in the off-main campus site programs must complete all requirements prior to participation in a Commencement ceremony. See program student handbooks or the SAU Global section of this catalog for any other specific qualification details.

### Diploma Application

All candidates for a degree must file a diploma application with the Office of Registration and Records. To participate in Commencement, applications must be submitted by August 30 for fall Commencement or February 1 for spring Commencement of the academic year during which students plan to complete all program and graduation requirements.

## Graduation Requirements

### Associate's Degree Graduation Requirements

Spring Arbor University confers upon students an associate degree upon completion of all academic program and graduation requirements. Program requirements are listed in the respective sections of this catalog. An associate's degree may not be earned concurrently with a bachelor's degree. In order to earn a bachelor's degree later, students with an associate's degree from Spring Arbor University must apply for readmission to the University. The following graduation requirements apply to all associate's degree programs and must be met before a student graduates. For an associate's degree to be conferred, students must meet the following requirements.

1. Complete a minimum of 30 semester credit hours at Spring Arbor University. Regardless of the total number of hours taken at Spring Arbor University, at least 10 of the last 20 hours earned toward the degree must be taken at Spring Arbor University.
2. Earn a cumulative GPA of "C" (2.00) is required for graduation with an associate's degree.

3. Students in an associate's degree program are subject to all other academic policies as listed in this catalog, such as, but not limited to grading, class load, class attendance, academic probation and dismissal.

### **Bachelor's Degree Graduation Requirements**

The University confers upon students a bachelor's degree upon completion of all academic program and graduation requirements. Program requirements are listed in the respective sections of this catalog. The following graduation requirements apply to all bachelor's degree programs and must be met before a student graduates. For a bachelor's degree to be conferred, the following requirements must be satisfied.

1. Students must earn at least 124 college-level semester credit hours. Depending upon the choice of major, minor, concentration or endorsement, a student could accumulate more than 124 credit hours at the time of graduation.
2. Students must attain a final cumulative SAU GPA of "C" (2.00). Transfer GPA is not calculated into the SAU cumulative GPA.
3. Students must earn a 2.20 GPA average for courses that count toward the major, including transfer courses. A 2.00 average must be maintained in a minor, concentration or endorsement, including transfer courses. (See program sections for possible additional GPA requirements.)
4. Students must successfully complete 40 credit hours in upper-level courses (numbered 300 and above).
5. Students must complete at least 30 semester credit hours in courses at Spring Arbor University. Regardless of the total number of hours taken at Spring Arbor University, at least 20 of the last 30 hours earned toward the degree must be taken at Spring Arbor University.
6. Students must complete program requirements and minimum number of credit hours as specified by the catalog under which the student matriculated to SAU. Majors will have a minimum of 30 credit hours, or 36 credit hours for group interdisciplinary majors. (See specific majors for number of hours required.) Students should consult the program section of the catalog and their academic advisor to determine whether a minor is required for their degree program. A minor has a minimum of 18 hours or 24 hours for a group (interdisciplinary) minor. A maximum of two courses may meet requirements for both a major and a minor or two minors. No courses may be duplicated in any major/minor areas for students who are certifying to teach.
7. Students must complete 9 credit hours in one major field in courses at Spring Arbor University, not including practicum, internships and field experiences. See individual majors for additional requirements.
8. Students must complete the University's specified General Education program.
9. Students must attend Commencement for the conferring of the degree. Requests to graduate in absentia may be made to the Office of Registration and Records

### **Double Major Graduation Requirements**

A double major consists of course requirements from two different academic programs that lead to the same degree (e.g. Bachelor of Arts). Students desiring a double major must:

- have a 2.5 cumulative GPA from high school or previous college work at the time of petition.
- meet with department chairs (or designees) from both major departments to determine which courses in their respective academic programs will best fit with the planned course rotation and the student's future career goals. Most majors will be required to complete all major requirements for both programs.
- complete and return the Double Major Petition form available through the Office of Registration and Records.

In addition to graduation requirements listed under Bachelor's Degrees above, students must complete 30 credit hours in both majors, 18 of which must be upper level (300 or above). The minimum 30 credit hours

may include required support courses and prerequisites. Overlapping courses may count as fulfilling credit hours in each major, but each department must approve overlapping courses. Each department chair is responsible for determining, on a case-by-case basis the courses that will be included in the department's major according to the preceding specifications.

Note: the later in the student's academic career a declaration of a double major is made, the greater the possibility of increasing the number of credit hours the student will be required to complete.

A student may not graduate with one major and then seek a second major after a degree is conferred. Students may, however, seek a second degree (see "Second Baccalaureate Degree"). A student with a double major may graduate upon completion of all requirements for both majors. Both majors will be listed on the SAU transcript. Double majors will not receive two diplomas. If double major students decide to abandon one of the majors, they are in essence changing their major and will need to complete a Declaration of Major form.

NOTE: For financial aid purposes, the double major curriculum, including required support and General Education courses, should not total more than 186 credit hours, which is 150% of a standard bachelor's degree program at SAU. A student may not graduate with one major and then seek a second major after a degree is conferred. Students may, however, seek a second degree (see "Second Baccalaureate Degree"). A student with a double major may graduate upon completion of all requirements for both majors. Both majors will be listed on the SAU transcript. Double majors will receive one degree.

### **Second Bachelor's Degree Graduation Requirements**

Students seeking a second bachelor's degree must meet all admissions and graduation requirements of a first-time degree-seeking student. To be eligible for a second bachelor's degree, students must:

- have already completed a bachelor's degree from a regionally-accredited college or university prior to application for admission for the second bachelor's degree (official transcripts will be required as verification), or be working simultaneously on two degrees at SAU, which will be completed with no more than 186 credit hours (150% of the number of credit hours required for graduation with a bachelor's degree from SAU). NOTE: the financial aid office should be consulted to determine eligibility for the second degree.
- choose a second bachelor's degree program that has at least 30 non-overlapping and distinct credit hours from the first degree program. Twenty of the 30 credit hours must be upper level (300-400).

In addition to graduation requirements listed under Bachelor's Degrees above, students must complete all required courses of both degree programs as listed in the catalog under which they matriculate to the respective programs. If students complete a first bachelor's degree before declaring a second degree, they must complete any SAU General Education courses and required support courses that were not completed in the first degree program.

### **Individualized Major Graduation Requirements**

A student may plan an academic major different from any current major in the catalog with the approval of the advisor, appropriate department chairs and the registrar. Such programs could include a combination of on-campus and off-campus courses, independent studies and work at other institutions. All individualized majors must clearly reflect specifically stated vocational objectives and should be developed with the help of an instructor in the field. A proposal submitted to the registrar for approval of an individualized major must include specific courses and a rationale for the combination of those courses. It is expected that such majors will be group majors and will include at least 36 hours. A minimum of 16 semester hours in the major must be completed after approval of the individualized major. All other graduation requirements apply.

## Individualized Minor Graduation Requirements

A student may plan an academic minor different from any current minor in the catalog with the approval of the advisor, appropriate department chairs and the registrar. Such programs could include a combination of on-campus and off-campus courses, independent studies and work at other institutions. All individualized minors must clearly reflect specifically stated vocational objectives and should be developed with the help of an instructor in the field. A proposal of an individualized minor submitted to the registrar for approval must include specific courses and a rationale for the combination of those courses. It is expected that such minors will be group minors and will include at least 24 hours. A minimum of 12 semester hours in the minor must be completed after approval of the individualized minor. All other graduation requirements apply.

## Graduation Honors

Graduation honors are awarded to students who have demonstrated excellence and outstanding academic performance at Spring Arbor University. Honors awarded at the Commencement ceremony and listed in the Commencement program are determined using the Spring Arbor University cumulative GPA under the following determination rules.

- For students who have completed all graduation requirements prior to Commencement, honors awarded at Commencement will be determined using the final semester SAU cumulative GPA. These honors will be the final and official honors printed on the diploma and transcript.
- For students with outstanding or incomplete grades and/or requirements at the time of Commencement, including current semester grades, the SAU cumulative GPA for the most recently completed semester prior to Commencement will be used to determine honors awarded at Commencement. Honors awarded at Commencement may be adjusted on the diploma and final transcript after all grades are finalized to reflect official and final honors. However, corrections will not be made to the Commencement program nor to certificates awarded or regalia issued prior to the finalization of official graduation honors.

To be eligible for graduation honors at Commencement, students must meet the following criteria:

1. Be a bachelor's degree candidate.
2. Complete or be registered to complete at least 50 credit hours that calculate to the GPA at Spring Arbor University. (Students who have not completed or are not registered to complete at least 50 SAU graded credit hours upon graduation may be eligible for honors if their SAU cumulative GPA meets the minimum honors GPA requirement **and** their combined GPA from all institutions meets the minimum honors GPA as listed below.)
3. Submit a diploma application by the established and publicized deadline.
4. At the time of graduation honors determination, meet the minimum GPA listed below for one of the three levels of honors:
  - 3.70 – 3.79 Cum Laude (with honor)
  - 3.80 – 3.89 Magna Cum Laude (with high honor)
  - 3.90 – 4.00 Summa Cum Laude (with highest honor)

Students who have attained a 3.70 SAU GPA but meet none of the other graduation honors eligibility criteria as listed above will be recognized in the Commencement program for their academic success at SAU with the designation of Cum Dignitate (with dignity). No special regalia, certificate, award or other recognition will be given for this designation, and no notation will appear on the diploma or transcript.

**Grandfather Clause:** Students who do not qualify for graduation honors as specified above but matriculated to SAU before the 2018-2019 catalog may petition to be considered for graduation honors according to

policies of the catalog under which they matriculated, starting with the catalog that established 3.7 as the minimum GPA for honors. This grandfathering clause will be effective until August 1, 2021. Students who stop their registration at SAU for a semester or longer and are readmitted before August 1, 2021 are no longer eligible to petition for this exception. (This clause will be effective through the 2020-2021 catalog.)

## **Degree Conferral**

Degrees are conferred on the first day of the month following the completion of all program and graduation requirements. All documentation related to these requirements must be received prior to degree conferral included transfer transcripts and petitions for substitutions.

## **Diplomas**

After the degree is conferred and posted to the transcript, diplomas are mailed to all those who have fulfilled financial obligations. The diploma will indicate the degree and month and year of the degree conferral and graduation honors earned. Graduates should expect the diploma within two to three weeks after the degree is posted to the transcript. The address on the diploma application will be the address used for mailing the diploma. Diplomas do not certify a degree has been conferred. Only official transcripts from the Spring Arbor University Office of Registration and Records certify a degree has been conferred. Diplomas will not be issued until all financial obligations have been cleared.

Diploma covers will not be sent with the diploma. Only graduates who participate in Commencement ceremonies will receive a diploma cover. Graduates may purchase a diploma cover through the Office of Registration and Records and pay for any mailing costs the institution may incur.

## **Replacement Diplomas**

Graduates may request a replacement diploma or diploma cover using a form available through the Office of Registration and Records. Policies and fees are listed on the form.

## **Posthumous Degrees**

A student who has passed away while a student at SAU can be eligible for a posthumous degree. SAU offers both posthumous degrees and honorary posthumous degrees. The procedure and policy for each follow.

### **Posthumous Degree Policy**

A student may be nominated for a posthumous degree by his department when the student has completed 85% of the needed credit hours for graduation. To nominate someone, the department chair should write a paragraph or two describing why the student is deserving and send it to the appropriate dean for approval. The dean would then send it to the Academic Affairs office. Upon verification that the student is in good academic standing, the chief academic officer will decide on accepting the nomination and will inform the department and the registrar office of that decision.

### **Honorary Posthumous Degree**

A student may be nominated for an honorary posthumous degree by the department when the student has at least 50% of the credit hours completed for the degree. To nominate someone, the department chair should submit the request in writing describing why the student is deserving and send it to the appropriate dean/division chair for approval. The dean/division chair would then send it to the Academic Affairs office. Upon verification that the student is in good academic standing, the chief academic officer will decide on accepting the nomination and will inform the department and the registrar office of that decision.

# ACADEMIC POLICIES

## Academic Calendar

The main campus follows a two-semester academic calendar with the fall semester concluding before Christmas break, a three-week interim in January, and a spring semester concluding in May. A limited number of undergraduate classes may be offered in summer months.

Most degree completion and graduate programs follow a two six-month semester academic calendar: fall and spring. Courses in these programs are typically accelerated, modular formats that run shorter than the full semester. These courses are designed to be taken one at a time.

## Final Exams

The last three days of the fall and spring semesters for main campus programs are reserved for final exams. All classes meet at a specially designated final exam time for a final evaluation or summative presentation or activity, and students are required to attend. Any student having three or more final exams on the same day may request that one be rescheduled. Instructors may be contacted for such schedule adjustments.

## Grading System

Coursework will be assigned a letter grade that carries scholastic points according to the following scale, where plus and minus grades are intended to reflect more accurately the student's actual performance in the classroom.

Grade	Grade Points	Grade Description
A	4.00	Indicates excellent achievement.
A-	3.67	
B+	3.33	
B	3.00	Indicates good work.
B-	2.67	
C+	2.33	
C	2.00	Indicates fair or average attainment.
C-	1.67	
D+	1.33	
D	1.00	Indicates poor, barely passing work.
D-	0.67	
U	0.00	Indicates unsatisfactory work. No credit is given. The grade is calculated into the Grade Point Average (GPA).
AU	Not computed	No credit is received when a course is audited. A student may drop a course for credit and add for audit through the eighth week of the semester or the half-way point of any course that is not the length of the traditional semester. A course may not be changed from audit to credit.
H	Not computed	Indicates the course was taken as an honors course. Paired with a letter grade "A"-"U" above.
I	Not computed	<b>Incomplete Grade:</b> Indicates incomplete work in a regularly scheduled course at the time the final grade was due. Incomplete grades are given only as a result of incomplete work due to illness or other emergency which presents

## ACADEMIC POLICIES

		obstacles for students to attend class, submit work or take exams. This grade is not intended for students to make up unsatisfactory work or incomplete/missing work due to student negligence. A change of grade form must be submitted by the instructor to resolve the "I" grade. The deadline to change an incomplete grade is six weeks after the end of the term in which the "I" grade is given. Instructors may submit in writing to the registrar's office before the six-week deadline expires a request for a grade extension. If no grade is received by the six-week deadline or by the approved extended date, the "I" grade will be changed to a "U."
IP	Not computed	<b>In Progress Grade:</b> (This is the default grade for work that is not yet graded.) Indicates work in progress. The "IP" may remain after grades are posted only for an independent study, internship, practicum, tutorial, exploratory experience or other special course as approved by the registrar. The IP grade must be removed within six months of the close of the term. Instructors may request and extension in writing to the registrar's office. If no grade is received or no extension is granted by the registrar's office, the "IP" will automatically be changed to a "U."
S	Not computed	<b>Satisfactory Grade:</b> Indicates satisfactory work equivalent to a grade of "C" or above. Credit will be given, but the GPA is not affected.
W	Not computed	Indicates authorized withdrawal from classes. A student may withdraw from a course at any time during the semester. Withdrawals through the official withdrawal date (normally through the eighth week of a traditional semester or the half-way point of any course that is not the length of the traditional semester) will receive a grade of "W" on the transcript. A "W" does not affect the GPA. Withdrawals after this point will receive a grade of "UW."
UW	0.00	Given after the last day to withdraw from a course as described in the "W" description above. A grade of "UW" on the transcript acts the same as a grade of "U" in GPA calculations.

### Grade Appeals

An appeal related to a final course grade should be resolved between the student and the instructor. If the student and the instructor are unable to come to an agreement, the student may appeal the final grade in writing to the Office of Academic Affairs within six weeks from the date the final grade is issued. After six weeks have expired, the grade issued by the instructor is considered permanent. Once the appeal is received, an appointed academic officer will review the case and call an ad hoc committee if necessary. The weight of evidence for the appeal is on the student. If the grade appeal is supported, the final grade will be changed to "S." Details of this procedure may be obtained from the Office of Academic Affairs.

### Academic Integrity

The Spring Arbor University Concept is based on a common commitment to Jesus Christ as the perspective for learning. This means that the Spring Arbor University community seeks to live in close adherence to the example and teaching of Jesus Christ in personal and scholarly pursuits, and live a life of highest integrity in these areas. Additionally, 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. This assumes that all work will be done by the person who purports to do the work without unauthorized aids. With the purpose of encouraging responsible conduct, this policy flows from the Concept and assumes these important community expectations:

- 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, so with prayerful introspection and loving confrontation, we should strive to hold one another accountable to the standards of our faith.
- Full truthfulness is essential from all those in to the Spring Arbor University community.
- Instructors will exercise due diligence in planning and supervising the academic program so that the principles of truth and honesty are upheld.

Acknowledging the principles above, 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. Faculty reserve the right to impose curriculum-related consequences for violations of this policy including but not limited to assigning a failing grade to the assignment, test, or course. Repeated violations may result in actions including but not limited to administrative withdrawal for the semester or dismissal from the University.

Some actions, such as altering official University documents or records, may be subject to criminal penalties. While any breach of this policy affects the whole community, only incidents of cheating or plagiarism must be reported immediately to the appropriate instructor, department chair, dean or other University employee. Students are encouraged to report in writing, and employees are expected to report situations in writing to the Office of Academic Affairs. Confidentiality will be honored unless specific written permission to disclose sources is obtained. No one will be disciplined solely on the testimony of one report without further substantiation. It will be presumed that every student, faculty and staff member of the University community is familiar with this policy. Details about the actual procedures for handling academic integrity concerns may be found in the student handbook.

## Learning Environment Behavioral Expectations

Students are expected to conduct themselves in a manner that is appropriate for creating an uninhibited and uninterrupted learning environment for instructors and other students. Disruptive behavior in the learning environment is both disrespectful and unChristian and can affect the offending student's status and grade in a course. In order for students to mature to be competent professionals, they are encouraged to behave in ways that are consistent with this goal. This includes being attentive and fully engaged in class activities without distracting instructors and other students. Instructors have the right to manage disruptive students in several ways including asking them to remove themselves from class and to not return until they have signed a statement of behavior conduct with the Office of Student Development.

## Attendance and Participation

Class participation is important for academic success at Spring Arbor University, no matter the method of course delivery. While the University does not have an institutional policy for attendance or participation, programs and instructors may establish policies that are expected to be published in course syllabi and communicated to students in the class. The following are general attendance expectations.

### Synchronous Class Attendance

Synchronous classes are those in which the instructor and students come together at regularly scheduled meeting dates and times. Students are required to attend all synchronous class meetings for the classes for which they are registered including final exam days. Absences for starting the class late, extending breaks or missing exams are not excused. Academic calendars and final exam schedules are available on the SAU website prior to semester start dates and should be referenced before making travel plans.

## Blended Class Attendance

A blended class consists of partial and/or alternate meetings in synchronous and asynchronous delivery mechanisms, where at least 50% of the course is synchronous. Attendance in these types of classes is based upon physical or virtual attendance in the synchronous meetings and upon electronic records of student participation in the class. A student who is absent from a synchronous meeting of the class will be considered absent, and a student who logs into the course but does not submit asynchronous coursework or participate in class activities is not actively attending. To be eligible for Financial Aid, students must actively attend a course. If the course is dropped by the student or if the student is dropped from the course by the institution for lack of attendance or participation, recalculation of financial aid eligibility may be necessary.

## Online Class Attendance

Attendance in an online course is based upon electronic records of student presence. A student who logs into the course but does not submit coursework is not actively participating. To be eligible for Financial Aid, students must actively participate in the course. If the course is dropped by the student or if the student is dropped from the course by the institution, recalculation of financial aid eligibility may be necessary.

## Credit Hour Load

A full-time undergraduate student is one who carries a minimum of 12 credit hours per semester. Students will typically register for 12-16 credit hours during fall and spring semesters, and students in main campus programs will typically register for 3-4 credit hours during the January interim.

Main campus students are automatically approved to register for more than 16 credit hours per semester based on SAU cumulative GPA as reflected below. It is recommended that freshmen take no more than 16 credit hours in either semester of their first year.

SAU Cumulative GPA	Max. # of Credits
3.25	17
3.5	18
3.75	19

Students who receive veteran benefits must carry a minimum of 12 credit hours per semester and at least 3 credit hours during interim to receive full benefits.

## Classification of Students

Students are classified based on the number of credit hours earned as follows:

Freshman:	0-25 credit hours	Junior:	58-89 credit hours
Sophomore:	26-57 credit hours	Senior:	90 credit hours and above

## Academic Honors

To recognize high academic achievement and scholarship, academic honors are given.

### Alpha Kappa Sigma

Alpha Kappa Sigma is an honor society among Free Methodist Institutions of higher education. A select number of campus seniors are awarded membership in the organization for recognition of excellence in scholarship, character and leadership. Election is by University faculty.

## Dean's List

The dean's list includes all students in traditional main campus programs who have passed a minimum of 12 credit hours with a minimum GPA of 3.70 in the most recent culminating semester. Only letter grades that are computed into the GPA will be considered for the dean's list.

## Departmental Honors

Departmental honors may be awarded to outstanding senior students in campus programs. The selection is made by the faculty of that department.

## Graduation Honors (see Commencement and Graduation)

## Academic Status

Spring Arbor University encourages students to be academically successful. To help identify students who may need additional academic assistance, each student is identified with an academic status. At the end of each semester, each student's academic progress is reviewed by an academic status committee comprised of staff, faculty and administration. Students designated with an academic standing other than Good Standing will be notified in writing by the Office of Registration and Records.

Students with incomplete or in progress grades at the time academic status is determined may be eligible to be removed from a particular academic status if the final grades for those courses elevate the GPA to above the designated status criteria. In those cases, the student should notify the Office of Registration and Records to request an academic status change.

Academic Status is different than Satisfactory Academic Progress for financial aid eligibility. To understand financial aid eligibility, students should refer to the Satisfactory Academic Progress section of this catalog.

## Good Standing Status

The following step scale indicates the cumulative GPA necessary to remain in good standing at SAU based upon earned credit hours (including transfer) according to the SAU transcript. (Students receiving veteran's benefits, see Veteran Information.)

### Step Scale for Good Standing

Earned Hours	Minimum GPA
1-15	1.60
16-24	1.70
25-36	1.80
37-47	1.90
48+	2.00

## Academic Warning Status

A student will be placed on academic warning for the subsequent semester when the semester GPA is lower than the step scale for correlating earned hours, but is above 1.0. Academic warning is not reflected on the student's academic record, but the student may be encouraged to reduce the number of credit hours per semester or take study skills courses that will count toward degree electives.

## Academic Probation Status

Students will be placed on academic probation for the subsequent semester under the following conditions:

- Cumulative GPA falls below the appropriate level of good standing on the step scale, OR

- The student does not earn at least a 1.00 ("D") semester GPA OR
- The semester GPA falls below the step scale for two consecutive semesters OR
- The completion ratio of courses counted toward the semester GPA is below 67%

Students placed on academic probation are advised to restrict class load, curtail extracurricular activities and work schedules, and may be required to take study skills courses that will count toward electives in the degree program. Students on academic probation cannot participate in intercollegiate athletics competition. Probation status is reflected on the student's transcript.

### **Continued on Academic Probation Status**

Students may be continued on probation for a second semester under the following conditions:

- The student was on probation the preceding semester, and
- Semester GPA reaches at least 2.00 at the end of the probationary semester, but the cumulative GPA remains below the step scale.

Students placed on academic probation are advised to restrict class load, curtail extracurricular activities and work schedules, and may be required to take study skills courses that will count toward electives in the degree program. Students on academic probation cannot participate in intercollegiate athletics competition. Continued on Probation status is reflected on the student's transcript.

### **Restored to Probation Status**

Students may be restored to probation after a successful dismissal appeal. Restored to Probation status is reflected on the student's transcript. Students restored to probation are advised to restrict class load, curtail extracurricular activities and work schedules, and may be required to take study skills courses that will count toward electives in the degree program. Students on academic probation cannot participate in intercollegiate athletics competition.

### **Removal from Academic Probation**

Students may be removed from academic probation at the end of a semester when their academic record meets the requirements of good standing.

### **Academic Dismissal Status**

Students may be academically dismissed from the University under the following conditions:

- At the end of the probation semester, the semester GPA is below 2.0 and the CGPA is below the step scale, or
- In any given semester, a student receives a failing grade in at least 60% of the credit hours attempted.

At the time of dismissal, it is recommended that the student connect with advisors and the Office of Registration and Records to discuss expectations to be met for eventual readmission to Spring Arbor University.

### **Academic Dismissal Appeal**

Students may appeal an academic dismissal in writing to the Office of Registration and Records by the deadline stated in the dismissal letter. Appeals received after the deadline will not be considered. An appeal does not guarantee the student will be allowed to continue studies at SAU. Appeals should include reasons for challenges to prior academic success and steps the student intends to implement in the future to remedy those challenges.

The academic status committee will review appeals and the registrar's recommendations within 30 days of the deadline. The registrar will notify the student within two working days after the committee's decision is made.

The decision of the committee is final. If the appeal is granted, the student will be placed on a status of Restored to Probation. Registration will remain on hold until after the student meets with the registrar.

If the student is dismissed at the end of the semester of being restored to probation status, an appeal will not be considered. The student must separate from SAU for the time specified in Readmission after Academic Dismissal section of this catalog.

## Readmission after Academic Dismissal

Students may apply for readmission after a period of separation from SAU through the Office of Admissions according to the following conditions:

- First dismissal – students may not attend SAU for one full semester including interim or summer.
- Second dismissal – students may not attend SAU for two full semesters including interim and summer.
- Third dismissal – students are permanently dismissed from SAU.

The dismissal count does not restart, even for students who are restored to probation after appeal (see Academic Dismissal Appeal). Once a student receives a dismissal notice, the dismissal is added to the count. Therefore, if a student is dismissed but is allowed to continue on probation after appeal and is subsequently dismissed the next semester, the student has accumulated two dismissals.

When applying for readmission after the specified academic dismissal period, the student will be asked to present evidence of probable future academic success, self-discipline and focus and self-development, which may include transcripts from courses taken during the separation from SAU and/or support letters or documentation from doctors, counselors, employers, pastors, etc. The Office of Registration and Records may deny readmission if the evidence presented does not support the expectation of future academic success. If the decision is made to readmit the student, the Office of Registration and Records may require the student to sign the Graduation Success Matrix before removing a registration holds.

# SAU GLOBAL POLICIES AND PROCEDURES

All policies listed earlier in this catalog apply to SAU Global students unless otherwise specified in this section.

Spring Arbor University is recognized as a leader in accelerated degree completion programs for employed adults. Integrally linked to the University's mission and concept, SAU Global offers courses and degree completion majors in innovative, convenient evening, weekend and online formats for adult students. Experiential learning is the foundation on which all SAU Global programs are developed. Students learn through direct application, simulations, cases, discussions and activities that expand on readings and basic conceptual themes. A major project or internship adds a sharper focus and further integrates the theoretical and the practical in a supportive atmosphere.

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

## SAU Global Admissions

Spring Arbor University welcomes applications from all persons without regard to race, color, creed, national origin, gender, age or handicap.

It is appropriate to acknowledge that SAU Global programs have been created for students who are 25 years or older.

A completed application includes:

- Submission of official transcript from each institution of higher education attended.
- A short autobiographical outline. This is evaluated by the academic advisor to determine life-learning credit potential.
- Employment history, if at all possible, because employment enhances the educational outcomes of the program.
- Satisfactory completion of the writing sample which demonstrates the competency required to function in the program.

Additional admission requirements may be listed within program sections of this catalog and/or program handbooks.

## Admission Status

When the admission requirements are satisfied, the student will receive a letter of admission to the specific program for which application was made. A student's admission status will be one of the following.

### Full Admission Status

The applicant has met all admissions requirements, including a minimum of 58 credit hours from accredited, degree-granting institutions of higher education, and can begin taking major courses at SAU.

### Conditional Admission Status

The applicant is missing official verification of required admissions documents. The applicant may begin taking courses, but may be withdrawn after a specified time has expired if the documents are not received.

## Probationary Admission Status

The applicant has minimal entry deficiencies but has submitted an acceptable specific educational plan for addressing those deficiencies. The applicant may begin taking courses at SAU, but may be dismissed if minimum requirements are not met within a specified time frame.

## Admission Denied

Spring Arbor University reserves the right to deny admission to convicted felons and reserves the right to make decisions based upon factors which it deems relevant under the totality of the circumstances.

## Early Admission

SAU Global desires to meet the career, cultural, spiritual, and self-improvement needs of the adult learner. Therefore, SAU Global programs are designed for students who have a solid foundation in college coursework before starting major courses. Students who have not yet earned 58 credits (junior standing) should work with SAU academic advisors to create an academic plan in preparation for taking higher-level, major courses. Students who are admitted with fewer than 58 credit hours are considered early admits and may be given a "pre" designation as they build to 58 credit hours. Once students are fully admitted and allowed to register in major courses, tuition and fees are adjusted to match the program charges.

## Admission Appeal

An applicant who does not meet the admission requirements may petition for admission. A petition for admission is completed and submitted to the SAU Global Admissions Office. The petitions are reviewed by the Undergraduate Conditional Admissions Committee, which makes an admission determination and communicates the decision with admissions personnel. If the applicant is denied admission, the applicant may work with admissions personnel to submit a written appeal to the dean of the program. The dean will review and communicate the final decision in writing to the student and appropriate personnel.

## SAU Global Financial Information Tuition and Fees

Tuition and total costs vary by program and may be obtained on the SAU website. Payment for each semester is due seven days before the start date of the course. In order to waive payment on or before the start date of class, a student must complete one of the following:

- Student loan scheduled for the semester (see Financial Aid information)
- Set up a payment plan for the semester
- Submit a Third Party Assistance Information Form and provide a voucher or letter authorizing SAU to invoice the third party.

## SAU Global Financial Aid Policies

Please refer to the Financial Aid section in this catalog.

## Tuition Refund Policies

Information about tuition refunds can be acquired through the business office.

## SAU Global Registration Policies

### Dropping/Withdrawing from a Course

Once a student is actively attending course in a given semester and decides to drop or withdraw from a course, federal aid regulations require that a determination be made whether the student is withdrawing

from a single course or from the entire program. Students will be considered to have withdrawn from their program unless they are attending another course at the time the course is dropped or they inform their advisor of their intent to continue in their degree program. Once a student has been dropped or has withdrawn from a class, reinstatement into that same class section cannot occur unless it is within the add period.

When a course is dropped, the student must notify their advisor that they plan to take the remaining courses for which they are registered. The next course for which they are registered must start within 45 days of the last day of the last course that the student attended; otherwise, the student will still have to be treated as a student who has withdrawn.

Students meeting either of the two criteria above are still considered enrolled in their degree program and financial aid will continue, though it may still be adjusted for the course that was dropped. Financial aid will be recalculated and funds may be returned for students who are considered withdrawn from their program. If the student commences attendance again in the degree program, all or a portion of their aid may be reinstated.

### **SAU Global Transfer Policies**

Upon admission to the institution and upon receipt of all official transcripts from previous institutions, an evaluation will be conducted to determine which credits will transfer from sending institutions to the SAU transcript. Only courses that apply to the degree will be transferred.

A student must request that an official transcript from each college or university attended be sent directly to the Spring Arbor University site in the appropriate area. Failure to submit all transcripts will result in the student being withdrawn until all transcripts have been received by the Office of Registration and Records.

SAU Global program transfer policies vary somewhat from the policies for students enrolling in full degree programs offered on the main campus. Below are listed the differences in the transfer policies. All other policies are the same as those listed in the "Transfer Policies" section of this catalog.

- up to 84 credit hours from community (two-year) colleges are allowed
- up to 40 technical credit hours are allowed
- up to 62 nursing credit hours can apply to the RN-BSN post-licensure program
- Regardless of the number of credit hours transferred, all graduation requirements must be met for a degree to be conferred, including all General Education curriculum and major course requirements.

### **SAU Global Academic Policies Attendance**

- Students missing two of any combination of class participation – synchronously scheduled class sessions or asynchronous assignments – may be administratively withdrawn from the class due to nonparticipation. Students may be allowed to continue in the program unless the course is a prerequisite course that must be taken in sequence before other program courses. Students should work with their academic advisor to determine if and when the course should be repeated.
- Students accumulating five of any combination of absences (defined in the bullet above) in major courses in the program may be administratively withdrawn from the program.

A petition to reconsider a withdrawal due to nonparticipation may be submitted through academic advisors to the Office of Registration and Records. The Office of Registration and Records will review the petition for a final determination.

NOTE: some programs may have more stringent absence policies. Students should refer to program handbooks or confer with academic advisors for more information.

# ACADEMICS

## Glossary of Academic Terminology

### Associate of Arts

The Associate of Arts is an undergraduate degree conferred upon students who have completed the requirements of the program and institutional graduation requirements. Associate of Arts programs are distinguished by coursework that focuses on general education and social, artistic or literary analysis.

### Associate of Science

The Associate of Science is an undergraduate degree conferred upon students who have completed the requirements of the program and institutional graduation requirements. Associate of Science programs are distinguished by coursework that focuses on general education, quantitative and/or scientific reasoning and practical application.

### Associate of [Specialty]

The Associate of [Specialty] is an undergraduate degree conferred upon students who have completed the requirements of the program and institutional graduation requirements. Associate of [Specialty] programs are distinguished by coursework with an emphasis on a particular field of study or career path.

### Bachelor of Arts

The Bachelor of Arts is an undergraduate baccalaureate degree conferred upon students who have completed the General Education program and institutional graduation requirements. Bachelor of Arts programs are distinguished by a qualitative and theoretical focus and require coursework to include at least 6 upper-level credits in courses with an emphasis on social, artistic, or literary analysis in addition to General Education requirements.

### Bachelor of Science

The Bachelor of Science is an undergraduate baccalaureate degree conferred upon students who have completed the General Education, program and institutional graduation requirements. Bachelor of Science programs are distinguished by a quantitative and practical focus and require coursework to includes at least 6 upper-level credits in courses with an emphasis on quantitative and/or scientific analysis and reasoning in addition to General Education requirements.

### Bachelor of [Specialty]

The Bachelor of [Specialty] is an undergraduate baccalaureate degree conferred upon students who have completed the General Education program and institutional graduation requirements. Bachelor of [Specialty] programs are distinguished by an exclusive focus on a particular field of study or career path. Furthermore, these programs may have special accreditation standards in addition to regional accreditation, and they typically lead students to the possibility of licensure or certification after their degree is conferred.

### Concentration

Concentrations are groups of courses within a major or program that focus on a particular specialization in the field of study. They are considered part of the major or program. At minimum, a major with concentrations should have at least two concentration choices. Concentrations are comprised of 9-29 credit hours and do not include foundation courses.

### Core

Core courses refer to courses in the General Education program.

## Endorsement

An endorsement is a special program designed to meet criteria or standards specified by an outside body or agency. Endorsements are affiliated with outside licensure and certification and are typically post-degree or extra-degree programs. The number of credit hours in an endorsement is determined by the standards or criteria of the outside body. Prerequisite requirements for endorsement courses should be included in the credit-hour count unless it is expected that students will have met those requirements prior to matriculating into the program.

## Foundation

Foundation courses are part of the major that are central to the field of study and are common to all majors in a specific department.

## Institutional Endorsement

An institutional endorsement is comprised of 9-17 departmentally prescribed credit hours designed to equip students with a very specific knowledge or skill-set within a particular field of study. Institutional endorsements are supplemental to a baccalaureate degree program and cannot be earned as an independent credential. Students may earn more than one institutional endorsement, but courses in an institutional endorsement may not overlap with courses in a major, minor, endorsement or second institutional endorsement. Prerequisite requirements for institutional endorsement courses should be included in the credit-hour count unless it is expected that students will have met those requirements prior to matriculating into the program.

## Major

A major is a group of courses within a baccalaureate degree program that equips students with general knowledge in a specific field of study. Majors require a minimum of 30 credit hours. Prerequisite requirements for major courses should be included in the credit-hour count unless it is expected that students will have met those requirements prior to matriculating into the program.

## Minor

A minor is comprised of 18-29 credit hours of related courses that focus on a particular field of study but are secondary and complementary to a student's major. Minors cannot be earned independently of a baccalaureate degree. No more than 6 credit hours of a minor can overlap with a major or second minor. Minors can be more than 29 credit hours if they are designed to meet accreditation, certification or licensure standards of outside bodies or agencies. Prerequisite requirements for minor courses should be included in the credit-hour count unless it is expected that students will have met those requirements prior to matriculating into the program.

## Required Support

Required support courses are courses required by the department that are essential for preparation for or are prerequisite to courses required in the major. They are considered part of the major and follow the minimum grade standards of the major, unless otherwise specified by the department, even if the courses satisfy a General Education requirement.

## Track

Tracks are distinct curriculum pathways that lead to the same credential. Tracks are differentiated at the starting point of the program but converge and culminate the same ending point. E.g. pre-licensure and post-licensure nursing tracks.

# Teacher Preparation Program

## About the Program

The School of Education's Christ-centered mission is to develop and empower dedicated professional educators committed to student learning in a global society. The teacher preparation program is firmly established, guided by, and assessed using the School of Education (SOE) Model for Effective Teaching, shown in graphic form on this page. The core and central component of the model is the University's Concept and the integration of faith in all learning experiences. The six foundational domains and four professional elements insure that every teacher candidate is knowledgeable, skilled, and effectively prepared for success as a professional educator. Assessment processes are reasonable and consistent and data from those processes informs decisions concerning all aspects of the educator preparation program.



Elementary certification covers K-5 all subjects and, grades six, seven, and eight in the candidate's major or minor disciplines. Secondary certification covers grade six through 12 in the candidate's major and minor disciplines. K-12 endorsements for elementary candidates are English as a Second Language, Spanish and Special Education: Learning Disabilities. K-12 endorsements for secondary candidates are Spanish and Special Education: Learning Disabilities.

## Teacher Education Accreditation

The Michigan Department of Education (MDE) requires that all educator preparation programs be nationally accredited. Upon successfully completing the chosen certification program of study, candidates participating in the School of Education accredited program will be certified by the MDE.

The SOE has been granted probationary accreditation for the next two years by The Council for the Accreditation of Educator Preparation (CAEP). The fall 2018 review by the CAEP Accreditation Council resulted in SAU and 52 other providers from 27 states and Puerto Rico to receive accreditation for their education preparation programs.

In preparation for the review visit in 2020, the SOE will be focusing on the stipulations:

### CAEP Standard 3

3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

### CAEP Standard 5

- 5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, complete achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.
- 5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Spring Arbor University joins a total of 196 other educator preparation providers nation-wide to receive CAEP Accreditation.

## Teacher Certification

The teacher preparation program at SAU is approved by the MDE for teacher certification in Michigan.

**Students desiring Michigan teacher certification are responsible for meeting all certification requirements of the MDE, whether or not they are explicitly stated in this catalog.**

Candidates for certification as an elementary educator must pass the elementary Michigan Test for Teacher Certification (MTTC). Candidates for certification as a secondary educator must pass the MTTC in their content major. See the School of Education Handbook for more information.

## School of Education Policies and Procedures

Policies and procedures for the School of Education are located in the SOE Handbook, which is revised annually and provided to students in EDU 140 Exploring Critical Skills for the Professional Educator. In order to complete the teacher education program, a student must successfully meet the program requirements in effect at the time of the student's first semester of enrollment at SAU.

### Disclaimers:

1. MDE Administrative Rules, state laws, and changes in requirements of accreditation bodies may supersede any requirements printed in the catalog or SOE handbook.
2. The state of Michigan is in the process of modifying the structure of teacher certification from elementary or secondary to grade bands. This will affect every teacher education student in Michigan.

## Elementary Education Requirements

Students in elementary teacher education programs will be required to fulfill requirements in Option I: Content Centered or Option II: Child Centered. Options I and II include planned program and professional program requirements.

### Option I: Content Centered

*Requires one major or two minors from the content centered areas.*

#### Majors

Language Arts (BX)  
Mathematics (EX)  
Social Studies (RX)  
Integrated Science (DI)

#### Minors

Integrated Science (DI)  
Language Arts (BX)  
Mathematics (EX)  
Reading (BT)

### Requirements

#### Planned Program

ART 152 Art Foundations (2)  
EDU 252 Teaching the Arts (1)  
MAT 330 Foundations of School Math I (3)  
MAT 331 Foundations of School Math II (3)  
EDU 376 Children's Literature (3)  
ENG 104 College Writing (3)  
ENG 112 World Literature (3)  
HPR 101 Personal Fitness and Wellness (2)  
HPR 201 Teaching Elem Health and PE (2)  
MUS 152 Music Foundations (2)  
NSC 200 Elementary Science Survey (4)  
PSY 100 Introduction to Psychology (3)  
SPE 212 Fundamentals of Speech (3)  
SST 200 Human Society: Learning in Social Studies (3)

#### Professional Program

EDU 140/L Exploring Critical Skills/Lab (3)  
EDU 202 Issues and Trends in American Education (2)  
EDU 242 Psych Applied to Teaching and Learning (2)  
EDU 271 The Diverse Learner (4)  
EDU 350 Teaching Reading/Lang Arts (5)  
EDU 352 Teaching Social Studies Methods in K-8 (2)  
EDU 353 Teaching Science and Math Stem in K-8 (4)  
EDU 360 Integrating Technology in Teaching (3)  
EDU 424 Elementary and Middle School Reading Problems (3)  
EDU 429 Effective Classroom Management, Assessment and Instruction (3)  
EDU 430 The Professional Semester (3)  
EDU 450 Directed Teaching – Elementary



EDU 343 Teaching Science - Secondary Level (2)

EDU 344 Teaching History and Social Studies - Secondary Level (2)

EDU 346 Teaching World Languages (2)

EDU 349 Methods and Materials for Teaching Music in the Secondary School (3)

\* EDU 336 should be taken as one of the methods courses if the combination of the major and minor would put the student in the same methods course. Example: chemistry major and biology minor should register for EDU 343 and EDU 336. Consult your SOE advisor with questions. It is strongly recommended that all secondary candidates take EDU 336 Teaching at the Secondary Level prior to the student teaching internship.

## Post-baccalaureate Education Programs

Details of the following programs are available with the SOE

### Initial Teacher Certification

Students with no previous teacher certification who hold bachelor's degree may take courses to be eligible for initial elementary or secondary teacher certification in Michigan.

### Additional Teaching Endorsements

Students with previous teacher certification may add the following teaching endorsements, which require 50 clinical clock hours under the direction of a teacher who holds the endorsement sought.

- Elementary endorsement (ZG) onto a secondary certificate (K-5 all subjects)
- Secondary endorsement onto an elementary certificate (grades 6-12 in the major and minor fields appropriate to secondary certification.)
- Additional subject area endorsements (see listing of majors and minors on previous pages)

## E. P. Hart Honors Program

The E. P. Hart honors program is dedicated to the development of student character, conviction and community through intense academic study and faculty mentorship. Students participate in a great books curriculum in six team-taught courses as well as study interdisciplinary topics in a yearly one-credit hour honors seminar. Mastery within a student's major is demonstrated through a senior thesis, guided with the help of a faculty mentor. Honors students receive the E. P. Hart Scholarship – the largest at SAU.

### E. P. Hart Honors Program Eligibility

1. High School coursework/transcript marked by rigor: three years each in college preparatory mathematics, science, English/language arts, social studies/science, and two years in foreign language.
2. Minimum composite ACT score of 27 OR SAT of 1280. (Motivated students who do not meet the ACT/SAT or GPA requirements are still able to apply for the program and will be considered on an individual basis.)
3. Cumulative high school GPA of 3.6 or higher.
4. Two references: one from a teacher, and the other from a pastor or community member who can attest to service experience, character and integrity consistent with SAU Lifestyle Expectations.
5. Completed application with writing sample.
6. Interview with E.P. Hart Honors program directors.

### E. P. Hart Honors Program Requirements

- Maintain a 3.6 cumulative GPA at SAU.
- Display character and integrity consistent with SAU Lifestyle expectations.

- Complete the six-course General Education honors curriculum. See Course Descriptions under the HON prefix or the E. P. Hart honors director for additional information.
- Complete an annual 1 credit hour honors seminar course each year from freshman through junior year for a total of three credit hours.
- Complete a senior honors thesis within a student's field of study either as HON 490 or, upon instructor and honors program director approval, an alternative upper-level major course that can double count for the major and honors program thesis.

## ROTC

Spring Arbor University students may participate in Reserve Officer Training Corps (ROTC) through the U.S. Army or U.S. Air Force.

Army ROTC students may also receive a minor in military science and leadership (see Minors, Military Science and Leadership). Army ROTC courses may be offered on Spring Arbor University's main campus or at Eastern Michigan University in Ypsilanti, Michigan. Spring Arbor University has agreed that credits from MSL courses may be used as elective credits and will appear on Spring Arbor transcripts. Students will need to regularly travel to Eastern Michigan University in order to fulfill requirements for MSL courses.

Details about Army ROTC may be obtained using the following contact information:

Department of Military Science  
 Eastern Michigan University  
 18 Roosevelt  
 Ypsilanti, Michigan 48197  
 Phone: 734.487.0354, Email: cot\_armyrotc@emich.edu

Details about Air Force ROTC may be obtained using the following contact information:

University of Michigan AFROTC  
 1080 Chemistry Building  
 930 N University  
 Ann Arbor, MI 48109-1055  
 Phone: 734.764.2403, FAX: 734.647.4099, Email: afrotc@umich.edu

## Off-Campus and Study Abroad Programs

Spring Arbor University students are encouraged to include an off-campus learning experience in their four-year degree programs. This may be field work, practicum, exploratory experience or independent study. Participation in domestic or international off-campus semester programs can be an enriching and valuable part of the university experience. Spring Arbor University is proud to have a rich tradition of collaboration with a variety of such programs.

State and federal aid may be applied to the cost of off-campus semester programs. There is a limited amount of University-sponsored financial assistance available to students enrolled in off-campus programs. Students should consult with the financial aid office. Students who are U.S. citizens and receive need-based aid are also encouraged to apply for outside study abroad scholarships.

Students participating in these programs will be registered at Spring Arbor University after consulting with Office of Registration and Records staff to determine courses that will apply to the student's program and graduation requirements. Grades are submitted from study abroad programs to the SAU registrar's office and are recorded on the transcript according to SAU's grading system.

## Domestic Programs

The following programs aim to bring a Christian perspective to the issues studied, with the intent of helping students develop an integrated biblical worldview. Domestic experience application packets are available in

the Career Development Office. These programs do not satisfy the cross-cultural requirement. All students participating in such opportunities will be charged a non-refundable \$75 SAU domestic semester administrative fee early in the planning and application process.

### **American Studies Program (ASP) – Washington, D.C.**

[www.bestsemester.com/locations-and-programs/washingtondc/asp](http://www.bestsemester.com/locations-and-programs/washingtondc/asp)

A program of the Council for Christian Colleges and Universities (CCCU). The American Studies Program (ASP) in Washington, D.C. will equip students with the tools and experiences needed to translate their campus education into a Christ-centered career in professional leadership and service. Through intensive internships and coursework, student will nurture the leader within during the experience at ASP.

### **Chicago Semester or Summer**

[www.ChicagoSemester.org](http://www.ChicagoSemester.org)

The 16-week semester program delivers a custom-tailored Chicago experience designed to help students prepare for their chosen career and life after college. Program staff works closely and collaboratively with students to place them in a full-time internship that matches interests. Included is a professional seminar and up to two courses for academic credit, depending on the track selected. The 10-week summer program is ideal for students who find it difficult to be away from campus for an entire semester. It delivers the same memorable Chicago experience designed to help build a résumé and professional network in preparation of fulfilling their post-college calling.

### **Contemporary Music Center (CMC) – Nashville, TN**

<https://www.cmcnashville.com/>

A program of the Council for Christian Colleges and Universities (CCCU). The Contemporary Music Center is located in Nashville, Tennessee also known as Music City, USA. The CMC provides students with the opportunity to live and work in the refining context of community while seeking to understand how God will have them integrate music, faith and business. The CMC offers three tracks: Artist, Business, and Technical. Each track includes coursework, labs, directed study and a practicum. CMC students earn 16 credit hours.

### **Los Angeles Film Studies Center (LAFSC)**

<https://www.bestsemester.com/locations-and-programs/los-angeles>

A program of the Council for Christian Colleges and Universities (CCCU). Founded in 1991, the Los Angeles Film Studies Center trains students to serve in various aspects of the film industry with professional skill and Christian Integrity. Each semester, students live, learn and work in Los Angeles, California, developing practical skills through an internship along with academic curriculum that focuses on film production and the integration of faith in the film industry. The combination of the internship and seminars allows students to explore the film industry within a Christian context and from a liberal arts perspective. LAFSC students earn 16 credit hours.

### **Oregon Extension**

[www.oregonextension.org](http://www.oregonextension.org)

Every autumn since 1975, several dozen college students from across the country have taken a step "out of the current" for an unusual semester of vigorous intellectual exploration. Students earn 17 credits, but focus on one topic of study at a time through daily reading, small group discussion and one-on-one conversations with faculty members. The serene setting invites students to pursue deep questions that may build up during a college education in a more focused and comprehensive manner.

### **International Programs**

International study abroad programs are administered by the Cross Cultural Studies (CCS) office. Numerous and exciting international study abroad opportunities are available. All students participating in

international semester and short-term opportunities will be charged a non-refundable \$150 SAU study abroad fee early in the application process for each experience. All students attempting to earn credit outside of the U.S. must be preapproved by the Office of Registration and Records. This process begins by attending an "International Off-Campus Study Workshop" at least 12 months in advance of the experience. Groups typically travel abroad during January and May for short-term, instructor-led experiences. Workshops are conducted on a regular basis in the CCS Office and preregistration is required.

Some majors and/or minors may require a specific study abroad experience as a graduation requirement.

If an international program is located in a country under a U.S. State Department level 3 or 4 travel advisory prior to departure, per institutional policy, Spring Arbor University will not offer credit through that program to students. When the level 3 or 4 is lifted, students may participate in the program for credit.

Students must submit their official childhood immunization records as defined by the Centers for Disease Control to the CCS office as a part of the application process for study abroad. Students whose childhood immunizations are incomplete will be required to provide documentation from their medical provider as having received the required series of immunizations before registering for their program. In instances where no childhood immunizations have been received, it may take a year or more to get all of the shots scheduled and completed. Students who philosophically object to immunizations should choose majors and/or minors which do not require study abroad or receive the required shots.

For additional information, course descriptions and an international off-campus semester packet, contact The CCS office.

## **SAU Study Abroad Programs**

### **SAU Guatemala Semester**

Spring Arbor University offers a semester abroad program (both fall and spring) in Antigua, Guatemala. Students will gain insights into the culture and customs of Guatemala including the significant Mayan Indian population. The program includes specific guided experiences in Guatemalan culture, home stays with Guatemalan families, and individualized lessons in Spanish language. Excursions around Guatemala may include visits to Mayan villages, Mayan ruins, a coffee plantation, the rainforest, and one of the area volcanoes.

All students will take COR 274/275 (or 374/375) and Spanish language. Each student will have their own Spanish language tutor who will tailor instruction to the student's Spanish language proficiency. In addition, students can also choose from these courses taught at the SAU Guatemala Center:

COM 368 Intercultural Communication (3)	SOC 314 Cultural Anthropology (3)
COR 400 Community to Come (3)	SOC 351 Statistics (3)
HIS 333 Latin America (3)	SOC 352 Research Design (3)
POL 312 International Relations (3)	

Each student will also have access to the resources of the SAU Guatemala Center. Internships and practicum for most disciplines can be arranged.

Spanish majors and minors may earn 15 credit hours in Spanish and will take COR 274 for credit and will audit COR 275 to fulfill the CCS requirement. The SAU cross-cultural requirement is met by all other majors by taking COR 274 and COR 275 for credit on site in Guatemala.

### **SAU Japan Semester or Summer**

Spring Arbor University offers a 13-week semester and an 11-week summer abroad Japan program in cooperation with East West Educational Services, Inc. (EWE). Students of any major can gain Spring Arbor University credits while serving in the private kindergartens of EWE teaching English and American culture

to Japanese preschoolers. While living and working alongside Japanese educators in the community of Inzai, (Chiba prefecture, greater Tokyo area) students will gain insight into the culture. Specific guided experiences in Japanese culture, individualized tutorial lessons in Japanese language, and arranged activities with the kindergarten families will be provided by EWE. Required core courses of the program include COR 274 Japan, to be taken the semester prior to traveling to Japan, and COR 275 Japan, taken on site. Japanese language lessons with a private tutor will be provided by EWE for functioning in Japanese society and at the kindergarten level. Semester students may add Spring Arbor University online courses and/or arrange tutorials, or independent study for courses needed to gain up to 15 credit hours. Summer participating students take only COR 275 and Japanese language courses. Certifying education students can obtain 50 of their 120 required observation hours by participating in SAU Japan. The SAU cross-cultural requirement is met by this experience.

### **SAU Jordan Semester**

SAU partners with Kelsey Language Institute in Amman Jordan to offer studies in the Arabic language and culture in a Christian context. The Kelsey curriculum focuses on an oral approach to the language to increase student acquisition of spoken Arabic as much as possible. Language instruction at the elementary and intermediate levels are taught in a cultural context that promotes awareness and appreciation for the culture. The curriculum is designed to enable the beginning student to use spoken language to build relationships with locals that will last for the duration of the language learning process.

Opportunities include service projects such as ministering to the needs of Syrian and Iraqi refugees and participating in ministry with the Christian churches of Amman. A few travel opportunities in Jordan are offered by Kelsey on weekends to Petra, Mount Nebo, and ancient Roman ruins. Students will live in apartments or in a family home stay. Students will take COR 274 Jordan by tutorial the semester prior to travel and will take COR 275 by tutorial from the SAU instructor while in Jordan. The SAU cross-cultural requirement is met by this experience.

### **SAU Tokyo Christian University-East Asia Institute**

The East Asia Institute, offered each fall semester by Tokyo Christian University, provides a core curriculum of courses that will provide immersion in Japanese culture to students. Students will take Japan, Asia and the West (an overview of Japanese culture and society in the international context); History of Japanese Arts and Aesthetics, Japanese Religion and Philosophy, and Elementary Japanese Language and Culture. Field trips and guided experiences in Japan are a key part of the program. This semester would be valuable to students interested in missions or business in Japan and Asia. The SAU cross-cultural requirement is met by this experience by taking COR 274 Japan by tutorial the semester prior to the study abroad and by taking Japan, Asia and the West at TCU. See <http://acts.tci.ac.jp/eai/> and the CCS Office for more details.

## **Non-SAU Semester Programs**

### **Accès Strasbourg, France**

This study abroad semester is designed specifically for students who are minoring in French. French minors must take COR 274 France the semester prior to the semester abroad and FRE 355 Contemporary Religion in France, which fulfills the COR 275 requirement.

A political science track taught in English is offered for non-French minor students. Students electing the political science track must take COR 274 France tutorially the semester prior to the semester abroad, and they must take FRE 355 Contemporary Religion in France to meet the COR 275 requirement.

Most students take the majority of their courses at the Institut International d'Études Françaises, (IIEF) For more information visit <http://www.accesstudyabroad.fr/>. See the CCS Office and the Department of World Languages for more details.

## Council for Christian Colleges and Universities International Programs

Information about the semester abroad international programs through the CCCU can be found at [www.bestsemester.com](http://www.bestsemester.com).

### Australia Studies Centre (ASC)

The Australia Studies Centre is offered in partnership with Christian Heritage College (CHC), a CCCU affiliate member in Carindale, a suburb of Brisbane. ASC students can earn up to 16 credit hours. This experience fulfills the SAU CCS requirement.

### Latin American Studies Program (LASP) – Costa Rica

Based in San Jose, Costa Rica, the Latin American Studies Program introduces students to a wide range of experiences through literature, culture, politics, history, economics, ecology and religion of the region. LASP students may earn up to 18 credit hours. This experience fulfills the SAU CCS requirement.

### Middle East Studies Program (MESP)

Based in Amman, Jordan, this program offers students a unique opportunity to explore and interact with the complex strategically important world of the modern Middle East. MESP students can earn up to 16 credit hours. Due to the fact that this program visits countries that might be under U.S. State Department travel warning, travel to Jordan is not always available.

### Northern Ireland Studies Program (NIS) – Belfast

Studying abroad in Northern Ireland is a once-in-a-lifetime opportunity. The program itself has been refined and built upon for decades to create a premium experience for college students. This program will provide students with a first-hand look into the history, culture, conflict, and peace and reconciliation of Northern Ireland.

### Oxford Summer Programme (OSP)

The Oxford Summer Programme allows students, as affiliate members of Wycliffe hall, University of Oxford, to do intensive scholarship in the oldest university in the English-speaking world. This program does NOT fulfill the SAU CCS requirement.

### The Scholar's Semester in Oxford (SSO)

The Scholars' Semester in Oxford is designed for students who want to study intensively and to a high standard. Students develop their academic writing and research skills and explore the disciplines and interests of their choice. Applicants are generally honors and other very high-achieving students and must have at minimum a 3.7 GPA to be considered for the program. SSO students can earn up to 17 credit hours for one semester and may complete two semesters of the program. This program fulfills the SAU CCS requirement when the student includes The British Culture in their coursework.

### Uganda Studies Program (USP)

Uganda Studies program provides students with immersion in a local community and broad exposure to a variety of people and places in Uganda. USP is offered in partnership with Uganda Christian University (UCU). USP students can earn up to 16 credit hours. This program fulfills the SAU CCS requirement.

## General Education Curriculum

As followers of Christ the Creator and supporters of the unity of the Creation, the University believes 1) the study and application of a common set of pathways, called the liberal arts, is a means proclaim and explore the interconnectedness of all knowledge as a learning community, and 2) the liberal arts underlie all academic inquiry, which leads to wisdom by ordering thoughts and affections, shaping imaginations, and acknowledging the flourishing of the image of God within his creation.

Members of this community of learners pursue the liberal arts through two broad pathways that are connected to the ancient pursuit of human knowledge and wisdom – the Trivium, or the "Three Ways," and the Quadrivium, or the "Four Ways." The Trivium is foundational to all disciplines and consists of questions about the structure of language, questions about truth and questions about how language may persuade others of truth. The Trivium embraces the central role of language in our thought and practice and teaches the possibilities in the use of language to participate in God's truth, goodness and beauty. The Quadrivium historically has investigated the intelligibility and coherence of creation through arithmetic, geometry, music and astronomy. Today, it includes disciplines that teach investigation, testing, description and participation in ordered relationships in the world such as mathematics, technology, music, art and the natural sciences. Each discipline at SAU variously pursues these pathways and questions so that each SAU student will graduate having practiced these unifying arts as part of our community of learners. Graduates will have shared roots that teach them the love of God and that forms a true university, carrying on intelligible conversations with one another as they participate in more fully understanding God's creation both at SAU and beyond, and then working toward the shalom God intends for all of creation.

## General Education Objectives

This vision for the liberal arts is embodied in the General Education curriculum at SAU, which exists to promote the spiritual and intellectual development of servant-scholars with the knowledge and abilities to think and act critically as Christians across disciplinary boundaries. In all General Education courses students will be able to 1) articulate what it means to have Jesus Christ as our perspective for learning, 2) express and explore ideas and questions through speaking, writing, and listening, 3) understand and apply basic knowledge, skills and methods appropriate to the liberal arts and 4) demonstrate the ability to think creatively and critically and to act ethically and purposefully.

## General Education Core Curriculum

The General Education curriculum grows out of the SAU Concept and embodies the belief that Jesus is the perspective for learning. This core curriculum fosters coherence across disciplines, strengthens connections between the ways of knowing within the study and application of the liberal arts and the world beyond the academy, and breathes inspiration into the work of the community of learners as excellence is practiced. This curriculum explores the SAU Concept through four primary components: Community of Learners, Biblical Studies, Liberal Arts Skills, and Liberal Arts Pathway courses. The interconnected nature of these pieces are like a tree firmly rooted in the Concept from which nutrients flow into the core curriculum, which nourishes the leaves and branches of the major curriculum, and finally produces the fruit of excellence.

## Community of Learners Core Requirements

Community of Learners are core courses that orient SAU students toward virtue through a rigorous academic journey among questions of community, place, faith and citizenship. Students encounter these questions: What is an academic community? How am I responsible to people and places? Where do I belong in this world? What is a well lived life and how do I live it? What can I learn from tradition? How do I practice my faith? How am I to love both God and my neighbor? A highlight of community of learners courses is their experiential nature.

### Core Courses (6-16 Credit Hours)

Course Number	Course Title	Credit Hours
COR 100	Life in Community ( <i>Waived with 26 post high school transfer credits.</i> )	3
COR 200	Community, Place and Responsibility ( <i>Waived with 58 post high school transfer credits.</i> ) HON 234 Great Books of Community, Place and Responsibility (honors program) or SDL 200 Bridging the Gap (application) may substitute.	3
COR 274/275	Community Across Cultures ( <i>Waived with 58 post high school transfer credits.</i> )	1/3
COR 300	Community and Christian Tradition HON 334 Great Books of Christian Tradition (honors program) may substitute.	3
COR 400	Community to Come	3

### Biblical Studies Requirements

As a Christian liberal arts institution, the University cares deeply about Christian heritage, the long history of God’s revelation through the written word of Scripture, and the living word of Jesus Christ. Thus, the study of the Old and New Testaments teaches students how to faithfully embody scriptural tradition through spiritual formation and ministry.

### Biblical Studies Courses (3-6 Credit Hours)

Course Number	Course Title	Credit Hours
BIB 217	Old Testament Survey	3
BIB 218	New Testament Survey	3

*(One course may be waived with 58 post high school transfer credits.)*

### Liberal Arts Skills Requirements

Liberal arts skills courses embrace the central role of language in thought and practice and teach students how to use language to participate in God’s truth, goodness and beauty, while caring for the whole person.

### Writing Courses (3-9 Credit Hours)

Course Number	Course Title	Credit Hours
ENG 103	Basic Writing ( <i>Waived with SAT writing sub-score of 27.</i> ) Grade of "C" or better required. This course is not listed in program curriculum or counted in the total number of credits needed because it is assumed students meet the SAT score upon admission. Credit is not given if this course is waived.	3
ENG 104	College Writing Grade of "C" or better required. Teacher education students require "B-" or better.	3
ENG 304	Writing and Research May be waived by passing the sophomore writing assessment. Credit is not given if the course is waived. Students who do not take or pass the assessment must register to take this course. The assessment may only be taken one time.	3

### Oral Communication Course (2-3 Credit Hours)

*Choose one of the following. Grade of "C" or better is required.*

SPE 100	Oral Communication	2
SPE 212	Fundamentals of Speech (Required for elementary teacher education.)	3
COM 212	Rhetoric (Department of Communication and Media majors only.)	3

### Physical Fitness Course (2-3 Credit Hours)

*Choose one of the following.*

HPR 101	Personal Fitness and Wellness	2
HPR 153	HPR 153 Introduction to Exercise Fitness (HHP majors only)	3

## Liberal Arts Pathways

The University has identified seven pathways, which represent a broad cross-section of how the world is known and tie to the historical development of the liberal arts. In these pathways, four key elements are explored: 1) the scope of the discipline, 2) the terms of discourse in that discipline, 3) the means of analysis in the discipline, and 4) the significance of the discipline. By investigating these elements, students discover the components of learning that characterize each pathway and how the various ways of knowing are dependent on one another in the pursuit of truth and wisdom.

### Fine Arts Pathway (3-7 Credit Hours)

Course Number	Course Title	Credit Hours
---------------	--------------	--------------

#### Art Courses

*Choose one art course from the following*

ART 152	Art Foundations	2
ART 162	Drawing I	3
ART 165 or ART 166	2D Design or 3D Design	3
ART 204	Photography	3
ART 272	Introduction to Graphic Design	4
ART 321 or ART 322	History of Art I or History of Art II	4

#### Music Courses

*Choose one music course from the following*

MUS 152	Music Foundations	2
MUS 220	Music Appreciation	3
MUS 230 or MUS 240	Instrumental or Vocal Performance Group (2 semesters)	1, 1

Note: nursing students take FAS 152 to meet both art and music requirements.

3

### History Pathway (3 Credit Hours)

Course Number	Course Title	Credit Hours
---------------	--------------	--------------

*Choose one course from the following*

HIS 121 or HIS 122	History of Civilization I or History of Civilization II	3
HIS 122	History of Civilization II	3
HIS 141	United States to 1877	3
HIS 142	United States since 1877	3
HIS 221	Black Experience in America	3
HON 327	Great Books of American History ( <b>honors program</b> )	3
SST 200	Human Society: Learning in the Social Studies ( <b>history ed. only</b> )	3

### Literature Pathway (3 Credit Hours)

Course Number	Course Title	Credit Hours
---------------	--------------	--------------

ENG 112 or HON 310	World Literature or Great Books of World Literature ( <b>honors program</b> )	3
--------------------	---	---

### Mathematics Pathway (3 Credit Hours)

Course Number	Course Title	Credit Hours
---------------	--------------	--------------

*Choose one course from the following*

MAT 101	Intermediate Algebra	3
MAT 104	Math for the Liberal Arts	3
MAT 112	Precalculus	3
MAT 201	Calculus I	3
MAT 330	Foundations of School Mathematics ( <b>math ed. programs only</b> )	3
MAT 351 (or cross-listed)	Statistics	3

NOTE: See course descriptions for math course prerequisites.

### Philosophy Pathway (3 Credit Hours)

Course Number	Course Title	Credit Hours
<i>Choose one course from the following</i>		
PHI 200	Introduction to Philosophy	3
PHI 210	Survey of World Views	3
HON 317	Great Books of Philosophy (honors program only)	3
<b>Total Philosophy Pathway Credit Hours</b>		<b>3</b>

### Science Pathway (4 Credit Hours)

Course Number	Course Title	Credit Hours
<i>Choose one course from the following</i>		
BIO 100	Principles of Biology	4
BIO 281	Environmental Science	4
CHE 101	Introduction to Chemistry	4
CHE 173	Forensic Science	4
NSC 200	Elementary Science Survey: Science by Inquiry (el. ed. only)	4
PHY 102	Conceptual Physics	4
PHY 120	Introduction to Earth Science	4
PHY 131	Meteorology and Planetary Science	4
<b>Total Science Pathway Credit Hours</b>		<b>4</b>

### Social Science Pathway (3 Credit Hours)

Course Number	Course Title	Credit Hours
<i>Choose one course from the following</i>		
ECN 101	Introduction to Economics	3
ECN 221	Introduction to Microeconomics	3
ECN 222	Introduction to Macroeconomics	3
PSY 100	Introduction to Psychology	3
SOC 100	Social Problems	3
SOC 101	Introduction to Sociology	3
<b>Total Social Science Pathway Credit Hours</b>		<b>3</b>

**Total General Education Credit Hours** **54-60**

## SAU Global General Education Requirements

SAU Global General Education curriculum differs somewhat from traditional programs due to the difference in life experience in the populations of students in these programs. Global programs are identified in the program listing. Some General Education requirements are met by courses required within some of the major program curriculum as reflected in the program section of the catalog. Some programs may have other program specific prerequisites or required support courses.

### Interdisciplinary Courses Specific to SAU (6-12 credit hours)

- IDS 100 Introduction to the Liberal Arts (waived with transfer of 24 credit hours or more)
- IDS 200 Christian Faith: Issues and Cultures (waived with transfer of 58 credit hours or more)
- IDS 300 Biblical Perspectives (All Global Programs)
- IDS 400 Values: Personal and Social (All Global Programs)

### Cross Cultural Requirement (0-6 credit hours)

SOC 311 Racial and Ethnic Relations and one non-Western history/geography course (waived with transfer of 58 credit hours or more)

**Fine Arts (minimum 2 credit hours)**

An approved course in art or music

**Humanities (minimum 2 credit hours)**

An approved course in literature, philosophy/religion, or modern foreign language

**Natural Science (minimum 2 credit hours)**

An approved course in a lab science

**Mathematics or Computer Science (minimum 2 credit hours)**

An approved course in math or computer science

**Social Science (minimum 6 credit hours)**

Approved courses from three (3) different social science disciplines in psychology, sociology, history, economics or political science

**Speech (minimum 2 credit hours)**

An approved speech course equivalent to SPE 100 or 212 (grade of "C" or better)

**Writing (3-9 credit hours)**

ENG 104 College Writing (grade of "C" or better).

*There is a prerequisite of ENG 103 Basic Writing that can be satisfied through writing sample evaluation, transfer credit, or by taking ENG 103 at SAU prior to ENG 104.*

ENG 304 Writing and Research (grade of "C" or better) (May be fulfilled through writing sample evaluation. Academic advisors will guide students through the process.)

**Cross Cultural Requirement**

COR 274/275 Cross Cultural Studies (CCS) is required for all students who matriculate with less than 58 credit hours. Students who matriculate with 58 credits or more earned during high school are required to fulfill the CCS requirement. Students who earned 58 credits or more after graduating from high school are not required to fulfill CCS, but are encouraged to do so. As a prerequisite to COR 274/275, each student should take COR 200. In April of the year prior to the CCS experience, the student will register for the appropriate section of COR 274/275 (or on-campus exception courses if petition to do so has been granted) and file an application with the CCS Office.

Individualized option CCS (IOCCS COR 274/275) is offered as an honors tutorial course by petition for interested students with a cumulative GPA of 3.5 or higher. Once the petition is granted during the semester prior to the CCS experience, the student will participate in COR 274 tutorial, preparing for the COR 275 experience through general and specific cross-cultural study in small group meetings, readings, assignments and culture specific tests/quizzes.

All students must submit their official childhood immunization records to the CCS Office as a part of the application process for study abroad. Students whose childhood immunizations as defined by the Centers for Disease Control are incomplete will be required to provide documentation from their medical provider as having received the required series of immunizations before registering for their program. In instances where no childhood immunizations have been received, it may take a year or more to get all of the shots scheduled and completed. Students who philosophically object to immunizations should choose majors and/or minors which do not require study abroad. Additionally, students without immunizations must fulfill the cross-cultural requirement with the on-campus exception.

## Cross Cultural Studies Benefit

Full-time, non-remission students matriculating with less 58 post high school transfer credit hours will receive a full CCS benefit\* toward the cost of their CCS qualifying program. Tuition remission students may be ineligible for the CCS benefit. The availability of this benefit is contingent upon having made satisfactory arrangements with the business office for their fifth full-time semester's bill before COR 274 begins. Full-time students with extenuating circumstances who need to fulfill the CCS requirement prior to their fifth semester should schedule an appointment with the director of CCS, which begins the petition process for consideration for early enrollment and use of any CCS benefit for which they are eligible. The CCS faculty committee will consider early enrollment petitions. Full-time, non-remission students matriculating with 58 post high school transfer credit hours as determined by the registrar's office are eligible to receive a 50% benefit toward the cost of participation in the CCS program. Although not required to fulfill the cross-cultural requirement, these students are encouraged to consider participating.

Students who took college credits during high school as dual enrollment, counting those credits on both their high school credits and transfer credits to college, will be required to complete the CCS requirement and will be eligible for a 75% benefit.

All students will be charged a \$150 nonrefundable study abroad fee to enroll in CCS. This fee is used for goods and services rendered before the travel portion of the experience.

The University reserves the right to approve alternatives to off-campus experiential CCS participation for any student who is involved in conduct leading to disciplinary action, or as an accommodation in regard to a serious medical condition either of a physical or emotional/psychological nature which cannot be reasonably accommodated in the off-campus experiential course. As a part of the accommodation process or in cases of health or safety, screening of all CCS participants for all options may be conducted by a team of individuals which may include the director of CCS, director of Academic Student Connections/Section 504 coordinator, representative from the Office of Student Development and Success, representative of the faculty CCS committee, University medical staff, person responsible for the option requested by the student and others as appropriate. For those students who cannot participate in the experiential CCS program, on campus exception courses are offered through a petition process to fulfill the CCS requirement. FAQs for all students on the CCS benefit can be referenced at [www.arbor.edu/StudyAbroadBenefit](http://www.arbor.edu/StudyAbroadBenefit).

## Alternative to Experiential CCS

If a student fails COR 274 but passes COR 275, the student must successfully pass for credit one on-campus exception course, which they have not completed in the past, to satisfy COR 274. If students fail COR 275, they must fulfill their CCS requirement by successfully completing for credit two on-campus exception courses. Such students should see the Director of CCS for an interview and a petition. Students for whom an off-campus experience is deemed impossible by the Faculty CCS Committee must successfully complete one course from two of the three groups listed below to meet the cross-cultural requirement.

Group I	Group II	Group III
SOC 311 Racial and Ethnic Relations	HIS/GEO 304 Geography and History of Russia and the Former Soviet Union	COM 368 Intercultural Comm.
SOC 314 Cultural Anthropology	HIS 331 China, India and Japan	TSL 311 Cross Cultural Comm.
SOC 327 Social Stratification	HIS 332 Africa	
SOC 282 Intro. to International Devel.	HIS 334 Middle East	
SOC 382 International Human Rights	HIS 335 East Asia	
	SPA 323 Civ. and Culture of Spain	
	POL/ECN323 Econ. of the Third World	

Students applying for consideration for on-campus exception courses must file a petition prior to registration to take the two courses, along with proper documentation for the request. The petition will be reviewed and acted upon by the Faculty CCS Committee. Petition forms may be obtained from the CCS office in a scheduled interview with the Director of CCS. Typical criteria for consideration for on-campus exception includes medical or psychological conditions in which it is deemed inadvisable to participate in the experiential courses or family hardship such as being a care giving parent to a minor child in which absence for the duration of the experiential course would be inadvisable, or legal issues related to leaving the country. These courses must be taken through SAU. These courses cannot be transferred to SAU to meet the CCS requirement.

## Waiving the Cross Cultural Requirement

Citizens of a country other than Canada or the United States may petition to waive the CCS requirement. Petitions are available at the CCS office only after a scheduled interview with the Director of CCS. Other students who have lived abroad for extensive periods of time or who have had experiences prior to matriculation that may qualify for a waiver of the requirement may file a petition at the CCS office. In each instance, the faculty CCS Committee will ask for specific documentation. In instances where the student has lived outside the United States or Canada for two years after age 12, or one year after age 16, the Faculty CCS Committee will ask for specific documentation which will include a written paper. This paper must follow specific guidelines, show clearly how the student has met the CCS course objectives and be submitted both on paper and electronically by attachment to the CCS office within two semesters of matriculation at Spring Arbor University. No waivers will be considered if the student has completed the experience since matriculating at Spring Arbor University. Waivers are considered only for experiences completed prior to Spring Arbor University matriculation. Other off-campus options completed while at Spring Arbor University need prior committee approval.

Exemption from or waiver of COR 275 does not exempt a student from COR 200. It also does not exempt a student from completing 124 credit hours to graduate.

## Advanced Cross Cultural Studies

The COR 374/375 sequence is for students who have successfully completed the COR 274/275 sequence, or for those who have matriculated as a junior (at least 58 credits). Students might choose this sequence because of a desire to study an additional culture, to return to the destination of their COR 275 for more in-depth research, or to earn upper level credit. Students in this advanced sequence typically join an existing COR 274/275 destination.

The University reserves the right to approve alternatives to off-campus experiential Cross Cultural Studies (CCS) participation, for any student who is involved in conduct leading to disciplinary action, or as an accommodation in regard to a serious medical condition either of a physical or emotional/psychological nature, which cannot be reasonably accommodated in the off-campus experiential course. As a part of the accommodation process, or in cases in which health or safety is an issue, screening of all CCS participants for all options may be conducted by a team of individuals which may include as appropriate, the Director of Cross Cultural Studies, Director of Globalization, the Director of Academic Student Connections/Section 504 Coordinator, a representative from the Office of Student Development and Learning, a representative of the Faculty CCS Committee, the University medical staff, the person responsible for the option requested by the student and others as appropriate. For those students who cannot participate in the experiential CCS program, on campus exception courses are offered through a petition process to fulfill the CCS requirement.

All students must submit their official childhood immunization records to the Cross Cultural Studies Office as a part of the application process for study abroad. Students whose childhood immunizations as defined by the Center for Disease Control are incomplete will be required to provide documentation from their

## ACADEMICS

medical provider as having received the required series of immunizations before registering for their program. In instances where no childhood immunizations have been received, it may take a year or more to get all of the shots scheduled and completed. Students who philosophically object to immunizations should choose majors and/or minors which do not require study abroad. If a student fails COR 274, but passes COR 275, the student must successfully pass for credit ONE on-campus exception course which they have not completed in the past to fulfill the graduation requirement of COR 274. If the student fails COR 275, they must fulfill their CCS requirement by successfully completing for credit **two** on-campus exception courses, one from each group as listed on the on campus exception petition. Such students should see the Director of CCS for an interview and a petition.

## Academic Programs Listing

### Associate Degrees

Associate of Arts (A.A.)

Associate of Science in Business (A.S.)

Associate of Piano Pedagogy (A.P.P.)

### Baccalaureate Degrees and Majors

#### *Bachelor of Arts Programs*

- Accounting
- Advertising and Public Relations
- Art (Concentrations in Drawing, Graphic Design, Painting, Photography and Sculpture)
- Biblical Studies
- Biochemistry
- Biology
- Biology Secondary Education
- Business Administration
- Camping Ministry
- Chemistry
- Chemistry Secondary Education
- Children's Ministry
- Clinical Sociology
- Communication Studies
- Computer Science
- Criminal Justice
- Digital Media
- Early Childhood Education
- English
- English Secondary Education
- General Studies
- Global Studies
- History
- History Secondary Education
- Integrated Science Elementary Education
- Integrated Science Secondary Education
- International Business
- Language Arts Elementary Education
- Management Information Systems
- Mathematics
- Mathematics Elementary Education
- Mathematics Secondary Education
- Music
- Music Education
- Pastoral Ministry
- Philosophy
- Physics-Mathematics
- Political Economy
- Professional Writing
- Psychology
- Social Studies
- Social Studies Elementary Education
- Social Studies Secondary Education Sociology
- Spanish
- Spanish Elementary Education
- Spanish Secondary Education
- Special Education-Elementary: Learning Disabilities
- Special Education-Secondary: Learning Disabilities
- Speech
- Theological Studies
- Urban Ministry
- Visual Communication
- Youth Ministry

#### *Bachelor of Science Programs*

- Biochemistry
- Biology
- Chemistry
- Electrical Engineering
- Finance
- Health and Exercise Science
- Human Services
- Marketing
- Nursing (Tracks for Pre- and Post-licensure)
- Organizational Management
- Sports Management

#### *Bachelor of [Specialty]*

- Social Work

## Minors

- Accounting
- Advertising and Public Relations
- Arabic
- Art
- Biblical Studies
- Biology
- Business Administration
- Chemistry
- Chemistry Secondary Education
- Children's Ministry
- Communication Studies
- Computer Science
- Criminal Justice
- Digital Media-Broadcasting
- Digital Media-Video/Film
- Early Childhood Education
- English
- English Secondary Education
- English Writing
- Entrepreneurship
- Finance
- French
- French Education
- Global Missions
- Global Studies
- History
- History Secondary Education
- Integrated Science Education
- International Business
- Language Arts Education
- Management
- Management Information Systems
- Marketing
- Mathematics
- Mathematics Elementary Education
- Mathematics Secondary Education
- Military Science and Leadership
- Music
- Pastoral Ministry
- Philosophy
- Political Science
- Political Science Secondary Education
- Pre-law
- Professional Writing
- Psychology
- Psychology Secondary Education
- Reading
- Sociology
- Spanish
- Spanish Education
- Speech
- Teaching English as a Second Language
- Theological Studies
- Urban Studies
- Visual Literacy
- Youth Ministry

## Institutional Endorsements and Other Endorsements

- Accounting
- Advertising and Public Relations
- Arabic
- Biblical Languages
- Business Administration
- Child Welfare
- Communication Studies
- Corporate Finance
- Digital Influence
- Economics
- Entrepreneurship
- Ethical Decision Making
- Finance
- Financial Planning
- Information Systems
- International Business
- International Education Leadership
- Management
- Management Information Systems
- Management of Health Care Systems
- Marketing
- Professional Writing
- Public Speaking
- Teacher Education
- Teaching English as a Second Language
- Technology Tools
- Urban Education Leadership
- Video Production

# **ASSOCIATE'S DEGREE PROGRAMS**

## Associate of Arts (A.A.)

Course Number	Course Title	Credit Hours
<b>Community of Learners Core Courses</b>		
+ COR 100 or IDS 100	Life in Community or Introduction to the Liberal Arts	3
* COR 200 or IDS 200	Community Place & Responsibility or Christian Faith: Issues and Cultures	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
HPR 101 or HPR 281	Personal Fitness and Wellness or Nutrition and Exercise	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Philosophy Course</b>		
PHI 200	Introduction to Philosophy	3
<b>Bible, Theology and Religion Courses</b>		
<i>Choose at least 6 credit hours</i>		
BIB 217	Old Testament Survey	3
BIB 218	New Testament Survey	3
COR 300* or IDS 300	Community and Christian Tradition or Biblical Perspectives	3
REL 394	World Religions	3
<b>Fine Arts and Humanities Courses</b>		
<i>Choose at least 5 credit hours from at least two different disciplines</i>		
ART 152	Art Foundations ( <i>see General Education for other possible options</i> )	2
ENG 112	World Literature	3
MUS 152	Music Foundations ( <i>see General Education for other possible options</i> )	2
Foreign Language	Any non-English language course	3
<b>Natural Science Course</b>		
	Any natural science with lab (biology <sup>#</sup> , chemistry, physics, etc.)	4
<b>Mathematics/Computer Science/Natural Science Courses</b>		
<i>Choose one of the following</i>		
CPS 201	Foundations of Computing I	3
MAT XXX	Any mathematics course above MAT 100	3-4
	Any natural science in a different discipline from the course already used (with or without lab)	2-4
<b>Social Science Courses</b>		
<i>Choose at least 8 credit hours from at least two different disciplines</i>		
μ BUS 271	Business Law I	3
#μ ECN 101	Introduction to Economics	3
ECN 221	Introduction to Microeconomics	3
* ECN 222	Introduction to Macroeconomics	3
μ ECN/FIN 268	Personal Finance	3
GEO 221	Introduction to Geography	3
Δ GEO 3XX	Non-Western Geography (GEO 331, 332, 333, or 334)	3
HIS 121	History of Civilizations I	3
HIS 122	History of Civilizations II	3
HIS 141 and/or HIS 142	United States to 1877 and/or United States Since 1877	3, 3
HIS 221	Black Experience in America	3
# POL 213 or POL 214	American National Government or State and Local Government	3
*# PSY 100	Introduction to Psychology	3
SOC 100	Modern Social Problems	3
# SOC 101	Introduction to Sociology	3
Δ SOC 311	Racial and Ethnic Relations	3
Electives to total 62 credit hours		18-21
<b>Total Associate of Arts Credit Hours</b>		<b>62</b>

## Symbol Key

- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- △ Required for SAU Global students only.
- # Students planning to eventually pursue a Bachelor of Social Work degree are encouraged to take these courses.
- μ Students planning to eventually pursue a bachelor's degree in business or organizational management degree are encouraged to take these courses.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

## Course Substitutions and Transfer Courses

Students may petition the Office of Registration and Records for course equivalencies or substitutions for any courses other than the Community of Learners Core Courses. A petition does not guarantee approval. Transfer courses will be evaluated using only official transcripts from the transferring institution.

## Associate of Arts Graduation Requirements

- Students must complete at least 30 credit hours and at least 10 of the last 20 credit hours at SAU.
- Students must have a minimum 2.0 cumulative GPA at SAU in order to graduate with an A.A. degree.
- Students must complete 62 credit hours and all course requirements specified in the degree program.

## Continuing to a Bachelor's Degree

The A.A. degree may not be earned concurrently with a bachelor's degree, and the courses taken in the A.A. degree program may or may not apply to a specific SAU bachelor's degree. Students who eventually plan to continue on to bachelor's degree program at SAU should pay careful attention to prerequisite and required support courses in the bachelor's degree program they hope to pursue to prevent taking courses they will not need.

Students who complete an associate's degree at SAU must reapply to SAU to pursue at bachelor's degree. Admission to a bachelor's program at SAU is not automatic.

## Cross Cultural Requirement

Students who eventually plan to pursue a bachelor's degree at SAU will meet the cross cultural studies requirement (COR 274/275) by taking SOC 311 Racial and Ethnic Relations and a non-Western geography course. These courses will not double count as the Social Science requirement and the cross-cultural studies requirement.

## Associate of Piano Pedagogy (A.P.P.)

Students in the Associate of Piano Pedagogy degree program should refer to the music major section of the catalog for specific admission requirements and other policies related to all students in programs administered by the Department of Music. This two-year program is designed for students who wish to focus on improving keyboard skills and learning techniques for teaching private beginning piano lessons. It is also available in conjunction with other bachelor's degrees. Auditions are required for admission.

Course Number	Course Title	Credit Hours
<b>Music Courses</b>		
MUS 105 and MUS 106*	Music Theory I: Literacy and Music Theory II: Harmony	3, 3
* MUS 205	Music Theory III: Orchestration	3
MUS 212	Music Production I	2
* MUS 250	Practicum in Pedagogy (2 semesters)	1, 1
* MUS 308	Survey of Keyboard Literature	2
* MUS 309	Piano Pedagogy	3
* MUS 310P	Applied Piano Lessons w/Lab (4 semesters, 2 credit hours)	8
* MUS 313 or MUS 314	History of Music Lit. since 1750 or History of Music Lit. to 1750	3
* MUS 363	Conducting	2
MUS 486	Professional Recital	0
MUS Electives		10-11
<b>Total Music Credit Hours</b>		<b>42-43</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<i>The General Education curriculum below is specially designed for the A.P.P. degree. Students wishing to advance to a bachelor's degree will need to fulfill the requirements of the full General Education curriculum as specified in the bachelor's degree program.)</i>		
BIB 217 or BIB 218	Old Testament Survey or New Testament Survey	3
^* ENG 104	College Writing	3
# FRE 101 or above	Elementary French or above	3
HPR 101	Personal Fitness and Wellness	2
PHI 200	Introduction to Philosophy	3
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<i>Social Science</i>		3
<b>Total General Education Credit Hours</b>		<b>19-20</b>
<b>Total Associate of Piano Pedagogy Credit Hours</b>		<b>62</b>

### Symbol Key

^ Grade of "C" or better required.

\* This course has a prerequisite.

# Possible waiver by exam. (Note: if waived, students will need to make up the credit hours with electives)

### Associate of Piano Pedagogy Requirements

- Students must complete at least 30 credit hours and at least 10 of the last 20 credit hours at SAU.
- Students must have a minimum 2.0 cumulative GPA at SAU in order to graduate with an A.P.P. degree.
- Students must complete 62 credit hours and all course requirements specified in the degree program.

### Continuing to a Bachelor's Degree

Students who complete an associate's degree at SAU must reapply to SAU to pursue at bachelor's degree. Admission to a bachelor's program at SAU is not automatic. Courses taken in the A.P.P. degree program may or may not apply to a specific SAU bachelor's degree. Students who eventually plan to continue on to bachelor's degree program at SAU should pay careful attention to prerequisite and required support courses in the bachelor's degree program they hope to pursue to prevent taking courses they will not need. All additional General Education requirements for a bachelor's degree at SAU must be completed.

## Associate of Science in Business (A.S.B.)

This program is offered only at SAU Global sites or by video conferencing. This program has suspended enrollment.

Course Number	Course Title	Credit Hours
<b>Core Courses</b>		
IDS 100	Introduction to the Liberal Arts	3
IDS 200	Christian Faith: Issues and Cultures	3
<b>Liberal Arts Skills Courses</b>		
^^+ ENG 104	College Writing	3
+ SPE 212	Fundamentals of Speech	3
<b>Fine Arts and Humanities Courses</b>		
FAS 142	Fine Arts	3
PHI 200	Introduction to Philosophy	3
BIB 217 or BIB 218	Old Testament Survey or New Testament Survey	3
<b>Natural Science Courses</b>		
Any natural science with lab (biology, chemistry, physics, etc.)		2-4
<b>Mathematics/Computer Science Courses</b>		
MAT 104	Mathematics for the Liberal Arts	3
GES 148	Computer Applications	3
<b>Social Science Courses</b>		
ECN 101	Introduction to Economics	3
HIS 141	United States to 1877	3
POL 214	State and Local Government	3
PSY 100	Introduction to Psychology	3
SOC 311	Racial and Ethnic Relations	3
GEO 331, GEO 332 or GEO 334	China, India and Japan or Africa or The Middle East	3
<b>Business Courses</b>		
ACC 211	Business Accounting	3
BUS 101	Introduction to Business	3
BUS 215	Business Case Study	3
BUS 271	Business Law I	3
FIN 268	Personal Finance	3
<b>Total Associate of Science in Business Credit Hours</b>		<b>62</b>

### Symbol Key

^ Grade of "C" or better required.

\* This course has a prerequisite.

+ Possible waiver with a specified number of transfer credits upon first-time admission.

### Course Substitutions

Students may petition the Office of Registration and Records for course substitutions for any courses other than the Community of Learners Core Courses or the Liberal Arts Skills Courses. A petition does not guarantee approval.

### Associate of Science Graduation Requirements

- Students must complete at least 30 credit hours and at least 10 of the last 20 credit hours at SAU.
- Students must have a minimum 2.0 cumulative GPA at SAU in order to graduate with an A.S. degree.
- Students must complete 62 credit hours and all course requirements specified in the degree program.

### **Continuing to a Bachelor's Degree**

The A.S. in Business degree may not be earned concurrently with a bachelor's degree, and the courses taken in the A.S. degree program may or may not apply to a specific SAU bachelor's degree. Students who eventually plan to continue on to a bachelor's degree program at SAU should pay careful attention to prerequisite and required support courses in the bachelor's degree program they hope to pursue to prevent taking courses they will not need.

Students who complete an associate's degree at SAU must reapply to SAU to pursue a bachelor's degree. Admission to a bachelor's program at SAU is not automatic.

### **Cross Cultural Requirement**

Students who eventually plan to pursue a bachelor's degree at SAU will meet the cross cultural studies requirement (COR 274/275) by taking as electives SOC 311 Racial and Ethnic Relations and one of the non-Western GEO courses listed in social science courses. These courses will not double count as the social science requirement and the cross cultural studies requirement.

# **BACCALAUREATE DEGREE PROGRAMS**

# Accounting (B.A.)

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>Major Courses</b>		
<i>Other major courses listed in General Education π.</i>		
ACC 221	Principles of Accounting I	3
* ACC 222	Principles of Accounting II	3
* ACC 314	Cost and Managerial Accounting Theory	3
* ACC 317	Intermediate Accounting I	3
* ACC 318	Intermediate Accounting II	3
* ACC 341	Cost and Managerial Accounting Practice	3
* ACC 360	Accounting Information Systems	3
* ACC 391	Individual Taxation	3
* ACC 392	Organizational Taxation	3
* ACC 404	Fund Accounting	3
* ACC 442	Auditing Principles I	3
* ACC 443	Auditing Principles II	3
* ACC 447	Advanced Accounting	4
* ACC 452	Accounting Theory	4
BUS 107	Foundations of Leadership and Ethics	3
BUS 162	Business Computer Applications	1
BUS 271	Business Law I	3
* BUS 351L	Statistical Application for Business	1
* BUS 372	Business Law II	3
* ECN 222	Introduction to Macroeconomics	3
<b>Total Credit Hours Required for the Accounting Major</b>		<b>58</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
*+ COR 200	Community Place and Responsibility	3
*+ COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3, 3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
*π BUS/HES/MAT/PSY 351	Statistics	3
π ECN 221	Introduction to Microeconomics	3
<i>Art</i>		2
<i>History</i>		3
<i>Literature</i>		3
<i>Music</i>		2
<i>Philosophy</i>		3
<i>Science</i>		4
<b>Total General Education Credit Hours</b>		<b>55-56</b>
Electives		10-11
<b>B.A. in Accounting Credit Hours</b>		<b>124</b>

**Symbol Key**

- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- π A major course that meets a General Education requirement.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

**Accounting Learning Outcomes**

Students in the accounting major will learn effective skills in communication, leadership, logic and critical thinking, and will demonstrate a strong intellectual capacity while developing competencies in account for a career that is in high demand. Students will build on the foundation of a biblical worldview to understand the importance of integrity, ethics, and content knowledge. Students will be prepared to successfully pass the CPA exam. Students will build on the foundation of a biblical worldview to understand the importance of integrity, ethics, and content knowledge.

**CPA Exam Requirements**

One of the world's leading licensing examinations, the CPA Examination serves to protect the public interest by helping to ensure that only qualified individuals become licensed as Certified Public Accountants (CPAs). This major will help prepare students to take the Certified Public Accounting (CPA) examination. In many states, including Michigan, students planning to take the CPA exam will need to earn 150 semester hours of academic credit. The additional 26 credit hours needed for the CPA exam may be earned by taking additional undergraduate and/or graduate courses. Please consult with your academic advisor and/or the State Board of Accountancy for specific course and degree requirements.

**Program Oversight**

The accounting major is overseen by the Gainey School of Business. Courses with ACC, BUS, ECN, ENT, FIN, IBS, MIS, MKT, and ORM numbers are administered by this department. Questions about the major should be directed to the school dean.

## Advertising and Public Relations (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education π.</i>		
APR/MKT 207	Advertising	3
* APR/MKT 309	Advanced Advertising	3
* APR 311	Corporate Communication	3
APR/MKT 347	Public Relations	3
COM 100	Introduction to Communication	3
COM 110	Communication Technology	3
* COM 214	Communication Theory	2
COM 317	Digital Influence (3 semesters)	1, 1, 1
* COM 324	Web Content and Management	3
COM 354	Applied Social Media	3
COM 385	Practicum	3
* COM 399	Communication Portfolio	1
* COM 404	Oral and Digital Persuasion	3
* COM 480	Senior Seminar	1
* WRT 216	Writing for the Media	3
<i>Choose from the courses below to total a minimum of 6 credit hours</i>		
APR 370	Special Topics	1-3
AUD 174	Radio Production	3
COM 301	Communication, Spirituality and Service	3
* COM 314	Communication Research	2
* COM 368	Intercultural Communication	3
ENT 201	Small Business Management	3
MKT 221	Marketing Principles	3
VID 202	Video Production	4
WRT 310	Multimedia Reporting	3
* WRT 373	Feature Writing	3
<b>Total Credit Hours Required for the Advertising and Public Relations Major</b>		<b>46</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^*π COM 212	Rhetoric	3
<b>Liberal Arts Pathways Courses</b>		
π Art 204	Photography I (for non-Art majors)	2
<i>Music</i>		2
<i>History</i>		3
<i>Literature</i>		3
<i>Mathematics</i>		3

<i>Philosophy</i>	3
<i>Science</i>	4
<i>Social Science</i>	3
<b>Total General Education Credit Hours</b>	<b>56</b>
Electives	24
<b>B.A. in Advertising and Public Relations Credit Hours</b>	<b>124</b>

### Symbol Key

- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- π A major course that meets a General Education requirement.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

### Advertising and Public Relations Program Learning Outcomes

This program prepares students to use a variety of media to persuade others in creative and effective ways. Most classes include client-facing projects that contribute to a credible, creative portfolio of students' best work. A unique aspect of this program focuses on ethical persuasion that serves the interest of others. This major prepares students for careers in advertising, public relations, creative strategy, social media management, corporate communication, non-profit leadership and others.

### Technology Requirements

All students in the Department of Communication and Media are required to enter the program with a current MacBook Air or MacBook Pro and must subscribe to the Adobe Creative Cloud software package.

### Program Progress Check

Student progress will be assessed by the department at both the freshman and sophomore levels (first year for transfer students). Students must have a 2.5 cumulative GPA and pass the progress check to continue in the program.

### Extracurricular Opportunities

Students have the opportunity to participate in student media including the SAU Pulse, HOME.fm and The Arbor. Students may also create content for clients, chapel and short films as well as promote department and campus events. Students may choose to participate in Enactus, the Let's Network event and the Social Etiquette Dinner.

### Study Abroad

Students with the broadcasting concentration may substitute coursework from the American Studies Washington DC Strategic Communication Semester or the Nashville Contemporary Music Center semester programs offered by the Coalition of Christian Colleges and Universities (CCCU). Students with the video/film concentration may substitute coursework from the Los Angeles Film Studies semester program offered by the CCCU. These semesters may meet the requirements for COM 385, COM 387, COR 400 and required electives. Admission to these CCCU programs require a separate application process. Information can be found at [www.bestsemester.com](http://www.bestsemester.com). Students should consult their academic advisor before proceeding with the application process.

### Program Oversight

The advertising and public relations major is overseen by the Department of Communication and Media. Courses with APR, AUD, COM, VID and WRT numbers are administered by this department. Questions about the major should be directed to the department chair.

## Art (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education π.</i>		
^ ART 162	Drawing I	3
^ ART 165	Two-Dimensional Design	3
^ ART 166	Three-Dimensional Design	4
^ ART 167	Color	2
^* ART 213	Painting I	4
^* ART 263	Drawing II	4
^ ART 321	History of Art I	4
^ ART 322	History of Art II	4
^ ART 323	History of Art III	4
^* ART 415	Advanced 2-D and 3-D II	3
^* ART 470	Art Seminar	1
^* ART 471	Senior Art Exhibition	3
^* ART electives or choose a concentration below		11-15
<b>Drawing Concentration</b>		
^* ART 364	Drawing III	3
^* ART electives		8
<b>Graphic Design Concentration</b>		
^ ART 272	Introduction to Graphic Design	4
^* ART 274	Graphic Design I	4
^* ART 333	Graphic Design II	4
^* ART 334	Graphic Design III	3
<b>Painting Concentration</b>		
^* ART 314	Painting II	4
^* ART 414	Painting III	3
^ ART Electives		4
<b>Photography Concentration</b>		
^* ART 205	Photography I	4
^* ART 306	Photography II	4
^* ART 406	Photography III	3
<b>Sculpture Concentration</b>		
^* ART 325	Sculpture II: Figurative	4
^* ART 426	Sculpture III: Ideas and Techniques	3
^ ART electives		4
<b>Total Credit Hours Required for the Art Major</b>		<b>50-54</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2

## ART

^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
^π ART 160	Introduction to Art	2
	<i>History</i>	3
	<i>Literature</i>	3
	<i>Mathematics</i>	3
	<i>Music</i>	2
	<i>Philosophy</i>	3
	<i>Science</i>	4
	<i>Social Science</i>	3
<b>Total General Education Credit Hours</b>		<b>55-56</b>
Electives		14-19
<b>B.A. in Art Credit Hours</b>		<b>124</b>

### Symbol Key

^ Grade of "C" or better required.

\* This course has a prerequisite.

# Possible waiver by exam.

π A major course that meets a General Education requirement.

+ Possible waiver with a specified number of transfer credits upon first-time admission.

### Art Learning Outcomes

Students in the art major will develop a unique combination of technical skills relative to the various media with emphasis on personal creativity and style.

### Minimum Grade Requirements

Students majoring in art must pass all major and concentration courses with a grade of "C" or better, including ART 160 Introduction to Art.

### Art Transfer and Post-Baccalaureate Students

The following will be required for transfer and post-baccalaureate students:

- Portfolio review by department
- Completion of all required courses for the major as listed in the current Spring Arbor University catalog. Evaluation of courses taken at other institutions will be completed following the portfolio review

The following courses must be completed at Spring Arbor University. Transfer courses are not accepted.

- ART 415 (an advanced course in the chosen media and working with personal ideas)
- ART 470 Senior Seminar

### Progress Check Points

From the freshman year to graduation there are a series of courses and checkpoints to aid students in artistic development, and to ensure that each one is fully prepared for the career of their choice. Students meet individually with the entire art faculty during their sophomore and junior years to discuss career concerns and quality of artwork completed during the first two years.

### Senior Seminar and Art Exhibition

Seniors take ART 470 Senior Seminar, and prepare a paper on their philosophy, and present a senior art exhibit. Details concerning the exhibition requirement are available from the department chair with

emphasis and clarification given in ART 470 Senior Seminar. The exhibition must be hung within one semester of completing ART 470 Art Seminar. The art department reserves the right to require additional advanced courses, i.e., ART 415, when deemed necessary.

### **Art Scholarships**

Art scholarships are available through portfolio review and are also awarded at annual semester competitions.

### **Program Oversight**

The art major is overseen by the Department of Art and Design. Courses with ART and FAS numbers are administered by this department. Questions about the major should be directed to the department chair.

## Biblical Studies (B.A.)

Course Number	Course Title	Credit Hours
<b>Departmental Foundation Courses</b>		
<i>Scripture</i>		
BIB 220	Biblical Interpretation	3
BIB 300-499	Old Testament Course	3
BIB 300-499	New Testament Course	3
BIB 300-499	Any Bible Course	3
<i>Tradition</i>		
THE 206	Doctrines of the Christian Faith	3
REL 343	History of Christianity	3
<i>Reason</i>		
* PHI 314	Ethics	3
* PHI 300-499	Philosophy Course	3
* THE 300-499	Theology Course	3
<i>Experience</i>		
CMI 127	Exploring Ministry	2
CMI 275 and CMI 375	Supervised Ministry (2 semesters each)	1, 1, 1, 1
<b>Major Courses</b>		
GRE 331 and *GRE 332	Elementary New Testament Greek I and II	3, 3
HEB 331 and *HEB 332	Elementary Biblical Hebrew I and II	3, 3
BIB 300-499	<u>Two</u> BIB electives not used in Foundation	3, 3
THE 300-499	THE course not used in Foundation	3
PHI 300-499	PHI course not used in Foundation	3
<b>Total Credit Hours Required for the Biblical Studies Major</b>		<b>57</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Biblical Studies Courses</b>		
+ BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3, 3
<b>Liberal Arts Pathways Courses</b>		
<i>Art</i>		2
<i>History</i>		3
<i>Literature</i>		3
<i>Mathematics</i>		3
<i>Music</i>		2
<i>Philosophy</i>		3
<i>Science</i>		4
<i>Social Science</i>		3
<b>Total General Education Credit Hours</b>		<b>55-56</b>
Electives		11-12
<b>B.A. in Biblical Studies Credit Hours</b>		<b>124</b>

### Symbol Key

^ Grade of "C" or better required.

\* This course has a prerequisite.

# Possible waiver by exam.

+ Possible waiver with a specified number of transfer credits upon first-time admission.

### Biblical Studies Learning Outcomes

Students in the biblical studies major will be prepared for graduate school or seminary. Students will engage with exegetical methods of Christian Scripture. Students will be able to address theological concerns that are not only part of the ancient world but that also face the contemporary church. Students will articulate an understanding of the Wesleyan Quadrilateral: Scripture, tradition, reason and experience.

### Program Oversight

The biblical studies major is overseen by the Department of Theology. Courses with BIB, CMI, GRE, HEB, PHI, REL, THE and YMI numbers are administered by this department. Questions about the major should be directed to the department chair.

## Biochemistry (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education <math>\pi</math>.</i>		
BIO 112	Introductory Biology II	4
* BIO 305	Principles of Genetics	4
* BIO 352	Microbiology	3
* BIO 401 or 406	Cell Biology or Molecular Genetics	3 or 4
CHE 111	General Chemistry I	4
CHE 112	General Chemistry II	4
* CHE 201	Organic Chemistry I	5
* CHE 202	Organic Chemistry II	4
* CHE 301	Analytical Chemistry	4
* CHE 472	Biological Chemistry I	5
* CHE 473	Biological Chemistry II	4
* CHE 480	Chemistry Seminar	2
* PHY 201	General Physics I	4
* PHY 202	General Physics II	4
<i>Choose one of the following</i>		
BIO/CHE 390	Independent Study	1-4
BIO/CHE 460	Research Project	3-4
BIO/CHE 490	Honors Research	3-6
<b>Total Credit Hours Required for the Biochemistry Major</b>		<b>56-62</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
$\pi$ BIO 111	Introductory Biology I	4
* $\pi$ MAT 351	Statistics	3
Art		2
History		3
Literature		3
Music		2
Philosophy		3
Social Science		3
<b>Total General Education Credit Hours</b>		<b>55-56</b>
Electives		6-13
<b>B.A. in Biochemistry Credit Hours</b>		<b>124</b>

## Symbol Key

- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- π A major course that meets a General Education requirement.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

## ASBMB Standards

The Bachelor of Arts in biochemistry does not meet the chemistry, physics and math recommendations for the American Society for Biochemistry and Molecular Biology, but still provides students a broad exposure to the biological aspects of biochemistry, albeit in a less quantitatively demanding manner.

## Biochemistry (B.S.)

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>Major Courses</b>		
<i>Other major courses listed in General Education π.</i>		
BIO 112	Introductory Biology II	4
* BIO 305	Principles of Genetics	4
* BIO 352	Microbiology	3
* BIO 401 or BIO 406	Cell Biology or Molecular Genetics	3-4
CHE 111 and CHE 112	General Chemistry I and General Chemistry II	4, 4
* CHE 201	Organic Chemistry I	5
* CHE 202	Organic Chemistry II	4
* CHE 301	Analytical Chemistry	4
* CHE 411 or CHE 412	Physical Chemistry I or Physical Chemistry II	4
* CHE 472	Biological Chemistry I	5
* CHE 473	Biological Chemistry II	4
* CHE 480	Chemistry Seminar	2
* MAT 202	Calculus II	4
^* PHY 211	Modern University Physics I	4
* PHY 212	Modern University Physics II	4
<i>Choose one of the following. (Thesis required.)</i>		
BIO/CHE 460	Research Project	3-4
BIO/CHE 490	Honors Research	3-6
<b>Total Credit Hours Required for the Biochemistry Major</b>		<b>66-69</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3

**Liberal Arts Pathways Courses**

$\pi$	BIO 111	Introductory Biology I	4
$\wedge^*\pi$	MAT 201	Calculus I	4
	<i>Art</i>		2
	<i>Music</i>		2
	<i>History</i>		3
	<i>Literature</i>		3
	<i>Philosophy</i>		3
	<i>Social Science</i>		3
	<b>Total General Education Credit Hours</b>		<b>56-57</b>
	Electives		0-2
	<b>Total B.S. in Biochemistry Credit Hours</b>		<b>124-126</b>

**Symbol Key**

- $\wedge$  Grade of "C" or better required.
- $*$  This course has a prerequisite.
- $\#$  Possible waiver by exam.
- $\pi$  A major course that meets a General Education requirement.
- $+$  Possible waiver with a specified number of transfer credits upon first-time admission.

**Biochemistry Learning Outcomes**

The biochemistry major prepares students for work and further study in perhaps the most exciting area of science — the interface between biology, chemistry and physics. This major provides students with a broad understanding of life at the cellular and molecular level, and prepares them for careers in biotechnology, biomedical research, or health care.

**ASBMB Standards**

The curriculum for Bachelor of Science meets the recommendations of the American Society for Biochemistry and Molecular Biology and requires a combination of selected courses from biology, chemistry, physics and mathematics.

**Program Oversight**

The biochemistry major is overseen by the School of Natural Science. Courses with ASI, BIO, CHE, NSC and PHY numbers are administered by this school. Questions about the major should be directed to the dean.

## Biology (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Foundational Courses</b>		
<i>Other major courses listed in General Education <math>\pi</math>.</i>		
* BIO 112	Introductory Biology II	4
BIO 170	Freshman Seminar	1
* BIO 305	Principles of Genetics	4
* BIO 362	Principles of Ecology	4
BIO 480	Senior Seminar	2
* CHE 111 and CHE 201	General Chemistry I and Organic Chemistry I	4, 5
<i>Choose from the biology electives listed below to total at least 11 credit hours</i>		
ASI 300-400	Au Sable Institute courses	4
BIO 206	Genes and Speciation	3
* BIO 263	Human Anatomy and Physiology	4
* BIO 330	Plant Organismal Biology	4
* BIO 342	Vertebrate Zoology	4
* BIO 345	Plant Cellular and Molecular Biology	4
* BIO 352	Microbiology	4
* BIO 365	Introduction to Pharmacology	3
* BIO 401	Cell Biology	3
* BIO 404	Human Physiology	4
* BIO 406	Molecular Genetics	4
* BIO 458	Human Development	4
* BIO 472 and BIO 473	Biological Chemistry I and Biological Chemistry II	5, 4
<b>Total Credit Hours Required for the Biology (B.A.) Major</b>		<b>35</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3, 3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
$\pi$ BIO 111	Introductory Biology	4
* $\pi$ HES/MAT 351	Statistics	3
Art		2
Music		2
History		3
Literature		3
Philosophy		3
Social Science		3
<b>Total General Education Credit Hours</b>		<b>55-56</b>
Electives		33-34
<b>Total B.A. in Biology Credit Hours</b>		<b>124</b>

## Biology (B.S.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education π.</i>		
* BIO 112	Introductory Biology II	4
BIO 170	Freshman Seminar	1
* BIO 305	Principles of Genetics	4
* BIO 362	Principles of Ecology	4
BIO 480	Senior Seminar	2
* CHE 111	General Chemistry I	4
* CHE 201	Organic Chemistry I	5
<i>Choose one 3-credit hour course from the following</i>		
* BIO 385	Practicum	3
* BIO 450	Internship	3
* BIO 460	Research	3
* BIO 490	Honors Research	3
<i>Choose one concentration below</i>		
<b>Cell and Molecular Biology Concentration Courses</b>		
* CHE 112 and CHE 202	General Chemistry II and Organic Chemistry II	4, 4
* PHY 201 or PHY 211	General Physics I or Modern University Physics I	4
* BIO 352	Microbiology	4
* BIO 472	Biological Chemistry I	5
<i>Choose courses from the list below to total at least 10 credit hours</i>		
* BIO 263	Human Anatomy and Physiology	4
* BIO 330	Plant Organismal Biology	4
* BIO 342	Vertebrate Zoology	4
* BIO 345	Plant Cellular and Molecular Biology	4
* BIO 365	Introduction to Pharmacology	3
* BIO 401	Cell Biology	3
* BIO 404	Human Physiology	4
* BIO 406	Molecular Genetics	4
* BIO 458	Human Development	4
* BIO 473	Biological Chemistry II	4
<b>Environmental Biology Concentration Courses</b>		
* CPS 206 or ASI 362	Geographic Info Systems or Environmental Applications for GSI	4
* PHY 120, 201 or 211	Earth Science, General Physics I or Modern University Physics I	4
BIO 206	Genes and Speciation	3
* BIO 330 or BIO 342	Plant Organismal Biology or Vertebrate Zoology	4
Two ASI courses in a Summer I and/or Summer II session		8
<b>Total Credit Hours for the Major</b>		<b>54-58</b>
<b>General Education</b> (See General Education section for course options where no course is specified)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
*+ COR 200	Community Place and Responsibility	3
*+ COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3, 3
<b>Liberal Arts Skills Courses</b>		

## BIOLOGY

^*	ENG 104	College Writing	3
^*#	ENG 304	Writing and Research	3
	HPR 101	Personal Fitness and Wellness	2
^	SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3

### Liberal Arts Pathways Courses

π	BIO 111	Introductory Biology	4
*π	HES/MAT 351	Statistics	3

*Art* 2

*Music* 2

*History* 3

*Literature* 3

*Philosophy* 3

*Social Science* 3

**Total General Education Credit Hours** **55-56**

Electives 10-15

**Total B.S. in Biology Credit Hours** **124**

### Symbol Key

^ Grade of "C" or better required.

\* This course has a prerequisite.

# Possible waiver by exam.

π A major course that meets a General Education requirement.

+ Possible waiver with a specified number of transfer credits upon first-time admission.

### Biology Learning Outcomes

Students in the Bachelor of Science in biology major will engage with functions of organisms and their parts, interactions of organisms with their environments, and mechanisms for continued survival. Students will experience hands-on laboratory and/or field work. Students will examine biology from a Christian perspective and demonstrate scientific research abilities. Students will cultivate an appreciation for life and the moral integrity to use knowledge wisely, enabling them to improve quality of life for individuals as well as the quality of the earth's environment.

### Strongly Recommended Support Courses

These courses are not required for the B.S. in Biology, but they are strongly recommended by the department. (See Course Descriptions for information about prerequisites.)

- **MAT 201 Calculus I (4)**
- **PHY 202 General Physics II (4)**

### Upper-level Course Requirements

Depending on which courses students choose in the biology major, they may not acquire 40 credit hours of upper-level (300-400) coursework. However, students are required to complete 40 credit hours of upper-level courses in order to graduate. Students in the B.S. in biology program should include upper-level coursework in their electives to ensure they will meet graduation requirements.

### Departmental Assessment

Biology majors are required to pass a departmental examination before graduation.

### Program Oversight

The biology majors are overseen by the School of Natural Science. Courses with ASI, BIO, CHE, NSC and PHY numbers are administered by this school. Questions about the major should be directed to the dean.

## Biology Secondary Education (B.A.)

Course Number	Course Title	Credit Hours
---------------	--------------	--------------

### Required Support Courses

*Other required support courses listed in General Education <sup>Δ</sup>.*

* CHE 101 or 111	Introductory Chemistry I or General Chemistry I	4
* CHE 112 and CHE 201	General Chemistry II and Organic Chemistry I	4, 5

### Major Content Area Courses

*Other major courses listed in General Education <sup>π</sup>.*

§* BIO 112	Introductory Biology II	4
§ BIO 206	Genes and Speciation	3
§* BIO 263	Human Anatomy and Physiology	4
§* BIO 305	Principles of Genetics	4
§* BIO 352 and BIO 362	Microbiology and Principles of Ecology	4, 4
§ BIO 480	Senior Seminar	2

*Choose one of the following*

§* BIO 321	Parasitology	4
§* BIO 330	Plant Organismal Biology	4
§* BIO 342	Vertebrate Zoology	4
§* BIO 345	Plant Cellular and Molecular Biology	4

**Total Credit Hours Required for Biology Content Area** **42**

### Education Courses

#### Secondary Professional Program Courses

§ EDU 140	Exploring Critical Skills for the Professional Educator & Lab	3
§* EDU 202	Issues and Trends in American Education	2
^* EDU 242	Psychology Applied to Teaching and Learning	2
^* EDU 271	The Diverse Learner	4
§* EDU 336	Teaching at the Secondary Level (or minor content area methods course)	2
§* EDU 343	Teaching Science at the Secondary Level	2
^* EDU 360	Integrating Technology in Education	3
^* EDU 425	Reading Development in Middle and Secondary Content Areas	3
‡* EDU 429	Effective Classroom Management, Assessment and Instruction	3
§* EDU 430S	Seminar in Teaching: Secondary	3
^* EDU 450S	Directed Teaching: Secondary	9

**Total Credit Hours Required for Education Courses** **36**

**General Education** (See General Education section for course options where no course is specified.)

#### Community of Learners Core Courses

+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3

#### Biblical Studies Courses

+ BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3, 3
-----------------------	---	------

#### Liberal Arts Skills Courses

§* ENG 104	College Writing	3
§*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^Δ SPE 212	Fundamentals of Speech	3

#### Liberal Arts Pathways Courses

§π BIO 111	Introductory Biology	4
*Δ HES/MAT 351	Statistics	3

## BIOLOGY

* <sup>Δ</sup> PSY 100	Introduction to Psychology	3
<i>Art</i>		2
<i>Music</i>		2
<i>History</i>		3
<i>Literature</i>		3
<i>Philosophy</i>		3
<b>Total General Education Credit Hours</b>		<b>56</b>
Choose a certifying minor (See Teacher Education for information)		20
<b>Total B.A. in Biology Secondary Education Credit Hours</b>		<b>149</b>

### Symbol Key

- ‡ Grade of "B" or better required.
- § Grade of "B-" or better required.
- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- π A major course that meets a General Education requirement.
- Δ Required support course that meets a General Education requirement.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

### Strongly Recommended Support Courses

PHY 102 Conceptual Physics (4) is not required, but it is strongly recommended by the department. (See Course Descriptions for information about prerequisites.)

### Biology Secondary Education Learning Outcomes

Students in the Bachelor of Arts in biology education major will engage with functions of organisms and their parts, interactions of organisms with their environments, and mechanisms for continued survival. Students will experience hands-on laboratory and/or field work. Students will examine biology from a Christian perspective and demonstrate scientific research abilities. Students will cultivate an appreciation for life and the moral integrity to use knowledge wisely, enabling them to improve quality of life for individuals as well as the quality of the earth's environment.

### Teacher Certification

Students in this program should be aware of schedules for major events like the Medical College Admission Test and the Michigan Test for Teacher Certification (MTTC) if certifying to teach.

### Minimum GPA Requirement

Students must have a 3.0 cumulative GPA in the major and minor content areas to be eligible for certification.

### Teacher Education Admission Recommendation

The biology faculty is as concerned with nonacademic qualities as biology concepts. With this concern, the faculty will be monitoring character, attitude and behavioral qualities. This information will have a direct impact on recommendation of a student for admission to the teacher education program.

### Program Oversight

The biology major is overseen by the School of Natural Science. Questions about the major should be directed to the dean. The secondary education professional portion of this degree program is overseen by the School of Education. For additional teacher education policies and requirements, please refer to the Teacher Education section of this catalog.

## Business (B.S.)

*This program is delivered at off-campus sites and follows SAU Global policies and practices.  
(This program is no longer accepting new applicants until further notice.)*

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
ACC 323	Fundamentals of Business Accounting	3
BUS 271	Business Law I	3
BUS 302	Business Information Systems	3
BUS 322	Fundamentals of Business Marketing	3
BUS 367	Management of Financial Resources	3
BUS 405	Principles of Applied Management	3
BUS 425	Principles of Competitive Strategy	3
BUS 432	Human Resources Management/Supervision	4
BUS 456	Business Proposal Development	4
<b>Total Credit Hours for Business Major</b>		<b>29</b>
<b>General Education Requirements</b>		
<b>Core Courses</b>		
+ IDS 100	Introduction to the Liberal Arts	3
+ IDS 200	Christian Faith: Issues and Cultures	3
IDS 300	Biblical Perspectives	3
IDS 400	Values: Personal And Social	3
<b>Cross Cultural Requirement Courses</b>		
+ Non-Western HIS/GEO Course		3
+ Diversity Course		3
<b>Liberal Arts Skills Courses</b>		
^ ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
^# SPE 212	Fundamentals of Speech	3
<b>Liberal Arts Pathways Courses</b>		
π BUS 349	Statistics	3
π ECN 305	Microeconomic Applications	3
	<i>Fine Arts (art or music course)</i>	2+
	<i>Humanities (literature, philosophy, religion, or foreign language)</i>	2+
	<i>Natural Science with lab</i>	2+
	<i>Social Science (psychology, sociology, history, or politics)</i>	2+
	<i>Social Science (different discipline than above)</i>	2+
<b>Total General Education Credit Hours</b>		<b>43+</b>
Possible Electives		52
<b>Total B.S. in Business Credit Hours</b>		<b>124</b>

### Symbol Key

- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- + Waived with specific number of transfer credit hours upon matriculation to SAU.
- # Possible waiver by exam.

### Business Learning Outcomes

Students in the business major will be able to analyze diverse elements in effective business operations. Students will apply skills and theories through field-based research. Students will be able to evaluate issues and concepts central to business practice through perspectives of historical, biblical and ethical standards.

**Upper-level Course Credit Requirements**

Students are required to complete 40 credit hours in upper-level courses (numbered 300 and above) in order to graduate. However, the number of upper-level course credits built in to this program do not total 40. Students in the business program should include upper-level coursework in their electives to ensure they will meet graduation requirements.

**Transfer General Education and Electives**

It is very likely that transfer courses meeting the requirements for the General Education program at SAU will be more credit hours than what is listed in the program. If that is the case, students will apply those extra credit hours to possible electives.

Students who do not transfer courses to meet General Education requirements may take those courses at SAU. However, most courses offered at SAU that meet the requirements are worth more credit hours than what is listed in the program. Any additional credit hours above the listed amount will apply to the possible elective credit hours.

**Program Oversight**

The business major is overseen by the Gainey School of Business. Courses with ACC, BUS, ECN, ENT, FIN, IBS, MIS, MKT, and ORM numbers are administered by this department. Questions about this major should be directed to the program director.

## Business Administration (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education <sup>π</sup>.</i>		
ACC 221	Principles of Accounting I	3
* ACC 222	Principles of Accounting II	3
BUS 107	Foundations of Leadership and Ethics	3
BUS 162	Business Computer Applications	1
BUS 232	Business Seminar	1
BUS 271	Business Law I	3
BUS 325 or *BUS 432	Principles of Management or Human Resource Management	3
* BUS 351L	Statistical Application for Business	1
BUS 385	Practicum	3
BUS 403	Argument and Persuasion for Business	3
* BUS 424	Strategic Management	4
* BUS 435	Business and Government	3
* ECN 222	Introduction to Macroeconomics	3
FIN 268	Personal Finance	3
* FIN 362	Principles of Finance	3
IBS 305 or IBS 223	Principles of Int'l Business or Biblical Foundations of Int'l Business	3
MKT 221	Marketing Principles	3
SDL 120	Life/Work Planning	1
<b>Total Credit Hours for the Business Administration Major</b>		<b>47</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
*π BUS/HES/MAT/PSY 351	Statistics	3
π ECN 221	Introduction to Microeconomics	3
<i>Art</i>		2
<i>History</i>		3
<i>Literature</i>		3
<i>Music</i>		2
<i>Philosophy</i>		3
<i>Science</i>		4
<b>Total Credit Hours for General Education</b>		<b>55-56</b>
Electives		21-22
<b>Total B.A. in Business Administration Credit Hours</b>		<b>124</b>

**Symbol Key**

- <sup>^</sup> Grade of "C" or better required.
- <sup>\*</sup> This course has a prerequisite.
- <sup>#</sup> Possible waiver by exam.
- <sup>π</sup> A major course that meets a General Education requirement.
- <sup>+</sup> Possible waiver with a specified number of transfer credits upon first-time admission.

**Business Administration Learning Outcomes**

Students in the business administration major will demonstrate effective skills in communication, leadership, logic and critical thinking, and a strong intellectual capacity while developing competency in a wide range of areas fitting for a career in the business world. Students will articulate a biblical worldview and the importance of integrity, ethics, and content knowledge. Students will be prepared for employment in business administration or for entering a graduate program upon graduation.

**Program Assessment**

As part of ongoing assessment of program goals and learning outcomes, business administration students may be required to take a comprehensive exam during the program's capstone course. The assessment is a part of the capstone course grade.

**Program Oversight**

The business administration major is overseen by the Gainey School of Business. Courses with ACC, BUS, ECN, ENT, FIN, IBS, MIS, MKT, and ORM numbers are administered by this department. Questions about this major should be directed to the school dean.

## Camping Ministry (B.A.)

Course Number	Course Title	Credit Hours
<b>Departmental Foundation Courses</b>		
<i>Scripture</i>		
BIB 220	Biblical Interpretation	3
BIB 300-499	Old Testament Course	3
BIB 300-499	New Testament Course	3
<i>Choose one option from the following</i>		
* BIB 300-499	Any upper-level Bible Course	3
GRE 331 and GRE 332	Elementary New Testament Greek I and II	6
HEB 331 and HEB 332	Elementary Biblical Hebrew I and II	6
<i>Tradition</i>		
THE 206	Doctrines of the Christian Faith	3
REL 343	History of Christianity	3
<i>Reason</i>		
* PHI 314	Ethics	3
* PHI 300-499	Philosophy Course	3
* THE 300-499	Theology Course	3
<i>Experience</i>		
CMI 127	Exploring Ministry	2
CMI 275	Supervised Ministry (2 Semesters)	1, 1
CMI 375	Supervised Ministry (2 Semesters)	1, 1
§ CMI 475	Supervised Ministry (2 Semesters)	1, 1
<b>Major Courses</b>		
APR 207 or REC 401	Advertising or Grant Writing	3
CMI 210	Philosophy of Ministry	3
* CMI 372	Camping and Retreat Planning	3
REC 224	Recreation and Leisure Leadership	3
* REC 335	Facilities Planning & Operations for Health, Fitness, Rec. and Sports	3
* REC 424	Liability and Risk Management in Recreation and Leisure	3
REC 161-166	Activity Course (one semester)	1
<i>Choose one of the following courses</i>		
CMI 202	Children's Spirituality Through the Developmental Process	3
* PSY 306	Developmental Psychology	3
* YMI 316	Adolescent Spirituality	3
<b>Total Credit Hours Required for the Camping Ministry Major (with waiver of CMI 475)</b>		<b>55-58</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3

**Liberal Arts Pathways Courses**

<i>Art</i>	2
<i>History</i>	3
<i>Literature</i>	3
<i>Mathematics</i>	3
<i>Music</i>	2
<i>Philosophy</i>	3
<i>Science</i>	4
<i>Social Science</i> (Recommended PSY 100 Intro to Psychology as prerequisite to PSY 306 & YMI 316 )	3
<b>Total General Education Credit Hours</b>	<b>55-56</b>
Electives	10-14
<b>Total B.A. in Camping Ministry Credit Hours</b>	<b>124</b>

**Symbol Key**

- <sup>^</sup> Grade of "C" or better required.
- <sup>\*</sup> This course has a prerequisite.
- <sup>#</sup> Possible waiver by exam.
- <sup>+</sup> Possible waiver with a specified number of transfer credits upon first-time admission.
- <sup>§</sup> Waived with two summers of camping ministry experience.

**Camping Ministry Learning Outcomes**

Students will be prepared to develop retreats and camping experiences in a Christian environment. Students will develop a philosophy of camping ministry. Students will demonstrate ministry skills through practical experience. Students will articulate their own personal spiritual formation. Students will articulate an understanding of the Wesleyan Quadrilateral: Scripture, tradition, reason and experience.

**Program Admission Requirements**

Application to the major is required. Application forms are provided by the department or upon completion of CMI 127 Exploring Ministry.

**Program Oversight**

The camping ministry major is overseen by the Department of Theology. Courses with BIB, CMI, GRE, HEB, PHI, REL, THE and YMI numbers are administered by this department. Questions about the major should be directed to the department chair.

## Chemistry (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Foundational Courses</b>		
<i>Other major courses listed in General Education <math>\pi</math>.</i>		
* CHE 112	General Chemistry II	4
* CHE 201	Organic Chemistry I	5
* CHE 202	Organic Chemistry II	4
* CHE 301	Analytical Chemistry	4
* CHE 390	Independent Study in Chemistry	1-3
* CHE 411	Physical Chemistry I	4
* CHE 480	Chemistry Seminar	2
* PHY 201	General Physics I	4
* PHY 202	General Physics II	4
<i>Choose two courses from the following</i>		
* CHE 415	Advanced Inorganic Chemistry	3
* CHE 422	Advanced Organic Chemistry	3
* CHE 472	Biological Chemistry I	5
<b>Total Credit Hours Required for the Chemistry Major</b>		<b>38-42</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
* $\pi$ CHE 111	General Chemistry I	4
* $\pi$ MAT 201	Calculus I	4
Art		2
History		3
Literature		3
Music		2
Philosophy		3
Social Science		3
<b>Total General Education Credit Hours</b>		<b>56-57</b>
Electives		25-30
<b>Total B.A. in Chemistry Credit Hours</b>		<b>124</b>

# Chemistry (B.S.)

Course Number	Course Title	Credit Hours
<b>Major Foundational Courses</b>		
<i>Other major courses listed in General Education <math>\pi</math>.</i>		
* CHE 112	General Chemistry II	4
* CHE 201	Organic Chemistry I	5
* CHE 202	Organic Chemistry II	4
* CHE 301	Analytical Chemistry	4
* CHE 411	Physical Chemistry I	4
* CHE 412	Physical Chemistry II	4
* CHE 480	Chemistry Seminar	2
* MAT 202	Calculus II	4
^* PHY 211	Modern University Physics I	4
* PHY 222	Modern University Physics II	4
<i>Choose two courses from the following</i>		
* CHE 415	Advanced Inorganic Chemistry	3
* CHE 422	Advanced Organic Chemistry	3
* CHE 472	Biological Chemistry I	5
<i>Choose one from the following (thesis required)</i>		
CHE 460	Chemistry Research	4
CHE 490	Chemistry Honors	4
<b>Total Credit Hours Required for the Chemistry Major</b>		<b>49-51</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3, 3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
* $\pi$ CHE 111	General Chemistry I	4
^* $\pi$ MAT 201	Calculus I	4
Art		2
History		3
Literature		3
Music		2
Philosophy		3
Social Science		3
<b>Total General Education Credit Hours</b>		<b>56-57</b>
Electives		16-19
<b>Total B.S. in Chemistry Credit Hours</b>		<b>124</b>

## Symbol Key

<sup>^</sup> Grade of "C" or better required.

<sup>\*</sup> This course has a prerequisite.

<sup>#</sup> Possible waiver by exam.

<sup>π</sup> A major course that meets a General Education requirement.

<sup>+</sup> Possible waiver with a specified number of transfer credits upon first-time admission.

## Strongly Recommended Support Course

MAT 311 Differential Equations is not required for the B.S. in chemistry program, but it is strongly recommended by the department. (See Course Descriptions for information about prerequisites.)

## Upper-level Course Requirements

Depending on which courses students choose in the chemistry majors, they may not acquire 40 credit hours of upper-level (300-400) coursework. However, students are required to complete 40 credit hours of upper-level courses in order to graduate. Students in the chemistry majors should include upper-level coursework in their electives to ensure they will meet graduation requirements.

## Chemistry Learning Outcomes

Students in chemistry majors will demonstrate an understating of the atomic and molecular behavior of systems. Chemistry students will attempt to explain phenomena in systems that range in size from electrons to entire galaxies. Students in the majors will complete a research project and attendant thesis to prepare them for graduate school and a wide variety of careers including teaching, law, pharmaceutical research, medicine, research science and laboratory technology.

## Research Opportunities

The chemistry faculty recognizes that research is a vital component of undergraduate education and offers research experience to all interested students. Students need not be chemistry majors to undertake research for direct academic credit.

## Program Oversight

The chemistry major is overseen by the School of Natural Sciences. Courses with ASI, BIO, CHE, NSC and PHY numbers are administered by this school.

## Chemistry Secondary Education (B.A.)

Course Number	Course Title	Credit Hours
<b>Required Support Courses</b>		
<i>Other required support courses listed in General Education <sup>Δ</sup>.</i>		
* MAT 202	Calculus II	4
<sup>Δ</sup> * PHY 211	Modern University Physics I	4
* PHY 222	Modern University Physics II	4
<b>Major Courses</b>		
<i>Other major courses listed in General Education <sup>π</sup>.</i>		
<sup>Δ</sup> * CHE 112	General Chemistry II	4
<sup>Δ</sup> * CHE 201	Organic Chemistry I	5
<sup>Δ</sup> * CHE 202	Organic Chemistry II	4
<sup>Δ</sup> * CHE 301	Analytic Chemistry	4
<sup>Δ</sup> * CHE 390	Independent Study in Chemistry	1-3
<sup>Δ</sup> * CHE 411	Physical Chemistry I	4
<sup>Δ</sup> * CHE 472	Biological Chemistry I	5
<sup>Δ</sup> * CHE 480	Chemistry Seminar	2
<b>Total Credit Hours Required for the Chemistry Content Area</b>		<b>41-43</b>
<b>Education Courses</b>		
<b>Secondary Professional Education Courses</b>		
<sup>§</sup> EDU 140	Exploring Critical Skills for the Professional Educator & Lab	3
<sup>§</sup> * EDU 202	Issues and Trends in American Education	2
<sup>Δ</sup> * EDU 242	Psychology Applied to Teaching and Learning	2
<sup>Δ</sup> * EDU 271	The Diverse Learner	4
<sup>§</sup> * EDU 336	Teaching at the Secondary Level (or minor content area methods course)	2
<sup>§</sup> * EDU 343	Teaching Science at the Secondary Level	2
<sup>Δ</sup> * EDU 360	Integrating Technology in Education	3
<sup>Δ</sup> * EDU 425	Reading Development in Middle and Secondary Content Areas	3
<sup>‡</sup> * EDU 429	Effective Classroom Management, Assessment and Instruction	3
<sup>§</sup> * EDU 430S	Seminar in Teaching: Secondary	3
<sup>Δ</sup> * EDU 450S	Directed Teaching: Secondary	9
<b>Total Credit Hours Required for Education Courses</b>		<b>36</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
<sup>§</sup> * ENG 104	College Writing	3
<sup>Δ</sup> *# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
<sup>Δ</sup> SPE 212	Fundamentals of Speech	3
<b>Liberal Arts Pathways Courses</b>		
<sup>Δ</sup> * <sup>π</sup> CHE 111	General Chemistry I	4
<sup>Δ</sup> * <sup>Δ</sup> MAT 201	Calculus I	4
<sup>Δ</sup> PSY 100	Introduction to Psychology	3

## CHEMISTRY

<i>Art</i>	2
<i>History</i>	3
<i>Literature</i>	3
<i>Music</i>	2
<i>Philosophy</i>	3
<b>Total General Education Credit Hours</b>	<b>57</b>
Choose a certifying minor (see Teacher Education for more information)	20
<b>Total B.A. in Chemistry Secondary Education Credit Hours</b>	<b>154-156</b>

### Symbol Key

- ‡ Grade of "B" or better required.
- § Grade of "B-" or better required.
- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- π A major course that meets a General Education requirement.
- Δ Required support course that meets a General Education requirement.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

### Chemistry Learning Outcomes

Students in chemistry majors will demonstrate an understating of the atomic and molecular behavior of systems. Chemistry students will attempt to explain phenomena in systems that range in size from electrons to entire galaxies. Students in the chemistry secondary education major will be prepared for graduate school and to teach chemistry in secondary schools in Michigan.

### Minimum GPA Requirement

Students must have a 3.0 cumulative GPA in the major and minor content areas to be eligible for certification.

### Teacher Education Admission Recommendation

The chemistry faculty is as concerned with nonacademic qualities as chemistry concepts. With this concern, the faculty will be monitoring character, attitude and behavioral qualities. This information will have a direct impact on recommendation of a student for admission to the teacher education program.

### Teacher Certification

Students in this program should be aware of the schedule for the Michigan Test for Teacher Certification (MTTC).

### Program Oversight

The chemistry secondary education major is overseen by the School of Natural Sciences. Courses with ASI, BIO, CHE, NSC and PHY numbers are administered by this school. The secondary education professional portion of this degree program is overseen by the School of Education. For additional teacher education policies and requirements, please refer to the Teacher Education section of this catalog.

## Children's Ministry (B.A.)

Course Number	Course Title	Credit Hours
<b>Departmental Foundation Courses</b>		
<i>Scripture</i>		
BIB 220	Biblical Interpretation	3
BIB 300-499	One Old Testament Course and one New Testament Course	3, 3
BIB 300-499	Any Bible Course	3
<i>Tradition</i>		
THE 206 and REL 343	Doctrines of the Christian Faith and History of Christianity	3, 3
<i>Reason</i>		
* PHI 314	Ethics	3
* PHI 300-499 and THE 300-499	Philosophy Course and Theology Course	3, 3
<i>Experience</i>		
CMI 127	Exploring Ministry	2
CMI 275, 375 and 475	Supervised Ministry (2 semesters each for 6 credit hours)	1, 1, 1, 1, 1, 1
<b>Major Courses</b>		
CMI 202	Children's Spirituality Through the Developmental Process	3
CMI 210	Philosophy of Ministry	3
CMI 301	Curriculum Development in Children's Ministry	3
* CMI 323	Ministry to Children and Their Families	3
* CMI 432	Administration in Ministry	3
SOC 250	Marriage and Family	3
<b>Total Children's Ministry Major Credit Hours</b>		<b>53</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Biblical Studies Courses</b>		
+ BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3, 3
<b>Liberal Arts Pathways Courses</b>		
<i>Art</i>		2
<i>History</i>		3
<i>Literature</i>		3
<i>Mathematics</i>		3
<i>Music</i>		2
<i>Philosophy</i>		3
<i>Science</i>		4
<i>Social Science</i>		3
<b>Total General Education Credit Hours</b>		<b>55-56</b>
Electives		15-16
<b>Total B.A. in Children's Ministry Credit Hours</b>		<b>124</b>

### Symbol Key

^ Grade of "C" or better required.

\* This course has a prerequisite.

# Possible waiver by exam.

+ Possible waiver with a specified number of transfer credits upon first-time admission.

### Children's Ministry Learning Outcomes

Students in the children's ministry major will create a philosophy of ministry to children and their families. Students will demonstrate preparedness for vocations related to ministry to children and their families. Students will articulate an understanding of the Wesleyan Quadrilateral: Scripture, tradition, reason and experience.

### Program Admission Requirements

Application to the major is required. Application forms are provided by the department or upon completion of CMI 127 Exploring Ministry.

### Free Methodist Ordination Requirements

The program also offers the possibility of fulfilling the educational requirements for ministry ordination in the Free Methodist Church. Students pursuing this possibility will take 12 credit hours of Bible courses and the following two additional courses.

REL 322 Introduction to Free Methodism (2)

REL 470 Development of Wesleyan Thought (3)

### Program Oversight

The children's ministry major is overseen by the Department of Theology. Courses with BIB, CMI, GRE, HEB, PHI, REL, THE and YMI numbers are administered by this department. Questions about the major should be directed to the department chair.

## Clinical Sociology (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education<sup>π</sup>.</i>		
SOC 210	Careers in Sociology and Global Studies	1
SOC 311	Racial and Ethnic Relations	3
* SOC 352	Research Design	3
SOC 360	Gender and Society	3
* SOC 450	Internship in Clinical Sociology	7-12
* SOC 452	Sociological Theory	3
* SOC 480	Senior Seminar	1
* SOC 484	Spirituality, Faith and Justice	3
* SOC electives		11-16
<b>Total Credit Hours Required for the Clinical Sociology Major</b>		<b>40</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
π SOC 100	Modern Social Problems	3
*π SOC 351	Statistics for Sociology	4
Art		2
History		3
Literature		3
Music		2
Philosophy		3
Science		4
<b>Total General Education Credit Hours</b>		<b>56-57</b>
Electives		27-28
<b>Total B.A. in Clinical Sociology Credit Hours</b>		<b>124</b>

### Symbol Key

<sup>^</sup> Grade of "C" or better required.

\* This course has a prerequisite.

# Possible waiver by exam.

<sup>π</sup> A major course that meets a General Education requirement.

+ Possible waiver with a specified number of transfer credits upon first-time admission.

**Clinical Sociology Learning Outcomes**

Students in the clinical sociology program will demonstrate understanding of social order, social conflict, and social change. Students will analyze social constructs and develop intervention skills applicable to families and small groups as well as complex organizations and communities. Students will demonstrate capabilities of critical reflection and analysis rooted in Christian values in preparation to participate in the contemporary world. Students in clinical sociology will examine particular settings for social change.

**Upper-level Course Requirements**

Depending on which courses students choose in the clinical sociology major, they may not acquire 40 credit hours of upper-level (numbered 300 and above) coursework. However, students are required to complete 40 credit hours of upper-level courses in order to graduate. Therefore, students should include upper-level coursework in their electives to ensure they will meet graduation requirements.

**Clinical Sociology Internship**

The internship would ideally take place in the second semester of the senior year. In special cases, the internship may be taken in the junior year. The internship must involve 360-480 clock hours of actual practice in clinical sociology.

**Study Abroad Recommendations**

Students are encouraged to consider the Washington D.C. semester, SAU's Guatemala Semester or a semester experience through the Chicago Semester, Middle East Studies, Latin America, and China as a means of obtaining a significant internship experience.

**Program Oversight**

The clinical sociology major is overseen by the Department of Sociology. Courses with CRJ and SOC numbers are administered by this department. Questions about the major should be directed to the department chair.

## Communication Studies (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education <math>\pi</math>.</i>		
COM 100	Introduction to Communication	3
COM 110	Communication Technology	3
* COM 214	Communication Theory	2
COM 301	Communication, Spirituality and Service	3
* COM 314	Communication Research	2
COM 317	Digital Influence (3 semesters)	1, 1, 1
* COM 324	Web Content and Management	3
* COM 399	Communication Portfolio	1
* COM 480	Senior Seminar	1
WRT 216	Writing for the Media	3
<i>Choose from the courses below to total 12 credit hours</i>		
* APR 311	Corporate Communication	3
COM 354	Applied Social Media	3
* COM 368	Intercultural Communication	3
COM 370	Special Topics	1-3
COM 385	Practicum	3
* COM 404	Oral and Digital Persuasion	3
* COM 502	Graduate Seminar (must have permission)	3
<b>Total Credit Hours Required for the Communication Studies Major</b>		<b>36</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3, 3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^* $\pi$ COM 212	Rhetoric	3
<b>Liberal Arts Pathways Courses</b>		
Art		2
History		3
Literature		3
Mathematics		3
Music		2
Philosophy		3
Science		4
Social Science		3
<b>Total General Education Credit Hours</b>		<b>56</b>
Electives		32
<b>Total B.A. in Communication Studies Credit Hours</b>		<b>124</b>

## Symbol Key

- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- π A major course that meets a General Education requirement.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

## Communication Studies Program Learning Outcomes

In this program, students build a strong foundation in communication concepts while exploring areas of personal and professional interests. The program is ideal for those who want a broad perspective, or who plan to go to graduate school. Working with advisors, students will supplement the major foundation with electives in digital, corporate or intercultural communication. Students will experience an emphasis on spirituality and service in this program.

## Technology Requirements

All students in this major are encouraged to enter the program with a current MacBook Air or MacBook Pro and maintain a subscription to the Adobe Creative Cloud software package.

## Upper-level Course Requirements

Depending on which courses students choose in the communication studies major, they may not acquire 40 credit hours of upper-level (numbered 300 and above) coursework. However, students are required to complete 40 credit hours of upper-level courses in order to graduate. Students should include upper-level coursework in their electives to ensure they will meet graduation requirements.

## Program Progress Check

Student progress will be assessed by the department at both the freshman and sophomore levels (first year for transfer students). Students must have a cumulative 2.5 GPA and pass the progress check to continue in the program.

## Study Abroad

Students may substitute coursework from the Oxford program or the American Studies Washington D.C. Strategic Communication program offered by the Coalition of Christian Colleges and Universities (CCCU). These semesters may meet the requirements for COM 385 Practicum, COR 400 Community to Come and electives. Admission to the program requires a separate application process. Information can be found at [www.bestsemester.com](http://www.bestsemester.com). Students should consult their academic advisor before proceeding with the application process.

## Complementary Programs

Students in the communication studies major are encouraged, but not required, to select a complementary minor and/or endorsement that will enhance their preparation for future careers.

## Extracurricular Opportunities

Students in this major may participate in student media including the SAU Pulse, HOME.fm and The Arbor. They may also have the opportunity to create content for clients, chapel and short films, and promote department and campus events.

## Program Oversight

The communications major is overseen by the Department of Communication and Media. Courses with APR, AUD, COM, VID and WRT numbers are administered by this department. Questions about the major should be directed to the department chair.

## Computer Science (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education <math>\pi</math>.</i>		
^ CPS 201	Foundations of Computing I	4
* CPS 202	Foundations of Computing II	4
* CPS 210	Data Communications and Networking	3
* CPS 212	Computer Systems Security	3
* CPS 232/MAT 232	Proof and Discrete Structures	3
* CPS 301	Data Structures and Large Software Systems	3
* CPS 302	Architecture, Applications and Languages	4
* CPS 303	Introduction to Database Systems	3
* CPS 307	Mobile Programming	2
* CPS 310	Operating Systems	3
* CPS 320	Topics in Expert Systems	1
* CPS 330	Systems Analysis and Design	3
* CPS 331	Software Development Project	3
* CPS 350	Web tools	4
* CPS 385	Practicum	1-8
* CPS 410	Algorithms and Formal Language	3
* CPS/MIS 480	Senior Seminar	1
* MAT 201	Calculus I ( <i>grade of "C" or better is required for taking MAT 202</i> )	4
<b>Total Credit Hours Required for the Computer Science Major</b>		<b>52-59</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
* $\pi$ MAT 351	Statistics	3
Art		2
Music		2
History		3
Literature		3
Philosophy		3
Science		4
Social Science		3
<b>Total General Education Credit Hours</b>		<b>55-56</b>
Electives		9-17
<b>Total B.A. in Computer Science Credit Hours</b>		<b>124</b>

## Symbol Key

- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

## Computer Science Learning Outcomes

Students in the computer science major will apply major computing concepts as they analyze and develop solutions in the laboratory setting. Students will demonstrate understanding of major computer science concepts through the perspective of theory, abstraction, design and social context. Computer science majors will be prepared to enter business and industry with demonstrated skills in areas of software development, networking and systems analysis.

## Program Curriculum Approach

The computer science department has adopted a breadth-first approach to the discipline, exposing students to major concepts early in their experience. This approach is based on the Association for Computing Machinery (ACM) curriculum guidelines.

## Recommended Courses for Graduate School

The following additional courses are recommended for students planning to pursue a graduate degree. Information about prerequisite and other requirements for these courses are found in the Course Description section of this catalog.

MAT 202 Calculus II (4)

MAT 321 Abstract Algebra I (3)

MAT 352 Linear Algebra (3)

PHY 211 Modern University Physics I (4)

PHY 212 Modern University Physics II (4)

## Recommended Complementary Minors

Students majoring in computer science are strongly encouraged to minor in business if pursuing employment in industry upon graduation. Students planning to attend graduate school are encouraged to minor in mathematics.

## Program Oversight

The computer science major is overseen by the Department of Mathematics and Physics. Courses with the CPS number are administered by this department. Questions about the major should be directed to the department chair.

# Criminal Justice (B.A.)

Course Number	Course Title	Credit Hours
---------------	--------------	--------------

**Major Courses**

*Other major courses listed in General Education <sup>π</sup>.*

CRJ 201	Crime, Corrections and Criminal Justice	3
CRJ 202	Social Deviance	3
* CRJ 217	Criminal Justice Exploratory	1
* CRJ 301	Criminological Theory	3
CRJ 302	Comparative Criminal Justice Systems	3
CRJ 342	Criminal Law and Court Procedures	3
CRJ 344	Juvenile Delinquency	3
* CRJ 447	Criminal Justice Policy	3
* CRJ 449	Restorative Justice	3
* CRJ 450	Internship	6
* PSY 100	Introduction to Psychology	3
SOC 100	Modern Social Problems	3
SOC 311	Racial and Ethnic Relations	3
SOC 327	Social Stratification	3
* SOC 352	Research Design	3
SOC 360	Gender and Society	3
* SOC 480	Senior Seminar	1
* SOC 484	Spirituality, Faith and Justice	3

**Total Credit Hours Required for the Criminal Justice Major** **53**

**General Education** (See General Education section for course options where no course is specified.)

**Community of Learners Core Courses**

+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3

**Biblical Studies Courses**

+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3

**Liberal Arts Skills Courses**

^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3

**Liberal Arts Pathways Courses**

<sup>π</sup> SOC 101	Introduction to Sociology	3
<sup>π</sup> SOC 351	Statistics for Sociology	4

*Art* 2

*History* 3

*Literature* 3

*Music* 2

*Philosophy* 3

*Science* 4

**Total General Education Credit Hours** **56-57**

Electives 14-15

**Total B.A. in Criminal Justice Credit Hours** **124**

### Symbol Key

- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- π A major course that meets a General Education requirement.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

### Criminal Justice Learning Outcomes

Students majoring in criminal justice will communicate an awareness of society's understanding of and response to the challenges of crime. Students will articulate an understanding of issues of inequality, the importance of careful research and the significance of a Christian commitment to justice (Shalom). Students will demonstrate capabilities of critical reflection and analysis rooted in Christian values in preparation to participate in the contemporary world. Students in the major will demonstrate preparedness for careers in law enforcement, corrections, parole and probation, pre-law, homeland security, or a variety of other careers, or graduate study.

### Program Oversight

The criminal justice major is overseen by the Department of Sociology. Courses with CRJ and SOC numbers are administered by this department. Questions about the major should be directed to the department chair.

## Digital Media (B.A.)

Course Number	Course Title	Credit Hours
---------------	--------------	--------------

### Major Foundational Courses

*Other major courses listed in General Education π.*

AUD 321	Sound Design	3
COM 100	Introduction to Communication	3
COM 110	Communication Technology	3
* COM 214	Communication Theory	2
COM 317	Digital Influence (3 semesters)	1, 1, 1
COM 385	Practicum	3
* COM 399	Communication Portfolio	1
* COM 480	Senior Seminar	1
VID 202	Video Production	4
* VID 306	Advanced Video Production	4
* VID 410	TV Producing and Directing	2

**Total Foundational Course Credit Hours** **29**

*Choose a concentration*

### Broadcasting Concentration

AUD 174	Radio Production	3
* COM 324	Web Content and Management	3
COM 354	Applied Social Media	3
WRT 216	Writing for the Media	3

*Choose electives below to total 9 credit hours*

* AUD 370	Special Topics	1-3
* AUD 390	Independent Study	1-4
* COM 314	Communication Research	2
* COM 324	Web Content and Management	3
* COM 385	Practicum (repeat)	1-4
* COM 404	Oral and Digital Persuasion	3
SPE 342	Oral Interpretation and Voice	3
VID 372	Short Film Production (may be repeated)	3
WRT 310	Multimedia Reporting	3
WRT 316	Copy Editing	3
* WRT 373	Feature Writing	3

### Video/Film Concentration

VID 314 or WRT 216	Script Writing or Writing for the Media	3
VID 372	Short Film Production (may be repeated)	3

*Choose electives below to total 15 credit hours*

COM 354	Applied Social Media	3
* COM 385	Practicum (may be repeated)	1-4
* COM 404	Oral and Digital Persuasion	3
SPE 342	Oral Interpretation and Voice	3
VID 324	Introduction to Film	3
VID 370	Special Topics	1-3
VID 372	Short Film Production (may be repeated)	3
* WRT 324	Photojournalism	3

**Total Credit Hours Required for the Digital Media Major** **50**

**General Education** (See General Education section for course options where no course is specified.)

### Community of Learners Core Courses

+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3

## DIGITAL MEDIA

+*	COR 274/275	Community Across Cultures	4
*	COR 300	Community and Christian Tradition	3
*	COR 400	Community to Come	3
<b>Biblical Studies Courses</b>			
+	BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3
<b>Liberal Arts Skills Courses</b>			
^*	ENG 104	College Writing	3
^*#	ENG 304	Writing and Research	3
	HPR 101	Personal Fitness and Wellness	2
^*π	COM 212	Rhetoric	3
<b>Liberal Arts Pathways Courses</b>			
π	ART 204	Photography	3
	<i>History</i>		3
	<i>Literature</i>		3
	<i>Mathematics</i>		3
	<i>Music</i>		2
	<i>Philosophy</i>		3
	<i>Science</i>		4
	<i>Social Science</i>		3
<b>Total General Education Credit Hours</b>			<b>57</b>
	Electives		17
<b>Total B.A. in Digital Media Credit Hours</b>			<b>124</b>

### Symbol Key

- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- π A major course that meets a General Education requirement.
- Δ Required support course that meets a General Education requirement.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

### Digital Media Learning Outcomes

This award-winning program prepares students for careers in radio, TV, video production and film. Students will write and produce work that commands attention and respect. The hands-on approach allows students to produce creative work from the very beginning of the program, practice team work and keep deadlines. Students will participate in courses and activities that promote the production and screening of short films, and feature both studio as well as field experience. Student will shoot, edit and promote their creative work, with a solid foundation in digital influence and storytelling. A unique aspect of this program is its focus on hands-on experience, and an emphasis on ethics and creativity.

### Technology Requirements

All students in the Department of Communication and Media are encouraged to enter the program with a current MacBook Air or MacBook Pro and maintain a subscription to the Adobe Creative Cloud software package.

### Program Progress Check

Student progress will be assessed by the department at both the freshman and sophomore levels (first year for transfer students). Students must have a cumulative 2.5 GPA and pass the progress check to continue in the program.

### **Extracurricular Opportunities**

SAU Radio offers experience at both The Arbor, our student station, and Home.fm, our professional station. There are opportunities to write, shoot, edit and appear in client, department and chapel videos, as well as, Will Shoot for Credit short films.

### **Study Abroad**

Students with the broadcasting concentration may substitute coursework from the American Studies Washington DC Strategic Communication Semester or the Nashville Contemporary Music Center semester programs offered by the Coalition of Christian Colleges and Universities (CCCU). Students with the video/film concentration may substitute coursework from the Los Angeles Film Studies semester program offered by the CCCU. These semesters may meet the requirements for COM 385, COM 387, COR 400 and required electives. Admission to these CCCU programs require a separate application process. Information can be found at [www.bestsemester.com](http://www.bestsemester.com). Students should consult their academic advisor before proceeding with the application process.

### **Program Oversight**

The digital media major is overseen by the Department of Communication and Media. Courses with APR, AUD, COM, VID and WRT numbers are administered by this department. Questions about the major should be directed to the department chair.

## Early Childhood Education (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
^* ECE 265	Social Foundations of Early Childhood Education	3
^* ECE 266	Early Child Growth and Development	3
^* ECE 320	Assessment, Guidance and Discipline in Early Childhood Education	2
^* ECE 340	Emergent and Beginning Literacy	3
^* ECE 360	Assessing Software	1
^* ECE 361	Motor Development and Motor Learning	3
§* ECE 365	Curriculum and Methods of Early Childhood Education	4
^* ECE 368	Young Children with Special Needs	3
^* ECE 378	Assessment and Intervention Strategies in Early Childhood Education	3
^* ECE 416	Early Childhood Policy and Standards	2
§* ECE 430	Seminar in Teaching Early Childhood	1
^* ECE 450	Directed Teaching Early Childhood	5
^* EDU 267	Early Adolescent Development	1
^* EDU 376	Children's Literature	3
<b>Total Credit Hours Required for Early Childhood Education Major</b>		<b>37</b>
<b>Education Option II Courses</b>		
<i>Other Option II courses listed in General Education <sup>†</sup>.</i>		
<b>Planned Program Courses</b>		
^* EDU 252	Teaching the Arts	1
§* MAT 331	Foundations of School Math II	3
^ EDU/HPR 201	Teaching Elementary Health/PE	2
^* RDG 426	Reading Interventions and Remediation	3
§ SST 200	Human Society: Learning in the Social Studies	3
<i>Choose one of the following</i>		
^ BIO 281	Environmental Science	4
^ PHY 102	Conceptual Physics	4
^ PHY 120	Introduction to Earth Science	4
<b>Professional Program Courses</b>		
§ EDU 140	Exploring Critical Skills for the Professional Educator & Lab	3
§* EDU 202	Issues and Trends in American Education	2
^* EDU 271	The Diverse Learner	4
§* EDU 350	Teaching Reading and Language Arts in Elementary School	5
§* EDU 352	Teaching Social Studies Methods in K-8 Schools	2
§* EDU 353	Teaching Science and Math STEM in K-8 Schools	4
^* EDU 360	Integrating Technology in Education	3
^* EDU 424	Elementary and Middle School Reading Problems	3
‡* EDU 429	Effective Classroom Management, Assessment and Instruction	3
§* EDU 430E	Seminar in Teaching	3
^* EDU 450E	Direct Teaching-Elementary	6
<b>Total Credit Hours Required for Education Option II Courses</b>		<b>62+</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3, 3

**Liberal Arts Skills Courses**

§*π	ENG 104	College Writing	3
§*#	ENG 304	Writing and Research	3
^π	HPR 101	Personal Fitness and Wellness	2
^π	SPE 212	Fundamentals of Speech	3

**Liberal Arts Pathways Courses**

^π	ART 152	Art Foundations	2
^*π	ENG 112	World Literature	3
^π	HIS 141	U.S. History to 1877	3
§*π	MAT 330	Foundations of School Math I	3
^π	MUS 152	Music Foundations	2
§π	NSC 200	Elementary Science Survey-Science by Inquiry	4
^π	PSY 100	Introduction to Psychology	3

*Philosophy*

3

**Total General Education Credit Hours**

**56**

**Total B.A. in Early Childhood Education Credit Hours**

**155+**

**Symbol Key**

- ‡ Grade of "B" or better required.
- § Grade of "B-" or better required.
- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- π An Option II course that meets General Education requirements.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

**Early Childhood Education Learning Outcomes**

Students will articulate understanding of infant-toddler, preschool and early childhood development. Students will examine social issues affecting children. Students will develop curriculum appropriate to early childhood education settings. The early childhood education major prepares students to teach and work with children in prekindergarten to age eight in schools in Michigan or other environments where certification is required.

**Prerequisites for Certification**

The following are prerequisites for courses and/or certification:

- Site-based work with Headstart will require IdentoGo fingerprinting (ECE 365).
- Adult and child CPR and first aid and a valid substitute teaching permit must be completed prior to and remain valid through the professional semester as well as at the time of recommendation for certification.

**Certification Eligibility**

Students completing the early childhood education program will be eligible to earn certification in grades K-5, all subjects, and an Early Childhood PK-General and Special Education Endorsement ZS.

**Program Curriculum**

The early childhood education program provides a broad spectrum of early childhood education courses built on the National Association for the Education of Young Children Standards (NAEYC) along with the Michigan Early Childhood Standards. The program adheres to the highly qualified standards of the Michigan Department of Education as well as Michigan Childcare Licensing Guidelines. The courses offer

practical experiences that provide significant learning opportunities including infant-toddler development, social issues affecting the child, and curriculum development. All of these will be presented from a Christian liberal arts perspective.

### **Teacher Education Information**

Information about the Teacher Education Program can be found in the Teacher Education section of this catalog.

### **Internship Registration Information**

Due to the number of internship weeks required for those who are seeking initial elementary certification with the early childhood education major or minor, a student should not plan on taking an interim class just prior to spring internships. To successfully complete the required weeks, spring internships must begin in early January. A fall placement with the aforementioned configuration will continue past one semester and into the next term.

### **Program Oversight**

The early childhood education major is overseen by the School of Education. Courses with numbers ECE, EDU, RDG, SED and TSL are administered by the School of Education. Questions about this major should be directed to the program director.

## Early Childhood Education Non-Certification (B.A.)

Note: This major prepares student to teach children in pre-kindergarten to age eight where certification is **not** required.

***This program is suspending new admissions for 2020-2021.***

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
§ EDU 140	Exploring Critical Skills for the Professional Educator	3
^* ECE 265	Social Foundations of Early Childhood Education	3
^* ECE 266	Early Child Growth and Development	3
^* ECE 320	Assessment, Guidance and Discipline in Early Childhood Education	2
^* ECE 340	Emergent and Beginning Literacy	3
^* ECE 360	Assessing Software	1
^* ECE 361	Motor Development and Motor Learning	3
§* ECE 365	Curriculum and Methods of Early Childhood Education	4
^* ECE 368	Young Children with Special Needs	3
^* ECE 378	Assessment and Intervention Strategies in Early Childhood Education	3
^* ECE 385	Practicum (concurrent with ECE 430)	1-8
^* ECE 416	Early Childhood Policy and Standards	2
§* ECE 430	Seminar in Teaching Early Childhood	1
^* EDU 376	Children's Literature	3
<b>Total Credit Hours Required for Early Childhood Education Non-Certification Major</b>		<b>35-42</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
Art		2
History		3
Literature		3
Mathematics		3
Music		2
Philosophy		3
Science		4
Social Science		3
<b>Total General Education Credit Hours</b>		<b>55-56</b>
Electives		26-34
<b>Total B.A. in Early Childhood Education Non-Certification Credit Hours</b>		<b>124</b>

**Symbol Key**

- § Grade of "B-" or better required.
- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

**Early Childhood Non-Certification Learning Outcomes**

Students will articulate understanding of infant-toddler development. Students will examine social issues affecting children. Students will develop curriculum appropriate to early childhood education settings. The early childhood education major prepares students to teach in environments with children in prekindergarten to age eight where certification is not required.

**Program Curriculum**

The early childhood education program provides a broad spectrum of early childhood education courses built on the National Association for the Education of Young Children Standards (NAEYC) along with the Michigan Early Childhood Standards. The program adheres to the highly qualified standards of the Michigan Department of Education as well as Michigan Childcare Licensing Guidelines. The courses offer practical experiences that provide significant learning opportunities including infant-toddler development, social issues affecting the child, and curriculum development. All of these will be presented from a Christian liberal arts perspective.

**Program Oversight**

The early childhood education non-certification major is overseen by the School of Education. Courses with numbers ECE, EDU, RDG, SED and TSL are administered by the School of Education. Questions about this major should be directed to the program director.

# Electrical Engineering (B.S.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education π.</i>		
^ CPS 201	Foundations of Computing I	4
* CPS 202	Foundations of Computing II	4
EGR 100	Introduction to Engineering I	3
* EGR 110	Basics of Engineering Design	1
* EGR 112	Introduction to Engineering II	1
* EGR 203	Electric Circuits	4
* EGR 206	Statics	3
* EGR 221	Advanced Circuits	3
* EGR 222	Digital Electronics	3
* EGR 301	Introduction to Microcontrollers w/Lab	4
* EGR 310	Electronics w/Lab	3
* EGR 321	Digital Signal Process w/Lab	4
* EGR 326	Mechatronics	3
* EGR 401	Senior Design I	4
* EGR 402	Senior Design II	4
* MAT 202	Calculus II	4
* MAT 302	Vector Calculus	3
* MAT 311	Differential Equations	3
* MAT 351	Statistics	3
* MAT 352	Linear Algebra	3
^* PHY 211	Modern University Physics I	4
<i>Choose a concentration below</i>		
<b>Electrical Concentration</b>		
* EGR 411	Introduction to Microprocessors and Microcomputers w/Lab	3
* EGR 412	Electromagnetic Fields and Waves w/Lab	3
* EGR 417	Communications Engineering w/Lab	3
* PHY 212	Modern University Physics II	4
<b>Bioelectrical Concentration</b>		
BIO 264	Anatomy and Physiology for Nurses I	3
* EGR 421	Introduction to Biosignal Analysis	3
* EGR 422	Advanced Biosignal Analysis w/Lab	3
* EGR 423	Biomechanics w/Lab	3
<b>Total Credit Hours Required for the Electrical Engineering Major</b>		<b>80-81</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3, 3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3

**Liberal Arts Pathways Courses**

* $\pi$ CHE 111	General Chemistry I	4
^* $\pi$ MAT 201	Calculus I	4
Art		2
History		3
Literature		3
Music		2
Philosophy		3
Social Science		3
<b>Total General Education Credit Hours</b>		<b>56-57</b>
<b>Total B.S. in Electrical Engineering Credit Hours</b>		<b>136-138</b>

**Symbol Key**

- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- + Possible waiver with a specified number of transfer credits upon first-time admission.
- $\pi$  A major course that meets General Education requirements.

**Electrical Engineering Learning Outcomes**

Students in the electrical engineering major will be able to identify, formulate and solve complex engineering problems by applying principles of engineering, science, and mathematics. Students will conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. Students will apply engineering design to produce ethical solutions that meet specific needs while considering public health, safety and welfare, as well as global, cultural, societal, environmental and economic factors. Students will function effectively on a team on which members together provide leadership, create a collaborative and inclusive environment, plan tasks, establish goals and meet objectives. Students will effectively communicate with a range of audiences and incorporate a faith-based worldview into their profession.

**Minimum Credits**

Students in the electrical engineering program may finish the program with greater or fewer credit hours than the stated total of credit hours in the program, depending on specific variables. For example, course credit allowed to be waived may be deducted from the total number of required credits in the program. However, students must complete the minimum of 124 credits required for graduation.

**Admissions Criteria**

Students will not be able to declare a major in electrical engineering unless they have a minimum ACT score of 23 (or equivalent SAT score) or better in math. Students with lower scores may apply for an exception (to be reviewed by the engineering faculty), or could be admitted to a non-engineering major with the option to declare an engineering major subsequent to passing MAT 201 Calculus I with a grade of "C" or better and after a successful interview with the engineering faculty.

**Transfer Students**

Due to course sequencing and program requirements, transfer students into the electrical engineering major may take longer than a cumulative of four years to complete the major, and they will likely have more than 135 credit hours.

**Program Oversight**

The electrical engineering major is overseen by the School of Engineering.

## English (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
* ENG 208 and ENG 220	Creative Writing and Introduction to Literary Study	3, 3
ENG 333	Bible as Literature	3
ENG 361	English Language	3
* ENG 472	Advanced English Studies	3
<i>Choose one American literature and one British literature course from the following</i>		
ENG 322	19 <sup>th</sup> Century American Literature	3
ENG 350	20 <sup>th</sup> Century American Literature	3
ENG 352	American Literature: World War II – Present	3
ENG 329	Early British and Continental Literature	3
ENG 360	19 <sup>th</sup> Century British Literature	3
ENG 362	20 <sup>th</sup> Century British Literature	3
One American or British Literature course from the lists above not already used		3
<i>Choose one creative writing course from the following</i>		
* ENG 309	Creative Nonfiction	3
* ENG 311	Poetry Writing	3
* ENG 313	Fiction Writing	3
* ENG 314	Script Writing	3
<i>Choose three upper-level ENG courses not already used</i>		3, 3, 3
<b>Total Credit Hours Required for the English Major</b>		<b>36</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
*π ENG 112	World Literature	3
Art		2
History		3
Mathematics		3
Music		2
Philosophy		3
Science		4
Social Science		3
<b>Total General Education Credit Hours</b>		<b>55-56</b>
Electives		32-39
<b>Total B.A. in English Credit Hours</b>		<b>124</b>

## Symbol Key

<sup>^</sup> Grade of "C" or better required.

<sup>\*</sup> This course has a prerequisite.

<sup>#</sup> Possible waiver by exam.

<sup>π</sup> A major course that meets a General Education requirement.

<sup>+</sup> Possible waiver with a specified number of transfer credits upon first-time admission.

## English Learning Outcomes

Students in the English major will articulate key components of literature and literary history. Students will demonstrate writing competence for a variety of contexts. Students will demonstrate an ability to think broadly and critically. English majors will be able to analyze and evaluate texts and literature from a Christian worldview. Students will connect knowledge and skills acquired in the program to situations they may encounter beyond the university experience. Students will be prepared for careers directly related to their English studies and for other broader careers such as advertising, marketing, ministry, public relations and law.

## Upper-level Course Requirements

Depending on which courses students choose in the English major, they may not acquire 40 credit hours of upper-level (numbered 300 and above) coursework. However, students are required to complete 40 credit hours of upper-level courses in order to graduate. Students in the English major should include upper-level coursework in their electives to ensure they will meet graduation requirements.

## Program Oversight

The English major is overseen by the Department of English. Courses with the ENG number are administered by this department. Questions about the major should be directed to the department chair.

## English Secondary Education (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
^* ENG 208	Creative Writing	3
^* ENG 220	Introduction to Literary Study	3
^ ENG 333	Bible as Literature	3
^ ENG 361	English Language	3
^* ENG 472	Advanced English Studies	3
<i>Choose one American literature and one British literature course from the following</i>		
^ ENG 322	19 <sup>th</sup> Century American Literature	3
^ ENG 350	20 <sup>th</sup> Century American Literature	3
^ ENG 352	American Literature: World War II – Present	3
^ ENG 329	Early British and Continental Literature	3
^ ENG 360	19 <sup>th</sup> Century British Literature	3
^ ENG 362	20 <sup>th</sup> Century British Literature	3
One American or British Literature courses from the lists above not already used		3
<i>Choose one course from the following</i>		
^* ENG 309	Creative Nonfiction	3
^* ENG 311	Poetry Writing	3
^ ENG 313	Fiction Writing	3
^* ENG/VID 314	Scriptwriting	3
<i>Choose three upper-level ENG courses not already used</i>		3, 3, 3
<b>Total Credit Hours Required for the English Content Area</b>		<b>36</b>
<b>Education Courses</b>		
<b>Secondary Professional Education Courses</b>		
§ EDU 140	Exploring Critical Skills for the Professional Educator & Lab	3
§* EDU 202	Issues and Trends in American Education	2
^* EDU 242	Psychology Applied to Teaching and Learning	2
^* EDU 271	The Diverse Learner	4
§* EDU 336	Teaching at the Secondary Level (or minor content area methods course)	2
§* EDU 341	Teaching English at the Secondary Level	2
^* EDU 360	Integrating Technology in Education	3
^* EDU 425	Reading Development in Middle and Secondary Content Areas	3
‡* EDU 429	Effective Classroom Management, Assessment and Instruction	3
§* EDU 430S	Seminar in Teaching: Secondary	3
^* EDU 450S	Directed Teaching: Secondary	9
<b>Total Credit Hours Required for Education Courses</b>		<b>36</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3, 3
<b>Liberal Arts Skills Courses</b>		
§* ENG 104	College Writing	3
§*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 212	Fundamentals of Speech	3

**Liberal Arts Pathways Courses**

<sup>^*</sup> ENG 112	World Literature	3
<sup>^Δ</sup> PSY 100	Introduction to Psychology	3
<i>Art</i>		2
<i>History</i>		3
<i>Mathematics</i>		3
<i>Music</i>		2
<i>Philosophy</i>		3
<i>Science</i>		4
<b>Total General Education Credit Hours</b>		<b>56</b>
Choose a certifying minor (see Teacher Education for more information)		20
<b>Total B.A. in English Secondary Education Credit Hours</b>		<b>148</b>

**Symbol Key**

- <sup>‡</sup> Grade of "B" or better required.
- <sup>§</sup> Grade of "B-" or better required.
- <sup>^</sup> Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- <sup>Δ</sup> Required support course that meets a General Education requirement.
- <sup>+</sup> Possible waiver with a specified number of transfer credits upon first-time admission.

**English Secondary Education Learning Outcomes**

Students in the English secondary education major will articulate key components of literature and literary history. Students will demonstrate writing competence for a variety of contexts. Students will demonstrate an ability to think broadly and critically. English majors will be able to analyze and evaluate texts and literature from a Christian worldview. Students will connect knowledge and skills acquired in the program to situations they may encounter beyond the university experience. Students in the English secondary education major will be prepared for graduate school and to teach English in secondary schools in Michigan.

**Minimum GPA Requirement**

Students must have a 3.0 cumulative GPA in the major and minor content areas to be eligible for certification.

**Teacher Certification**

Students in this program should be aware of the schedule for the Michigan Test for Teacher Certification (MTTC).

**Program Oversight**

The English secondary education major is overseen by the Department of English. Courses with the ENG number are administered by this department. Questions about the major should be directed to the department chair. The secondary education professional portion of this degree program is overseen by the School of Education. For additional teacher education policies and requirements, please refer to the Teacher Education section of this catalog.

## Finance (B.S.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education π.</i>		
ACC 221	Principles of Accounting I	3
* ACC 222	Principles of Accounting II	3
BUS 107	Foundations of Leadership and Ethics	3
BUS 162	Business Computer Applications	1
BUS 271	Business Law I	3
CPS 201	Foundations of Computing I	4
* BUS 351L	Statistical Application for Business	1
* ECN 222	Introduction to Macroeconomics	3
FIN 268	Personal Finance	3
* FIN 301	Money and Banking	3
* FIN 362	Principles of Finance	3
* FIN 418	Investments	3
* FIN 450	Internship	6
* FIN 451	Business Forecasting and Analytics	3
* FIN 480	Finance Capstone	3
IBS 223 or IBS 305	Biblical Foundations or Int'l Business or Principles of Int'l Business	3
<b>Total Credit Hours for the Finance Major</b>		<b>48</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2
<b>Liberal Arts Pathways Courses</b>		
*π BUS/HES/MAT/PSY 351	Statistics	3
*π ECN 221	Introduction to Microeconomics	3
<i>Art</i>		2
<i>History</i>		3
<i>Literature</i>		3
<i>Music</i>		2
<i>Philosophy</i>		3
<i>Science</i>		4
<b>Total Credit Hours for General Education</b>		<b>55-56</b>
Electives		20-21
<b>Total B.S. in Finance Credit Hours</b>		<b>124</b>

**Symbol Key**

<sup>^</sup> Grade of "C" or better required.

<sup>\*</sup> This course has a prerequisite.

<sup>#</sup> Possible waiver by exam.

<sup>π</sup> A major course that meets a General Education requirement.

<sup>+</sup> Possible waiver with a specified number of transfer credits upon first-time admission.

**Finance Learning Outcomes**

Students in the finance major will demonstrate competency in all aspects of personal financial planning, corporate finance and investments. Finance majors will be involved in simulations, field trips and a consulting opportunity. They will also examine the latest methods in international arbitrage and investment opportunities. Students will be prepared for employment in the field of finance or for entering a graduate program upon graduation.

**Series 7 Exam**

Students in the finance major may choose specific courses to prepare for the Qualification Examination for General Securities Registered Representative (Series 7 Exam).

**Program Oversight**

The finance major is overseen by the Gainey School of Business. Courses with ACC, BUS, ECN, ENT, FIN, IBS, MKT, and ORM numbers are administered by this department. Questions about the major should be directed to the school dean.

## General Studies (B.A.)

This program is not a matriculating program and is not intended for new SAU students. The program is designed for students who have been unable to complete an academic major at SAU for a variety of reasons, including but not limited to, personal issues, geographical changes, struggles in major courses, an employment change, job retention, graduate school admission, or a promotion that requires a bachelor's degree. Students must petition the Office of Registration and Records to transfer to this program. The petition will be granted or denied by the Office of Registration and Records after an evaluation of the student's academic record.

Course Number	Course Title	Credit Hours
<i>Choose one to three concentrations below.</i>		
<b>Behavioral Science Concentration</b>		
PSY/SOC	Behavioral science courses (any level)	6
PSY/SOC 300-499	Behavioral science courses (upper level)	9
<b>Business Concentration</b>		
ACC/BUS/ECN/FIN/MKT	Business courses (any level)	6
ACC/BUS/ECN/FIN/MKT 300+	Business courses (upper level)	9
<b>Criminal Justice Concentration</b>		
<b>Concentration Required Support</b>		
* PSY 100	Introduction to Psychology (General Education option)	3
<b>Concentration Courses</b>		
SOC 101	Introduction to Sociology	3
CRJ 201	Crime, Corrections and Criminal Justice	3
* CRJ 301	Criminological Theory	3
* CRJ 447	Criminal Justice Policy	3
* CRJ 449	Restorative Justice	3
<b>English/Literature Concentration</b>		
* ENG 112	World Literature	3
* ENG 220	Introduction to Literary Study	3
ENG 361	History of the English Language	3
ENG 300+	English courses, except ENG 304 (upper level)	6
<b>Family Life Education Concentration</b>		
FLE	Family life education courses (any level)	6
FLE 300+	Family life education courses (upper level)	9
<b>Fine Arts Concentration</b>		
^ART/MUS	Art and music courses (any level)	6
^ART/MUS 300+	Art and music courses (upper level)	9
<b>Health and Human Performance Concentration</b>		
^ HPR 151	Introduction to Health, Human Performance and Recreation	3
^ HPR 153	Foundations of Physical Fitness, Health and Wellness	3
^ HPR/HES/REC 300+	Health and human performance courses (upper level)	9
<b>History/Political Science Concentration</b>		
HIS/POL	History or political science courses (any level)	6
HIS/POL 300+	History or political science courses (upper level)	9
<b>Mathematics/Computer Science Concentration</b>		
CPS/MAT	Math and computer science courses (any level)	6
CPS/MAT 300+	Math and computer science courses (upper level)	9
<b>Natural Science Concentration</b>		
BIO/CHE/PHY	Natural science courses (any level)	6
BIO/CHE/PHY 300+	Natural science courses (upper level)	9

## GENERAL STUDIES

### Organizational Management Concentration

ORM	Organizational management courses (any level)	6
ORM 300+	Organizational management courses (upper level)	9

### Philosophy/Religion/Ministry Concentration

CMI/PHI/REL/YMI	Ministry, philosophy or religion courses (any level)	6
CMI/PHI/REL/YMI 300+	Ministry, philosophy or religion courses (upper level)	9

**Total Credit Hours for the Concentration** **15-45**

### General Education for SAU Global

#### Core Courses

IDS 300 and IDS 400	Biblical Perspectives and Values: Personal And Social	3, 3
---------------------	---	------

#### Liberal Arts Skills Courses

^ ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
^# SPE 212	Fundamentals of Speech	3

#### Liberal Arts Courses *(some of these requirements may be met within the concentration courses)*

<i>Fine Arts (art or music course)</i>	Minimum of 2
<i>Humanities (literature, philosophy, religion, or foreign language)</i>	Minimum of 2
<i>Mathematics or Computer Science</i>	Minimum of 2
<i>Natural Science with lab</i>	Minimum of 2
<i>Social Science (psychology, sociology, history, or politics)</i>	Minimum of 2
<i>Social Science (different discipline than above)</i>	Minimum of 2
<i>Social Science (different discipline than above)</i>	Minimum of 2

**Total General Education Credit Hours for SAU Global** **22**

Possible Electives for Global Sites 57+

### General Education for Main Campus (See General Education section for course options where no course is specified.)

#### Community of Learners Core Courses

+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3

#### Biblical Studies Courses

+ BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3, 3
-----------------------	---	------

#### Liberal Arts Skills Courses

^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness (HPR 153 for HHP concentration)	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3

#### Liberal Arts Pathways Courses *(some of these requirements may be met with concentration courses)*

<i>Art</i>	2
<i>History</i>	3
<i>Literature</i>	3
<i>Mathematics</i>	2
<i>Music</i>	2
<i>Philosophy</i>	2
<i>Science with Lab</i>	4
<i>Social Science</i>	3

**Total General Education Credit Hours for Main Campus** **55-56**

Possible Electives for Main Campus 23-74

**Total B.A. in General Studies Credit Hours** **124**

## Symbol Key

^ Grade of "C" or better required.

\* This course has a prerequisite.

# Possible waiver by exam.

+ Possible waiver with a specified number of transfer credits upon first-time admission.

## Criteria for Consideration

Criteria for admission into this program is as follows:

- A petition must be submitted requesting to change from a matriculating SAU major to the general studies degree program. A petition is not a guarantee of approval.
- Factors that may impede the student from completing the current matriculating degree program will be assessed before admitting students to this program.
- Prior academic progress will be evaluated to determine the likelihood of students being able to finish the general studies program successfully **within three semesters** after the petition is submitted.

## Petition for Alternative Concentration

Students may have previously completed a group of courses in a discipline not listed as a concentration option in the degree program. Students who wish to use that discipline as their concentration may petition the Office of Registration and Records. The department of the discipline must approve the concentration; therefore, a petition is not a guarantee of approval.

## General Education Requirements

Students who are transferring into the general studies program from other SAU programs will be required to meet the General Education requirements for the SAU program from which they are transferring as reflected in a degree audit conducted by the Office of Registration and Records. Some General Education requirements may be met with concentration courses and will be identified in the degree audit.

## SAU Global General Education Credit Hours

It is very likely that courses taken to meet the SAU Global General Education requirements will be worth more credit hours than what is listed in the curriculum above, particularly in the Liberal Arts Pathway courses. If that is the case, those additional credit hours will be applied to electives.

## Graduation and Program Requirements

- Students must have taken and passed with a "C" or better IDS 300 and 400 (or COR 300 and 400).
- Students must have a minimum of 40 upper level credits (300 or higher).
- All of the concentrations require 15 credit hours with at least 5 courses in a given area. Nine of the 15 credits must be upper level.
- All courses in the concentration must be a "C" or better.
- A student must complete at least one concentration and can have up to three concentrations.
- Students must earn a minimum of 30 graded hours at Spring Arbor University.
- All other graduation requirements listed in this catalog must be met.

## Program Oversight

The general studies program is overseen by the Office of Registration and Records in consultation with academic departments. An academic advisor will be assigned by the registrar's office to assist the student in completing the requirements.

## Global Studies (B.A.)

Course Number	Course Title	Credit Hours
<b>Prerequisite Courses</b>		
# Foreign Language	Two semesters of elementary foreign language (100-level)	6
<b>Major Courses</b>		
<i>Other major courses listed in General Education π.</i>		
* Foreign Language	Two semesters of 200-level foreign language (or above)	6
* COM 368	Intercultural Communication	3
ECN/POL 322	Globalization: International Economics in the Information Age	3
POL 312	International Relations	3
* REL 394	World Religions	3
SOC 210	Careers in Sociology and Global Studies	1
SOC 282	Introduction to International Development	3
SOC 311	Racial and Ethnic Relations	3
SOC 314	Cultural Anthropology	3
* SOC 352	Research Design	3
SOC 360	Gender and Society	3
* SOC 382	International Human Rights	3
* SOC 480	Senior Seminar	1
* SOC 484	Spirituality, Faith and Justice	3
<i>Choose two of the following courses</i>		
HIS 337	Chinese Civilization and Culture	3
HIS 303	20 <sup>th</sup> Century Europe	3
HIS 304	Geography and History of Russia and the Former Soviet Union	3
HIS 331	China, India, Japan	3
HIS 332	Africa	3
HIS 333	Latin America (Guatemala Semester only)	3
HIS 334	The Middle East	3
<b>Total Credit Hours Required for the Global Studies Major</b>		<b>47</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3, 3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
π SOC 100	Modern Social Problems	3
π SOC 351	Statistics for Sociology	4
Art		2
History		3
Literature		3
Music		2
Philosophy		3
Science		4

<b>Total General Education Credit Hours</b>	<b>56-57</b>
Electives	20-21
<b>Total B.A. in Global Studies Credit Hours</b>	<b>124</b>

### Symbol Key

- <sup>^</sup> Grade of "C" or better required.
- <sup>\*</sup> This course has a prerequisite.
- <sup>#</sup> Possible waiver by exam.
- <sup>π</sup> A major course that meets a General Education requirement.
- <sup>+</sup> Possible waiver with a specified number of transfer credits upon first-time admission.

### Global Studies Learning Outcomes

Students in the global studies major will articulate an international perspective by examining international issues such as globalization and popular culture, political and religious conflict, and development and human rights. Students will demonstrate an awareness of the Christian's role in international issues. Students will be prepared for international careers in communications, diplomacy, international development, international human rights, missions, and education, or graduate school. Students will demonstrate capabilities of critical reflection and analysis rooted in Christian values in preparation to participate in the contemporary world.

### Prerequisite Foreign Language Courses

When developing a graduation plan, students should keep in mind that the requirements for 100-level foreign language courses must be fulfilled prior to taking intermediate (200-level) or advanced (300-level) language courses. Students may register for the 100-level courses at SAU or meet the requirements through one of the following alternative ways: CLEP or AP exams, or four years of high school language courses with a grade of "B" or better. Students who must meet the prerequisites by taking the 100-level courses will add 6 credit hours to their program as these prerequisites are not counted in the total for the major.

### Semester Abroad Requirement

Students pursuing the global studies major are required to participate in a semester-long study abroad program. Some of the requirements listed in the program may be met by courses in the semester abroad program. Students should consult with their academic advisor and the registrar's office to create a course schedule for the semester abroad program well in advance of going on the trip. The Cross Cultural Studies section of this catalog contains information about semester abroad opportunities and requirements.

### Academic Rigor

The semester abroad requirement, internship, and a substantive academic component (a paper or research project) prior to graduation in combination with courses and language requirement are in place not to overwhelm students, but instead allow students to adequately compete for the job market and/or graduate school.

### Program Oversight

The global studies major is overseen by the Department of Sociology. Courses with CRJ and SOC numbers are administered by this department. Questions about the major should be directed to the department chair.

## Health and Exercise Science (B.S.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education π.</i>		
^* BIO 263	Human Anatomy and Physiology/Lab	4
^ CHE 101 or *CHE 111	Introductory Chemistry or General Chemistry I	4
^* HES 345	Principles of Exercise Prescription	2
^* HES 365	Introduction to Pharmacology	3
^* HES 381	Nutrition and Energy Metabolism	3
^* HES 382	Functional Anatomy and Application	3
^* HES 462	Cardiovascular Function and Electrophysiology	3
^* HES 473	Biomechanical and Anatomical Analysis of Human Movement	4
^* HES 474	Physiology of Exercise	3
^* HES 475	Physiology of Exercise Lab	2
^* HES 480	Senior Seminar	1
^ HPR 151	Introduction to Health, Human Performance, and Recreation	3
^* HPR 178	Aerobic Activities	2
^* HPR 179	Strength and Power Training	2
<b>Total Credit Hours Required for the Health and Exercise Science Major</b>		<b>39</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
^π HPR 153	Foundations of Physical Fitness, Health, and Wellness	3
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
^ BIO 111	Introductory Biology I	4
^*π HES 351	Statistics	3
Art		2
History		3
Music		2
Literature		3
Philosophy		3
Social Science		3
<b>Total General Education Credit Hours</b>		<b>56-57</b>
Electives		28-29
<b>Total B.S. in Health and Exercise Science Credit Hours</b>		<b>124</b>

## Symbol Key

- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- π A major course that meets a General Education requirement.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

## Health and Exercise Science Learning Outcomes

Students majoring in health and exercise science will demonstrate preparedness for careers in fields of health and exercise science and recreation. Students will be able to identify anatomical components of the human body and explain how movement and nutrition impact health. Students will be able to assess health-risk and prescribe an appropriate exercise and health regimen.

## Curriculum Design

The health and exercise science program is carefully designed to provide to students with knowledge, skills, and abilities congruent with careers in the field and tailored according to guidelines of recognized professional organizations in the fields of exercise science and sports medicine.

## GPA Requirements

All major courses must be passed with a minimum of a "C" grade. A "C" grade for any prerequisite course must be earned before students can progress to courses beyond a given prerequisite course.

## Program Oversight

The health and exercise science major is overseen by the Department of Health and Human Performance. Courses with HES, HPR and REC numbers are administered by this department. Questions about the major should be directed to the department chair.

## History (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education <math>\pi</math>.</i>		
HIS 141	United States to 1877	3
HIS 302	19 <sup>th</sup> Century Europe	3
HIS 303	20 <sup>th</sup> Century Europe	3
HIS 309	Civil War and Reconstruction	3
HIS 310	20 <sup>th</sup> Century America	3
HIS 478	History Seminar	3
HIS 480	Philosophy of History	3
<i>Choose one course from the following</i>		
CHI/HIS 337	Chinese Civilization and Culture	3
HIS 304	Geography and History of Russia and the Former Soviet Union	3
HIS 331	China, India, Japan	3
HIS 332	Africa	3
HIS 333	Latin America (Guatemala Semester only)	3
HIS 334	The Middle East	3
HIS 335	East Asia	3
Choose HIS elective courses not already used		8
<b>Total Credit Hours Required for the History Major</b>		<b>32</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
$\pi$ HIS 121	History of Civilization I	3
Art		2
Literature		3
Mathematics		3
Music		2
Philosophy		3
Social Science		3
Science		4
<b>Total General Education Credit Hours</b>		<b>55-56</b>
Electives		36-37
<b>Total B.A. in History Credit Hours</b>		<b>124</b>

## Symbol Key

- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- π A major course that meets a General Education requirement.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

## History Learning Outcomes

Students in the history major will articulate an understanding of the development of ancient, medieval and modern civilizations. Students will demonstrate skills in analysis and evaluation of the past as sources of critical inquiry into the nature of current issues. Students in the history major will be prepared for graduate study in history, historical preservation and museum administration, law or seminary.

## Minimum GPA Requirement

Students must have a 3.0 cumulative GPA in the major and minor content areas to be eligible for certification.

## Upper-level Course Requirements

Depending on which courses students choose in the history major, they may not acquire 40 credit hours of upper-level (numbered 300 and above) coursework. However, students are required to complete 40 credit hours of upper-level courses in order to graduate. Students in the history major should include upper-level coursework in their electives to ensure they will meet graduation requirements.

## Complementary Study

A background in the other social sciences such as geography, sociology, economics, and politics and a study of French, German, and/or Spanish are strongly recommended as complementary to the history major.

## Study Abroad

Students in the history major are encouraged to consider a semester off campus at one of the many programs described in the Cross Cultural Studies (CCS) section of the catalog. Many of the semester abroad programs will benefit the history major or minor's academic goals and may fulfill the CCS requirement as well as some General Education course requirements.

## Program Oversight

The history major is overseen by the Department of History, Geography and Politics. Courses with the HIS, GEO, POL and SST numbers are administered by this department. Questions about the history major should be directed to the department chair.

## History Paired Major

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
HIS 121	History of Civilization I	3
HIS 141	United States to 1877	3
HIS 302	19 <sup>th</sup> Century Europe	3
HIS 303	20 <sup>th</sup> Century Europe	3
HIS 309	Civil War and Reconstruction	3
HIS 310	20 <sup>th</sup> Century America	3
HIS 478	History Seminar	3

## HISTORY

HIS 480	Philosophy of History	3
<i>Choose courses from the following to total at least 4 credit hours</i>		
CHI/HIS 337	Chinese Civilization and Culture	3
HIS 304	Geography and History of Russia and the Former Soviet Union	3
HIS 331	China, India, Japan	3
HIS 332	Africa	3
HIS 333	Latin America (Guatemala Semester only)	3
HIS 334	The Middle East	3
HIS 335	East Asia	3
HIS 390	Independent Study	1-3
Electives from the other major approved by the history, geography and politics department		3
<b>Total History Paired Major Credit Hours</b>		<b>28</b>

### History Learning Outcomes

Students in the history major will articulate an understanding of the development of ancient, medieval and modern civilizations. Students will demonstrate skills in analysis and evaluation of the past as sources of critical inquiry into the nature of current issues. Students in the history major will be prepared for graduate study in history, historical preservation and museum administration, law or seminary.

### Other Policies

Students completing the history paired major must meet all other double major requirements according to the double major policy listed in this catalog.

### Program Oversight

The history paired major is overseen by the Department of History, Geography and Politics. Courses with the HIS, GEO, POL and SST numbers are administered by this department. Questions about the history major should be directed to the department chair.

## History Secondary Education (B.A.)

Course Number	Course Title	Credit Hours
<b>Required Support Courses</b>		
POL 213	American National Government	3
<i>Choose one course from the following</i>		
ECN 101	Introduction to Economics	3
* ECN 222	Introduction to Macroeconomics	3
ECN 323	Economics of the Third World	3
<b>Major Courses</b>		
<i>Other major courses listed in General Education <sup>π</sup>.</i>		
^ HIS 141	United States to 1877	3
^ HIS 302	19 <sup>th</sup> Century Europe	3
^ HIS 303	20 <sup>th</sup> Century Europe	3
^ HIS 309	Civil War and Reconstruction	3
^ HIS 310	20 <sup>th</sup> Century America	3
^ HIS 361	Michigan History	3
^ HIS 478	History Seminar	3
^ HIS 480	Philosophy of History	3
<i>Choose one course from the following</i>		
^ CHI/HIS 337	Chinese Civilization and Culture	3
^ HIS 304	Geography and History of Russia and the Former Soviet Union	3
^ HIS 331	China, India, Japan	3
^ HIS 332	Africa	3
^ HIS 333	Latin America (Guatemala Semester only)	3
^ HIS 334	The Middle East	3
^ HIS 335	East Asia	3
Choose HIS elective courses not already used		2
<b>Total Credit Hours Required for the History Content Area</b>		<b>35</b>
<b>Education Courses</b>		
<b>Secondary Professional Education Courses</b>		
§ EDU 140	Exploring Critical Skills for the Professional Educator & Lab	3
§* EDU 202	Issues and Trends in American Education	2
^* EDU 242	Psychology Applied to Teaching and Learning	2
^* EDU 271	The Diverse Learner	4
§* EDU 336	Teaching at the Secondary Level (or minor content area methods course)	2
§* EDU 344	Teaching History and Social Studies at the Secondary Level	2
^* EDU 360	Integrating Technology in Education	3
^* EDU 425	Reading Development in Middle and Secondary Content Areas	3
‡* EDU 429	Effective Classroom Management, Assessment and Instruction	3
§* EDU 430S	Seminar in Teaching: Secondary	3
^* EDU 450S	Directed Teaching: Secondary	9
<b>Total Credit Hours Required for Education Courses</b>		<b>36</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3

## HISTORY

+	BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>			
§*	ENG 104	College Writing	3
§*#	ENG 304	Writing and Research	3
	HPR 101	Personal Fitness and Wellness	2
^Δ	SPE 212	Fundamentals of Speech	3
<b>Liberal Arts Pathways Courses</b>			
^π	HIS 121	History of Civilization I	3
^^Δ	PSY 100	Introduction to Psychology	3
	<i>Art</i>		2
	<i>Literature</i>		3
	<i>Mathematics</i>		3
	<i>Music</i>		2
	<i>Philosophy</i>		3
	<i>Science</i>		4
<b>Total General Education Credit Hours</b>			<b>56</b>
Choose a certifying minor (see Teacher Education for more information)			20
<b>Total B.A. in History Secondary Education Credit Hours</b>			<b>147</b>

### Symbol Key

- ‡ Grade of "B" or better required.
- § Grade of "B-" or better required.
- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- Δ Required support course that meets a General Education requirement.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

### History Secondary Education Learning Outcomes

Students in the history major will articulate an understanding of the development of ancient, medieval and modern civilizations. Students will demonstrate skills in analysis and evaluation of the past as sources of critical inquiry into the nature of current issues. Students will be prepared to take the subject area teacher certification test and teach in secondary schools in the state of Michigan.

### Teacher Certification

Students in this program should be aware of the schedule for the Michigan Test for Teacher Certification (MTTC).

### Program Oversight

The history majors are overseen by the Department of History, Geography and Politics. Courses with the HIS, GEO, POL and SST numbers are administered by this department. Questions about the majors should be directed to the department chair.

The secondary education professional portion of this degree program is overseen by the School of Education. For additional teacher education policies and requirements, please refer to the Teacher Education section of this catalog.

## Human Services (B.S.)

This program is delivered online and follows SAU Global policies and practices.

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
COM 354	Applied Social Media	3
§ PHI 314	Ethics	3
* PSY 305	Abnormal Psychology	3
* PSY 422	Methods and Procedures of Counseling	3
π SOC 311	Racial and Ethnic Relations ( <i>satisfies ½ cross cultural requirement</i> )	3
§ SWK 352	Research Design	3
<i>Choose one of the following</i>		
ORM 368	Financial Resource Management	3
ORM 403	Organizational Behavior	3
<i>Choose one of the following</i>		
§ SWK 305	Human Behavior in the Social Environment	3
* PSY 309	Lifespan Development	3
<i>Choose two courses from the following to total 6 credit hours‡</i>		
ORM 368	Financial Resource Management ( <i>if not already used</i> )	3
ORM 403	Organizational Behavior ( <i>if not already used</i> )	3
* PSY 354	Social Psychology	3
* PSY 375	Psychology of Personality	3
PSY/SWK 351	Statistics Course ( <i>mathematics pathway requirement</i> )	3
PSY 242	Death, Grief and Loss	3
SOC 246	Substance Abuse and Society	3
<b>Total Credit Hours for Human Services Major</b>		<b>30</b>
<b>General Education Courses</b>		
<b>Core Courses</b>		
+ IDS 100	Introduction to the Liberal Arts	3
+ IDS 200	Christian Faith: Issues and Cultures	3
IDS 300	Biblical Perspectives	3
IDS 400	Values: Personal and Social	3
<b>Cross Cultural Requirement</b>		
+ Non-Western HIS/GEO Course		3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^# ENG 304	Writing and Research	3
^# SPE 212	Fundamentals of Speech	3
<b>Liberal Arts Pathways Courses</b>		
PSY 100	Introduction to Psychology ( <i>social science pathway requirement</i> )	3
Humanities ( <i>introductory philosophy course recommended; or literature, religion, foreign language</i> )		2+
Fine Arts ( <i>art or music course</i> )		2+
Mathematics ( <i>statistics course is recommended</i> )		2+
Natural Science with lab ( <i>human biology course is recommended</i> )		2+
Social Science ( <i>economics, geography, history, political science</i> )		2+
<i>Choose one of the following (social science pathway requirement)</i>		
SOC 101	Introduction to Sociology	3
SWK 281	Introduction to Social Work	3
<b>Total General Education Credit Hours</b>		<b>40+</b>
Possible Electives		54
<b>Total B.S. in Human Services Credit Hours</b>		<b>124</b>

## Symbol Key

<sup>^</sup> Grade of “C” or better required.

<sup>\*</sup> This course has a prerequisite.

<sup>§</sup> Prerequisite courses are recommended. See course descriptions.

<sup>#</sup> Possible waiver by exam.

<sup>π</sup> A major course that meets General Education requirements.

<sup>+</sup> Waived with specific number of transfer credit hours upon matriculation to SAU.

<sup>‡</sup> A substitution upper-level (300-499) social science course may to approved to count as an elective choice.

## Human Services Learning Outcomes

Students in the human services major, within the context of a Christian worldview, will exhibit the knowledge, skills, and abilities necessary for effectively managing people, projects, and processes within an organizational environment. Students will express understanding of the causes of and treatments for mental disorders. Students will exhibit knowledge of the primary research methods used by professionals and they will access and articulate research findings in the human services field. Students will explain the major models of human development and communicate understanding of group and individual behavior in organizations. Students will develop a framework for analyzing selected current and vital moral problems. Students will demonstrate comprehension of the diversity of races and cultures that compose U.S. society. Students will effectively execute social media campaigns.

## Transfer General Education and Electives

It is very likely that transfer courses meeting the requirements for the General Education program at SAU will be more credit hours than what is listed in the program. If that is the case, students will apply those extra credit hours to possible electives.

## Upper-level Course Credit Requirements

Students are required to complete 40 credit hours in upper-level courses (numbered 300 and above) in order to graduate. However, the number of upper-level course credits built in to this program do not total 40. Students in the human services program should include upper-level coursework in their electives to ensure they will meet graduation requirements.

## General Education Courses at SAU

Students who do not transfer courses to meet General Education requirements may take those courses at SAU or apply prior learning credit to meet those requirements. However, most courses offered at SAU that meet the requirements are worth more credit hours than what is listed in the program. Any additional credit hours above the listed number for the required courses will apply to the possible elective credit hours.

## Program Oversight

The human services major is an interdisciplinary program overseen by the School of Social Sciences. Questions about this major should be directed to the school dean.

# Integrated Science Elementary Education (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Subject Area Courses</b>		
<i>Other subject area courses listed in General Education. †</i>		
§ BIO 111	Introductory Biology I	4
§* BIO 112	Introductory Biology II	4
§ BIO 206	Genes and Speciation	3
§* BIO 263 or BIO 281	Human Anatomy and Physiology or Environmental Science	4
§* CHE 111	General Chemistry I	4
§* CHE 112	General Chemistry II	4
§* MAT 112	Precalculus	3
§ PHY 120	Introduction to Earth Science	4
§ PHY 131	Meteorology and Planetary Science	4
§* PHY 201	General Physics I	4
<b>Total Credit Hours Required for Integrated Science Major Subject Area Courses</b>		<b>38</b>
<b>Education Option I Courses</b> (some Option I courses are also listed in General Education)		
<i>Other Option I courses listed in General Education π.</i>		
<b>Planned Program</b>		
^* EDU 252	Teaching the Arts	1
^* EDU 376	Children's Literature	3
^ HPR 201	Teaching Elementary Health/PE	2
^* MAT 331	Foundations of School Math II	3
<b>Professional Program</b>		
§ EDU 140	Exploring Critical Skills for the Professional Educator & Lab	3
§* EDU 202	Issues and Trends in American Education	2
^* EDU 242	Psychology Applied to Teaching and Learning	2
^* EDU 271	The Diverse Learner	4
§* EDU 350	Teaching Reading and Language Arts in Elementary School	5
§* EDU 352	Teaching Social Studies Methods in K-8 Schools	2
§* EDU 353	Teaching Science and Math STEM in K-8 Schools	4
^* EDU 360	Integrating Technology in Education	3
^* EDU 424	Elementary and Middle School Reading Problems	3
^* EDU 429	Effective Classroom Management, Assessment and Instruction	3
§* EDU 430E	Seminar in Teaching	3
^* EDU 450E	Direct Teaching-Elementary	9
<b>Total Credit Hours Required for Education Option I Courses</b>		<b>52</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
§*π ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
^π HPR 101	Personal Fitness and Wellness	2
^π SPE 212	Fundamentals of Speech	3

**Liberal Arts Pathways Courses**

<sup>^π</sup> ART 152	Art Foundations	2
<sup>^*π</sup> ENG 112	World Literature	3
<sup>^*π</sup> MAT 330	Foundations of School Math I	3
<sup>^π</sup> MUS 152	Music Foundations	2
<sup>§π‡</sup> NSC 200	Elementary Science Survey-Science by Inquiry	4
<sup>^π</sup> PSY 100	Introduction to Psychology	3
<sup>§π</sup> SST 200	Human Society: Learning in the Social Studies	3
<i>Philosophy</i>		3
<b>Total General Education Credit Hours</b>		<b>56</b>
<b>Total B.A. in Integrated Science Elementary Education Credit Hours</b>		<b>146</b>

**Symbol Key**

- <sup>§</sup> Grade of “B-” or better required.
- <sup>^</sup> Grade of “C” or better required.
- <sup>\*</sup> This course has a prerequisite.
- <sup>#</sup> Possible waiver by exam.
- <sup>π</sup> An Option I course that meets a General Education requirement.
- <sup>‡</sup> A Subject Area course that meets a General Education requirement.
- <sup>+</sup> Possible waiver with a specified number of transfer credits upon first-time admission.

**Integrated Science Learning Outcomes**

Students in the integrated science major will examine the concepts of the integration of various scientific fields and the application of science to daily life. Students will demonstrate effective science instruction to elementary school students.

**Teacher Certification**

Students in this program should be aware of the schedule for the Michigan Test for Teacher Certification (MTTC).

**Minimum GPA Requirement**

Students must have a 3.0 cumulative GPA in the major subject area to be eligible for certification.

**Program Oversight**

The integrated science elementary education major is overseen by the School of Natural Science in partnership with the Department of Mathematics and Physics. The education Option I portion of this degree program is overseen by the School of Education. For additional teacher education policies and requirements, please refer to the Teacher Education section of this catalog.

## Integrated Science Secondary Education-Comprehensive (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Subject Area Courses</b>		
<i>Other subject area courses listed in General Education. †</i>		
§* BIO 112	Introductory Biology II	4
§ BIO 206	Genes and Speciation	3
§* BIO 263 or BIO 281	Human Anatomy and Physiology or Environmental Science	4
§* CHE 111	General Chemistry I	4
§* CHE 112	General Chemistry II	5
§* CHE 201	Organic Chemistry I	4
§* CHE 202	Organic Chemistry II	4
§ NSC 200	Elementary Science Survey-Science by Inquiry	4
§ PHY 120	Introduction to Earth Science	4
§ PHY 131	Meteorology and Planetary Science	4
§* PHY 211	Modern University Physics I	4
§* PHY 212	Modern University Physics II	4
<b>Total Credit Hours Required for Integrated Science Major Subject Area Courses</b>		<b>48</b>
<b>Education Courses</b>		
<b>Secondary Professional Education Courses</b>		
§ EDU 140	Exploring Critical Skills for the Professional Educator & Lab	3
§* EDU 202	Issues and Trends in American Education	2
^* EDU 242	Psychology Applied to Teaching and Learning	2
^* EDU 271	The Diverse Learner	4
§* EDU 336	Teaching at the Secondary Level	2
§* EDU 343	Teaching Science at the Secondary Level	2
^ EDU 360	Integrating Technology in Education	3
^* EDU 425	Reading Development in Middle and Secondary Content Areas	3
^* EDU 429	Effective Classroom Management, Assessment and Instruction	3
§* EDU 430S	Seminar in Teaching: Secondary	3
^* EDU 450S	Directed Teaching: Secondary	9
<b>Total Credit Hours Required for Education Courses</b>		<b>36</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
§* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^Δ SPE 212	Fundamentals of Speech	3
<b>Liberal Arts Pathways Courses</b>		
§*‡ BIO 111	Introductory Biology I	4
^*Δ MAT 201	Calculus I	4
^Δ PSY 100	Introduction to Psychology	3
<i>Art</i>		2
<i>History</i>		3

## INTEGRATED SCIENCE

<i>Literature</i>	3
<i>Music</i>	2
<i>Philosophy</i>	3
<b>Total General Education Credit Hours</b>	<b>57</b>
Choose a certifying minor (see Teacher Education for more information)	20
<b>Total B.A. in Integrated Science Secondary Education – Comp. Credit Hours</b>	<b>144</b>

### Symbol Key

<sup>§</sup> Grade of “B-” or better required.

<sup>^</sup> Grade of “C” or better required.

<sup>\*</sup> This course has a prerequisite.

<sup>#</sup> Possible waiver by exam.

<sup>π</sup> An Option I course that meets a General Education requirement.

<sup>‡</sup> A Subject Area course that meets a General Education requirement.

<sup>Δ</sup> A required support course that meets a General Education requirement.

<sup>+</sup> Possible waiver with a specified number of transfer credits upon first-time admission.

### Integrated Science Learning Outcomes

Students in the integrated science major will examine the concepts of the integration of various scientific fields and the application of science to daily life. Students will demonstrate effective science instruction to secondary school students.

### Teacher Certification

Students in this program should be aware of the schedule for the Michigan Test for Teacher Certification (MTTC).

### Minimum GPA Requirement

Students must have a 3.0 cumulative GPA in the major subject area to be eligible for certification.

### Program Oversight

The integrated science secondary education – group major is overseen by the School of Natural Science in partnership with the Department of Mathematics and Physics. The education portion of this degree program is overseen by the School of Education. For additional teacher education policies and requirements, please refer to the Teacher Education section of this catalog.

## Integrated Science Secondary Education-Group (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Subject Area Courses</b>		
<i>Other subject area courses listed in General Education.</i>		
§ BIO 206	Genes and Speciation	3
§* BIO 263 or BIO 281	Human Anatomy and Physiology or Environmental Science	4
§* CHE 111	General Chemistry I	4
§* CHE 112	General Chemistry II	4
§* CHE 201	Organic Chemistry	4
§ PHY 120	Introduction to Earth Science	4
§ PHY 131	Meteorology and Planetary Science	4
§* PHY 211	Modern University Physics I	4
<b>Total Credit Hours Required for Integrated Science Major Subject Area Courses</b>		<b>31</b>
<b>Education Courses</b>		
<b>Secondary Professional Education Courses</b>		
§ EDU 140	Exploring Critical Skills for the Professional Educator & Lab	3
§* EDU 202	Issues and Trends in American Education	2
^* EDU 242	Psychology Applied to Teaching and Learning	2
^* EDU 271	The Diverse Learner	4
§* EDU 336	Teaching at the Secondary Level (or minor content area methods course)	2
§* EDU 343	Teaching Science at the Secondary Level	2
^ EDU 360	Integrating Technology in Education	3
^* EDU 425	Reading Development in Middle and Secondary Content Areas	3
^* EDU 429	Effective Classroom Management, Assessment and Instruction	3
§* EDU 430S	Seminar in Teaching: Secondary	3
^* EDU 450S	Directed Teaching: Secondary	9
<b>Total Credit Hours Required for Education Courses</b>		<b>36</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
§* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^Δ SPE 212	Fundamentals of Speech	3
<b>Liberal Arts Pathways Courses</b>		
§*‡ BIO 111	Introductory Biology I	4
^*Δ MAT 201	Calculus I	4
^Δ PSY 100	Introduction to Psychology	3
Art		2
History		3
Literature		3
Music		2
Philosophy		3

<b>Total General Education Credit Hours</b>	<b>57</b>
Choose a certifying minor (see Teacher Education for more information)	20
<b>Total B.A. in Integrated Science Secondary Education – Group Credit Hours</b>	<b>144</b>

**Symbol Key**

- § Grade of “B-” or better required.
- ^ Grade of “C” or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- π An Option I course that meets a General Education requirement.
- ‡ A Subject Area course that meets a General Education requirement.
- Δ A required support course that meets a General Education requirement.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

**Integrated Science Learning Outcomes**

Students in the integrated science major will examine the concepts of the integration of various scientific fields and the application of science to daily life. Students will demonstrate effective science instruction to secondary school students.

**Teacher Certification**

Students in this program should be aware of the schedule for the Michigan Test for Teacher Certification (MTTC).

**Minimum GPA Requirement**

Students must have a 3.0 cumulative GPA in the major subject area to be eligible for certification.

**Program Oversight**

The integrated science secondary education – group major is overseen by the School of Natural Science in partnership with the Department of Mathematics and Physics. The education portion of this degree program is overseen by the School of Education. For additional teacher education policies and requirements, please refer to the Teacher Education section of this catalog.

# International Business (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education <math>\pi</math>.</i>		
ACC 221	Principles of Accounting I	3
BUS 271	Business Law I	3
BUS 107	Foundations of Leadership and Ethics	3
BUS 162	Business Computer Applications	1
BUS 232	Business Seminar	1
BUS 325 or BUS 426	Principles of Mgmt. or Operations and Supply Chain Mgmt.	3
* BUS 351L	Statistical Applications for Business	1
* BUS 424	Strategic Management	4
* ECN 222	Introduction to Macroeconomics	3
* FIN 362	Principles of Finance	3
IBS 223	Biblical Foundation of International Business	3
IBS 305	Principles of International Business	3
IBS 385	Practicum	3
MKT 221	Marketing Principles	3
SDL 120	Life/Work Planning	1
# 1XX-4XX Non-English Language	12 credit hours of non-English language ( <i>6 in the same language</i> )	12
<i>Choose two courses from the following</i>		
COM 368	Intercultural Communication	3
POL 312	International Relations	3
POL 322	Globalization: International Economics	3
SOC 311	Racial and Ethnic Relations	3
<b>Total Credit Hours for the International Business Major</b>		<b>56</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3, 3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
* $\pi$ BUS/HES/MAT/PSY 351	Statistics	3
* $\pi$ ECN 221	Introduction to Microeconomics	3
Art		2
History		3
Literature		3
Music		2
Philosophy		3
Science		4
<b>Total Credit Hours for General Education</b>		<b>55-56</b>
Electives		12-13
<b>Total B.A. in International Business Credit Hours</b>		<b>124</b>

## Symbol Key

- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- π A major course that meets a General Education requirement.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

## International Business Learning Outcomes

Students in the international business major will learn effective skills in communication, leadership, logic and critical thinking, and will demonstrate a strong intellectual capacity while developing competencies in international business for a career with domestic or international organizations. Students will build on the foundation of a biblical worldview to understand the importance of integrity, ethics, and content knowledge. Students will demonstrate cultural understanding and language proficiency. Students will be equipped to work effectively in a global business environment.

## Study Abroad

Though not mandatory, students in the international business major are highly encouraged to broaden their cross-cultural preparation while strengthening language skills by participating in a semester abroad program approved by the international business faculty. Information about study abroad opportunities are found in the Off-Campus and Study Abroad section of this catalog.

Courses in the General Education and major, including language courses, may be met through a semester abroad experience. Students should consult with their academic advisor and the Office of Registration and Records for specifics.

## Non-English Language Information

Students may waive 100-level non-English language courses if they have taken the same language for four years in high school with grades of "B" or better. Credit may be awarded for 100-level and 200-level language courses with eligible scores on CLEP or AP tests.

## Program Oversight

The international business major is overseen by the Gainey School of Business. Courses with ACC, BUS, ECN, ENT, FIN, IBS, MKT, and ORM numbers are administered by this department. Questions about this major should be directed to the school dean.

## Language Arts Education (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
^* ENG 208	Creative Writing	3
^* ENG 220	Introduction to Literary Study	3
^* ENG 361	English Language	3
^ SPE 242	Story Telling	3
^ WRT 310	Multimedia Reporting	3
<i>Choose one course from the following</i>		
^ ENG 322	19 <sup>th</sup> Century American Literature	3
^ ENG 350	20 <sup>th</sup> Century American Literature	3
^ ENG 352	American Literature: World War II – Present	3
<i>Choose one course from the following</i>		
^ ENG 329	Early British and Continental Literature	3
^ ENG 360	19 <sup>th</sup> Century British Literature	3
^ ENG 362	20 <sup>th</sup> Century British Literature	3
Two American and/or British Literature courses from the lists above not already used		3, 3
<i>Choose two courses from the following</i>		
^* COM 404	Oral and Digital Persuasion	3
^ SPE 265	Acting Techniques	3
^ SPE 342	Oral Interpretation and Voice	3
^ SPE 370	Special Topics	3
<i>Choose one of the following</i>		
^* ENG 309 or ENG 311	Creative Nonfiction or Poetry Writing	3
^ ENG 313 or	Fiction Writing	3
^* ENG/VID 314	Scriptwriting	3
^ WRT 306 or *WRT 373	Writing for Children or Feature Writing	3
<b>Total Credit Hours Required for Language Arts Content Area</b>		<b>36</b>
<b>Education Option I Courses</b> (some Option II courses are also listed in General Education)		
<i>Other Option I courses are listed in General Education <sup>π</sup>.</i>		
<b>Planned Program Courses</b>		
^* EDU 252	Teaching the Arts	1
^* EDU 376	Children’s Literature	3
^ HPR 201	Teaching Elementary Health/PE	2
§* MAT 331	Foundations of School Math II	3
<b>Professional Program Courses</b>		
§ EDU 140	Exploring Critical Skills for the Professional Educator & Lab	3
§* EDU 202	Issues and Trends in American Education	2
^* EDU 242	Psychology Applied to Teaching and Learning	2
^* EDU 271	The Diverse Learner	4
§* EDU 350	Teaching Reading and Language Arts in Elementary School	5
§* EDU 352	Teaching Social Studies Methods in K-8 Schools	2
§* EDU 353	Teaching Science and Math STEM in K-8 Schools	4
^* EDU 360	Integrating Technology in Education	3
^* EDU 424	Elementary and Middle School Reading Problems	3
‡* EDU 429	Effective Classroom Management, Assessment and Instruction	3
§* EDU 430E	Seminar in Teaching	3
^* EDU 450E	Direct Teaching-Elementary	9
<b>Total Credit Hours Required for Education Option I Courses</b>		<b>52</b>

**General Education** (See General Education section for course options where no course is specified.)

**Community of Learners Core Courses**

+	COR 100	Life in Community	3
+*	COR 200	Community Place and Responsibility	3
+*	COR 274/275	Community Across Cultures	4
*	COR 300 and COR 400	Community and Christian Tradition and Community to Come	3, 3

**Biblical Studies Courses**

+	BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3, 3
---	---------------------	---	------

**Liberal Arts Skills Courses**

§*π	ENG 104	College Writing	3
^*#	ENG 304	Writing and Research	3
^π	HPR 101	Personal Fitness and Wellness	2
^π	SPE 212	Fundamentals of Speech	3

**Liberal Arts Pathways Courses**

<i>Philosophy</i>			3
^π	ART 152	Art Foundations	2
^*π	ENG 112	World Literature	3
^*π	MAT 330	Foundations of School Math I	3
^π	MUS 152	Music Foundations	2
§π	NSC 200	Elementary Science Survey-Science by Inquiry	4
^π	PSY 100	Introduction to Psychology	3
§π	SST 200	Human Society: Learning in the Social Studies	3

**Total General Education Credit Hours** **56**

**Total B.A. in Language Arts Education Credit Hours** **145**

**Symbol Key**

- ‡ Grade of "B" or better required.
- § Grade of "B-" or better required.
- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- π An Option I course that meets General Education requirements.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

**Language Arts Education Learning Outcomes**

Students in the language arts education major will articulate key components of literature and literary history. Students will demonstrate writing competence for a variety of contexts. Students will demonstrate an ability to think broadly and critically. Language arts majors will be able to analyze and evaluate texts and literature from a Christian worldview. Students will connect knowledge and skills acquired in the program to situations they may encounter beyond the university experience. Students will be prepared for graduate school and to teach language arts in elementary schools in Michigan.

**Teacher Certification**

Students in this program should be aware of the schedule for the Michigan Test for Teacher Certification (MTTC).

**Program Oversight**

The language arts education major is overseen in partnership with the Departments of English (ENG courses) and Communication and Media (COM, SPE and WRT courses). The education Option I portion of this degree program is overseen by the School of Education. For additional teacher education policies and requirements, please refer to the Teacher Education section.

# Management Information Systems (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education π.</i>		
ACC 221	Principles of Accounting I	3
BUS 107	Foundations of Leadership and Ethics	3
BUS/SOC 310	Organization Theory	3
BUS 325 or *BUS 432	Principles of Management or Human Resource Management	3
* BUS 351L	Statistical Application for Business	1
^ CPS 201	Foundations of Computing I	4
* CPS 202	Foundations of Computing II	4
* CPS 210	Data Communications and Networking	3
* CPS 301	Data Structures and Large Software Systems	3
* CPS 303	Introduction to Database Systems	3
* CPS 330	Systems Analysis and Design	3
* CPS 331	Software Development Project	3
MIS 285	Exploratory Experience	1
MIS 385	Practicum	2
MIS 480	Senior Seminar	1
<i>Choose two courses from each group below</i>		
Group 1: Quantitative		
* BUS 426	Operations and Supply Chain Management	3
* FIN 362	Principles of Finance	3
* FIN 451	Business Forecasting and Analytics	3
Group 2: Computer Science		
* CPS 206	Geographic Information Systems	4
* CPS 302	Architecture, Applications and Languages	4
* CPS 310	Operating Systems	3
* CPS 350	Web Tools	4
<b>Total Credit Hours Required for the Management Information Systems Major</b>		<b>53-54</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
*π BUS/HES/MAT/PSY 351	Statistics	3
π ECN 101	Introduction to Economics	3
Art		2
History		3
Literature		3
Music		2

<i>Philosophy</i>	3
<i>Science</i>	4
<b>Total General Education Credit Hours</b>	<b>55-56</b>
Electives	14-16
<b>Total B.A. in Management Information Systems Credit Hours</b>	<b>124</b>

**Symbol Key**

- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- π A major course that meets a General Education requirement.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

**Management Information Systems Learning Outcomes**

Students in the management information systems major will demonstrate an understanding of various business functions and the role of computers, software and other information technologies in modern organizations. Students will demonstrate knowledge and skills in information technology and apply them to a business environment. Students will develop and apply critical skills in dealing with people in business.

**Group 2: Computer Science Substitution**

Satisfactory completion of approved certification programs may substitute for Group 2: Computer Science courses in the major. Students should first confirm with the School of Business dean and the Office of Registration and Records before obtaining certification.

**Program Oversight**

The management information systems major is overseen by the Gainey School of Business. Courses with ACC, BUS, ECN, ENT, FIN, IBS, MIS, MKT, and ORM numbers are administered by this school.

## Marketing (B.S.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education π.</i>		
ACC 221 and ACC 222	Principles of Accounting I and *Principles of Accounting II	3, 3
APR 207 and APR 347	Advertising and Public Relations	3, 3
BUS 107	Foundations of Leadership and Ethics	3
BUS 271	Business Law I	3
* BUS 351L	Statistical Applications for Business	1
COM 110 or *ART 272	Communication Technology or Introduction to Graphic Design	3 or 4
IBS 223 or IBS 305	Biblical Foundations of Int'l Business or Principles of Int'l Business	3
MKT 221	Marketing Principles	3
MKT 275	Sales	3
MKT 340	Consumer Relations	3
MKT 341	Retailing	3
MKT 385	Practicum	3
MKT 452	Marketing Research and Design	3
MKT 461	Marketing Strategy	3
<i>Choose at least 6 credit hours from the following</i>		
* APR 309	Advanced Advertising	4
* APR 311	Corporate Communication	3
BUS 403 or *COM 404	Argument and Persuasion or Oral and Digital Persuasion	3
BUS 325 or BUS 426	Principles of Mgmt. or Operations and Supply Chain Mgmt.	3
* FIN 362	Principles of Finance	3
WRT 216	Writing for the Media	3
<b>Total Credit Hours for the Marketing Major</b>		<b>52-53</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3, 3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
*π BUS/HES/MAT/PSY 351	Statistics	3
*π ECN 221	Introduction to Microeconomics	3
Art		2
History		3
Literature		3
Music		2
Philosophy		3
Science		4
<b>Total Credit Hours for General Education</b>		<b>55-56</b>
Electives		16-17
<b>Total B.S. in Marketing Credit Hours</b>		<b>124</b>

**Symbol Key**

^ Grade of "C" or better required.

\* This course has a prerequisite.

# Possible waiver by exam.

π A major course that meets a General Education requirement.

+ Possible waiver with a specified number of transfer credits upon first-time admission.

**Marketing Learning Outcomes**

Students in the marketing major will demonstrate effective skills in generating and supporting important market exchanges between customers and for profit or nonprofit organizations. Students will analyze various marketing strategies. Students will apply marketing research and strategies to create marketing plans. Marketing majors will demonstrate analytical and creative thinking in designing appropriate marketing mixes for the business environment. Students will articulate an understanding of overall ethics in strategic marketing. Graduates of the marketing major will be prepared for a career in marketing related positions.

**Program Oversight**

The marketing major is overseen by the Gainey School of Business. Courses with ACC, BUS, ECN, ENT, FIN, IBS, MIS, MKT, and ORM numbers are administered by this school.

# Mathematics (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education <math>\pi</math>.</i>		
* MAT 202	Calculus II	4
* MAT 232	Proof and Discrete Mathematics	3
* MAT 302	Vector Calculus	3
* MAT 311	Differential Equations	3
* MAT 321	Abstract Algebra I	3
* MAT 322	Abstract Algebra II	2
* MAT 352	Linear Algebra	3
* MAT 401	Real Analysis	3
<i>Choose from the following</i>		
* MAT 300-499	Two MAT courses (excluding courses listed above and MAT 330, 331 and 342)	6-8
* CPS 200-499	Two CPS courses	6-8
* PHY 200-499	Two PHY courses	6-8
<b>Total Credit Hours Required for the Mathematics Major</b>		<b>30-32</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3, 3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	3
<b>Liberal Arts Pathways Courses</b>		
^* $\pi$ MAT 201	Calculus I	4
Art		2
History		3
Literature		3
Music		2
Philosophy		3
Science		4
Social Science		3
<b>Total General Education Credit Hours</b>		<b>56-57</b>
Electives		35-38
<b>Total B.A. in Mathematics Credit Hours</b>		<b>124</b>

## Symbol Key

- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- $\pi$  A major course that meets a General Education requirement.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

## Mathematics Learning Outcomes

Students in the mathematics major will demonstrate quantitative literacy. Students will analyze and apply mathematic concepts and theories from the two major strands of mathematics: pure/classical mathematics and applied mathematics. Students will be prepared for a career in a variety of mathematics related employment or for graduate school.

## Courses for Graduate School Preparation

Recommended courses for students who plan to attend graduate school after graduation are as follows:

MAT 322 Abstract Algebra II (2)

MAT 421 Modern Geometry (3)

MAT 422 Seminar: Topics in Advanced Mathematics (1-3)

## Courses for Business Career Preparation

Recommended courses for students who plan to enter business or industry after graduation are as follows:

MAT 363 Theory of Probability I

MAT 364 Theory of Probability II

At least two courses in computer science beyond CPS 150

## Complementary Academic Programs

Students maximize their chances for employment and career advancement by obtaining a minor or second major in biology, business, chemistry, computer science, economics, accounting, health and exercise science or physics.

## Curriculum Design

The mathematics major curriculum is consistent with the recommendations of Mathematical Association of America ([www.maa.org](http://www.maa.org)), National Council of Teachers of Mathematics ([www.nctm.org](http://www.nctm.org)) and Conference Board of the Mathematical Sciences.

## Program Oversight

The mathematics major is overseen by the Department of Mathematics and Physics in the School of Engineering. Courses with the MAT number are administered by this department. Questions about this major should be directed to the department chair.

## Mathematics Elementary Education (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
^* MAT 201	Calculus I	4
^* MAT 202	Calculus II	4
^* MAT 232	Proof and Discrete Mathematics	3
^* MAT 321	Abstract Algebra I	3
§* MAT 342	Foundations of Secondary School Math	3
^* MAT 351	Statistics	3
^* MAT 401	Real Analysis	3
^* MAT 421	Modern Geometry	3
<i>Choose at least 4 credit hours from the following courses</i>		
^* MAT 302	Vector Calculus	3
^* MAT 311	Differential Equations	3
^* MAT 322	Abstract Algebra II	2
^* MAT 352	Linear Algebra	3
<b>Total Credit Hours Required for Mathematics Subject Area</b>		<b>31-32</b>
<b>Education Option I Courses</b> (some Option II courses are also listed in General Education)		
<i>Other Option I courses listed in General Education π.</i>		
<b>Planned Program</b>		
^* EDU 252	Teaching the Arts	1
^* EDU 376	Children's Literature	3
^ HPR 201	Teaching Elementary Health/PE	2
§* MAT 331	Foundations of School Math II	3
<b>Professional Program</b>		
§ EDU 140	Exploring Critical Skills for the Professional Educator & Lab	3
§* EDU 202	Issues and Trends in American Education	2
^* EDU 242	Psychology Applied to Teaching and Learning	2
^* EDU 271	The Diverse Learner	4
§* EDU 350	Teaching Reading and Language Arts in Elementary School	5
§* EDU 352	Teaching Social Studies Methods in K-8 Schools	2
§* EDU 353	Teaching Science and Math STEM in K-8 Schools	4
^* EDU 360	Integrating Technology in Education	3
^* EDU 424	Elementary and Middle School Reading Problems	3
‡* EDU 429	Effective Classroom Management, Assessment and Instruction	3
§* EDU 430E	Seminar in Teaching	3
^* EDU 450E	Direct Teaching-Elementary	9
<b>Total Credit Hours Required for Education Option I Courses</b>		<b>52</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
§*π ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3

## MATHEMATICS

<sup>^</sup> π	HPR 101	Personal Fitness and Wellness	2
<sup>^</sup> π	SPE 212	Fundamentals of Speech	3
<b>Liberal Arts Pathways Courses</b>			
<sup>^</sup> π	ART 152	Art Foundations	2
<sup>^*</sup> π	ENG 112	World Literature	3
<sup>^*</sup> π	MAT 330	Foundations of School Math I	3
<sup>^</sup> π	MUS 152	Music Foundations	2
<sup>§</sup> π	NSC 200	Elementary Science Survey-Science by Inquiry	4
<sup>^</sup> π	PSY 100	Introduction to Psychology	3
<sup>§</sup> π	SST 200	Human Society: Learning in the Social Studies	3
	<i>Philosophy</i>		3
<b>Total General Education Credit Hours</b>			<b>56</b>
<b>Total B.A. in Mathematics Elementary Education Credit Hours</b>			<b>138</b>

### Symbol Key

- <sup>‡</sup> Grade of "B" or better required.
- <sup>§</sup> Grade of "B-" or better required.
- <sup>^</sup> Grade of "C" or better required.
- <sup>\*</sup> This course has a prerequisite.
- <sup>#</sup> Possible waiver by exam.
- <sup>π</sup> An Option I course that meets a General Education requirement.
- <sup>+</sup> Possible waiver with a specified number of transfer credits upon first-time admission.

### Mathematics Elementary Education Learning Outcomes

Students in the mathematics elementary education major will demonstrate quantitative literacy. Students will analyze and apply mathematic concepts and theories from the two major strands of mathematics: pure/classical mathematics and applied mathematics. Students will be prepared to teach in elementary schools in Michigan.

### Curriculum Design

The mathematics major curriculum is consistent with the recommendations of Mathematical Association of America ([www.maa.org](http://www.maa.org)), National Council of Teachers of Mathematics ([www.nctm.org](http://www.nctm.org)) and Conference Board of the Mathematical Sciences.

### Teacher Certification

Students in this program should be aware of the schedule for the Michigan Test for Teacher Certification (MTTC).

### Minimum GPA Requirements

Students must have a 3.0 cumulative GPA in the major and minor content areas to be eligible for certification.

### Program Oversight

The mathematics major is overseen by the Department of Mathematics and Physics in the School of Engineering. Courses with the MAT number are administered by this department. Questions about this major should be directed to the department chair. The education Option I portion of this degree program is overseen by the School of Education. For additional teacher education policies and requirements, please refer to the Teacher Education section of this catalog.

## Mathematics Secondary Education (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education <math>\pi</math>.</i>		
^* MAT 202 and MAT 302	Calculus II and Vector Calculus	4, 3
^* MAT 232	Proof and Discrete Mathematics	4
^* MAT 311	Differential Equations	3
^* MAT 321 and MAT 352	Abstract Algebra I and Linear Algebra	3, 3
§* MAT/EDU 342	Foundations of Secondary School Math (EDU methods course)	3
^* MAT 351	Statistics	3
^* MAT 401	Real Analysis	3
^* MAT 421	Modern Geometry	3
<b>Total Credit Hours Required for the Mathematics Content Area</b>		<b>32</b>
<b>Education Courses</b>		
<b>Secondary Professional Education Courses</b>		
§ EDU 140	Exploring Critical Skills for the Professional Educator & Lab	3
§* EDU 202	Issues and Trends in American Education	2
^* EDU 242	Psychology Applied to Teaching and Learning	2
^* EDU 271	The Diverse Learner	4
§* EDU 336	Teaching at the Secondary Level (or minor content area methods course)	2
^* EDU 360	Integrating Technology in Education	3
^* EDU 425	Reading Development in Middle and Secondary Content Areas	3
+* EDU 429	Effective Classroom Management, Assessment and Instruction	3
§* EDU 430S	Seminar in Teaching: Secondary	3
^* EDU 450S	Directed Teaching: Secondary	9
<b>Total Credit Hours Required for Education Courses</b>		<b>34</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3, 3
<b>Liberal Arts Skills Courses</b>		
§* ENG 104	College Writing	3
§*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^Δ SPE 212	Fundamentals of Speech	3
<b>Liberal Arts Pathways Courses</b>		
*Δ ENG 112	World Literature	3
*Δ PSY 100	Introduction to Psychology	3
^* $\pi$ MAT 201	Calculus I	4
Art		2
History		3
Music		2
Philosophy		3
Science		4
<b>Total General Education Credit Hours</b>		<b>57</b>
Choose a certifying minor (see Teacher Education for more information)		20
<b>Total B.A. in Mathematics Secondary Education Credit Hours</b>		<b>143</b>

### Symbol Key

- ‡ Grade of "B" or better required.
- § Grade of "B-" or better required.
- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- π A major course that meets General Education requirements.
- △ Required support course that meets a General Education requirement.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

### Mathematics Secondary Education Learning Outcomes

Students in the mathematics secondary education major will demonstrate quantitative literacy. Students will analyze and apply mathematic concepts and theories from the two major strands of mathematics: pure/classical mathematics and applied mathematics. Students will be prepared to teach in elementary schools in Michigan.

### Minimum GPA Requirements

Students must have a 3.0 cumulative GPA in the major and minor content areas to be eligible for certification.

### Teacher Certification

Students in this program should be aware of the schedule for the Michigan Test for Teacher Certification (MTTC).

### Program Oversight

The mathematics major is overseen by the Department of Mathematics in the School of Engineering. Courses with the MAT number are administered by this department. Questions about this major should be directed to the department chair. The secondary education professional portion of this degree program is overseen by the School of Education. For additional teacher education policies and requirements, please refer to the Teacher Education section of this catalog.

## Music (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education π.</i>		
MUS 105	Music Theory I: Literacy	3
* MUS 106	Music Theory II: Harmony	3
* MUS 205	Music Theory III: Orchestration	3
* MUS 206	Music Theory IV: Advanced Harmony	3
MUS 212	Music Production I	2
* MUS 230 or MUS 240	Ensemble (instrumental or choral) (2 semesters)	2
* MUS 310	Private Lessons (primary instrument or voice) (8 semesters)	8
* MUS 313	The History of Music Literature to 1750	3
* MUS 314	The History of Music Literature since 1750	3
* MUS 363	Conducting	2
* MUS 386	Junior Recital	0
* MUS 486	Professional Recital	0
MUS 487	Piano Proficiency	0
<b>Total Credit Hours Required Music Courses</b>		<b>32</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
π MUS 230 or MUS 240	Instrumental Ensemble or Choral Ensemble (2 semesters)	2
<i>Art</i>		2
<i>History</i>		3
<i>Literature</i>		3
<i>Mathematics</i>		3
<i>Philosophy</i>		3
<i>Science</i>		4
<i>Social Science</i>		3
<b>Total General Education Credit Hours</b>		<b>55-56</b>
Electives (may use electives to acquire optional concentrations below)		36-37
<b>Total B.A. in Music Credit Hours</b>		<b>124</b>

### Optional Concentrations

#### **Music Composition Concentration**

* MUS 215	Music Production II	4
* MUS 325	Scoring for Media	2
* MUS 310	Applied Composition Lessons (3-6 semesters)	6

**Music Performance Concentration**

* MUS 230/240	Ensembles (4 semesters)	4
* MUS 310	Applied Lessons (primary instrument) (4-8 semesters)	8

**Piano Pedagogy Concentration**

* MUS 250	Practicum in Pedagogy	1
* MUS 308	Survey of Keyboard Literature	2
* MUS 309	Piano Pedagogy	3
* MUS 310	Applied Piano Lessons (2-4 semesters)	4

**Vocal Pedagogy Concentration**

* MUS 250	Practicum in Pedagogy	1
* MUS 310	Applied Piano Lessons (2-4 semesters)	4
* MUS 311	Vocal Pedagogy	2
* MUS 312	Diction	3
* MUS 324	Vocal Literature	2

**Symbol Key**

- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- π A major course that meets a General Education requirement.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

**Music Learning Outcomes**

Music majors will perform a variety of music styles with ensembles and on an individual basis. Students will demonstrate proficiency in performance, composition, conducting and production skills. Students will analyze and articulate understanding of music literature and theory. Students in the music major will be prepared for the many different career possibilities of a professional musician including performance, composition, songwriting, music teaching and graduate school.

**Admission Requirements**

Students must perform an entrance audition to be formally admitted as a music major.

**Upper-level Course Requirements**

Depending on which courses students choose in the music major, they may not acquire 40 credit hours of upper-level (numbered 300 and above) coursework. However, students are required to complete 40 credit hours of upper-level courses in order to graduate. Students should include upper-level coursework in their electives to ensure they will meet graduation requirements.

**Transfer Students**

Coursework from other institutions is accepted in accordance with SAU's transfer policies. Placement of students in music programs and courses is subject to verification of skills through an entrance audition and applicable departmental exams. To be officially admitted as a music major, transfer students must perform an entrance audition.

**Juries, Sophomore Check and Recitals**

Progress made by music majors is monitored in semester "juries" in which the students perform selected compositions and technical skills for the music faculty. At the end of the sophomore year, music majors must perform a sophomore check, a more elaborate jury that includes sight reading and technical skills. Successful completion of the sophomore check is required. Music majors must also perform a junior and

professional recital, and faculty approval of the recital satisfies the jury requirement if all performance requirements have been met. (Details of all music department policies are available in the Music Department Handbook.)

### **Private Lessons Credit Hours**

Private lessons meet for one half hour (30 minutes) each week for 1 credit hour. For students to acquire 2 credit hours of applied lessons in one semester, they will meet for one hour (60 minutes) each week. All applied lessons require significant individual practice outside of the meeting time, as well as attendance of all music labs and performance in at least two music labs a semester.

### **Ensembles for Majors and Non-majors**

Spring Arbor University offers a rich environment for musical participation. Interested students are able to participate in several different kinds of performance ensembles including chamber choir, university singers, concert band, string orchestra, jazz band, and contemporary Christian music ensembles. Students perform often in University events and are in demand in area churches. Music scholarships are available to many students, including non-majors, who are active in performance groups and/or accompanying.

### **Program Oversight**

The music major is overseen by the Department of Music. Courses with the MUS number are administered by this department. Questions about the music major should be directed to the department chair.

## Music Education (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education π.</i>		
^ MUS 105	Music Theory I: Literacy (Formerly MUS 101 and 103)	3
^* MUS 106	Music Theory II: Harmony (Formerly MUS 102 and 104)	3
^* MUS 205	Music Theory III: Orchestration (Formerly MUS 201 and 203)	3
^* MUS 206	Music Theory IV: Advanced Harmony (Formerly MUS 202 and 204)	3
^ MUS 212	Music Production I	2
^ MUS 230 or MUS 240	Ensemble (instrumental or choral) (2 semesters)	2
^* MUS 310	Applied Lessons w/Lab (primary instrument or voice) (8 semesters, 2 credits each)	16
^* MUS 310	Applied Lessons w/Lab (secondary instrument) (1-2 semesters)	2
^* MUS 310C	Applied Conducting (concurrently with student teaching)	1
^* MUS 313	The History of Music Literature to 1750	3
^* MUS 314	The History of Music Literature since 1750	3
§* MUS 319	Elementary Methods	3
^* MUS 323	World Music	2
§* MUS 349	Secondary Methods	3
^* MUS 363	Conducting (Formerly MUS 361 and 362)	2
* MUS 386	Junior Recital	0
^* MUS 461	Rehearsal Strategies	2
* MUS 486	Professional Recital	0
* MUS 487	Piano Proficiency	0
^* MUS 480	Theory Seminar	2
<i>Choose a concentration</i>		
<b>Instrumental Concentration</b>		
§* MUS 311	Vocal Pedagogy	2
§* MUS 332	Brass Methods	1
§* MUS 333	Percussion Methods	1
§* MUS 336	String Methods	1
§* MUS 337	Woodwind Methods	1
§* MUS 341	Marching Band Materials/Methods	1
<b>Vocal Concentration</b>		
§* MUS 311	Vocal Pedagogy	2
^* MUS 312	Diction	3
^* MUS 338	Survey of Instrumental Techniques	2
<b>Total Credit Hours for Music Content Area</b>		<b>62</b>
<b>Education Courses</b>		
<b>Secondary Professional Education Courses</b>		
§ EDU 140	Exploring Critical Skills for the Professional Educator & Lab	3
§* EDU 202	Issues and Trends in American Education	2
^* EDU 242	Psychology Applied to Teaching and Learning	2
^* EDU 271	The Diverse Learner	4
^* EDU 360	Integrating Technology in Education	3
^* EDU 425	Reading Development in Middle and Secondary Content Areas	3
‡* EDU 429	Effective Classroom Management, Assessment and Instruction	3
§* EDU 430S	Seminar in Teaching: Secondary	3
^* EDU 450S	Directed Teaching: Secondary	9
<b>Total Credit Hours Required for Education Courses</b>		<b>32</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3

## MUSIC EDUCATION

+*	COR 200	Community Place and Responsibility	3
+*	COR 274/275	Community Across Cultures	4
*	COR 300	Community and Christian Tradition	3
*	COR 400	Community to Come	3
<b>Biblical Studies Courses</b>			
+	BIB 217	Old Testament Survey	3
+	BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>			
§*	ENG 104	College Writing	3
§*#	ENG 304	Writing and Research	3
	HPR 101	Personal Fitness and Wellness	2
^	SPE 212	Fundamentals of Speech	3
<b>Liberal Arts Pathways Courses</b>			
*Δ	ENG 112	World Literature	3
^π	MUS 230 or MUS 240	Ensemble (instrumental or choral) (2 semesters)	2
*Δ	PSY 100	Introduction to Psychology	3
	<i>Art</i>		2
	<i>History</i>		3
	<i>Mathematics</i>		3
	<i>Philosophy</i>		3
	<i>Science</i>		4
<b>Total General Education Credit Hours</b>			<b>56</b>
<b>Total B.A. in Music Education Credit Hours</b>			<b>150</b>

### Symbol Key

- ‡ Grade of "B" or better required.
- § Grade of "B-" or better required.
- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- Δ Required support course that meets a General Education requirement.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

### Music Education Learning Outcomes

Music majors will perform a variety of music styles with ensembles and on an individual basis. Students will demonstrate proficiency in performance, composition, conducting and production skills. Students will analyze and articulate understanding of music literature and theory. Students in the music education major will qualify to be certified to teach K-12 music on a secondary certificate.

### Admission Requirements

Students must perform an entrance audition to be formally admitted as a music major.

### Transfer Students

Coursework from other institutions is accepted in accordance with SAU's transfer policies. Placement of students in music programs and courses is subject to verification of skills through an entrance audition and applicable departmental exams. To be officially admitted as a music major, transfer students must perform an entrance audition.

### Juries, Sophomore Check and Recitals

Progress made by music majors is monitored in semester "juries" in which the students perform selected

compositions and technical skills for the music faculty. At the end of the sophomore year, music majors must perform a sophomore check, a more elaborate jury that includes sight reading and technical skills. Successful completion of the sophomore check is required. Music education majors must also perform a junior and professional recital, and faculty approval of the recital satisfies the jury requirement if all performance requirements have been met. (Details of all music department policies are available in the Music Department Handbook.)

### **Applied Lessons Credit Hours**

Applied lessons meet for one half hour (30 minutes) each week for 1 credit hour. For students to acquire 2 credit hours of applied lessons in one semester, they will meet for one hour (60 minutes) each week. All applied lessons require significant individual practice outside of the meeting time, as well as attendance of all music labs and performance in at least two music labs a semester.

### **Teacher Certification**

Students in this program should be aware of the schedule for the Michigan Test for Teacher Certification (MTTC). This comprehensive K-12 music education major does not require a certifiable minor.

### **Program Oversight**

The music education major is overseen by the Department of Music in consultation with the School of Education Courses with the MUS number are administered by the music department. Courses with EDU number are administered by the School of Education. Questions about the music education major should be directed to the department chair.

## Nursing Pre-licensure Track (B.S.N.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education π.</i>		
§* BIO 232	Microbiology for Nurses	3
§* BIO 234	Pathophysiology for Nursing	3
§ BIO 236	Pharmacology for Nursing	3
§* BIO 262	Genetics for Nursing	3
§* BIO 265	Human Anatomy and Physiology for Nursing II	3
§ CHE 142	General Organic Biochemistry for Nursing	3
§ NUR 201	Fundamentals of Nursing	4
§ NUR 203	Physical and Health Assessment	3
§ NUR 324	Community Health Theory/Clinical	4
§* NUR 325	Medical Surgical Theory/Clinical I	6
§* NUR 326	Medical Surgical Theory/Clinical II	6
§ NUR 327	Mental Health Theory/Clinical	4
§ NUR 328	OB and Women's Health Theory/Clinical	6
§ NUR 329	Pediatric Theory/Clinical	6
§ NUR 424	Adult/Critical Care Theory Clinical	6
§ NUR 425	Nursing Leadership and Transition	5
§ NUR 426	Evidence-Based Practice	4
§ NUR 443	NCLEX Review	3
<b>Total Credit Hours Required for the Nursing Pre-licensure Major</b>		<b>75</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
π HES 381	Nutrition and Energy Metabolism	3
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
§π BIO 264	Human Anatomy and Physiology for Nursing I	3
π FAS 152	Fine Arts for Nurses	3
*π HES/MAT 351	Statistics	3
π PSY 100	Introduction to Psychology	3
<i>History</i>		3
<i>Literature</i>		3
<i>Philosophy</i>		3
<b>Total General Education Credit Hours</b>		<b>54-55</b>
<b>Total B.S. in Nursing Pre-licensure Credit Hours</b>		<b>129-130</b>

## Symbol Key

- § Grade of "B-" or better required.
- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- Δ Required support that meets General Education Requirements
- + Possible waiver with a specified number of transfer credits upon first-time admission.

## Nursing Learning Outcomes

Students in the Bachelor of Science in nursing program will demonstrate the ability to function as a generalist nurse in an independent role in many situations and be responsible for independent decisions and actions. Students will produce evidence-based, therapeutic nursing interventions using the framework of science-based and goal-directed nursing processes and critical thought. Nursing students will teach clients by providing information for them to make health care decisions, acquire skills, and change behavior. Nursing students will promote health to clients, and when that is not possible, they will provide resources and apply methods to help clients adjust to illness and relieve suffering. Students will collaborate professionally with the multidisciplinary health care team. Students will articulate understanding and apply health care policy. Nursing students will be prepared to assume a leadership role to design nursing systems that meet their clients' overt and covert health care needs.

## Program Admission Considerations

Admission to the University does not automatically guarantee admission into the official nursing program.

- Students are permitted to declare a nursing major upon acceptance into Spring Arbor University (SAU). Students will make a formal application to the official nursing program usually in the spring semester during BIO 234 Pathophysiology.
- Students who wish to apply for admission the Bachelor of Science in nursing pre-licensure program should have a strong commitment to living a Christ-like lifestyle and a willingness to explore ways to use nursing as a ministry to transform this world and people's lives for Christ.

## Minimum Application and Admission Criteria Recommendations

Meeting the minimum admission criteria recommendations below does not ensure an applicant will be admitted to the official nursing program. This admission decision is considered and made final by the Department of Nursing Admissions Committee. Students who wish to appeal admission decisions should follow appeal processes outlined elsewhere in this catalog.

### Criteria for Freshman Students

- 2.67 cumulative college GPA at the time of application
- A minimum grade of "B-" in BIO 234, BIO 264, BIO 265, and CHE 142

### Criteria for Transfer Students

- 2.67 cumulative college GPA
- 2.67 cumulative college GPA in sciences

### Criteria for International Students

- If student has access to ACT (24) or SAT (1100)
- TOEFL score of 90 or higher (scores within 2 years)

### Criteria for Students with a Previous Degree

- 2.5 cumulative college GPA in last 60 hours

### **Nursing Licensure**

Students desiring nursing licensure are responsible for meeting all requirements of the State Board of Nursing of the state in which they will be practicing whether or not requirements are explicitly stated in this catalog or nursing handbook. Some states may allow nursing licensure to transfer.

### **Accreditation and Certification**

The Spring Arbor University nursing program has been granted initial approval by the Michigan State Board of Nursing and is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001. Phone number: 202.887.6791.

### **Program Oversight**

The nursing majors are overseen by the Department of Nursing. Courses with the NUR number are administered by this department. Questions about the major should be directed to the department chair or program director.

## Nursing Post-Licensure Track (B.S.N.)

Course Number	Course Title	Credit Hours
<b>Required Support Courses</b> (typically taken as a part of the nursing associate's degree)		
<i>Other support courses listed in General Education <sup>Δ</sup></i>		
@ BIO 100	Principles of Biology	4
BIO 234	Pathophysiology	3
BIO 236	Pharmacology	3
@ CHE 111	General Chemistry I	4
PSY Course	Approved Psychology Course (may meet Social Science Gen. Ed.)	3
<b>Total Required Support</b>		<b>15+</b>
<b>Major Courses</b>		
<i>Other major courses listed in General Education <sup>π</sup>.</i>		
<sup>^</sup> NUR 321	Professionalism/Professional Values	3
<sup>^</sup> NUR 341	Patient Centered Care I	3
<sup>^</sup> NUR 344	Clinical Prevention/Population Health	3
<sup>^*</sup> NUR 360	Information Management/Patient Care Technologies	3
<sup>^*</sup> NUR 422	Spiritual Dimensions of Health Care	3
<sup>^</sup> NUR 434	Quality Leadership	3
<sup>^</sup> NUR 442	Patient Centered Care II	3
<sup>^</sup> NUR 452A, B, C	Evidence-based Practice I	3
<sup>5*</sup> NUR 494	Senior Nursing Project	2
<b>Total Credit Hours Required for the Nursing Post-licensure Track Major</b>		<b>26</b>
<b>General Education Courses</b>		
<b>Core Courses</b>		
IDS 300	Biblical Perspectives	3
IDS 400	Values: Personal And Social	3
<b>Liberal Arts Skills Courses</b>		
<sup>^*</sup> ENG 104	College Writing	3
<sup>^#</sup> ENG 304	Writing and Research	3
<sup>^#</sup> SPE 212	Fundamentals of Speech	3
<b>Liberal Arts Pathways Courses</b>		
<sup>§πΔ</sup> BIO 264	Anatomy and Physiology for Nurses (meets the natural science Gen. Ed.)	3
<sup>^π</sup> NUR 453A, B, C	Evidence-based Practice II (meets the math Gen. Ed. requirement)	3
<i>Fine Arts (art or music course)</i>		2+
<i>Humanities (literature, philosophy, religion, or foreign language)</i>		2+
<i>Social Science (economics, history, politics, psychology<sup>Δ</sup> or sociology)</i>		2+
<i>Social Science (different discipline than above)</i>		2+
<i>Social Science (different discipline than above)</i>		2+
<b>Total General Education Credit Hours</b>		<b>31+</b>
Possible electives		52
<b>Total B.S. in Nursing-Post Licensure Track Credit Hours</b>		<b>124</b>

### Symbol Key

- <sup>^</sup> Grade of "C" or better required.
- <sup>5</sup> Grade of "C+" or better required.
- <sup>\*</sup> This course has a prerequisite.
- <sup>#</sup> Possible waiver by exam or prior learning assessment.
- <sup>π</sup> A major course that meets General Education requirements.
- <sup>@</sup> Possible waiver with prior high school course credit.
- <sup>Δ</sup> Required support that meets a General Education requirement.

## Nursing Post-Licensure Track Learning Outcomes

Students in the Bachelor of Science in nursing program will demonstrate the ability to function as a generalist nurse in an independent role in many situations and be responsible for independent decisions and actions. Students will produce evidence-based, therapeutic nursing interventions using the framework of science-based and goal-directed nursing processes and critical thought. Nursing students will teach clients by providing information for them to make health care decisions, acquire skills, and change behavior. Nursing students will promote health to clients, and when that is not possible, they will provide resources and apply methods to help clients adjust to illness and relieve suffering. Students will collaborate professionally with the multidisciplinary health care team. Students will articulate understanding of and apply health care policy. Nursing students will be prepared to assume a leadership role to design nursing systems that meet their clients' overt and covert health care needs.

## Transfer Course Equivalencies and Substitutions

The SAU Department of Nursing and the Office of Registration and Records will determine which courses taken in the associate's degree program will apply as equivalencies and/or substitutions to the curriculum in the RN-BSN program. Many of the required support and General Education courses will be taken as a part of the associate's degree program, so the 80+ credit hours listed in the curriculum is a high estimate.

## Program Requirements

- An associate degree in nursing from an accredited school or a diploma from a National League for Nursing (NLN) accredited school is required for admission.
- Unrestricted, unencumbered, current nursing license from the state of employment. License must be kept current throughout the program.
- At least one-year experience working as a registered nurse preferred.
- Minimum cumulative GPA of 2.5 for all prior college work and maintained through the program.
- General education and nursing support courses must be met in addition to BSN major courses.
- Compliance with all institutional requirements prior to Senior Nursing Project.
- This program is also offered online with specific delivery system requirements.

See the nursing program handbook or contact the program advisor for more information.

## Writing Curriculum for the Post-Licensure Nursing Program

Because the bachelor's program in nursing is writing intensive, students must demonstrate writing proficiency at the level of at least ENG 104 College Writing or the equivalent. Students who have not already taken ENG 104 or the equivalent are strongly encourage to do so prior to starting the nursing major courses. Students should work with their academic advisor to schedule this course in their plan as early as possible so they can be prepared for the writing rigors of the nursing program. Students will also need to demonstrate upper-level writing proficiency as a graduation requirement to the level of ENG 304 Writing and Research. This proficiency may be satisfied by passing a writing sample evaluation or by passing ENG 304 with a grade of "C" or better if the writing sample evaluation results in a non-passing grade or the student opts to take the course in lieu of attempting the waiver.

## Accreditation and Certification

The Spring Arbor University nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001. Phone number: 202.887.6791.

## Program Oversight

The nursing majors are overseen by the Department of Nursing. Courses with the NUR number are administered by this department. Questions about the major should be directed to the department chair.

## Organizational Management (B.S.)

This program is delivered at off-campus sites and online and follows SAU Global policies and practices.

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
ECN 306	Macroeconomics and Organizational Management	3
ORM 368	Financial Resources Management	3
ORM 403	Organizational Behavior	3
ORM 405	Leadership Development	3
ORM 411	Project Management	3
ORM 412	Lean Management	3
ORM 413	Organizational Diagnosis and Consulting	3
ORM 432	Human Resource Management	3
ORM 443	Organizational Design and Strategy	3
ORM 462	Organizational Change	3
<b>Total Credit Hours for Organizational Management Major</b>		<b>30</b>
<b>General Education Courses</b>		
<b>Core Courses</b>		
+ IDS 100	Introduction to the Liberal Arts	3
+ IDS 200	Christian Faith: Issues and Cultures	3
IDS 300	Biblical Perspectives	3
IDS 400	Values: Personal and Social	3
<b>Cross Cultural Requirement Courses</b>		
+ Non-Western HIS/GEO Course		3
+ Diversity Course		3
<b>Liberal Arts Skills Courses</b>		
^*# ENG 104	College Writing	3
^ ENG 304	Writing and Research	3
^# SPE 212	Fundamentals of Speech	3
<b>Liberal Arts Pathways Courses</b>		
<i>Fine Arts (art or music course)</i>		2+
<i>Humanities (literature, philosophy, religion, or foreign language)</i>		2+
<i>Mathematics or Computer Science</i>		2+
<i>Natural Science with lab</i>		2+
<i>Social Science (economics, history, politics, psychology, or sociology)</i>		2+
<i>Social Science (different discipline than above)</i>		2+
<i>Social Science (different discipline than above)</i>		2+
<b>Total General Education Credit Hours</b>		<b>41+</b>
Possible Additional Electives		53
<b>Total B.S. in Organizational Management Credit Hours</b>		<b>124</b>

### Symbol Key

^ Grade of "C" or better required.

\* This course has a prerequisite.

# Possible waiver by exam.

+ Waived with specific number of transfer credit hours upon matriculation to SAU.

### Organizational Management Learning Outcomes

The Bachelor of Science in organizational management program is designed to help students gain wisdom in vocation, life, and society by living out the SAU concept through the art and practice of management. The curriculum emphasizes the development of decision making, problem solving, communication, and critical

thinking skills necessary for the effective management of people, projects, and processes within organizational environments. The program objectives are categorized into six specific areas: leadership development, effective communication, decision making, problem solving, critical thinking, and an ethical perspective.

### **Transfer General Education and Electives**

It is very likely that transfer courses meeting the requirements for the General Education program at SAU will be more credit hours than what is listed in the program. If that is the case, students will apply those extra credit hours to possible electives.

### **Upper-level Course Credit Requirements**

Students are required to complete 40 credit hours in upper-level courses (numbered 300 and above) in order to graduate. However, the number of upper-level course credits built in to this program do not total 40. Students in the organizational management program should include upper-level coursework in their electives to ensure they will meet graduation requirements.

### **General Education Courses at SAU**

Students who do not transfer courses to meet General Education requirements may take those courses at SAU or apply prior learning credit to meet those requirements. However, most courses offered at SAU that meet the requirements are worth more credit hours than what is listed in the program. Any additional credit hours above the listed number for the required courses will apply to the possible elective credit hours.

### **Program Oversight**

The organizational management major is overseen by the Gainey School of Business. Courses with ACC, BUS, ECN, ENT, FIN, IBS, MIS, MKT, and ORM numbers are administered by this school. Questions about this major should be directed to the program director.

## Pastoral Ministry (B.A.)

Course Number	Course Title	Credit Hours
<b>Departmental Foundation Courses</b>		
<i>Scripture</i>		
BIB 220	Biblical Interpretation	3
* BIB 300-499	Old Testament Course	3
* BIB 300-499	New Testament Course	3
<i>Choose one option from the following</i>		
* BIB 300-499	Any upper-level Bible Course	3
GRE 331 and GRE 332*	Elementary New Testament Greek I and II	6
HEB 331 and HEB 332*	Elementary Biblical Hebrew I and II	6
<i>Tradition</i>		
THE 206	Doctrines of the Christian Faith	3
REL 343	History of Christianity	3
<i>Reason</i>		
* PHI 314	Ethics	3
* PHI 300-499	Philosophy Course	3
* THE 300-499	Theology Course	3
<i>Experience</i>		
CMI 127	Exploring Ministry	2
CMI 275	Supervised Ministry (2 Semesters)	1, 1
CMI 375	Supervised Ministry (2 Semesters)	1, 1
CMI 475	Supervised Ministry (2 Semesters)	1, 1
<b>Major Courses</b>		
CMI 210	Philosophy of Ministry	3
CMI 316	Church Planting/Growth	3
CMI 337	Principles of Preaching	3
CMI 344	Church Leadership	3
* CMI 422	Counseling in Ministry	3
<i>Choose one of the following</i>		
CMI 202	Children's Spirituality Through the Developmental Process	3
* PSY 306	Adolescent and Early Adult Development	3
SOC 250	Marriage and Family	3
* YMI 316	Adolescent Spirituality	3
<i>Choose two courses from the following to total 6 credit hours</i>		
BUS 325	Principles of Management	3
* CMI XXX	Any Christian Ministry course	3
* CMI XXX	Any Christian Ministry course	3
REL 322	Introduction to Free Methodism	2
* YMI XXX	Any Youth Ministry courses	3
* YMI XXX	Any Youth Ministry courses	3
	Any course required for denominational ordination	3
	Any course required for denominational ordination	3
<b>Total Pastoral Ministry Major Credit Hours</b>		<b>59-62</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3

## PASTORAL MINISTRY

### Biblical Studies Courses

+	BIB 217	Old Testament Survey	3
+	BIB 218	New Testament Survey	3

### Liberal Arts Skills Courses

^*	ENG 104	College Writing	3
^*#	ENG 304	Writing and Research	3
	HPR 101	Personal Fitness and Wellness	2
^	SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3

### Liberal Arts Pathways Courses

*	PSY 100	Introduction to Psychology	3
	<i>Art</i>		2
	<i>History</i>		3
	<i>Literature</i>		3
	<i>Mathematics</i>		3
	<i>Music</i>		2
	<i>Philosophy</i>		3
	<i>Science</i>		4

**Total General Education Credit Hours** **55-56**

Electives 6-10

**Total B.A. in Pastoral Ministry Credit Hours** **124**

### Symbol Key

- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

### Pastoral Ministry Learning Outcomes

Students in the pastoral ministry major will articulate a perspective of the Christian life as ministry. Students will demonstrate preparedness for vocations related to pastoral ministry. Students will articulate theories of ministry. Pastoral ministry majors will explore various ministry vocations through supervised ministerial experiences. Students will articulate an understanding of the Wesleyan Quadrilateral: Scripture, tradition, reason and experience.

### Program Admission Requirements

Application to the major is required. Application forms are provided by the department or upon completion of CMI 127 Exploring Ministry.

### Free Methodist Ordination Requirements

The program also offers the possibility of fulfilling the educational requirements for ministry ordination in the Free Methodist Church. Students pursuing this possibility will take 12 credit hours of Bible courses and the following two additional courses.

- REL 322 Introduction to Free Methodism (2)
- REL 470 Development of Wesleyan Thought (3)

### Program Oversight

The pastoral ministry major is overseen by the Department of Theology. Courses with BIB, CMI, GRE, HEB, PHI, REL, THE and YMI numbers are administered by this department. Questions about the major should be directed to the department chair.

## Philosophy (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education <sup>π</sup>.</i>		
* PHI 301	Great Thinkers of the Western World	3
* PHI 314	Ethics	3
BIB 300-499	Any Upper-level BIB course	3
<i>Choose courses from the following to total at least 21 credit hours</i>		
BUS 271	Business Law I	3
* BUS 372	Business Law II	3
PHI/POL 316	Western Political Thought	3
PHI 318	War and Peace	3
* PHI 334	Critical Thinking	3
* PHI 381	Philosophy of Religion	3
PHI 390	Independent Study	3
* PHI/REL 394	World Religions	3
* PHI 401	Philosophy of Science	3
* PHI 402	Environmental Ethics	3
PHI 483 or PHI 490	Seminar in Philosophy or Philosophy Honors Project	3
THE 206	Doctrines of the Christian Faith	3
THE 307	The Holy Spirit, Spiritual Gifts and Spirit Movements	3
* THE 318	Christian Origins: Heretics and Saints	3
THE 405	The Problem of Evil	3
* THE 411	From Modern to Postmodern Theology	3
<b>Total Philosophy Major Credit Hours</b>		<b>30</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3, 3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
<sup>π</sup> PHI 200	Introduction to Philosophy	3
<i>Art</i>		2
<i>History</i>		3
<i>Literature</i>		3
<i>Mathematics</i>		3
<i>Music</i>		2
<i>Science</i>		4
<i>Social Science</i>		3
<b>Total General Education Credit Hours</b>		<b>55-56</b>
Electives		38-39
<b>Total B.A. in Philosophy Credit Hours</b>		<b>124</b>

**Symbol Key**

- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

**Philosophy Learning Outcomes**

Students in the philosophy major will demonstrate a capacity for analytical and critical judgement. Students will reflect on reality, existence, knowledge, duty and values for formulate a plan for continuing growth in faith and philosophy of life. Students will articulate an understanding of the Wesleyan Quadrilateral: Scripture, tradition, reason and experience. Students will demonstrate preparedness for graduate school or seminary.

**Program Oversight**

The philosophy major is overseen by the Department of Theology. Courses with BIB, CMI, GRE, HEB, PHI, REL, THE and YMI numbers are administered by this department. Questions about the major should be directed to the department chair.

## Physics-Mathematics (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education <math>\pi</math>.</i>		
<sup>^</sup> CPS 201 and *CPS 202	Foundations of Computing I and Foundations of Computing II	4, 4
* PHY 212	Modern University Physics II	4
* MAT 202 and MAT 302	Calculus II and Vector Calculus	4, 3
* MAT 311	Differential Equations	3
<b>Physics Elective Courses</b>		
<i>Choose at least 8 credit hours from the following</i>		
* PHY 311	Electromagnetism	4
* PHY 321	Intermediate Mechanics	4
* PHY 349	Electronics	4
* PHY 350	Intermediate Laboratory	3
* PHY 351	Heat and Thermodynamics	4
* PHY 372	Atomic and Nuclear Physics	4
<b>Mathematics Elective Courses</b>		
<i>Choose at least 6 credit hours from the following</i>		
* MAT 232	Proof and Discrete Structures	3
* MAT 321	Abstract Algebra I	3
* MAT 351	Statistics	3
* MAT 352	Linear Algebra	3
* MAT 360	Mathematical Modeling	2
* MAT 363	Theory of Probability I	3
* MAT 364	Theory of Probability II	3
<b>Total Credit Hours Required for the Physics-Mathematics Major</b>		<b>36</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300 and COR 400	Community and Christian Tradition and Community to Come	3, 3
<b>Biblical Studies Courses</b>		
+ BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3, 3
<b>Liberal Arts Skills Courses</b>		
<sup>^*</sup> ENG 104	College Writing	3
<sup>^*#</sup> ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
<sup>^</sup> SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
<sup>^*<math>\pi</math></sup> PHY 211	Modern University Physics I	4
<sup>^*<math>\pi</math></sup> MAT 201	Calculus I	4
Art		2
Music		2
History		3
Literature		3
Philosophy		3
Social Science		3
<b>Total General Education Credit Hours</b>		<b>56-57</b>
Electives		31-32
<b>Total Minimum Credit Hours for B.A. in Physics-Mathematics</b>		<b>124</b>

## Symbol Key

<sup>^</sup> Grade of "C" or better required.

<sup>\*</sup> This course has a prerequisite.

<sup>#</sup> Possible waiver by exam.

<sup>π</sup> A major course that meets General Education requirements.

<sup>+</sup> Possible waiver with a specified number of transfer credits upon first-time admission.

## Physics-Mathematics Learning Objectives

Students will articulate the roles physics and mathematics principles play in shaping the world. Students will recognize when to apply physics and mathematics solutions to problems. Students will apply appropriate scientific research skills. Students will evaluate the effectiveness of the application of physics and mathematics solutions to problem-solving. Students will communicate understanding of physics and mathematics from a Christian perspective. Students will be prepared for technical careers in a variety of fields and to enter graduate schools for medicine, dentistry, veterinary medicine, pharmacy, law and engineering, to name a few.

## Reverse Transfer Dual Degree

Students wishing to transfer to a research university for a technical engineering degree may also earn the B.A. in Physics-Mathematics from SAU in a reverse transfer of credits. Students must complete all SAU general education requirements, required support and major courses of the physics-mathematics major, electives, and the following courses to total approximately 90 credit hours.

- CHE 111 General Chemistry I and CHE 112 General Chemistry II
- ECN 221 Microeconomics or ECN 222 Macroeconomics
- At least one Physics Elective Course listed in the physics-mathematics major

Students should expect to spend approximately three years completing courses before transferring to an engineering school. Students should expect an engineering degree to be completed in approximately two years from the time of the transfer.

Once students complete an engineering degree at another institution, transcripts noting the conferral of the engineering degree conferral should be sent to the SAU registrar's office. Credit hours will be transferred from the engineering school transcript to complete the 124 credit hours required for the B.A. in Physics-Mathematics degree. Students must meet all other SAU graduation requirements for the B.A. degree to be conferred, with the exception of earning the last 20 of 30 credit hours at SAU.

SAU cannot guarantee admission to an outside engineering institution. Students should explore the engineering school's admission and curriculum requirements to understand how to craft their academic plan and goals at SAU.

## Program Oversight

The physics-mathematics major is overseen by the School of Engineering. Courses with CPS, EGR and MAT numbers are administered by this school. Questions about the major should be directed to the school dean.

## Political Economy (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education <math>\pi</math>.</i>		
* ECN 222	Introduction to Macroeconomics	3
* ECN 301	Money and Banking	3
ECN/POL 385	Practicum	3
POL 213	American National Government	3
POL 312	International Relations	3
POL 316	Western Political Thought	3
BUS 351L	Statistical Applications for Business	1
<i>Choose one course from the following</i>		
ECN/POL 322	Globalization: International Economics in the Information Age	3
ECN/POL 323	Economics of the Third World	3
<i>Choose one course from the following</i>		
* BUS 435	Business and Government (multiple prerequisites)	3
POL 412	Constitutional Law	3
Choose 6 credit hours of electives from BUS, ECN and/or POL courses		6
<b>Total Credit Hours Required for the Political Economy Major</b>		<b>31</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
$\pi$ ECN 221	Introduction to Microeconomics	3
$\pi$ BUS/POL 351	Statistics	3
Art		2
History		3
Literature		3
Music		2
Philosophy		3
Science		4
<b>Total General Education Credit Hours</b>		<b>55-56</b>
Electives		38-39
<b>Total B.A. in Political Economy Credit Hours</b>		<b>124</b>

**Symbol Key**

<sup>^</sup> Grade of "C" or better required.

<sup>\*</sup> This course has a prerequisite.

<sup>#</sup> Possible waiver by exam.

<sup>π</sup> A major course that meets General Education requirements.

<sup>+</sup> Possible waiver with a specified number of transfer credits upon first-time admission.

**Political Economy Learning Outcomes**

Students in the political economy major will articulate basic theories and practices of the political world. Students will apply political and economic concepts to real political and economic action. Students will evaluate political and economic forces in the global environment. Students will be prepared to enter careers in government and business, and to embark in graduate studies in economics, political or law.

**Upper-level Course Requirements**

Depending on which courses students choose in the major, they may not acquire 40 credit hours of upper-level (numbered 300 and above) coursework. However, students are required to complete 40 credit hours of upper-level courses in order to graduate. Students in the political economy major should include upper-level coursework in their electives to ensure they will meet graduation requirements.

**Complementary Study**

A background in the other fields such as geography, history, or sociology, and/or a study of French, German, and/or Spanish are strongly recommended as complementary to the political economy major.

**Study Abroad**

Political economy majors are encouraged to consider a semester off campus at one of the many programs described in the off campus section of the catalog. Many of the semester abroad programs will benefit the political economy major academic goals and may fulfill the CCS requirement.

**Program Oversight**

The political economy major is overseen by the Department of History, Geography and Politics. Courses with the HIS, GEO, POL and SST numbers are administered by this department. Questions about the major should be directed to the department chair.

# Professional Writing (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education π.</i>		
COM 100 and COM 110	Introduction to Communication and Communication Technology	3, 3
* COM 214	Communication Theory	2
COM 317	Digital Influence (3 semesters)	1, 1, 1
* COM 324	Web Content and Management	3
COM 354	Applied Social Media	3
COM 385	Practicum	3
* COM 399	Communication Portfolio	1
* COM 480	Senior Seminar	1
WRT 216	Writing for the Media	3
WRT 310	Multimedia Reporting	3
WRT 316	Copy Editing	3
* WRT 324	Photojournalism	3
* WRT 373	Feature Writing	3
<i>Choose from the courses below to total 6 credit hours</i>		
* COM 314	Communication Research	2
* COM 368	Intercultural Communication	3
COM 385	Practicum	1-4
* WRT 306	Writing for Children	3
* WRT 370	Special Topics	1-3
* WRT 390	Independent Study	1-4
<b>Total Credit Hours Required for the Professional Writing Major</b>		<b>44</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3, 3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^*π COM 212	Rhetoric	3
<b>Liberal Arts Pathways Courses</b>		
*π ART 204	Photography	3
<i>History</i>		3
<i>Literature</i>		3
<i>Mathematics</i>		3
<i>Music</i>		2
<i>Philosophy</i>		3
<i>Science</i>		4
<i>Social Science</i>		3
<b>Total General Education Credit Hours</b>		<b>57</b>
Electives		23
<b>Total B.A. in Professional Writing Credit Hours</b>		<b>124</b>

## Symbol Key

- <sup>^</sup> Grade of "C" or better required.
- <sup>\*</sup> This course has a prerequisite.
- <sup>#</sup> Possible waiver by exam.
- <sup>π</sup> A major course that meets General Education requirements.
- <sup>+</sup> Possible waiver with a specified number of transfer credits upon first-time admission.

## Professional Writing Learning Outcomes

Students will write and edit in multiple professional contexts including print, web, and social media. This broad-based program includes traditional journalism, writing and editing scripts, marketing copy, and writing for the web in addition to news and feature articles. Students will be equipped with a hands-on approach for a rapidly changing professional writing opportunities that still rely on excellent story-telling and information gathering techniques.

## Technology Requirements

All students in the Department of Communication and Media are encouraged to enter the program with a current MacBook Air or MacBook Pro and maintain a subscription to the Adobe Creative Cloud software package.

## Program Progress Check

Student progress will be assessed by the department at both the freshman and sophomore levels (first year for transfer students). Students must have a cumulative 2.5 GPA and pass the progress check to continue in the program.

## Study Abroad

Students may substitute coursework from the Oxford program or the American Studies Washington D.C. Strategic Communication program offered by the Coalition of Christian Colleges and Universities (CCCU). These semesters may meet the requirements for COM 385 Practicum, COR 400 Community to Come and electives. Admission to the program requires a separate application process. Information can be found at [www.bestsemester.com](http://www.bestsemester.com). Students should consult their academic advisor before proceeding with the application process.

## Complementary Programs

Students in the professional writing major are encouraged, but not required, to select a complementary minor and/or endorsements that will enhance their preparation for future careers.

## Extracurricular Opportunities

Students may have opportunities to create content for student media including the SAU Pulse, HOME.fm and The Arbor, and to write audio and video scripts for clients and short films. There may be opportunities to write promotional copy for department and campus events.

## Program Oversight

The professional writing major is overseen by the Department of Communication and Media. Courses with APR, AUD, COM, VID and WRT numbers are administered by this department. Questions about the major should be directed to the department chair.

## Psychology (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education π.</i>		
* PSY 200	Essentials of Psychology	3
* PSY 352	Research Design	4
* PSY 411	Systems of Psychology	3
* PSY 498	Capstone in Psychology	4
* PSY Electives		0-3
<i>Choose one option from the following</i>		
PSY 385	Psychology Practicum	4-12
* PSY 460	Senior Research Project	3-6
* PSY 480 and PSY 490	Thesis Prospectus and Honors Thesis	1, 3-6
<i>Choose at least one course from each of the following groups</i>		
<b>Experimental Psychology Group</b>		
* PSY 382 or PSY 403	Learning and Thinking or Physiological Psychology	4
<b>Developmental Psychology Group</b>		
* PSY 300	Psychological Issues in Children	3
* PSY 306	Adolescent and Early Adult Development	3
* PSY 309	Lifespan Development	3
<b>Clinical/Counseling Group</b>		
* PSY 305 or PSY 422	Abnormal Psychology or Methods and Procedures of Counseling	3
<b>Total Credit Hours Required for the Psychology Major</b>		<b>30</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3, 3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
*π PSY 100	Introduction to Psychology	3
*π PSY 351	Statistics for Behavioral Sciences	3
Art		2
History		3
Literature		3
Music		2
Philosophy		3
Science (PSY 403 may count as the General Education science)		4
<b>Total General Education Credit Hours</b>		<b>55-56</b>
Electives		40-41
<b>Total B.A. in Psychology Credit Hours</b>		<b>124</b>

## Symbol Key

<sup>^</sup> Grade of "C" or better required.

<sup>\*</sup> This course has a prerequisite.

<sup>#</sup> Possible waiver by exam.

<sup>π</sup> A major course that meets General Education requirements.

<sup>+</sup> Possible waiver with a specified number of transfer credits upon first-time admission.

## Psychology Learning Outcomes

Students in the psychology major will demonstrate an understanding of the methods and applications of the discipline of psychology within a Christian worldview. Students will employ experimental and clinical methods for studying persons; articulate theoretical concepts and research findings of the field; explain the historical background and philosophical assumptions underlying the methods and theories of modern psychology and how they apply to Christian belief and experience; and apply psychological knowledge to address significant human need in the field setting. Psychology students will be prepared for graduate study and/or entry-level careers in the helping professions, including but not limited to crisis intervention and counseling centers, community service agencies and social work programs, evaluation and intervention in the psychiatric clinical and hospital settings, substance-abuse programs, rehabilitation services, law enforcement, services and programs for senior citizens, youth ministry, services to children and adolescents with special needs and international service.

## Graduate School Preparation

Students planning to attend graduate school for studies in counseling or clinical psychology are advised that success in PSY 385/460 or 480/490 will enhance chances for acceptance into a quality program. If students intend to complete PSY 460 or 480/490 their senior year, they are encouraged to complete the PSY 351 and PSY 352 sequence no later than their junior year.

## Rationale for Major Courses

- In PSY 100, students will receive a broad overview of the sub-disciplines in the field.
- PSY 200 will provide students with some of the requisite skills that will help prepare them for graduate training or a career in the field of psychology.
- Through PSY 411, students gain historical perspective on the discipline of psychology and its relationship to a Christian worldview.
- By taking PSY 351 and PSY 352, students develop competence in the basic quantitative methods of inquiry used in the social sciences.
- Development psychology group of courses helps students obtain a basic knowledge of the major paradigms for understanding human development, of the philosophical assumptions that shape those paradigms, and of the strengths and limitations of each.
- Experimental physiological courses allow students to receive exposure to basic methods, logic, findings and theories in several of the traditional "hard science" sub-disciplines of psychology.
- From the course in the clinical/counseling area, students learn skills in how to relate more effectively to a diverse group of people.
- By taking either a psychology practicum or doing a research project, students will receive supervised experience in direct application of psychological knowledge.
- Through PSY 498, students will be able to demonstrate competencies in the field of psychology.

## Psychology Major Oversight

The psychology major is overseen by the Department of Psychology. Courses with the PSY number are administered by this department. Questions about the major should be directed to the department chair.

## Social Studies (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
Complete at least 20 credit hours in a primary discipline listed below.		
Communication (COM)		20
Economics (ECN)		20
Geography (GEO)		20
History (HIS)		20
Politics (POL)		20
Psychology (PSY)		20
Sociology (SOC)		20
Complete at least 8 credit hours in a second discipline listed above (may not repeat disciplines).		8
Complete at least 8 credit hours in a third discipline listed above (may not repeat disciplines).		8
<b>Total Credit Hours Required for the Social Studies Major</b>		<b>36</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
<i>NOTE: some courses used in the major may also count for General Education</i>		
Art		2
History		3
Literature		3
Mathematics		3
Music		2
Philosophy		3
Science		4
Social Science		3
<b>Total General Education Credit Hours</b>		<b>55-56</b>
Electives		34-35
<b>Total B.A. in Social Studies Credit Hours</b>		<b>124</b>

### Symbol Key

- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

### **Social Studies Learning Outcomes**

Students in the social studies major will examine the complexity of humans as individuals and as part of the social order. Students will articulate an understanding of the roots of society's multidimensional problems and solutions.

### **Upper-level Course Requirements**

Students are required to complete 40 credit hours of upper-level courses in order to graduate. Students in the social studies major should include upper-level coursework in their major and elective choices to ensure they will meet graduation requirements. At least 9 credit hours of upper-level work is required in the 20 credit hours of the primary discipline.

### **Study Abroad**

Students in the social studies major are encouraged to consider a semester off campus at one of the many programs described in the Cross Cultural Studies (CCS) section of the catalog. Many of the semester abroad programs will benefit the history major or minor's academic goals and may fulfill the CCS requirement as well as some General Education course requirements.

### **Program Oversight**

The social studies major is overseen by the Department of History, Geography and Politics. Courses with the HIS, GEO, POL and SST numbers are administered by this department. Questions about the major should be directed to the department chair.

## Social Studies Elementary Education (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
^ ECN 221	Introduction to Microeconomics	3
^* ECN 222	Introduction to Macroeconomics	3
^ GEO 221	Introduction to Geography	3
^ HIS 121	History of Civilization I	3
^ HIS 141	United States to 1877	3
^ GEO/HIS 331 or GEO/HIS 335	China, India, Japan or History of East Asia	3
^ HIS 361	Michigan History	3
^ POL 213	American National Government	3
^ POL Elective		3
Electives from ECN, GEO, HIS or POL courses not already used		9
<b>Total Credit Hours Required for the Social Studies Elementary Education Major</b>		<b>36</b>
<b>Education Option I Courses</b> (some Option II courses are also listed in General Education)		
<i>Other Option I courses are listed in General Education <sup>π</sup>.</i>		
<b>Planned Program</b>		
^* EDU 252	Teaching the Arts	1
^* EDU 376	Children's Literature	3
^ HPR 201	Teaching Elementary Health/PE	2
§* MAT 331	Foundations of School Math II	3
<b>Professional Program Courses</b>		
§ EDU 140	Exploring Critical Skills for the Professional Educator & Lab	3
§* EDU 202	Issues and Trends in American Education	2
^* EDU 242	Psychology Applied to Teaching and Learning	2
^* EDU 271	The Diverse Learner	4
§* EDU 350	Teaching Reading and Language Arts in Elementary School	5
§* EDU 352	Teaching Social Studies Methods in K-8 Schools	2
§* EDU 353	Teaching Science and Math STEM in K-8 Schools	4
^* EDU 360	Integrating Technology in Education	3
^* EDU 424	Elementary and Middle School Reading Problems	3
‡* EDU 429	Effective Classroom Management, Assessment and Instruction	3
§* EDU 430E	Seminar in Teaching	3
^* EDU 450E	Direct Teaching-Elementary	9
<b>Total Credit Hours Required for Education Option I Courses</b>		<b>52</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
§* ENG 104	College Writing	3
§*# ENG 304	Writing and Research	3
^π HPR 101	Personal Fitness and Wellness	2
^π SPE 212	Fundamentals of Speech	3

## SOCIAL STUDIES

### Liberal Arts Pathways Courses

<i>Philosophy</i>		3
<sup>^π</sup> ART 152	Art Foundations	2
<sup>^*π</sup> ENG 112	World Literature	3
<sup>^*π</sup> MAT 330	Foundations of School Math I	3
<sup>^π</sup> MUS 152	Music Foundations	2
<sup>§π</sup> NSC 200	Elementary Science Survey-Science by Inquiry	4
<sup>^π</sup> PSY 100	Introduction to Psychology	3
<sup>§π</sup> SST 200	Human Society: Learning in the Social Studies	3
<b>Total General Education Credit Hours</b>		<b>56</b>
<b>Total B.A. in Social Studies Elementary Education Credit Hours</b>		<b>144</b>

### Symbol Key

- <sup>‡</sup> Grade of "B" or better required.
- <sup>§</sup> Grade of "B-" or better required.
- <sup>^</sup> Grade of "C" or better required.
- <sup>\*</sup> This course has a prerequisite.
- <sup>#</sup> Possible waiver by exam.
- <sup>π</sup> An Option I course that meets General Education requirements.
- <sup>+</sup> Possible waiver with a specified number of transfer credits upon first-time admission.

### Social Studies Learning Outcomes

Students in the social studies major will examine the complexity of humans as individuals and as part of the social order. Students will articulate an understanding of the roots of society's multidimensional problems and solutions.

### Upper-level Course Requirements

At least 9 credit hours of upper-level work are required in the major courses.

### Teacher Certification

Students in this program should be aware of the schedule for the Michigan Test for Teacher Certification (MTTC).

### Program Oversight

The social studies elementary major is overseen by the Department of History, Geography and Politics. Courses with the HIS, GEO, POL and SST numbers are administered by this department. Questions about the major should be directed to the department chair.

The education Option I portion of this degree program is overseen by the School of Education. For additional teacher education policies and requirements, please refer to the Teacher Education section of this catalog.

## Social Studies Secondary Education-Comprehensive (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education π.</i>		
^ ECN 221	Introduction to Microeconomics	3
^* ECN 222	Introduction to Macroeconomics	3
^ GEO 221	Introduction to Geography	3
^ GEO/HIS 331 or GEO/HIS 335	China, India, Japan or History of East Asia	3
HIS 122	History of Civilization II	3
^ HIS 141	United States to 1877	3
^ HIS 142	United States since 1877	3
^ HIS 361	Michigan History	3
^ HIS 480	Philosophy of History	3
^ POL 213	American National Government	3
^ POL 311	Comparative Government	3
^ POL Elective	Any POL course not already used	3
^ SST 300	Teaching Social Studies Standards	3
<i>Choose one course from the following</i>		
^ HIS 307 or HIS 308	Colonial America 1492-1760 or The American Revolution	3
^ HIS 309	Civil War and Reconstruction	3
^ HIS 310	20 <sup>th</sup> Century America	3
^ HIS 313	America in the 1960s	3
^ HIS 340	Women in American History	3
^ HIS 368	Diplomatic History	3
<i>Choose one course from the following</i>		
^ HIS 302 or HIS 303	19 <sup>th</sup> Century Europe or 20 <sup>th</sup> Century Europe	3
^ HIS 306	The Makings of Modern Europe	4
^ HIS 403	History of Biblical Interpretation and Criticism	3
<i>Choose one course from the following</i>		
^ HIS 304	Geography and History of Russia and the Former Soviet Union	3
^ HIS 331	China, India, Japan	3
^ HIS 332	Africa	3
^ HIS 333	Latin America (Guatemala Semester only)	3
^ HIS 334	The Middle East	3
^ HIS 337	Chinese Civilization and Culture	3
<b>Total Credit Hours for the Social Studies Secondary Education-Comprehensive Major</b>		<b>51-52</b>
<b>Education Courses</b>		
<b>Secondary Professional Education Courses</b>		
§ EDU 140	Exploring Critical Skills for the Professional Educator & Lab	3
§* EDU 202	Issues and Trends in American Education	2
^* EDU 242	Psychology Applied to Teaching and Learning	2
^* EDU 271	The Diverse Learner	4
§* EDU 336	Teaching at the Secondary Level	2
§* EDU 344	Teaching History and Social Studies at the Secondary Level	2
^* EDU 360	Integrating Technology in Education	3
^* EDU 425	Reading Development in Middle and Secondary Content Areas	3
‡* EDU 429	Effective Classroom Management, Assessment and Instruction	3
§* EDU 430S	Seminar in Teaching: Secondary	3
^* EDU 450S	Directed Teaching: Secondary	9
<b>Total Credit Hours for Education Courses</b>		<b>36</b>

## SOCIAL STUDIES

**General Education** (See General Education section for course options where no course is specified.)

### Community of Learners Core Courses

+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3

### Biblical Studies Courses

+ BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3
-----------------------	---	---

### Liberal Arts Skills Courses

§* ENG 104	College Writing	3
§*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^Δ SPE 212	Fundamentals of Speech	3

### Liberal Arts Pathways Courses

^π HIS 121	History of Civilization I	3
*Δ PSY 100	Introduction to Psychology	3

Art

2

Literature

3

Mathematics

3

Music

2

Philosophy

3

Science

4

### Total General Education Credit Hours

56

### Total B.A. in Social Studies Secondary Ed.-Comprehensive Credit Hours

143-144

## Social Studies Secondary Education-Group (B.A.)

Course Number	Course Title	Credit Hours
---------------	--------------	--------------

### Major Courses

*Other major courses listed in General Education π.*

^ ECN 221	Introduction to Microeconomics	3
^* ECN 222	Introduction to Macroeconomics	3
^ GEO 221	Introduction to Geography	3
^ GEO/HIS 331 or GEO/HIS 335	China, India, Japan or History of East Asia	3
HIS 122	History of Civilization II	3
^ HIS 141	United States to 1877	3
^ HIS 142	United States Since 1877	3
^ HIS 361	Michigan History	3
^ POL 213	American National Government	3
^ POL 311	Comparative Government	3
^ SST 300	Teaching Social Studies Standards	3

### Total Credit Hours for the Social Studies Secondary Education Major

36

### Education Courses

#### Secondary Professional Education Courses

§ EDU 140	Exploring Critical Skills for the Professional Educator & Lab	3
§* EDU 202	Issues and Trends in American Education	2
^* EDU 242	Psychology Applied to Teaching and Learning	2
^* EDU 271	The Diverse Learner	4
§* EDU 336	Teaching at the Secondary Level ( <i>or minor content area methods course</i> )	2
§* EDU 344	Teaching History and Social Studies at the Secondary Level	2

## SOCIAL STUDIES

^*	EDU 360	Integrating Technology in Education	3
^*	EDU 425	Reading Development in Middle and Secondary Content Areas	3
‡*	EDU 429	Effective Classroom Management, Assessment and Instruction	3
§*	EDU 430S	Seminar in Teaching: Secondary	3
^*	EDU 450S	Directed Teaching: Secondary	9
<b>Total Credit Hours Required for Education Courses</b>			<b>36</b>

**General Education** (See General Education section for course options where no course is specified.)

### Community of Learners Core Courses

+	COR 100	Life in Community	3
‡*	COR 200	Community Place and Responsibility	3
‡*	COR 274/275	Community Across Cultures	4
*	COR 300	Community and Christian Tradition	3
*	COR 400	Community to Come	3

### Biblical Studies Courses

+	BIB 217	Old Testament Survey	3
+	BIB 218	New Testament Survey	3

### Liberal Arts Skills Courses

§*	ENG 104	College Writing	3
§*#	ENG 304	Writing and Research	3
	HPR 101	Personal Fitness and Wellness	2
^Δ	SPE 212	Fundamentals of Speech	3

### Liberal Arts Pathways Courses

^π	HIS 121	History of Civilization I	3
*Δ	PSY 100	Introduction to Psychology	3

<i>Art</i>		2
<i>Literature</i>		3
<i>Mathematics</i>		3
<i>Music</i>		2
<i>Philosophy</i>		3
<i>Science</i>		4

**Total General Education Credit Hours** **56**

Choose a certifying minor (see Teacher Education for more information) 20

**Total B.A. in Social Studies Secondary Education-Group Credit Hours** **148**

### Symbol Key

- ‡ Grade of "B" or better required.
- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- Δ Required support course that meets General Education requirements.
- π A major course that meets General Education requirements.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

### Social Studies Learning Outcomes

Students in the social studies secondary education majors will examine the complexity of humans as individuals and as part of the social order. Students will articulate an understanding of the roots of society's multidimensional problems and solutions. Students will be prepared to teach social studies in Michigan secondary schools.

### **Upper-level Course Requirements**

At least 9 credit hours of upper-level work are required in the major courses.

### **Model Legislative Participation**

Students in the social studies secondary education majors are highly encouraged to participate in model U.N. or model Arab League to gain additional, valuable experience in an extracurricular activity common to many secondary education institutions.

### **Teacher Certification**

Students in this program should be aware of the schedule for the Michigan Test for Teacher Certification (MTTC).

### **Program Oversight**

The social studies secondary education majors are overseen by the Department of History, Geography and Politics. Courses with the HIS, GEO, POL and SST numbers are administered by this department. Questions about the major should be directed to the department chair. The education Option I portion of these programs are overseen by the School of Education. For additional teacher education policies and requirements, please refer to the Teacher Education section of this catalog.

## Social Work (B.S.W.)

The social work program is delivered on our main campus in semester-long delivery and in online and off-campus sites in modular, accelerated delivery formats. General Education requirements vary depending on the student's chosen delivery format.

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education π.</i>		
POL 213 or POL 214	American National Government or State and Local Government	3
SOC 101	Introduction to Sociology	3
€* SWK 281	Introduction to Social Work	3
* SWK 305	Human Behavior in the Social Environment	3
* SWK 311	Racial and Cultural Minorities	3
* SWK 335	Interviewing	3
* SWK 340	Practice with Individuals and Families	3
* SWK 352	Research Design	3
* SWK 442	Social Welfare Policies	3
* SWK 446	Practice with Groups	3
* SWK 447	Practice with Communities and Organizations	3
* SWK 450	Internship	10
* SWK 480	Internship Seminar	2
<i>Choose one course from the following</i>		
ECN 101 or ECN 221	Introduction to Economics or Introduction to Microeconomics	3
* ECN 222	Introduction to Macroeconomics	3
<b>Total Credit Hours Required for the Social Work Major</b>		<b>48</b>

### General Education for the Main Campus program

(See General Education section for course options where no course is specified.)

#### Community of Learners Core Courses

+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3

#### Biblical Studies Courses

+ BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3, 3
-----------------------	---	------

#### Liberal Arts Skills Courses

^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3

#### Liberal Arts Pathways Courses

*π BIO 100 or PSY 403	Principals of Biology or Physiological Psychology (with permission)	4
*π PSY 100	Introduction to Psychology	3
*π SWK/PSY 351	Statistics for Behavioral Sciences	3

<i>Art</i>	2
<i>History</i>	3
<i>Literature</i>	3
<i>Music</i>	2
<i>Philosophy</i>	3

**Total General Education Credit Hours for Main Campus** **55-56**

Electives for Main Campus 20-21

## General Education for the SAU Global Programs

(See Global General Education section for course options where no course is specified.)

### Core Courses

+ IDS 100	Introduction to the Liberal Arts	3
+ IDS 200	Christian Faith: Issues and Cultures	3
IDS 300	Biblical Perspectives	3
IDS 400	Values: Personal and Social	3
+ HIS/GEO Course	One non-western history or geography course ( <i>cross cultural requirement</i> )	2+

### Liberal Arts Skills Courses

^ ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
^# SPE 212	Fundamentals of Speech	3

### Liberal Arts Pathways Courses

π BIO 101	Principles of Human Biology ( <i>lab science requirement</i> )	3
π* PSY 100	Introduction to Psychology ( <i>social science requirement</i> )	3
π SWK 351	Statistics for Behavioral Sciences ( <i>math requirement</i> )	3

*Art/Music/Fine Arts*

2

*Humanities (philosophy, religion, literature, non-English languages)*

2+

### Total General Education Credit Hours for Global Sites

**36**

Possible Electives for SAU Global

40

### Total B.S.W. Credit Hours (all delivery methods)

**124**

## Symbol Key

^ Grade of "C" or better required.

€ Grade of "C+" or better required.

\* This course has a prerequisite.

# Possible waiver.

π A major course that meets General Education requirements.

+ Possible waiver with a specified number of transfer credits upon first-time admission.

§ Main campus students with minors or second degree majors in disciplines that require statistics and research design courses must take the course with the higher number of credit hours. For example, PSY 352 Research Design in the psychology department is 4 credit hours, whereas SWK 352 is 3 credit hours. Students working on a psychology minor or second degree must take the PSY 352 for 4 credit hours in place of SWK 352.

## Social Work Learning Outcomes

Students will use a planned problem-solving process to help individuals improve relationships and resolve problems. Students will assess the interaction between individuals and their environments for intervention strategies. Students will demonstrate competency of social work skills through an internship experience. Students will analyze social work theory. Students will explore how Christian beliefs can be integrated with the knowledge, skills and values of the profession. Students will be prepared for generalist social work and/or entry into graduate programs for social work.

## Social Work Mission

The social work program is dedicated to helping students build on and integrate their liberal arts foundation with the knowledge and skills of the social work profession and to apply social work and Christian values to ethical social work practice. We are also dedicated to preparing competent generalist social workers who are sensitive to and appreciative of diversity, commitment to social and economic justice, and prepared to empower individuals, families, groups, organizations and communities.

## Social Work Goals

- To prepare students for generalist social work practice with professional knowledge, values and skills
- To provide students with a sound foundation for graduate social work education

## Acceptance into the Social Work Program

Application to the program is required before junior-level practice courses are taken after the successful completion of SWK 281. Freshmen, sophomores and transfer students can declare their intent to major in social work and will be assigned to a social work advisor who will help them prepare for acceptance. Transfer students who have completed the equivalent of SWK 281 at another accredited program may provisionally take one semester of junior-level courses while they apply to and are accepted into the program. Social work faculty determine admission based on the adequate completion of all requirements. (See the Social Work Handbook for more information.)

To be accepted into the major, students must meet the following criteria:

- Cumulative college GPA of 2.5 or better. (Conditional acceptance may be granted for students having a GPA lower than 2.5, which then requires a minimum of "B" in SWK 281 Introduction to Social Work.)
- Successful completion of a college writing course with a grade of "C" or better.
- Successful completion of SWK 281 Introduction to Social Work with a grade of "C+" or better.
- Timely submission of application materials for admission to the social program. These materials can be obtained from and returned to the program director or designee.
- A personal interview with social work faculty.

## Minimum GPA Requirement

Students in the social work program must maintain a minimum 2.5 GPA to continue in program.

## Course Sequencing

Because the curriculum has been developed to build on previous learning, deviations from this sequence will be allowed only in extreme circumstances, and require approval from the academic advisor.

## Life-learning Credit

Though life-learning credit may be earned for General Education requirements and electives, no life-learning credit will be granted for social work courses.

## Internship Information

An internship is required for this program. Convicted felons may be limited to the type of location or client population in which their internships may be conducted. Qualified students are permitted to participate in internships away from campus and abroad. See the social work handbook for more information.

## Licensure

To use the title of social worker in Michigan, a person must be licensed by the state. Information about licensure can be found in the social work handbook.

## Accreditation

The social work program at Spring Arbor University is accredited by the Council on Social Work Education.

## Social Work Major Oversight

The social work major is overseen by the Department of Social Work. Courses with the SWK number are administered by this department. Questions about the major should be directed to the director of the BSW program. Students may refer to the departmental handbook for more information.

## Sociology (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education π.</i>		
SOC 101	Introduction to Sociology	3
SOC 210	Careers in Sociology and Global Studies	1
SOC 311	Racial and Ethnic Relations	3
SOC 325	Religion, Self and Society	3
SOC 327	Social Stratification	3
* SOC 352	Research Design	3
SOC 360	Gender and Society	3
* SOC 452	Sociological Theory	3
* SOC 480	Senior Seminar	1
SOC 484	Spirituality, Faith and Justice	3
<b>Total Credit Hours Required for the Sociology Major</b>		<b>26</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
π SOC 100	Modern Social Problems	3
π SOC 351	Statistics for Sociology	4
Art		2
History		3
Literature		3
Music		2
Philosophy		3
Science		4
<b>Total General Education Credit Hours</b>		<b>56-57</b>
Electives		41-42
<b>Total B.A. in Sociology Credit Hours</b>		<b>124</b>

### Symbol Key

- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- π A major course that meets General Education requirements.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

**Sociology Learning Outcomes**

Students in the sociology program will demonstrate understanding of social order, social conflict, and social change. Students will analyze social constructs and develop intervention skills applicable to families and small groups as well as complex organizations and communities. Students will demonstrate capabilities of critical reflection and analysis rooted in Christian values in preparation to participate in the contemporary world. Students will be prepared for careers in organizational development, social work, teaching, business, communications, pre-law, or Christian ministry.

**Upper-level Course Requirements**

Depending on which courses students choose in the sociology major, they may not acquire 40 credit hours of upper-level (numbered 300 and above) coursework. However, students are required to complete 40 credit hours of upper-level courses in order to graduate. Students in the sociology major should include upper-level coursework in their electives to ensure they will meet graduation requirements.

**Complementary Semester Programs**

Students are encouraged to consider the CCCU's semesters in Washington D.C. or Costa Rica, SAU's Guatemala Semester Abroad, or a semester experience through the Chicago Semester.

**Program Oversight**

The sociology major is overseen by the Department of Sociology. Courses with CRJ and SOC numbers are administered by this department. Questions about the major should be directed to the department chair.

## Spanish (B.A.)

Course Number	Course Title	Credit Hours
<b>Prerequisite Courses</b>		
↑ SPA 101	Elementary Spanish I	3
*↑ SPA 102	Elementary Spanish II	3
*↑ SPA 201	Intermediate Spanish I	3
*↑ SPA 202	Intermediate Spanish II	3
<b>Major Courses</b>		
€* SPA 306	Introduction to Spanish Literature and Civilization	3
* SPA 300-499	Upper-level Spanish courses to 27 credit hours	27
<b>Total Credit Hours Required for the Spanish Major</b>		<b>30</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
* COR 274/275	Community Across Cultures (Guatemala)	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
<i>Art</i>		2
<i>History</i>		3
<i>Literature</i>		3
<i>Mathematics</i>		3
<i>Music</i>		2
<i>Philosophy</i>		3
<i>Science</i>		4
<i>Social Science</i>		3
<b>Total General Education Credit Hours</b>		<b>55-56</b>
Electives ( <i>including prerequisite Spanish courses</i> )		38-39
<b>Total B.A. in Spanish Credit Hours</b>		<b>124</b>

### Symbol Key

- € Grade of "B-" or better required.
- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- + Possible waiver with a specified number of transfer credits upon first-time admission.
- ↑ Does not count toward the major.

## Spanish Learning Outcomes

Students in the Spanish major will demonstrate the ability to comprehend and interpret the literature, civilization and culture of the country or countries in which the language is spoken. Students will identify issues related to the multiculturalism and diversity of the population within various contexts. Students will present language acquisition skills.

## Prerequisite Spanish Courses

When developing a graduation plan, students should keep in mind that the requirements for SPA 100 and 200 level courses must be fulfilled prior to SPA 306 Introduction to Spanish Literature and Civilization. Students may register for the courses at SAU or meet the requirements through one of the following alternative ways: CLEP or AP exams, or four years of high school language courses with a grade of "B" or better. Students who must meet the prerequisites by taking the SPA 101, 102, 201 and 202 courses will struggle to meet major requirements within four years due to the course rotation schedule. Students should meet with the World Languages Department Chair for solutions. These courses do not count toward the major.

## Residency Requirement

Students must take at least 50% of the required 300-499 Spanish courses on the SAU campus for this program.

## Immersion Experience

Spanish majors will register for 15 credit hours of upper-level Spanish courses (300-499) with a Department of World Languages approved semester abroad program. Students must complete SPA 306 Introduction to Spanish Literature and Civilization with a grade of "B-" or better prior to registration for a semester abroad experience.

## Registration Recommendation

It is recommended that students register for at least one 300-level or above Spanish course on campus each semester in addition to the course credit they will acquire in the immersion experience.

## Upper-level Course Requirements

Depending on which courses students choose in the Spanish major, they may not acquire 40 credit hours of upper-level (numbered 300 and above) coursework. However, students are required to complete 40 credit hours of upper-level courses in order to graduate. Students should include upper-level coursework in their electives to ensure they will meet graduation requirements.

## Program Oversight

The Spanish major is overseen by the Department of World Languages. Courses with ARA, CHI, FRE, GER, and SPA numbers and the language courses offered through approved study abroad programs are administered by this department. Questions about the major should be directed to the department chair.

## Spanish Elementary Education (B.A.)

Course Number	Course Title	Credit Hours
<b>Prerequisite Courses</b>		
↑ SPA 101	Elementary Spanish I	3
*↑ SPA 102	Elementary Spanish II	3
*↑ SPA 201	Intermediate Spanish I	3
*↑ SPA 202	Intermediate Spanish II	3
<b>Major Courses</b>		
€* SPA 306	Introduction to Spanish Literature and Civilization	3
^* SPA 300-499	Upper-level Spanish courses to 27 credit hours	27
<b>Total Credit Hours Required for the Spanish Content Area</b>		<b>30</b>
<b>Education Option II Courses</b>		
<i>Other Option II course listed in General Education π.</i>		
<b>Planned Program</b>		
^* EDU 252	Teaching the Arts	1
§* MAT 331	Foundations of School Math II	3
^ EDU/HPR 201	Teaching Elementary Health/PE	2
^* RDG 426	Reading Interventions and Remediation	3
§ SST 200	Human Society: Learning in the Social Studies	3
<i>Choose one of the following</i>		
^ BIO 281	Environmental Science	4
^ PHY 102	Conceptual Physics	4
^ PHY 120	Introduction to Earth Science	4
<b>Professional Program</b>		
<b>Required Support</b>		
§* EDU 346E	Teaching World Languages (Elementary)	2
<b>Professional Program Courses</b>		
§ EDU 140	Exploring Critical Skills for the Professional Educator & Lab	3
§* EDU 202	Issues and Trends in American Education	2
^* EDU 242	Psychology Applied to Teaching and Learning	2
^* EDU 271	The Diverse Learner	4
§* EDU 350	Teaching Reading and Language Arts in Elementary School	5
§* EDU 352	Teaching Social Studies Methods in K-8 Schools	2
§* EDU 353	Teaching Science and Math STEM in K-8 Schools	4
^* EDU 360	Integrating Technology in Education	3
^* EDU 424	Elementary and Middle School Reading Problems	3
‡* EDU 429	Effective Classroom Management, Assessment and Instruction	3
§* EDU 430E	Seminar in Teaching	3
^* EDU 450E	Direct Teaching-Elementary	9
<b>Total Credit Hours Required for Education Option II Courses</b>		<b>59</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3, 3
<b>Liberal Arts Skills Courses</b>		
§*π ENG 104	College Writing	3

## SPANISH

§*#	ENG 304	Writing and Research	3
^π	HPR 101	Personal Fitness and Wellness	2
^π	SPE 212	Fundamentals of Speech	3
<b>Liberal Arts Pathways Courses</b>			
^π	ART 152	Art Foundations	2
^*π	ENG 112	World Literature	3
^π	HIS 141	U.S. History to 1877	3
^*π	MAT 330	Foundations of School Math I	3
^π	MUS 152	Music Foundations	2
§π	NSC 200	Elementary Science Survey-Science by Inquiry	4
^π	PSY 100	Introduction to Psychology	3
	<i>Philosophy</i>		3
<b>Total General Education Credit Hours</b>			<b>56</b>
<b>Total B.A. in Spanish Elementary Education Credit Hours</b>			<b>145</b>

### Symbol Key

- ‡ Grade of "B" or better required.
- § Grade of "B-" or better required.
- ^ Grade of "C" or better required.
- € Grade of "C+" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- π An Option II course that meets General Education requirements.
- + Possible waiver with a specified number of transfer credits upon first-time admission.
- ↑ Does not count toward the major.

### Spanish Elementary Education Learning Outcomes

Students in the Spanish major will demonstrate the ability to comprehend and interpret the literature, civilization, and culture of Spanish-speaking countries. Students will identify issues related to the multiculturalism and diversity of the Spanish-speaking peoples. Spanish students will be prepared to teach Spanish in secondary schools in Michigan by preparing for the Michigan Test for Teacher Certification (MTTC) and the Oral Proficiency Interview (OPI).

### Prerequisite Spanish Courses

When developing a graduation plan, students should keep in mind that the requirements for SPA 100 and 200 level courses must be fulfilled prior to SPA 306 Introduction to Spanish Literature and Civilization. Students may register for the courses at SAU or meet the requirements through one of the following alternative ways: CLEP or AP exams, or four years of high school language courses with a grade of "B" or better. Students who must meet the prerequisites by taking the SPA 101, 102, 201 and 202 courses will struggle to meet major requirements within four years due to the course rotation schedule. Students should meet with the World Languages Department Chair for solutions. These courses do not count toward the major.

### Residency Requirement

Students must take at least 50% of the required 300-499 Spanish courses on the SAU campus.

### Immersion Experience

Spanish majors will register for 15 credit hours of upper-level Spanish courses (300-499) with a Department of World Languages approved semester abroad program. Students must complete SPA 306 Introduction to Spanish Literature and Civilization with a grade of "B-" or better prior to registration for a semester abroad experience.

**Registration Recommendation**

It is recommended that students register for at least one 300-level or above Spanish course on campus each semester in addition to the course credit they will acquire in the immersion experience.

**K-12 Certification Endorsement**

Students wishing to be eligible for K-12 certification may do so by taking EDU 346S (Secondary) in addition to EDU 346E (Elementary).

**Oral Proficiency Interview for Teacher Certification**

Students desiring Michigan certification are responsible for meeting all certification requirements of the Michigan Department of Education (MDE) whether or not they are explicitly stated in this catalog. The MDE requires all world language endorsement candidates to pass the Oral Proficiency Interview (OPI). For more information about the OPI, students should contact the chair of the Department of World Languages.

**Teacher Certification**

Students in this program should be aware of the schedule for the Michigan Test for Teacher Certification (MTTC).

**Program Oversight**

The Spanish major is overseen by the Department of World Languages. Courses with ARA, CHI, FRE, GER, and SPA numbers and the language courses offered through approved study abroad programs are administered by this department. Questions about the major should be directed to the department chair.

The education portion of this degree program is overseen by the School of Education. For additional teacher education policies and requirements, please refer to the Teacher Education section of this catalog.

## Spanish Secondary Education (B.A.)

Course Number	Course Title	Credit Hours
<b>Prerequisite Courses</b>		
↑ SPA 101	Elementary Spanish I	3
*↑ SPA 102	Elementary Spanish II	3
*↑ SPA 201 and SPA 202	Intermediate Spanish I and Intermediate Spanish II	3, 3
<b>Major Content Area Courses</b>		
€* SPA 306	Introduction to Spanish Literature and Civilization	3
^* SPA 300-499	Upper-level Spanish courses to 27 credit hours	27
<b>Total Credit Hours Required for the Spanish Major Content Area</b>		<b>30</b>
<b>Education Courses</b>		
<b>Secondary Professional Education Courses</b>		
§ EDU 140	Exploring Critical Skills for the Professional Educator & Lab	3
§* EDU 202	Issues and Trends in American Education	2
^* EDU 242	Psychology Applied to Teaching and Learning	2
^* EDU 271	The Diverse Learner	4
§* EDU 336	Teaching at the Secondary Level (or minor content area methods course)	2
§* EDU 346S	Teaching World Languages (Secondary)	2
^* EDU 360	Integrating Technology in Education	3
^* EDU 425	Reading Development in Middle and Secondary Content Areas	3
‡* EDU 429	Effective Classroom Management, Assessment and Instruction	3
§* EDU 430S	Seminar in Teaching: Secondary	3
^* EDU 450S	Directed Teaching: Secondary	9
<b>Total Credit Hours Required for Education Courses</b>		<b>36</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3, 3
<b>Liberal Arts Skills Courses</b>		
§* ENG 104	College Writing	3
§*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^Δ SPE 212	Fundamentals of Speech	3
<b>Liberal Arts Pathways Courses</b>		
*Δ PSY 100	Introduction to Psychology	3
<i>Art</i>		2
<i>History</i>		3
<i>Literature</i>		3
<i>Mathematics</i>		3
<i>Music</i>		2
<i>Philosophy</i>		3
<i>Science</i>		4
<b>Total General Education Credit Hours</b>		<b>56</b>
Choose a certifying minor (see Teacher Education for more information)		20
<b>Total B.A. in Spanish Secondary Education Credit Hours</b>		<b>142</b>

## Symbol Key

- ‡ Grade of "B" or better required.
- § Grade of "B-" or better required.
- ^ Grade of "C" or better required.
- € Grade of "C+" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- △ Required support course that meets General Education requirements.
- + Possible waiver with a specified number of transfer credits upon first-time admission.
- ↑ Does not count toward the major.

## Spanish Secondary Education Learning Outcomes

Students in the Spanish major will demonstrate the ability to comprehend and interpret the literature, civilization, and culture of Spanish-speaking countries. Students will identify issues related to the multiculturalism and diversity of the Spanish-speaking peoples. Spanish students will be prepared to teach Spanish in secondary schools in Michigan by preparing for the Michigan Test for Teacher Certification (MTTC) and the Oral Proficiency Interview (OPI).

## Prerequisite Spanish Courses

When developing a graduation plan, students should keep in mind that the requirements for SPA 100 and 200 level courses must be fulfilled prior to SPA 306 Introduction to Spanish Literature and Civilization. Students may register for the courses at SAU or meet the requirements through one of the following alternative ways: CLEP or AP exams, or four years of high school language courses with a grade of "B" or better. Students who must meet the prerequisites by taking the SPA 101, 102, 201 and 202 courses will struggle to meet major requirements within four years due to the course rotation schedule. Students should meet with the World Languages Department Chair for solutions. These courses do not count toward the major.

## Residency Requirement

Students must take at least 50% of the required 300-499 Spanish courses on the SAU campus for this program.

## Immersion Experience

Spanish majors will register for 15 credit hours of upper-level Spanish courses (300-499) with a Department of World Languages Approved semester abroad program. Students must complete SPA 306 Introduction to Spanish Literature and Civilization with a grade of "B-" or better prior to registration for a semester abroad.

## Registration Recommendation

It is recommended that students register for at least one 300-level or above Spanish course on campus each semester in addition to the course credit they will acquire in the immersion experience.

## K-12 Certification Endorsement

Students wishing to be eligible for K-12 certification may do so by taking EDU 346E (Elementary) in addition to EDU 346S (Secondary).

## Teacher Certification

Students in this program should be aware of the schedule for the Michigan Test for Teacher Certification (MTTC).

**Oral Proficiency Interview for Teacher Certification**

Students desiring Michigan certification are responsible for meeting all certification requirements of the Michigan Department of Education (MDE) whether or not they are explicitly stated in this catalog. The MDE requires all world language endorsement candidates to pass the Oral Proficiency Interview (OPI). For more information about the OPI, students should contact the chair of the Department of World Languages.

**Program Oversight**

The Spanish secondary education major is overseen by the Department of World Languages. Courses with ARA, CHI, FRE, GER, and SPA numbers and the language courses offered through approved study abroad programs are administered by this department. Questions about the major should be directed to the department chair.

The education portion of this degree program is overseen by the School of Education. For additional teacher education policies and requirements, please refer to the Teacher Education section of this catalog.

## Special Education-Elementary: Learning Disabilities (B.A.)

Course Number	Course Title	Credit Hours
---------------	--------------	--------------

### Major Courses

^* SED 200	Foundations in Special Education	3
^* SED 209	Human Development for Exceptional Learners	3
^* SED 300	Curriculum Design and Strategic Interventions	3
^* SED 305	Classroom Management and Behavior Strategies	3
^* SED 340	Laws and Policies for Special Education	3
^* SED 360	Technology for Special Education	3
§* SED 420	Elementary Special Education Methods	3
§* SED 421	Secondary Special Education Methods	3
^ SED 423	Special Education Assessment	3
^* SED 426	Professional Practice and Collaboration	3

Choose one of the following tracks

### Certification Track Courses

^* SED 430	Internship Seminar	1
^* SED 450	Internship Site-Based Experience	6

### Non-teaching Track Courses

^* SED 385	Practicum with Special Needs Population ( <i>highly recommended</i> )	1-8
------------	---	-----

**Total Credit Hours Required for Special Education-Elementary: Learning Disabilities** **31-38**

### Major

### Education Option II Courses

Other Option II course listed in General Education π.

### Planned Program

^* EDU 252	Teaching the Arts	1
§* MAT 331	Foundations of School Math II	3
^ EDU/HPR 201	Teaching Elementary Health/PE	2
^* RDG 426	Reading Interventions and Remediation	3
^ SST 200	Human Society: Learning in the Social Studies	3

Choose one of the following

^ BIO 281	Environmental Science	4
^ PHY 102	Conceptual Physics	4
^ PHY 120	Introduction to Earth Science	4

### Professional Program Courses

§ EDU 140	Exploring Critical Skills for the Professional Educator & Lab	3
§* EDU 202	Issues and Trends in American Education	2
^* EDU 242	Psychology Applied to Teaching and Learning	2
^* EDU 273	Diversity Issues for Educators	2
§* EDU 350	Teaching Reading and Language Arts in Elementary School	5
§* EDU 352	Teaching Social Studies Methods in K-8 Schools	2
§* EDU 353	Teaching Science and Math STEM in K-8 Schools	4
^* EDU 360	Integrating Technology in Education	3
^* EDU 424	Elementary and Middle School Reading Problems	3
‡* EDU 429	Effective Classroom Management, Assessment and Instruction	3
§* EDU 430E or EDU 430S	Seminar in Teaching	3
^* EDU 450E or EDU 450S	Direct Teaching-Elementary	6

**Total Credit Hours Required for Education Option II Courses** **54**

**General Education** (See General Education section for course options where no course is specified.)

### Community of Learners Core Courses

+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3

## SPECIAL EDUCATION

+*	COR 274/275	Community Across Cultures	4
*	COR 300	Community and Christian Tradition	3
*	COR 400	Community to Come	3
<b>Biblical Studies Courses</b>			
+	BIB 217	Old Testament Survey	3
+	BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>			
§*π	ENG 104	College Writing	3
§*#	ENG 304	Writing and Research	3
π	HPR 101	Personal Fitness and Wellness	2
^π	SPE 212	Fundamentals of Speech	3
<b>Liberal Arts Pathways Courses</b>			
^π	ART 152	Art Foundations	2
^*π	ENG 112	World Literature	3
^π	HIS 141	U.S. History to 1877	3
^*π	MAT 330	Foundations of School Math I	3
^π	MUS 152	Music Foundations	2
§π	NSC 200	Elementary Science Survey-Science by Inquiry	4
^*π	PSY 100	Introduction to Psychology	3
	<i>Philosophy</i>		3
<b>Total General Education Credit Hours</b>			<b>56</b>
<b>Total B.A. in Special Ed.-Elementary: Learning Disabilities Credit Hours</b>			<b>141-148</b>

### Symbol Key

- ‡ Grade of "B" or better required.
- § Grade of "B-" or better required.
- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- π An Option II course that meets General Education requirements.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

## Special Education-Secondary: Learning Disabilities (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
^* SED 200	Foundations in Special Education	3
^* SED 209	Human Development for Exceptional Learners	3
^* SED 300	Curriculum Design and Strategic Interventions	3
^* SED 305	Classroom Management and Behavior Strategies	3
^* SED 340	Laws and Policies for Special Education	3
^* SED 360	Technology for Special Education	3
§* SED 420	Elementary Special Education Methods	3
§* SED 421	Secondary Special Education Methods	3
^ SED 423	Special Education Assessment	3
^* SED 426	Professional Practice and Collaboration	3
<i>Choose one of the following tracks</i>		
<b>Certification Track Courses</b>		
^* SED 430S	Seminar in Teaching Special Education: Learning Disabilities	1
^* SED 450S	Mentored Experience in Teaching Special Education: Learning Disabilities	6

## SPECIAL EDUCATION

### Non-Teaching Track Courses

<sup>^\*</sup> SED 385 Practicum (*not required, but highly recommended*) 1-8

**Total Credit Hours Required for Special Education-Secondary: Learning Disabilities Major 31-38**

### Education Courses

#### Secondary Professional Education Courses

<sup>§</sup> EDU 140	Exploring Critical Skills for the Professional Educator & Lab	3
<sup>§*</sup> EDU 202	Issues and Trends in American Education	2
<sup>^*</sup> EDU 242	Psychology Applied to Teaching and Learning	2
<sup>^*</sup> EDU 273	Diversity Issues for Educators	2
<sup>§*</sup> EDU 336 or EDU XXX	Teaching at the Secondary Level (or minor content area methods course)	2
<sup>^*</sup> EDU 360	Integrating Technology in Education	3
<sup>^*</sup> EDU 425	Reading Development in Middle and Secondary Content Areas	3
<sup>‡*</sup> EDU 429	Effective Classroom Management, Assessment and Instruction	3
<sup>§*</sup> EDU 430S	Seminar in Teaching: Secondary	3
<sup>^*</sup> EDU 450S	Directed Teaching: Secondary	3

**Total Credit Hours Required for Education Courses 26**

**General Education** (See General Education section for course options where no course is specified.)

#### Community of Learners Core Courses

<sup>+</sup> COR 100	Life in Community	3
<sup>+*</sup> COR 200	Community Place and Responsibility	3
<sup>+*</sup> COR 274/275	Community Across Cultures	4
<sup>*</sup> COR 300	Community and Christian Tradition	3
<sup>*</sup> COR 400	Community to Come	3

#### Biblical Studies Courses

<sup>+</sup> BIB 217 and BIB 218 Old Testament Survey and New Testament Survey 3, 3

#### Liberal Arts Skills Courses

<sup>§*</sup> ENG 104	College Writing	3
<sup>§*#</sup> ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
<sup>^Δ</sup> SPE 212	Fundamentals of Speech	3

#### Liberal Arts Pathways Courses

<sup>\*Δ</sup> PSY 100 Introduction to Psychology 3

Art 2

History 3

Literature 3

Mathematics 3

Music 2

Philosophy 3

Science 4

**Total General Education Credit Hours 56**

Choose a certifying minor (see Teacher Education for more information) 20

**Total B.A. in Special Education-Secondary: Learning Disabilities Credit Hours 133-140**

### Symbol Key

<sup>‡</sup> Grade of "B" or better required.

<sup>§</sup> Grade of "B-" or better required.

<sup>^</sup> Grade of "C" or better required.

<sup>\*</sup> This course has a prerequisite.

<sup>#</sup> Possible waiver by exam.

<sup>Δ</sup> A required support course that meets General Education requirements.

<sup>+</sup> Possible waiver with a specified number of transfer credits upon first-time admission.

## Secondary Special Education: LD Learning Outcomes

Candidates who major in special education with an endorsement in learning disabilities demonstrate a clear understanding of diagnostic and teaching methods to provide sound instruction and manage the instructional environment to best meet the needs of children with learning disabilities. Best practices in the field are presented from a liberal arts perspective and include an emphasis on integrating Christian faith into teaching practice. Courses address all domains of the Model for Effective Teaching, designed to prepare teachers with both a broad understanding of the field and in-depth skills with practical application for daily teaching practice.

## K-12 Certification Eligibility

These majors prepare students to apply for K-12 teacher certification with an endorsement in K-12 special education for students with learning disabilities (SM). When completed concurrently with an elementary or secondary education program, candidates may teach in both the regular education classroom at their level of study and in K-12 special education programs in schools. Candidates must pass the Learning Disabilities MTTC to be recommended for certification. Students certifying in secondary education with the K-12 learning disabilities endorsement must pass the Learning Disabilities MTTC and the MTTC in their content area minor in order to be certified in both areas. Refer to the School of Education handbook for further certification information.

## Additional Internship Experience

SED 452 Internship Site-Based Experience II (credit varies) may be recommended by the university supervisor and mentor teacher. This internship provides additional opportunities in the special education classroom for candidates who need more experience in the development of classroom techniques. The number of credits will be determined individually based on the specific number of weeks required for placement, as articulated in the student teacher policy.

## Internship Placement

Due to the number of internship weeks required for those who are seeking initial elementary certification with the special education: learning disabilities major, a student should not plan on taking an interim class just prior to spring internships. To successfully complete the required weeks, spring internships must begin in early January. A fall placement with the aforementioned configuration will continue past one semester and into the next term.

## Teacher Education Information

More information about the Teacher Education Program can be found in the Teacher Education section of this catalog.

## Program Oversight

The special education majors are overseen by the School of Education. Courses with numbers ECE, EDU, RDG, SED and TSL are administered by the School of Education. Questions about these majors should be directed to the program director.

# Speech (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education π.</i>		
COM 100	Introduction to Communication	3
COM 110	Communication Technology	3
* COM 214	Communication Theory	2
* COM 314	Communication Research	2
COM 317	Digital Influence (3 semesters)	1, 1, 1
* COM 324	Web Content and Management	3
* COM 404	Oral and Digital Persuasion	3
* COM 480	Senior Seminar	1
* SPE 242	Story Telling	3
* SPE 265	Acting Techniques	3
* SPE 342	Oral Interpretation and Voice	3
* SPE 460	Recital	1
WRT 216	Writing for the Media	3
<i>Choose from the courses below to total 3 credit hours</i>		
COM 301	Communication, Spirituality and Service	3
COM 354	Applied Social Media	3
* COM 368	Intercultural Communication	3
* COM 399	Communication Portfolio	1
* SPE 370	Special Topics	1-3
<b>Total Credit Hours Required for the Speech Major</b>		<b>36</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^*π COM 212	Rhetoric	3
<b>Liberal Arts Pathways Courses</b>		
Art		2
History		3
Literature		3
Mathematics		3
Music		2
Philosophy		3
Science		4
Social Science		3
<b>Total General Education Credit Hours</b>		<b>56</b>
Electives		32
<b>Total B.A. in Speech Credit Hours</b>		<b>124</b>

## Symbol Key

- <sup>^</sup> Grade of "C" or better required.
- <sup>\*</sup> This course has a prerequisite.
- <sup>#</sup> Possible waiver by exam.
- <sup>π</sup> A major course that meets General Education requirements.
- <sup>+</sup> Possible waiver with a specified number of transfer credits upon first-time admission.

## Speech Learning Outcomes

This program prepares students to be comfortable speaking to an audience and being persuasive. Starting with an understanding of rhetorical traditions, the speech program focuses on integrity and credibility, with audience-centered applications related to message design and presentation. Unique aspects of this program are a concern with spirituality and social justice. Students will culminate the program with a required senior recital. This major is also excellent preparation for graduate school.

## Technology Requirements

All students in the Department of Communication and Media are encouraged to enter the program with a current MacBook Air or MacBook Pro and maintain a subscription to the Adobe Creative Cloud software package.

## Program Progress Check

Student progress will be assessed by the department at both the freshman and sophomore levels (first year for transfer students). Students must have a cumulative 2.5 GPA and pass the progress check to continue in the program.

## Upper-level Course Requirements

The speech major is not designed to include the 40 upper-level credit hours required for graduation. Students in the speech major should include upper-level coursework in their electives.

## Study Abroad

Students may substitute coursework from the Oxford program or the American Studies Washington D.C. Strategic Communication program offered by the Coalition of Christian Colleges and Universities (CCCU). These semesters may meet the requirements for COM 385 Practicum, COR 400 Community to Come and electives. Admission to the program requires a separate application process. Information can be found at [www.bestsemester.com](http://www.bestsemester.com). Students should consult their academic advisor before proceeding with the application process.

## Complementary Programs

Students in the speech major are encouraged to select a complementary minor and/or endorsement.

## Extracurricular Opportunities

Students will have opportunities to create content for student media including the SAU Pulse, HOME.fm and The Arbor. Available are opportunities to produce video and graphics for clients, chapel and short films, and to promote department and campus events.

## Program Oversight

The speech major is overseen by the Department of Communication and Media. Courses with APR, AUD, COM, VID and WRT numbers are administered by this department. Questions about the major should be directed to the department chair.

## Sports Management (B.S.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education π.</i>		
^* ACC 221	Principles of Accounting	3
^ BUS 325	Principles of Management	3
^ HES 345	Principles of Exercise Prescription	2
^* HES 381	Nutrition and Energy Metabolism	3
^* HES 475	Physiology of Exercise Lab	2
^ HES 450	Internship	6
^* HES 480	Senior Seminar	1
^ HPR 151	Introduction to Health, Human Performance, and Recreation	3
^ HPR 178	Aerobic Activities	2
^ HPR 179	Strength and Power Training	2
^* REC 335	Facilities, Planning & Operations for Health, Fitness, Rec. and Sports	3
^* REC 424	Liability and Risk Management in Recreation and Sport	3
<b>Total Credit Hours Required for the Sports Management Major</b>		<b>33</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3, 3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
^π HPR 153	Foundations of Physical Fitness, Health, and Wellness	3
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
^*π HES 351	Statistics	3
<i>Art</i>		2
<i>History</i>		3
<i>Literature</i>		3
<i>Music</i>		2
<i>Philosophy</i>		3
<i>Social Science</i>		3
<i>Choose one science option in consultation with advisor</i>		
^* BIO 111 and BIO 263	Introductory Biology I and Human Anatomy and Physiology/Lab	4, 4
BIO 281	Environmental Science	4
<b>Total General Education Credit Hours</b>		<b>52-57</b>
Electives		30-35
<b>Total B.S. in Sports Management Credit Hours</b>		<b>124</b>

## Symbol Key

^ Grade of "C" or better required.

\* This course has a prerequisite.

# Possible waiver by exam.

π A major course that meets General Education requirements.

+ Possible waiver with a specified number of transfer credits upon first-time admission.

## Sports Management Learning Outcomes

Students majoring in sports management will demonstrate management skills related to sports and sports facilities. Students will articulate the connections between business and sports, fitness and recreation.

## Curriculum Design

The sports management program is an interdisciplinary program carefully designed to provide students with knowledge, skills, and abilities congruent with careers with organizations, which could include professional and semi-professional, interscholastic, intercollegiate and recreational levels.

## Complementary Programs

Students in the sports management program are encouraged to take a complementary minor or institutional endorsement in more focused areas of interest such as psychology, sociology, communications, business, marketing, or professional writing.

## Upper-level Course Requirements

The sports management major is not designed to include the 40 upper-level credit hours required for graduation. Students in the sports management major should include upper-level coursework in their electives to ensure they will meet graduation requirements.

## GPA Requirements

All major courses must be passed with a minimum of a "C" grade. A "C" grade for any prerequisite course must be earned before students can progress to courses beyond a given prerequisite course.

## Program Oversight

The sports management major is overseen by the Department of Health and Human Performance. Courses with HES, HPR and REC numbers are administered by this department. Questions about the major should be directed to the department chair.

## Theological Studies (B.A.)

Course Number	Course Title	Credit Hours
<b>Departmental Foundation Courses</b>		
<i>Scripture</i>		
BIB 220	Biblical Interpretation	3
BIB 300-499	Old Testament Course	3
BIB 300-499	New Testament Course	3
BIB 300-499	Any Bible Course	3
<i>Tradition</i>		
THE 206	Doctrines of the Christian Faith	3
REL 343	History of Christianity	3
<i>Reason</i>		
* PHI 314	Ethics	3
* PHI 300-499	Philosophy Course	3
* THE 300-499	Theology Course	3
<i>Experience</i>		
CMI 127	Exploring Ministry	2
CMI 275	Supervised Ministry (2 Semesters)	2
CMI 375	Supervised Ministry (2 Semesters)	2
<b>Major Courses</b>		
* THE 300-499	THE Course not used in Foundation	3
* THE 300-499	THE Course not used in Foundation	3
* THE 300-499	THE Course not used in Foundation	3
* PHI 300-499	PHI Course not used in Foundation	3
* PHI 300-499	PHI Course not used in Foundation	3
<i>Choose one of the following</i>		
GRE 331 and GRE 332*	Elementary New Testament Greek I and II	6
HEB 331 and HEB 332*	Elementary Biblical Hebrew I and II	6
<b>Total Credit Hours Required for the Theological Studies Major</b>		<b>54</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Pathways Courses</b>		
PHI 200	Introduction to Philosophy	3
<i>Art</i>		2
<i>History</i>		3
<i>Literature</i>		3
<i>Mathematics</i>		3
<i>Music</i>		2

<i>Science</i>	4
<i>Social Science</i>	3
<b>Total General Education Credit Hours</b>	<b>55-56</b>
Electives to total 124 credit hours	14-15
<b>Total B.A. in Theological Studies Credit Hours</b>	<b>124</b>

### **Symbol Key**

- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

### **Theological Studies Learning Outcomes**

Students will demonstrate understanding of historical and contemporary practices of theological reflection. Students will compare particular periods of Christian thought, biblical literature, and contemporary Christian theology. Students will be able to address theological concerns that are not only part of the ancient world but that also face the contemporary church. Students will articulate an understanding of the Wesleyan Quadrilateral: Scripture, tradition, reason and experience. Students in the theological studies major will be prepared for graduate school or seminary.

### **Program Oversight**

The theological studies major is overseen by the Department of Theology. Courses with BIB, CMI, GRE, HEB, PHI, REL, THE and YMI numbers are administered by this department. Questions about the major should be directed to the department chair.

## Urban Ministry (B.A.)

Course Number	Course Title	Credit Hours
<b>Departmental Foundation Courses</b>		
<i>Scripture</i>		
BIB 220	Biblical Interpretation	3
BIB 300-499	Old Testament Course	3
BIB 300-499	New Testament Course	3
<i>Choose one option from the following</i>		
* BIB 300-499	Any upper-level Bible Course	3
GRE 331 and GRE 332*	Elementary New Testament Greek I and II	6
HEB 331 and HEB 332*	Elementary Biblical Hebrew I and II	6
<i>Tradition</i>		
THE 106	Doctrines of the Christian Faith	3
REL 343	History of Christianity	3
<i>Reason</i>		
* PHI 314	Ethics	3
* PHI 300-499	Philosophy Course	3
* THE 300-499	Theology Course	3
<i>Experience</i>		
CMI 127	Exploring Ministry	2
CMI 275	Supervised Ministry (2 Semesters)	1, 1
CMI 375	Supervised Ministry (2 Semesters)	1, 1
CMI 475	Supervised Ministry (2 Semesters)	1, 1
<b>Major Courses</b>		
CMI 210	Philosophy of Ministry	3
CMI 320	Urban Ministries	3
* PSY 305	Abnormal Psychology	3
* PSY 354	Social Psychology	3
SOC 100	Modern Social Problems	3
SOC 300	Urban Sociology	3
* SOC 484	Spirituality, Faith and Justice	3
<b>Total Credit Hours Required for the Urban Ministry Major</b>		<b>56-59</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
^*π PSY 100	Introduction to Psychology	3
Art		2

## URBAN MINISTRY

<i>History</i>	3
<i>Literature</i>	3
<i>Mathematics</i>	3
<i>Music</i>	2
<i>Philosophy</i>	3
<i>Science</i>	4
<b>Total General Education Credit Hours</b>	<b>55-56</b>
Electives	9-13
<b>Total B.A. in Urban Ministry Credit Hours</b>	<b>124</b>

### Symbol Key

<sup>^</sup> Grade of "C" or better required.

<sup>\*</sup> This course has a prerequisite.

<sup>#</sup> Possible waiver by exam.

<sup>π</sup> A major course that meets General Education requirements.

<sup>+</sup> Possible waiver with a specified number of transfer credits upon first-time admission.

### Urban Ministry Learning Outcomes

Students in the urban ministry major will be prepared for ministry in urban and cross-cultural settings. Students will be able to articulate understanding of Christian theology and significant issues in overcoming social and cultural obstacles. Students will conduct community analysis, development and organization projects. Students will demonstrate strong skills for personal and social intervention. Students will demonstrate understanding of the Wesleyan Quadrilateral: Scripture, tradition, reason and experience.

### Program Admission Requirements

Application to the major is required. Application forms are provided by the department or upon completion of CMI 127 Exploring Ministry.

### Program Oversight

The urban ministry major is overseen by the Department of Theology. Courses with BIB, CMI, GRE, HEB, PHI, REL, THE and YMI numbers are administered by this department. Questions about the major should be directed to the department chair.

## Visual Communication (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
^ ART 162	Drawing I	3
^ ART 165	Two-Dimensional Design	3
^ ART 167	Color	2
^ ART 272	Introduction to Graphic Design	4
^* ART 274	Graphic Design I	4
^ APR 207	Advertising	3
^* APR 309	Advanced Advertising	3
^ COM 100	Introduction to Communication	3
^ COM 110	Communication Technology	3
^* COM 214	Communication Theory	2
^ COM 317	Digital Influence (3 semesters)	1, 1, 1
^* COM 324	Web Content and Management	3
^ COM 354	Applied Social Media	3
^ COM 385	Practicum	3
^* COM 399	Communication Portfolio	1
^* COM 480	Senior Seminar	1
^* WRT 216	Writing for the Media	3
<i>Choose from the courses below to total a minimum of 7 credit hours</i>		
^* ART 333	Graphic Design II	4
^ APR 311	Corporate Communication	3
^* COM 314	Communication Research	2
^ COM 385	Practicum	1-5
^ MKT 221	Marketing Principles	3
^ MKT 340	Consumer Behavior	3
^ VID 202	Video Production	4
^ VID 372	Short Film Production	3
^* WRT 324	Photojournalism	3
<b>Total Credit Hours Required for the Visual Communication Major</b>		<b>54</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^*π COM 212	Rhetoric	3
<b>Liberal Arts Pathways Courses</b>		
^π ART 204	Photography	3
<i>History</i>		3
<i>Literature</i>		3
<i>Mathematics</i>		3
<i>Music</i>		2

## VISUAL COMMUNICATION

<i>Philosophy</i>	3
<i>Science</i>	4
<i>Social Science</i>	3
<b>Total General Education Credit Hours</b>	<b>57</b>
Electives	13
<b>Total B.A. in Visual Communication Credit Hours</b>	<b>124</b>

### Symbol Key

^ Grade of "C" or better required.

\* This course has a prerequisite.

# Possible waiver by exam.

π A major course that meets General Education requirements.

+ Possible waiver with a specified number of transfer credits upon first-time admission.

### Visual Communication Learning Outcomes

This program prepares students for work in web design, social media marketing, nonprofit promotion, advertising and other creative fields. Students will experience a comprehensive approach to visual literacy including client-centered projects and hands-on experiences. Connections between design and communication are emphasized. Unique features of this program include a personal portfolio and robust co-curricular opportunities.

### Technology Requirements

All students in the Department of Communication and Media are required to enter the program with a current MacBook Air or MacBook Pro and must subscribe to the Adobe Creative Cloud software package.

### Program Progress Check

Student progress will be assessed by the department at both the freshman and sophomore levels (first year for transfer students). Students must have a 2.5 cumulative GPA and pass the progress check to continue in the program.

### Extracurricular Opportunities

Students will have opportunities to create content for student media including the SAU Pulse, HOME.fm and The Arbor. Available are opportunities to produce video and graphics for clients, chapel and short films, and to promote department and campus events.

### Study Abroad Opportunities

Students may substitute coursework from the Los Angeles Film Studies Program, Nashville Music Center Program or the American Studies Washington D.C. Strategic Communication program offered by the Coalition of Christian Colleges and Universities (CCCU). These semesters may meet the requirements for COM 385, COR 400 and required electives. Admission to the program requires a separate application process. Visit [www.bestsemester.com](http://www.bestsemester.com) for details and talk with your academic advisor.

### Program Oversight

The visual communication major is overseen by the Department of Communication and Media. Courses with APR, AUD, COM, VID and WRT numbers are administered by this department. Questions about the major should be directed to the department chair.

## Youth Ministry (B.A.)

Course Number	Course Title	Credit Hours
<b>Departmental Foundation Courses</b>		
<i>Scripture</i>		
BIB 220	Biblical Interpretation	3
BIB 300-499	Old Testament Course	3
BIB 300-499	New Testament Course	3
<i>Choose one option from the following</i>		
* BIB 300-499	Any upper-level Bible Course	3
GRE 331 and GRE 332*	Elementary New Testament Greek I and II	6
HEB 331 and HEB 332*	Elementary Biblical Hebrew I and II	6
<b>Tradition</b>		
THE 206	Doctrines of the Christian Faith	3
REL 343	History of Christianity	3
<b>Reason</b>		
* PHI 314	Ethics	3
* PHI 300-499	Philosophy Course	3
* THE 300-499	Theology Course	3
<b>Experience</b>		
CMI 127	Exploring Ministry	2
CMI 275	Supervised Ministry (2 Semesters)	1, 1
CMI 375	Supervised Ministry (2 Semesters)	1, 1
CMI 475	Supervised Ministry (2 Semesters)	1, 1
<b>Major Courses</b>		
CMI 210	Philosophy of Ministry	3
* CMI 356	Strategies in Ministry	3
* CMI 432	Administration in Ministry	3
* YMI 200	Foundations of Youth Ministry	3
YMI 305	Communication with Youth	3
* YMI 316	Adolescent Spirituality	3
* YMI 340	Youth in Culture	3
<b>Total Credit Hours Required for the Youth Ministry Major</b>		<b>56-59</b>
<b>General Education</b> (See General Education section for course options where no course is specified.)		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	3
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300	Community and Christian Tradition	3
* COR 400	Community to Come	3
<b>Biblical Studies Courses</b>		
+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
^* ENG 104	College Writing	3
^*# ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
^ SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
* PSY 100	Introduction to Psychology	3
<i>Art</i>		2
<i>History</i>		3

## YOUTH MINISTRY

<i>Literature</i>	3
<i>Mathematics</i>	3
<i>Music</i>	2
<i>Philosophy</i>	3
<i>Science</i>	4
<b>Total General Education Credit Hours</b>	<b>55-56</b>
Electives	9-13
<b>Total B.A. in Youth Ministry Credit Hours</b>	<b>124</b>

### Symbol Key

^ Grade of "C" or better required.

\* This course has a prerequisite.

# Possible waiver by exam.

+ Possible waiver with a specified number of transfer credits upon first-time admission.

### Youth Ministry Learning Outcomes

Students will be able to develop a Christian community in a relational-based ministry. Students will demonstrate commitment to excellence and competence as a minister and professional. Students will integrate intellectual challenge with experiential learning. Students will articulate a calling and purpose in youth ministry, a global mindset related to youth ministry, and an understanding of the Wesleyan Quadrilateral: Scripture, tradition, reason and experience.

### Program Admission Requirements

Application to the major is required. Application forms are provided by the department or upon completion of CMI 127 Exploring Ministry.

### Free Methodist Ordination Requirements

The program also offers the possibility of fulfilling the educational requirements for ministry ordination in the Free Methodist Church. Students pursuing this possibility will take 12 credit hours of Bible courses and the following two additional courses.

REL 322 Introduction to Free Methodism (2)

REL 470 Development of Wesleyan Thought (3)

### Program Oversight

The youth ministry major is overseen by the Department of Theology. Courses with BIB, CMI, GRE, HEB, PHI, REL, THE and YMI numbers are administered by this department. Questions about the major should be directed to the department chair.

# MINOR PROGRAMS

## Symbol Key for All Minors

- § Grade of "B-" or better required.  
 ^ Grade of "C" or better required.  
 \* This course has a prerequisite.  
 π Meets a General Education requirement.  
 μ Meets an Option I Teacher Education requirement.  
 Δ Meets an Option II Teacher Education requirement.

## Accounting Minor

The accounting minor is overseen by the Gainey School of Business.

Course Number	Course Title	Credit Hours
ACC 221 and *ACC 222	Principles of Accounting I and Principles of Accounting II	3, 3
* ACC 314	Cost and Managerial Accounting Theory	3
* ACC 317 and ACC 318	Intermediate Accounting I and Intermediate Accounting II	3, 3
* ACC 341	Cost and Managerial Accounting Practice	3
* ACC 360 and ACC 391	Accounting Information Systems and Individual Taxation	3, 3
<b>Total Accounting Minor Credit Hours</b>		<b>24</b>

## Advertising and Public Relations Minor

The advertising and public relations minor is overseen by the Department of Communication and Media.

Course Number	Course Title	Credit Hours
APR/MKT 207	Advertising	3
APR/MKT 347	Public Relations	3
COM 100	Introduction to Communication	3
^*π COM 212	Rhetoric	3
* COM 214	Communication Theory	2
COM 317	Digital Influence	1
<i>Choose one of the following courses</i>		
* APR/MKT 309	Advanced Advertising	3
* APR 311	Corporate Communication	3
* COM 324	Web Content and Management	3
<b>Total Advertising and Public Relations Minor Credit Hours</b>		<b>18</b>

## Arabic Minor

The Arabic minor is overseen by the Department of World Languages.

### Important Information about the Arabic Minor

SAU partners with Kelsey Language Institute in Amman, Jordan, to offer Arabic language and culture courses over two semesters. Courses are taught in a Christian context with a focus on an oral approach. Students will select courses in advanced Arabic grammar, phonetics, conversation and advanced Arabic culture, and will use emerging Arabic skills to build relationships with indigenous peoples. Students must attend a CCS workshop at least a year in advance.

Course Number	Course Title	Credit Hours
<b>Required Courses (Kelsey Language Institute)</b>		
ARA 155A and *ARA 155B	Elementary Arabic I and Elementary Arabic II	3, 3
* ARA 255A and B	Intermediate Arabic I and II	3, 3
* ARA 355A, B, C, D	Advance Arabic and Culture Courses	3, 3, 3, 3
*π COR 274/275	Community Across Cultures and Orientation	1, 3
<b>Total Arabic Minor Credit Hours</b>		<b>28</b>
<b>Highly Recommended Prerequisite Courses (SAU)</b>		
HIS 334 and REL 394	The Middle East and World Religions	3, 3

## Art Minor

The art minor is overseen by the Department of Art and Design.

Course Number	Course Title	Credit Hours
<sup>^</sup> ART 162	Drawing I	3
<sup>^</sup> ART 165	Two-Dimensional Design	3
<sup>^</sup> ART 166	Three-Dimensional Design	3
<sup>^</sup> ART 167	Color	2
<sup>*^</sup> ART 263	Drawing II	4
<sup>^</sup> ART XXX	ART electives	6
<b>Total Art Minor Credit Hours</b>		<b>21</b>

## Biblical Studies Minor

The biblical studies minor is overseen by the Department of Theology.

Course Number	Course Title	Credit Hours
BIB 220	Biblical Interpretation	3
BIB 300-499 (x2)	Old Testament Course	3, 3
BIB 300-499 (x2)	New Testament Course	3, 3
THE 206	Doctrines of the Christian Faith	3
REL 343	History of Christianity	3
<b>Total Biblical Studies Minor Credit Hours</b>		<b>21</b>

## Biology Minor

The biology minor is overseen by the School of Natural Science.

Course Number	Course Title	Credit Hours
<sup>π</sup> BIO 111 and <sup>*</sup> BIO 112	Introductory Biology I and II	4, 4
<sup>*</sup> BIO 263	Human Anatomy and Physiology	4
<sup>*</sup> BIO 305	Principles of Genetics	4
<sup>*</sup> BIO 362	Principles of Ecology	4
<i>Choose one of the following</i>		
<sup>*</sup> CHE 101 or CHE 111	Introductory Chemistry or General Chemistry I	4
<b>Total Biology Minor Credit Hours</b>		<b>24</b>

## Business Administration Minor

The business administration minor is overseen by the Gainey School of Business.

Course Number	Course Title	Credit Hours
ACC 221 and <sup>*</sup> ACC 222	Principles of Accounting I and II	3, 3
BUS 107	Foundations of Leadership and Ethics	3
<sup>π</sup> ECN 221	Introduction to Microeconomics	3
<sup>*π</sup> ECN 222	Introduction to Macroeconomics	3
MKT 221	Marketing Principles	3
<i>Choose one of the following</i>		
BUS 325	Principles of Management	3
BUS 426	Operations and Supply Chain Management	3
<b>Total Business Administration Minor Credit Hours</b>		<b>21</b>

## Chemistry Minor

The chemistry minor is overseen by the School of Natural Science.

Course Number	Course Title	Credit Hours
<sup>*</sup> CHE 111	General Chemistry I	4
<sup>*</sup> CHE 201	Organic Chemistry I	5
<sup>*</sup> CHE 202	Organic Chemistry II	4

## MINORS

*	CHE 301	Analytical Chemistry	4
*	CHE 390	Independent Study in Chemistry	1-4
*	CHE 480	Chemistry Seminar	2
<i>Choose one of the following</i>			
*	CHE 411	Physical Chemistry	4
*	CHE 415	Advanced Inorganic Chemistry	3
*	CHE 422	Advanced Organic Chemistry	3
*	CHE 425	Instrumental Analysis	4
*	CHE 472	Biological Chemistry I	5
<b>Total Chemistry Minor Credit Hours</b>			<b>23-28</b>

### Chemistry Secondary Education Minor

The chemistry secondary education minor is overseen by the School of Natural Science and the School of Education.

Course Number	Course Title	Credit Hours
<sup>π</sup> CHE 111 and CHE 112	General Chemistry I and II	4, 4
CHE 201 and CHE 202	Organic Chemistry I and II	5, 4
CHE 301	Analytical Chemistry	4
CHE 390	Independent Study in Chemistry	1
CHE 480	Chemistry Seminar	2
<i>Choose one of the following</i>		
BIO 100	Principles of Biology	4
BIO 111	Introduction to Biology I	4
BIO 112	Introduction to Biology II	4
<b>Total Chemistry Minor Credit Hours</b>		
<b>28</b>		

*Secondary Professional Courses are required for certification (see Teacher Education section).*

### Children's Ministry Minor

The children's ministry minor is overseen by the Department of Theology.

Course Number	Course Title	Credit Hours
CMI 127	Exploring Ministry	2
CMI 202	Children's Spirituality Through the Developmental Process	3
CMI 210	Philosophy of Ministry	3
CMI 301	Curriculum Development in Children's Ministry	3
* CMI 323	Ministry to Children and Their Families	3
* CMI 432	Administration in Ministry	3
SOC 250	Marriage and Family	3
<b>Total Children's Ministry Minor Credit Hours</b>		
<b>20</b>		

### Communication Studies Minor

The communication studies minor is overseen by the Department of Communication and Media.

Course Number	Course Title	Credit Hours
COM 100	Introduction to Communication	3
<sup>π</sup> COM 212	Rhetoric	3
* COM 214	Communication Theory	2
COM 317	Digital Influence	1
* COM 368	Intercultural Communication	3
* COM 404	Oral and Digital Persuasion	3
<i>Choose one option from below</i>		
COM 301	Communication, Spirituality and Service	3
COM 317 and *COM 314	Digital Influence and Communication Research	1, 2
<b>Total Communication Studies Minor Credit Hours</b>		
<b>18</b>		

## Computer Science Minor

The computer science minor is overseen by the School of Engineering.

Course Number	Course Title	Credit Hours
^ CPS 201	Foundations of Computing I	4
* CPS 202	Foundations of Computing II	4
* CPS 301	Data Structures and Large Software Systems	3
<i>Choose from the following courses to total 9 credit hours</i>		
* CPS 210	Data Communications and Networking	3
* CPS 212	Computer Systems Security	3
* CPS 302	Architecture, Applications and Languages	4
* CPS 303	Introduction to Database Systems	3
* CPS 307	Mobile Programming	2
* CPS 310	Operating Systems	3
* CPS 330	Systems Analysis and Design	3
* CPS 331	Software Development Project	3
* CPS 350	Web Tools	4
<b>Total Computer Science Minor Credit Hours</b>		<b>20</b>

## Criminal Justice Minor

The criminal justice minor is overseen by the Department of Sociology.

Course Number	Course Title	Credit Hours
CRJ 201	Crime, Corrections and Criminal Justice	3
* CRJ 301	Criminological Theory	3
CRJ 202	Social Deviance	3
* CRJ 447	Criminal Justice Policy	3
* CRJ 449	Restorative Justice	3
* SOC 484	Spirituality, Faith and Justice	3
<i>Choose one of the following courses</i>		
SOC 311	Racial and Ethnic Relations	3
SOC 327	Social Stratification	3
SOC 360	Gender and Society	3
<b>Total Criminal Justice Minor Credit Hours</b>		<b>21</b>

## Digital Media-Broadcasting Minor

The digital media-broadcasting minor is overseen by the Department of Communication and Media.

Course Number	Course Title	Credit Hours
<b>Major Foundational Courses</b>		
AUD 274	Audio Production	3
COM 100	Introduction to Communication	3
COM 110	Communication Technology	3
COM 317	Digital Influence	1
VID 202	Video Production	4
<i>Choose electives below to total 4 credit hours</i>		
AUD 321	Sound Design	3
COM 317	Digital Influence	1
* VID 306	Advanced Video Production	4
WRT 310	Multimedia Reporting	3
<b>Total Digital Media-Broadcasting Minor Credit Hours</b>		<b>18</b>

## Digital Media-Video/Film Minor

The digital media-video/film minor is overseen by the Department of Communication and Media.

Course Number	Course Title	Credit Hours
COM 100	Introduction to Communication	3
COM 110	Communication Technology	3
COM 317	Digital Influence	1
VID 202 and *VID 306	Video Production and Advance Video Production	4, 4
<i>Choose an option below</i>		
COM 317 and VID 410	Digital Influence and TV Producing and Directing	1, 2
VID 372	Short Film Production (may be repeated)	3
<b>Total Digital Media-Video/Film Minor Credit Hours</b>		<b>18</b>

## Early Childhood Education Minor

The early childhood education minor is overseen by the School of Education.

### Prerequisites for Early Childhood Teacher Certification

Site-based work with Headstart will require IdentoGo fingerprinting (ECE 365), adult/child CPR and first aid, and a valid substitute teaching permit must be completed prior to and remain valid through the professional semester as well as at the time of recommendation for certification.

### Early Childhood Teacher Certification Eligibility

Students completing the early childhood education minor will be eligible to earn certification in grades K-5, all subjects, and an early childhood special education endorsement ZS. Students must choose a second minor and complete the Option II education courses for certification eligibility.

Course Number	Course Title	Credit Hours
<sup>^*</sup> ECE 265	Social Foundations of Early Childhood Education	3
<sup>^*Δ</sup> ECE 266	Early Child Growth and Development	3
<sup>^*</sup> ECE 320	Assessment, Guidance and Discipline in Early Childhood Ed.	2
<sup>^*</sup> ECE 340	Emergent and Beginning Literacy	3
<sup>§*</sup> ECE 365	Curriculum and Methods of Early Childhood Education	4
<sup>^*</sup> ECE 368	Young Children with Special Needs	3
<sup>^*</sup> ECE 378	Assessment & Intervention Strategies in Early Childhood Ed.	3
<sup>^*</sup> ECE 416	Early Childhood Policy and Standards	2
<sup>§*</sup> ECE 430	Seminar in Teaching Early Childhood	1
<sup>^*</sup> ECE 450	Directed Teaching Early Childhood	5
<sup>^*Δ</sup> EDU 267	Early Adolescent Development	1
<b>Total Early Childhood Education Minor Credit Hours</b>		<b>30</b>

Option II Education Courses (See Teacher Education section of the catalog)

## English Minor

The English minor is overseen by the Department of English.

Course Number	Course Title	Credit Hours
<sup>*</sup> ENG 220 and ENG 361	Introduction to Literary Study and English Language	3, 3
<i>Choose five courses from the following to total 15 credit hours</i>		
ENG 315	Shakespeare	3
ENG 322	19 <sup>th</sup> Century American Literature	3
ENG 329	Early British and Continental Literature	3
ENG 333	The Bible as Literature	3
ENG 350	20 <sup>th</sup> Century American Literature	3
ENG 352	American Literature: World War II – Present	3
ENG 360 and ENG 362	19 <sup>th</sup> Century British Literature and 20 <sup>th</sup> Century British Literature	3, 3
ENG 420	Major Authors	3
<b>Total English Minor Credit Hours</b>		<b>21</b>

## English Secondary Education Minor

The English secondary education minor is overseen by the Department of English.

Course Number	Course Title	Credit Hours
<sup>^*</sup> ENG 220	Introduction to Literary Study	3
<sup>^*</sup> ENG 361	English Language	3
<i>Choose five courses from the following to total 15 credit hours</i>		
<sup>^</sup> ENG 315	Shakespeare	3
<sup>^</sup> ENG 322	19 <sup>th</sup> Century American Literature	3
<sup>^</sup> ENG 329	Early British and Continental Literature	3
<sup>^</sup> ENG 333	The Bible as Literature	3
<sup>^</sup> ENG 350	20 <sup>th</sup> Century American Literature	3
<sup>^</sup> ENG 352	American Literature: World War II – Present	3
<sup>^</sup> ENG 360 and ENG 362	19 <sup>th</sup> Century British Literature and 20 <sup>th</sup> Century British Literature	3, 3
<sup>^</sup> ENG 420	Major Authors	3
<b>Total English Secondary Education Minor Credit Hours</b>		<b>21</b>

*Secondary Professional Courses are required for certification (see Teacher Education section).*

## English Writing Minor

The English writing minor is overseen by the Department of English.

Course Number	Course Title	Credit Hours
<sup>*</sup> ENG 208	Creative Writing	3
<sup>*</sup> ENG 220 and ENG 361	Introduction to Literary Study and English Language	3, 3
<i>Choose one courses from the following</i>		
ENG 315	Shakespeare	3
ENG 322	19 <sup>th</sup> Century American Literature	3
ENG 329	Early British and Continental Literature	3
ENG 333	The Bible as Literature	3
ENG 350	20 <sup>th</sup> Century American Literature	3
ENG 352	American Literature: World War II – Present	3
ENG 360	19 <sup>th</sup> Century British Literature	3
ENG 362	20 <sup>th</sup> Century British Literature	3
ENG 420	Major Authors	3
<i>Choose three courses from the following</i>		
<sup>*</sup> ENG 309	Creative Nonfiction	3
<sup>*</sup> ENG 311	Poetry Writing	3
ENG 313	Fiction Writing	3
<sup>*</sup> ENG/VID 314	Scriptwriting	3
<b>Total English Writing Minor Credit Hours</b>		<b>21</b>

## Entrepreneurship Minor

The entrepreneurship minor is overseen by the Gainey School of Business.

Course Number	Course Title	Credit Hours
ACC 221	Principles of Accounting I	3
BUS 107	Foundations of Leadership and Ethics	3
<sup>π</sup> ECN 221	Introduction to Microeconomics	3
ENT 201	Small Business Management	3
ENT 311	Entrepreneurship and Planning	3
ENT 401	Social Entrepreneurship	3
MKT 221	Marketing Principles	3
MKT 275 or ART 272	Sales or Graphic Design	3, 4
<b>Total Entrepreneurship Minor Credit Hours</b>		<b>24-25</b>

## Finance Minor

The finance minor is overseen by the Gainey School of Business.

Course Number	Course Title	Credit Hours
ACC 221	Principles of Accounting I	3
* ACC 222	Principles of Accounting II	3
ECN 221	Introduction to Microeconomics	3
ECN 222	Introduction to Macroeconomics	3
* FIN 362	Principles of Finance	3
* FIN 368	Insurance and Risk Management	3
* FIN 418	Investments	3
* FIN 452 or FIN 480	Series 7 Preparation or Finance Capstone	3
<b>Total Finance Minor Credit Hours</b>		<b>24</b>

## French Minor

The French minor is overseen by the Department of World Languages.

### Prerequisite French Courses for French Minors

Students should keep in mind that the requirements for FRE 100- and 200-level courses must be fulfilled prior to FRE 306 Introduction to French Literature and Civilization. Students may register for the courses at SAU or meet the requirements through one of the following alternative ways: CLEP or AP exams, or four years of high school language courses with a grade of "B" or better. Students who fulfill prerequisites by taking the FRE 101, 102, 201 and 202 courses will increase their minor load by 12 credit hours. Successful completion of FRE 306 with a grade of "B-" or better is prerequisite to 300-level or above French courses and study abroad.

### Residency Requirement for French Minors

Students in a French minor must take at least 50% of the 300-level or above French course requirements on the SAU campus for these programs.

### Immersion Experience and Cross Cultural Requirement for French Minors

French minor students are required to study abroad for a minimum of three weeks at Accès in Strasbourg, France and take FRE 323 Contemporary French Culture or an equivalent approved contemporary culture course.

### Registration Recommendation for French Minors

It is recommended that students register for at least one 300-level or above French course on campus each semester in addition to the course credit they will acquire in the immersion experience. Advanced French courses are offered at SAU typically on a three-year rotation.

### Teacher Certification

Students in the French education minor program should be aware of the schedule for the Michigan Test for Teacher Certification (MTTC).

### Oral Proficiency Interview for Teacher Certification for French Education Minor

Students desiring Michigan certification are responsible for meeting all certification requirements of the Michigan Department of Education (MDE) whether or not they are explicitly stated in this catalog. The MDE requires all world language endorsement candidates to pass the Oral Proficiency Interview (OPI). For more information about the OPI, students should contact the chair of the Department of World Languages.

Course Number	Course Title	Credit Hours
<b>Prerequisite Courses (do not count toward the minor)</b>		
FRE 101 and *FRE 103	Elementary French I and II	3, 3
* FRE 201 and FRE 202	Intermediate French I and II	3, 3
<b>Total Prerequisite Courses Credit Hours</b>		<b>12</b>
<b>Minor Courses</b>		
§* FRE 306	Introduction to French Literature and Civilization	3
* FRE 322	Advanced French Conversation and Phonetics	3
* FRE 323	Contemporary French Culture	3
* FRE 300-499	French electives	9
<b>Total French Minor Credit Hours</b>		<b>18</b>

## French Education Minor

The French education minor is overseen by the Department of World Languages and the School of Education.

Course Number	Course Title	Credit Hours
<b>Prerequisite Courses (do not count toward the minor)</b>		
^ FRE 101 and *FRE 102	Elementary French I and II	3, 3
^* FRE 201 and FRE 202	Intermediate French I and II	3, 3
<b>Total Prerequisite Courses Credit Hours</b>		<b>12</b>
<b>Minor Courses</b>		
§* FRE 306	Introduction to French Literature and Civilization	3
^* FRE 322	Advanced French Conversation and Phonetics	3
^* FRE 323	Contemporary French Culture	3
^* FRE 300-499	French electives	15
<b>Total French Education Minor Credit Hours</b>		<b>24</b>
<b>Education Courses for Certification</b>		
^* EDU 346	Teaching World Languages	2

Option II or Secondary Professional Courses (see Teacher Education)

## Global Missions Minor

The global missions minor is overseen by the Department of Theology.

Course Number	Course Title	Credit Hours
BIB 220	Biblical Interpretation	3
* COM 368	Intercultural Communication	3
ECN 323	Economics of the Third World	3
BIB 300-499	New Testament Course	3
POL 230 or POL 312	Contemporary World Affairs or International Relations	3
REL 343	History of Christianity	3
SOC 314	Cultural Anthropology	3
THE 206	Doctrines of the Christian Faith	3
<i>Choose one of the following courses</i>		
GEO/HIS 331	China, India, and Japan	3
GEO/HIS 332	Africa	3
GEO/HIS 333	Latin America	3
GEO/HIS 334	The Middle East	3
GEO/HIS 337	Chinese Civilization and Culture	3
<b>Total Global Missions Minor Credit Hours</b>		<b>27</b>

## Global Studies Minor

The global studies minor is overseen by the Department of Sociology.

### Prerequisite and Language Courses for the Global Studies Minor

Students who must meet the prerequisite requirements by taking the 100-level language courses at SAU may increase their course requirements by 6 credit hours. Students may register for the prerequisite and language courses at SAU or meet the 100-level and 200-level requirements through one of the following alternative ways: CLEP exam, AP exam, or four years of high school language courses with a grade of "B" or better.

Course Number	Course Title	Credit Hours
<b>Prerequisite Courses</b>		
# Language	Elementary non-English language below the 200-level	6
<b>Minor Courses</b>		
* COM 368	Intercultural Communication	3
POL 312 and POL 322	International Relations and Globalization: Int'l Economics	3, 3
REL 394	World Religions	3

## MINORS

SOC 282	Introduction to International Development	3
SOC 314 and SOC 382	Cultural Anthropology and International Human Rights	3, 3
* Language	2 semesters of any non-English language at the 200-level or higher	3, 3
<b>Total Global Studies Minor Credit Hours</b>		<b>27</b>

### History Minor

The history minor is overseen by the Department of History, Geography and Politics.

Course Number	Course Title	Credit Hours
<sup>π</sup> HIS 121 and 122	History of Civilization I and History of Civilization II	3, 3
<sup>π</sup> HIS 141 and 142	United States to 1877 and United States since 1877	3, 3
HIS XXX	History elective	3
HIS XXX	History elective	3
HIS XXX	History elective	3
HIS XXX	History elective	3
<b>Total History Minor Credit Hours</b>		<b>24</b>

### History Secondary Education Minor

The history secondary education minor is overseen by the Department of History, Geography and Politics.

Course Number	Course Title	Credit Hours
<b>Minor Courses</b>		
<sup>^π</sup> HIS 121 and HIS 122	History of Civilization I and History of Civilization II	3, 3
<sup>^π</sup> HIS 141 and HIS 142	United States to 1877 and United States since 1877	3, 3
<sup>^</sup> HIS 361	Michigan History	3
<sup>^</sup> HIS XXX	History Elective	3
<sup>^</sup> HIS XXX	History Elective	3
<sup>^</sup> HIS XXX	History Elective	3
<b>Total History Secondary Education Credit Hours</b>		<b>24</b>

Secondary Professional Courses are required for certification (see Teacher Education section).

#### Support Courses for History Certification Test Preparation

GEO 221	Introduction to Geography	3
POL 213	American National Government	3
<i>Choose one course from the following</i>		
<sup>π</sup> ECN 101	Introduction to Economics	3
<sup>*π</sup> ECN 222	Introduction to Macroeconomics	3
ECN 323	Economics of the Third World	3

### Integrated Science Elementary Education Minor

The integrated science elementary education minor is overseen by the School of Natural Science.

Course Number	Course Title	Credit Hours
<sup>§</sup> BIO 100 or BIO 111	Principles of Biology or Introductory Biology I	4
<sup>§</sup> CHE 101 or <sup>*</sup> CHE 111	Introductory Chemistry or General Chemistry I	4
<sup>§</sup> PHY 102	Conceptual Physics	4
<sup>§</sup> PHY 120	Introduction to Earth Science	4
<sup>§</sup> PHY 131	Meteorology and Planetary Science	4
<sup>§</sup> Electives	BIO, CHE or PHY elective course	4
<b>Total Integrated Science Elementary Education Minor Credit Hours</b>		<b>24</b>

Option I Education Courses (See Teacher Education Section)

## Intercultural Communication Minor

The communication studies minor is overseen by the Department of Communication and Media.

### Non-English Language Information for the Intercultural Communication Minor

The 200-level non-English language requirement may require 100-level prerequisite courses before registration in 200-level course. Students may waive the prerequisites and 200-level requirement if they have taken the same language for four years in high school with grades of "B" or better. Alternatively, elective credit may be given for the prerequisites and credit for the 200-level course requirement with eligible scores on the CLEP or AP test.

Course Number	Course Title	Credit Hours
COM 100	Introduction to Communication	3
* COM 214 and COM 314	Communication Theory and Communication Research	2, 2
* COM 368	Intercultural Communication	3
* Non-English Language	Non-English Language (200-level or above)	6
SOC 311	Racial and Ethnic Relations	3
<i>Choose two courses from the following</i>		
GEO 331	China, India and Japan	3
GEO 332	Africa	3
GEO 333	Latin America	3
GEO 334	The Middle East	3
HIS 303	Twentieth Century Europe	3
SOC 314	Cultural Anthropology	3
<b>Total Intercultural Communication Minor Credit Hours</b>		<b>25</b>

## International Business Minor

The international business minor is overseen by the Gainey School of Business.

### Non-English Language Information for the International Business Minor

Students wishing to take the non-English language option for this program must meet the 6 credit hours of 100-level prerequisites before registering for the 200-level course. Students may waive the prerequisites and non-English language requirement if they have taken the same language for four years in high school with grades of "B" or better. Alternatively, elective credit may be given for the prerequisites and credit for the 200-level course requirement with eligible scores on the CLEP or AP test.

Course Number	Course Title	Credit Hours
* ECN 221	Introduction to Microeconomics	3
* ECN 222	Introduction to Macroeconomics	3
IBS 223	Biblical Foundations of International Business	3
IBS 305	Principles of International Business	3
MKT 221	Marketing Principles	3
* 200 or elective	Any non-English language or GSB elective	3
<i>Choose two courses from the following</i>		
COM 368	Intercultural Communication	3
POL 312	International Relations	3
POL 322	Globalization: International Economics	3
SOC 311	Racial and Ethnic Relations	3
<b>Total International Business Minor Credit Hours</b>		<b>24</b>

## Language Arts Education Minor

The language arts education minor is overseen by a partnership between the Department of English, the Department of Communication and Media, and the School of Education.

Course Number	Course Title	Credit Hours
^* ENG 208 and ENG 220	Creative Writing and Introduction to Literary Study	3, 3
^* ENG 361	English Language	3
^ SPE 242	Story Telling	3
^π SPE 212 or other SPE	Fundamentals of Speech <sup>π</sup> or other SPE course above SPE 100	3

## MINORS

Choose one from the following

^ ENG 322	19 <sup>th</sup> Century American Literature	3
^ ENG 350	20 <sup>th</sup> Century American Literature	3
^ ENG 352	American Literature: World War II – Present	3

Choose one from the following

^ ENG 329	Early British and Continental Literature	3
^ ENG 360	19 <sup>th</sup> Century British Literature	3
^ ENG 362	20 <sup>th</sup> Century British Literature	3

Choose one additional American or British Literature course 3

Choose one from the following

^* ENG 309	Creative Nonfiction	3
^* ENG 311	Poetry Writing	3
^ ENG 313	Fiction Writing	3
^ WRT 306	Writing for Children	3
^* WRT 373	Feature Writing	3

**Total Language Arts Education Minor Credit Hours 27**

Option I Education Courses (See Teacher Education section of the catalog)

## Management Minor

The management minor is overseen by the Gainey School of Business.

### Prerequisite Courses Required for the Management Minor

Students who choose to take ACC 341 Cost and Managerial Accounting Practice will need to take the prerequisites ACC 221 Principles of Accounting I and ACC Principles of Accounting II as electives prior to registration into ACC 341.

Course Number	Course Title	Credit Hours
BUS 107	Foundations of Leadership and Ethics	3
BUS 310	Organizational Theory	3
BUS 325 and BUS 371	Principles of Mgt. and Organizational Behavior Mgt.	3, 3

Choose four courses from the following (two must be numbered 300 and above)

* ACC 341	Cost and Managerial Accounting Practice	3
BUS 271	Business Law I	3
* BUS 351	Statistics	3
* BUS 426	Operations and Supply Chain Management	3
* BUS 432	Human Resource Management	3
ENT 201	Small Business Management	3
FIN 268	Personal Finance	3
IBS 223	Biblical Foundation of International Business	3
IBS 305	Principles of International Business	3

**Total Management Minor Credit Hours 24**

## Management Information Systems Minor

The management information systems minor is overseen by the Gainey School of Business.

### Prerequisite Courses Required for the MIS Minor

Students who choose to take ACC 341 Cost and Managerial Accounting Practice will need to take the prerequisites ACC 221 Principles of Accounting I and ACC Principles of Accounting II as electives prior to registration into ACC 341.

Course Number	Course Title	Credit Hours
BUS 325	Principles of Management	3
BUS 432 or COM 110	Human Resource Management or Communication Tech.	3
^ CPS 201 and *CPS 202	Foundations of Computing I and II	4, 4
* CPS 303	Introduction to Database Systems	3

Choose one of the following groups

## MINORS

### Group 1: Accounting

* ACC 341	Cost & Managerial Accounting Practice	3
* ACC 360	Accounting Info Systems	3

### Group 2: Management

BUS 310 and *BUS 426	Organization Theory and Operations and Supply Chain Mgmt	3
MIS 285	Exploratory Experience	1

### Group 3: Systems

* CPS 330	Systems Analysis and Design	3
* CPS elective	CPS course numbered 200-499	3-4
MIS 285	Exploratory Experience	1

**Total Management Information Systems Minor Credit Hours** **23-25**

## Marketing Minor

The marketing minor is overseen by the Gainey School of Business.

Course Number	Course Title	Credit Hours
APR 207 or APR 347	Advertising or Public Relations	3
BUS 107	Foundations of Leadership and Ethics	3
COM 110	Communication Technology	3
*π BUS 351	Statistics	3
MKT 221 and MKT 275	Marketing Principles and Sales	3, 3
MKT 340 or MKT 341	Consumer Relations or Retailing	3
MKT 452* or MKT 461	Marketing Research and Design or Marketing Strategy	3

**Total Marketing Minor Credit Hours** **24**

## Mathematics Minor

The mathematics minor is overseen by the Department of Mathematics.

Course Prefix	Course Title	Credit Hours
* MAT 201 and MAT 202	Calculus I and II	4, 4
* MAT 232	Proof and Discrete Structures	3
* MAT 321	Abstract Algebra I	3
* MAT 300-499	MAT elective (excluding MAT 300, 331 and 342)	3
* MAT 300-499	MAT elective (excluding MAT 300, 331 and 342)	3

**Total Mathematics Minor Credit Hours** **20**

## Mathematics Elementary Education Minor

The mathematics elementary education minor is overseen by the Department of Mathematics.

### Residency Requirement for the Mathematics Elementary Education Minor

Students in this minor must take MAT 342 and at least one other upper-level (300-499) MAT course at SAU.

Course Number	Course Title	Credit Hours
^* MAT 201 and MAT 202	Calculus I and II	4, 4
^* MAT 232	Proof and Discrete Structures	3
^* MAT 321	Abstract Algebra I	3
§* MAT 342	Foundations of Secondary School Math	3
^* MAT 351	Statistics	3
^* MAT 421	Modern Geometry	3

**Total Mathematics Elementary Education Minor Credit Hours** **23**

Option I Education Courses (See Teacher Education Section)

## Mathematics Secondary Education Minor

The mathematics secondary education minor is overseen by the Department of Mathematics.

### Residency Requirement for the Mathematics Secondary Education Minor

Students in this minor must take MAT 342 and at least one other upper-level (300-499) MAT course at SAU.

Course Number	Course Title	Credit Hours
<sup>^*</sup> MAT 201 and MAT 202	Calculus I and Calculus II	4, 4
<sup>^*</sup> MAT 232	Proof and Discrete Structures	3
<sup>^*</sup> MAT 321	Abstract Algebra I	3
<sup>§*</sup> MAT 342	Foundations of Secondary School Math	3
<sup>^*</sup> MAT 351	Statistics	3
<sup>^*</sup> MAT 352	Linear Algebra	3
<sup>^*</sup> MAT 421	Modern Geometry	3
<b>Total Mathematics Secondary Education Minor Credit Hours</b>		<b>26</b>

Secondary Professional Education Courses (See Teacher Education)

## Military Science and Leadership Minor

This minor can be earned by taking Army ROTC courses on the campus of Eastern Michigan university in Ypsilanti, Michigan. Further information about the minor can be obtained from the Associate Vice President for Academic Affairs at SAU.

Spring Arbor University has agreed that credits from MSL courses may be used as elective credits and will appear on Spring Arbor transcripts. Students will need to regularly travel to Eastern Michigan University in order to fulfill requirements for MSL courses. Details about Army ROTC may be obtained using the following contact information: Department of Military Science, Eastern Michigan University, 18 Roosevelt, Ypsilanti, Michigan 48197, Phone: 734.487.0354, Email: cot\_armyrotc@emich.edu

Course Number	Course Title	Credit Hours
MSL 101 and MSL 102	Foundations of Officership and Basic Leadership	2, 2
MSL 201 and MSL 202	Individual Leadership Studies and Leadership and Teamwork	2
MSL 301	Leadership and Problem Solving	3
MSL 302	Leadership and Ethics	3
MSL 401	Leadership and Management	3
MSL 402 and MSL 498	Officership and Military History	3, 3
<b>Total Military Science and Leadership Minor Credit Hours</b>		<b>23</b>

## Music Minor

The music minor is overseen by the Department of Music.

### Organ or Piano Focus

Instrumental focus in organ or piano requires two semesters of ensemble and six semesters of private lessons.

### Private Lessons Credit Hours

Private lessons meet 30 minutes each week for 1 credit hour or 60 minutes for 2 credit hours per semester. All applied lessons require significant individual practice outside of the meeting time as well as attendance of all music labs and performance in at least two music labs a semester.

Course Number	Course Title	Credit Hours
MUS 105 and *MUS 106	Music Theory I: Literacy and Music Theory II: Harmony	3, 3
<sup>π</sup> MUS 230/240	Ensemble (2 or 4 semesters)	2, 2 or 1, 1, 1, 1
MUS 310	Private Lessons (2 or 4 semesters)	2, 2 or 1, 1, 1, 1
<sup>*</sup> MUS 363	Conducting	2
MUS Electives		5
<i>Choose one of the following</i>		
MUS 313	The History of Music Literature to 1750	3
MUS 314	The History of Music Literature from 1750	3
<b>Total Music Minor Credit Hours</b>		<b>24</b>

## Pastoral Ministry Minor

The pastoral ministry minor is overseen by the Department of Theology.

Course Number	Course Title	Credit Hours
CMI 127	Exploring Ministry	2
CMI 210	Philosophy of Ministry	3
CMI 316	Church Planting/Growth	3
CMI 337	Principles of Preaching	3
CMI 344	Church Leadership	3
* CMI 422	Counseling in Ministry	3
<i>Choose one of the following</i>		
CMI 202	Children's Spirituality Through the Developmental Process	3
* PSY 306	Adolescent and Early Adult Development	3
SOC 250	Marriage and Family	3
* YMI 316	Adolescent Spirituality	3
<b>Total Pastoral Ministry Minor Credit Hours</b>		<b>20</b>

## Philosophy Minor

The philosophy minor is overseen by the Department of Theology.

Course Number	Course Title	Credit Hours
PHI 200	Introduction to Philosophy (counts toward Gen. Ed.)	3
* PHI 301	Great Thinkers of the Western World	3
* PHI 300-499 (x3)	Philosophy Upper-level Elective	3, 3, 3
* THE 300-499 (x2)	Theology Upper-level Elective	3, 3
<b>Total Philosophy Minor Credit Hours</b>		<b>21</b>

## Political Science Minor

The political science minor is overseen by the Department of History, Geography and Politics.

Course Number	Course Title	Credit Hours
POL 213 and POL 236	American National Government and Christianity and Politics	3, 3
POL 311	Comparative Government	3
POL 316	Western Political Thought	3
POL XXX	POL electives	8
<b>Total Political Science Minor Credit Hours</b>		<b>20</b>

## Political Science Secondary Education Minor

The political science secondary education minor is overseen by the Department of History, Geography and Politics.

Course Number	Course Title	Credit Hours
^ POL 213 and POL 236	American National Government and Christianity and Politics	3, 3
^ POL 311	Comparative Government	3
^ POL 316	Western Political Thought	3
^ POL XXX	POL electives	8
<b>Total Political Science Secondary Education Minor Credit Hours</b>		<b>20</b>

Secondary Professional Courses are required for certification (see Teacher Education section).

### Support Courses for Political Science Certification Test Preparation

GEO 221	Introduction to Geography	3
π HIS 141 or HIS 142	United States to 1877 or United States from 1877	3
<i>Choose one course from the following</i>		
π ECN 101	Introduction to Economics	3
*π ECN 222	Introduction to Macroeconomics	3
ECN 323	Economics of the Third World	3

## Pre-law Minor

The pre-law minor is overseen by the Department of Theology.

Course Number	Course Title	Credit Hours
BUS 271	Business Law I	3
* COM 404	Oral and Digital Persuasion	3
ENG 420	Major Authors	3
* PHI 301	Great Thinkers of the Western World	3
* PHI 334	Critical Thinking	3
POL 213	American National Government	3
SOC 382	International Human Rights	3
<i>Choose one course from the following</i>		
PHI 390	Independent Study in Philosophy	3
SOC 390	Independent Study in Sociology	3
HIS 390	Independent Study in History	3
<b>Total Pre-law Minor Credit Hours</b>		<b>24</b>

## Professional Writing Minor

The professional writing minor is overseen by the Department of Communication and Media.

Course Number	Course Title	Credit Hours
COM 100	Introduction to Communication	3
* COM 214	Communication Theory	2
COM 317	Digital Influence	1
* COM 324	Web Content and Management	4
WRT 216	Writing for Media	3
WRT 310	Multimedia Reporting	3
<i>Choose one option from below</i>		
WRT 306	Writing for Children	3
* WRT 373	Feature Writing	3
<b>Total Professional Writing Minor Credit Hours</b>		<b>19</b>

## Psychology Minor

The psychology minor is overseen by the Department of Psychology.

Course Number	Course Title	Credit Hours
*π PSY 100	Introduction to Psychology	3
* PSY 200	Essentials of Psychology	3
* PSY Electives		3
<i>Choose one option from the following</i>		
* PSY 382	Learning and Thinking	4
* PSY 403	Physiological Psychology	4
<i>Choose one option from the following</i>		
* PSY 300	Psychological Issues in Children	3
* PSY 306	Adolescent and Early Adult Development	3
* PSY 309	Lifespan Development	3
<i>Choose one option from the following</i>		
* PSY 305	Abnormal Psychology	3
* PSY 422	Methods and Procedures of Counseling	3
<b>Total Psychology Minor Credit Hours</b>		<b>19</b>

## Psychology Secondary Education Minor

The psychology education minor is overseen by the Department of Psychology.

Course Number	Course Title	Credit Hours
* $\pi$ PSY 100	Introduction to Psychology	3
* PSY 200	Essentials of Psychology	3
* PSY 382 and PSY 403	Learning and Thinking and Physiological Psychology	4, 4
* PSY 305 or PSY 422	Abnormal Psychology or Methods and Procedures of Counseling	3
<i>Choose one option from the following</i>		
* PSY 300	Psychological Issues in Children	3
* PSY 306	Adolescent and Early Adult Development	3
* PSY 309	Lifespan Development	3
<b>Total Psychology Secondary Education Minor Credit Hours</b>		<b>20</b>

Secondary Professional Courses are required for certification (see Teacher Education section).

## Reading Minor

The reading minor is overseen by the School of Education.

### Teaching Certification for Reading

Students who complete the reading minor may apply for certification with an endorsement in reading (BT) after passing the appropriate Michigan Test for Teacher Certification (MTTC). Individuals with a reading endorsement may teach reading and developmental reading in the regular education classroom, in the grade levels indicated on the teaching certificate.

### Professional Disposition and Skills for Elementary Education

Acceptable ratings in the Professional Dispositions and Skills instrument, as evaluated by the faculty of the SOE, may be considered as part of the criteria for recommendation for the internship in elementary education.

Course Number	Course Title	Credit Hours
$\S^*\mu$ EDU 350	Teaching Reading and Language Arts in Elementary School	5
$^*\mu$ EDU 360	Integrating Technology in Education	3
$^*\mu$ EDU 376	Children's Literature	3
$^*$ RDG 340	Emergent and Beginning Literacy	3
$^*$ RDG 356	Culturally Responsive Pedagogy	3
$^*$ RDG 361	Information Literacy	1
$^*$ RDG 377	Young Adult Literature	3
$^*\mu$ RDG 424	Elementary and Middle School Reading Problems	3
$^*$ RDG 426	Reading Interventions and Remediation	3
$^*$ RDG 428	Teaching Writing for K-8 Teachers	3
$^*$ RDG 439	Issues and Trends in Literacy Education	3
<b>Total Reading Minor Credit Hours</b>		<b>33</b>

Option I Education Courses for Certification (See Teacher Education section of the catalog.)

## Sociology Minor

The sociology minor is overseen by the Department of Sociology.

Course Number	Course Title	Credit Hours
SOC 100	Modern Social Problems	3
$\pi$ SOC 101	Introduction to Sociology	3
SOC 311	Racial and Ethnic Relations	3
SOC 327 and SOC 360	Social Stratification and Gender & Society	3, 3
* SOC 452	Sociological Theory	3
SOC 484	Spirituality, Faith and Justice	3
<b>Total Sociology Minor Credit Hours</b>		<b>21</b>

## Spanish Minor

The Spanish minor is overseen by the Department of World Languages.

### Prerequisite Spanish Courses for Spanish Minors

Students should keep in mind that the requirements for SPA 100- and 200-level courses must be fulfilled prior to SPA 306 Introduction to Spanish Literature and Civilization. Students may register for the courses at SAU or meet the requirements through one of the following alternative ways: CLEP or AP exams, or four years of high school language courses with a grade of "B" or better.

### Residency Requirement and Registration Recommendation for Spanish Minors

Students must take at least 50% of the required 300-499 Spanish courses at SAU for these programs. It is recommended that students register for at least one 300-level or above Spanish course on campus each semester in addition to the course credit they will acquire in the immersion experience.

### Immersion Experience

Students in a Spanish minor will register for either a) 3 credit hours upper-level Spanish courses (300-499) in the three-week interim in a Department of World Languages approved experience or b) 3 to 9 credit hours of upper-level Spanish courses in a Department of World Languages approved semester abroad experience. Students in a Spanish education minor will register for either a) 3 credit hours of 300-499 Spanish courses in the three-week interim in a Department of World Languages approved experience or b) 3 to 12 credit hours of upper-level Spanish courses in a Department of World Languages approved semester abroad experience. SPA 306 Introduction to Spanish Literature and Civilization with a grade of "B-" or better is required prior to registration.

### Teacher Certification for Spanish Education Minor

Students in this program should be aware of the schedule for the Michigan Test for Teacher Certification (MTTC).

### Oral Proficiency Interview for Teacher Certification in Spanish

Students desiring Michigan certification are responsible for meeting all certification requirements of the Michigan Department of Education (MDE) whether or not they are explicitly stated in this catalog. The MDE requires all world language endorsement candidates to pass the Oral Proficiency Interview (OPI). For more information about the OPI, students should contact the chair of the Department of World Languages.

Course Number	Course Title	Credit Hours
§* SPA 306	Introduction to Spanish Literature and Civilization	3
* SPA 355G	Advanced Conversation (Guatemala Semester abroad)	3
* SPA 300-499	Upper-level Spanish courses	12
<b>Total Spanish Minor Credit Hours</b>		<b>18</b>

## Spanish Education Minor

The Spanish education minor is overseen by the Department of World Languages and School of Education.

Course Number	Course Title	Credit Hours
§* SPA 306	Introduction to Spanish Literature and Civilization	3
^* SPA 355G	Advanced Conversation (Guatemala Semester abroad)	3
^* SPA 300-499	Upper-level Spanish courses	18
<b>Total Spanish Education Minor Credit Hours</b>		<b>24</b>

Secondary Professional courses are required for secondary certification (see Teacher Education section).

Option II Education courses are required for elementary certification (see Teacher Education section).

## Speech Minor

The speech minor is overseen by the Department of Communication and Media.

Course Number	Course Title	Credit Hours
COM 100	Introduction to Communication	3
^*π COM 212	Rhetoric	3
* COM 214	Communication Theory	2
COM 317	Digital Influence	1
* COM 404	Oral and Digital Persuasion	3
* SPE 242	Storytelling	3
SPE 265 or SPE 342	Acting Techniques or Oral Interpretation and Voice	3
<b>Total Speech Minor Credit Hours</b>		<b>18</b>

## Teaching English as a Second Language Minor

The TSL minor is overseen by the School of Education.

### TSL Learning Outcomes

The minor in Teaching English to Speakers of other Languages (TSL) prepares candidates to teach English as a Second Language to children and adults of all ages in school or community settings. Candidates develop professional skills to effectively teach English listening, speaking, reading and writing, to groups of children or adults with multiple levels of English language proficiency and diverse backgrounds. Courses structured from a theoretical background in critical issues in second language learning, linguistics, language education, assessment and content instruction to assessment and evaluation.

### Language Requirement Waiver

The language requirement may be waived by petition with two years of high school foreign language with a "B" or better.

### English Language Proficiency

English language proficiency will be determined by an interview and writing assessment in EDU 140.

### Certification Eligibility

A TSL minor may be added as an additional endorsement to an existing teaching certificate. Students with a Spanish major and TSL minor seeking secondary certification must student teach in both a Spanish and an ESL setting. The TSL minor meets certification requirements for elementary, secondary or K-12 endorsements. Candidates must successfully complete all courses in the elementary or secondary teacher preparation program as well as all TSL courses and clinical experiences. Adding the TSL endorsement to the initial elementary certificate requires candidates pass the Michigan Test for Teacher Certification (MTTC) for elementary education as well as the ESL MTTC. Candidates in secondary education must pass the MTTC in their major and the ESL MTTC. Students seeking the K-12 TSL Endorsement must have a TSL minor and take both TSL 430E and TSL 430S. The TSL minor K-12 must be connected with a program of study of at least 30 semester hours in elementary education, language arts, social studies, science or mathematics for initial endorsement on an elementary or secondary certificate.

Course Number	Course Title	Credit Hours
<sup>^</sup> TSL 311	Cross Cultural Communication	4
<sup>^</sup> TSL 321	Essential Linguistics for Teachers of English Language Learners	2
<sup>§*</sup> TSL 326	Methods and Materials for Teachers of English Language Learners	4
<sup>§*</sup> TSL 327	Teaching Grammar for English Language Learners	2
<sup>^*</sup> TSL 411	Sheltered Immersion (SIOP) for Content Area Teachers	4
<sup>^*</sup> TSL 420	Assessment and Eval. of English Language Learners and Programs	3
<sup>§*</sup> TSL 421	Methods for Teaching Literacy for English Language Learners	4
<sup>^*</sup> TSL 430E or 430S	Seminar in Teaching English Language Learners	1
<sup>^</sup> Foreign Language	2 semesters non-English language (see note below)	6
<b>Total TSL Minor Credit Hours</b>		<b>24-30</b>

Option II education courses (elementary) or Secondary Professional courses (secondary) (See Teacher Education.)

## Theological Studies Minor

The theological studies major is overseen by the Department of Theology.

Course Number	Course Title	Credit Hours
THE 206	Doctrines of the Christian Faith	3
* THE 300-499	Choose four upper-level THE electives to total 12 credit hours	12
* PHI 300-499	Choose two upper-level PHI electives to total 6 credit hours	6
<b>Total Theological Studies Minor Credit Hours</b>		<b>21</b>

## Urban Studies Minor

The urban studies minor is overseen by the Department of Sociology.

### Required Support Courses for Urban Studies Minor

PSY 100 Introduction to Psychology and SOC 100 Modern Social Problems are required support for this minor can be taken to meet the social science General Education requirements.

Course Number	Course Title	Credit Hours
CMI 320	Urban Ministry	3
* PSY 305	Abnormal Psychology	3

## MINORS

* PSY 354	Social Psychology	3
SOC 246	Substance Abuse and Society	3
SOC 300	Urban Sociology	3
SOC 311	Racial and Ethnic Relations	3
SOC 327	Social Stratification	3
SOC 484	Spirituality, Faith and Justice	3
<b>Total Urban Studies Minor Credit Hours</b>		<b>24</b>

### Visual Literacy Minor

The visual literacy minor is overseen by the Department of Art and Design.

#### Prerequisite Courses for Visual Literacy Minor

COM 399 Visual Communication Portfolio has three prerequisite courses: COM 100 Introduction to Communication (3), COM 214 Communication Theory (2), and WRT 216 Writing for the Media (3). These support courses total 8 credit hours of additional coursework required for the minor.

Course Number	Course Title	Credit Hours
^ ART 162	Drawing I	3
^ ART 165	Two-Dimensional Design	3
^ ART 167	Color	2
^ ART 204	Photography	3
^ ART 272 and *ART 274	Introduction to Graphic Design and Graphic Design I	4, 4
^* COM 399	Visual Communication Portfolio	1
<b>Total Visual Literacy Minor Credit Hours</b>		<b>20</b>

### Youth Ministry Minor

The youth ministry minor is overseen by the Department of Theology.

#### Prerequisite Course for the Youth Ministry Minor

PSY 100 Introduction to Psychology is a prerequisite to YMI 316 Adolescent Spirituality. Students should plan to take PSY 100 as a part of their General Education requirements.

Course Number	Course Title	Credit Hours
CMI 127	Exploring Ministry	2
CMI 210	Philosophy of Ministry	3
* CMI 356	Strategies in Ministry	3
* CMI 432	Administration in Ministry	3
YMI 200	Foundations of Youth Ministry	3
* YMI 316	Adolescent Spirituality	3
* YMI 340	Youth in Culture	3
CMI/YMI 200-499	Christian/Youth Ministry Elective	3
<b>Total Youth Ministry Minor Credit Hours</b>		<b>23</b>

# **INSTITUTIONAL ENDORSEMENTS AND OTHER ENDORSEMENTS**

## Symbol Key for All Endorsements

- § Grade of "B-" or better required.
- ^ Grade of "C" or better required.
- \* This course has a prerequisite.
- # Meets a General Education requirement.

### Accounting Institutional Endorsement

The accounting institutional endorsement is overseen by the Gainey School of Business.

Course Number	Course Title	Credit Hours
ACC 221	Principles of Accounting I	3
* ACC 222	Principles of Accounting II	3
* ACC 317	Intermediate Accounting I	3
* ACC 318	Intermediate Accounting II	3
<b>Total Credit Hours</b>		<b>12</b>

### Advertising and Public Relations Institutional Endorsement

The advertising and public relations institutional endorsement is overseen by the Department of Communication and Media.

#### Prerequisite Courses

Students wishing to add the advertising and public relations institutional endorsement to any major will need to complete the prerequisite General Education courses of ENG 104 College Writing and one of the following speech requirements: SPE 100 Oral Communication or SPE 212 Fundamentals of Speech.

Course Number	Course Title	Credit Hours
APR/MKT 207	Advertising	3
* APR/MKT 309	Advanced Advertising	3
* APR 311	Corporate Communication	3
APR/MKT 347	Public Relations	3
<b>Total Credit Hours</b>		<b>12</b>

### Arabic Institutional Endorsement

The Arabic institutional endorsement is overseen by the Department of World Languages.

Course Number	Course Title	Credit Hours
<b>Required Courses (Kelsey Language Institute Semester Abroad)</b>		
ARA 155A	Elementary Arabic I	3
* ARA 155B	Elementary Arabic II	3
* ARA 255A	Intermediate Arabic I	3
* ARA 255B	Intermediate Arabic II	3
<b>Total Credit Hours</b>		<b>12</b>
<b>Highly Recommended Prerequisite Courses (SAU)</b>		
HIS 334	The Middle East	3
REL 394	World Religions	3

### Biblical Languages Institutional Endorsement

The biblical languages institutional endorsement is overseen by the Department of Religion.

Course Number	Course Title	Credit Hours
GRE 331	Elementary New Testament Greek I	3
* GRE 332	Elementary New Testament Greek II	3
HEB 331	Elementary Biblical Hebrew I	3
* HEB 332	Elementary Biblical Hebrew II	3
<b>Total Credit Hours</b>		<b>12</b>

## INSTITUTIONAL AND OTHER ENDORSEMENTS

### Business Administration Institutional Endorsement

The business administration institutional endorsement is overseen by the Gainey School of Business.

Course Number	Course Title	Credit Hours
* ACC 221	Principles of Accounting I	3
BUS 107	Foundations of Leadership and Ethics	3
# ECN 221	Introduction to Microeconomics	3
MKT 221	Marketing Principles	3
<b>Total Credit Hours</b>		<b>12</b>

### Child Welfare Endorsement

The child welfare endorsement curriculum is overseen by the Department of Social Work. The child welfare endorsement is recognized by the Department of Health and Human Services of the state of Michigan. Students should consult with their advisor about policies and procedures for obtaining this endorsement.

Course Number	Course Title	Credit Hours
SWK 305	Human Behavior in the Social Environment	3
SWK 307	Child Welfare	3
SWK 340	Practice with Individuals and Families	3
SWK 341	Trauma Informed Child Welfare	3
SWK 450	Internship (child welfare organization)	10
<b>Total Credit Hours</b>		<b>22</b>

### Communication Studies Institutional Endorsement

The communication studies institutional endorsement is overseen by the Department of Communication and Media.

#### Prerequisite Courses

This institutional endorsement requires students complete of the following prerequisite courses: COM 212 Rhetoric, SPE 100 Oral Communication or SPE 212 Fundamentals of Speech.

Course Number	Course Title	Credit Hours
COM 100	Introduction to Communication	3
* COM 214	Communication Theory	2
COM 232	Readings in Rhetoric	1
* COM 368	Intercultural Communication	3
* COM 404	Oral and Digital Persuasion	3
<b>Total Credit Hours</b>		<b>12</b>

### Corporate Finance Institutional Endorsement

The corporate finance institutional endorsement is overseen by the Gainey School of Business.

**Prerequisite Courses:** this institutional endorsement may require an additional 9-18 credit hours if added to majors that do not already require the prerequisite courses of ACC 221 Principles of Accounting I, ACC 222 Principles of Accounting II, and BUS 271 Business Law I. Students choosing FIN 452 Series 7 Preparation must take prerequisite courses ECN 221 Introduction to Microeconomics, ECN 222 Introduction to Macroeconomics, and FIN 362 Principles of Finance. Students choosing APR 311 must take prerequisite courses ENG 104 College Writing and either SPE 100 Oral Communication or SPE 212 Fundamentals of Speech.

Course Number	Course Title	Credit Hours
* ACC 391	Individual Taxation	3
* BUS 372	Business Law II	3
FIN 201	Financial Institutions	1
FIN 202	Student Managed Investments (two semesters)	1, 1
* APR 311 or FIN 452	Corporate Communication or Series 7 Preparation	3
<b>Total Credit Hours</b>		<b>12</b>

## Digital Influence Institutional Endorsement

The digital influence institutional endorsement is overseen by the Department of Communication and Media.

**Prerequisite Course:** students wishing to add the digital influence institutional endorsement will also need to complete COM 100 Introduction to Communication as a prerequisite to COM 324.

Course Number	Course Title	Credit Hours
COM 110	Communication Technology	3
COM 317	Digital Influence (3 semesters)	1, 1, 1
* COM 324	Web Content and Management	3
COM 354	Applied Social Media	3
<b>Total Credit Hours</b>		<b>15</b>

## Economics Institutional Endorsement

The economics institutional endorsement is overseen by the Gainey School of Business.

Course Number	Course Title	Credit Hours
<sup>π</sup> ECN 221	Introduction to Microeconomics	3
* <sup>π</sup> ECN 222	Introduction to Macroeconomics	3
* ECN 301	Money and Banking	3
<i>Choose one course from the following</i>		
ECN/POL 322	Globalization: International Economics in the Information Age	3
ECN/POL 323	Economics of the Third World	3
<b>Total Credit Hours</b>		<b>12</b>

## Entrepreneurship Institutional Endorsement

The entrepreneurship institutional endorsement is overseen by the Gainey School of Business.

Course Number	Course Title	Credit Hours
ENT 201	Small Business Management	3
ENT 311	Entrepreneurship and Planning	3
ENT 401	Social Entrepreneurship	3
MKT 221	Marketing Principles	3
<b>Total Credit Hours</b>		<b>12</b>

## Ethical Decision Making Institutional Endorsement

The ethical decision making institutional endorsement is overseen by the Department of Religion.

Course Number	Course Title	Credit Hours
PHI 314	Ethics	3
PHI 318	War and Peace	3
* PHI 334	Critical Thinking	3
* PHI 402	Environmental Ethics	3
<b>Total Credit Hours</b>		<b>12</b>

## Finance Institutional Endorsement

The finance institutional endorsement is overseen by the Gainey School of Business.

Course Number	Course Title	Credit Hours
* ACC 221	Principles of Accounting I	3
ECN 221	Introduction to Microeconomics	3
FIN 268	Personal Finance	3
* FIN 362	Principles of Finance	3
<b>Total Credit Hours</b>		<b>12</b>

## Financial Planning Institutional Endorsement

The financial planning institutional endorsement is overseen by the Gainey School of Business.

**Prerequisite Courses:** this institutional endorsement may require an additional 9-18 credit hours if added to majors that do not require the prerequisite courses of ACC 221 and ACC 222 Principles of Accounting I and II. Students who choose to take FIN 368 will need prerequisite BUS 351 Statistics. Students who choose to take FIN 452 will need the prerequisites ECN 221 Introduction to Microeconomics, ECN 222 Introduction to Macroeconomics, and FIN 362 Principles of Finance.

Course Number	Course Title	Credit Hours
* ACC 391	Individual Taxation	3
FIN 201	Financial Institutions	1
FIN 202	Student Managed Investments (two semesters)	1, 1
MKT 275	Sales	3
* FIN 368 or FIN 425	Insurance and Risk Management or Series 7 Preparation	3
<b>Total Credit Hours</b>		<b>12</b>

## Information Systems Institutional Endorsement

The management information systems institutional endorsement is overseen by the School of Engineering.

**Prerequisite Course:** this institutional endorsement may require 3 additional credit hours. Students wishing to add this endorsement must also take BUS 162 Business Computer Applications as a prerequisite to MIS 301.

Course Number	Course Title	Credit Hours
^ CPS 201 and *CPS 202	Foundations of Computing I and II	4, 4
* CPS 210	Data Communications and Networking	3
* CPS 303	Introduction to Database Systems	3
* MIS 301	Information Technology Management	3
<b>Total Credit Hours</b>		<b>17</b>

## International Business Institutional Endorsement

The international business institutional endorsement is overseen by the Gainey School of Business.

Course Number	Course Title	Credit Hours
COM 368* or SOC 314	Intercultural Communication or Cultural Anthropology	3
IBS 223	Biblical Foundations of International Business	3
IBS 305	Principles of International Business	3
<i>Choose two of the following</i>		
* COM 368	Intercultural Communication	3
POL 312	International Relations	3
POL 322	Globalization: International Economics	3
SOC 311	Racial and Ethnic Relations	3
<b>Total Credit Hours</b>		<b>12</b>

## International Education Leadership Institutional Endorsement

The international education leadership institutional endorsement is overseen by the School of Education. This endorsement is not recognized by MDE and is available only in conjunction with teacher education programs.

**Cross Cultural Study:** Students may embed coursework for this institutional endorsement in the COR 275 experience.

Course Number	Course Title	Credit Hours
^ EDU 290	Independent Study (field-based content)	2
^ EDU 390	Independent Study (comprehensive thesis)	2
§* EDU 430	Seminar in Teaching	1
^* EDU 450	Directed Teaching (international setting)	3-6
COM 368 or SOC 314	Intercultural Communication or Cultural Anthropology	3, 3
<b>Total Credit Hours</b>		<b>11-14</b>

## INSTITUTIONAL AND OTHER ENDORSEMENTS

### Management Institutional Endorsement

The management institutional endorsement is overseen by the Gainey School of Business.

Course Number	Course Title	Credit Hours
BUS 310	Organizational Theory	3
BUS 325 or *BUS 432	Principles of Management or Human Resource Management	3
BUS 371	Organizational Behavior Management	3
<i>Choose one course from the following</i>		
* BUS 426	Operations and Supply Chain Management	3
ENT 201	Small Business Management: An Entrepreneurial Approach	3
<b>Total Credit Hours</b>		<b>12</b>

### Management Information Systems Institutional Endorsement

The management information systems institutional endorsement is overseen by the Gainey School of Business.

Course Number	Course Title	Credit Hours
BUS 310	Organization Theory	3
^ CPS 201 and *CPS 202	Foundations of Computing I and II	4, 4
<i>Choose one course from the following</i>		
BUS 371	Organizational Behavior Management	3
* BUS 426	Operations and Supply Chain Mgmt.	3
BUS 432	Human Resource Management	3
<b>Total Credit Hours</b>		<b>14</b>

### Management of Health Care Systems Institutional Endorsement

The management of health care systems institutional endorsement is overseen by the School of Nursing and Health Sciences. This institutional endorsement is offered only online to students with at least junior standing (58 credit hours).

Course Number	Course Title	Credit Hours
MHS 231	Fiscal Management in Health Care	3
MHS 342	Health Care Systems	3
MHS 431	Administration of Health Care Systems	3
MHS 433	Health Care Systems Leadership	3
<b>Total Credit Hours</b>		<b>12</b>

### Marketing Institutional Endorsement

The marketing institutional endorsement is overseen by the Gainey School of Business.

Course Number	Course Title	Credit Hours
MKT 207	Advertising	3
MKT 221	Marketing Principles	3
MKT 275	Sales	3
MKT 340 or MKT 341	Consumer Relations or Retailing	3
<b>Total Credit Hours</b>		<b>12</b>

### Public Speaking Institutional Endorsement

The public speaking institutional endorsement is overseen by the Department of Communication and Media.

Course Number	Course Title	Credit Hours
* COM 404	Oral and Digital Persuasion	3
* SPE 242	Storytelling	3
SPE 342	Oral Interpretation and Voice	3
^ COM 232 and #SPE 212	Readings in Rhetoric and Fundamentals of Speech	1, 3
<b>Total Credit Hours</b>		<b>13</b>

## Teaching Endorsements

See Teacher Education section of this catalog.

### Teaching English as a Second Language Institutional Endorsement

The TSL institutional endorsement is overseen by the School of Education. This endorsement is not recognized by the MDE and is available to any and all majors.

**Field Participation Hours:** students with this institutional endorsement must participate in field experience. Students must complete 27 clock hours of field work in preapproved community program settings.

Course Number	Course Title	Credit Hours
<sup>^</sup> TSL 311	Cross Cultural Communication	4
<sup>^*</sup> TSL 321	Essential Linguistics for Teachers of English Language Learners	2
<sup>§*</sup> TSL 326	Methods and Materials for Teachers of English Language Learners	4
<sup>§*</sup> TSL 327	Teaching Grammar for English Language Learners	2
<b>Total Credit Hours</b>		<b>12</b>

### Technology Tools Institutional Endorsement

The technology tools institutional endorsement is overseen by the School of Engineering.

Course Number	Course Title	Credit Hours
BUS 162	Business Computer Applications	1
CPS 150	Introduction to Computers	3
CPS 201	Foundations of Computing I	4
* CPS 202	Foundations of Computing II	3
* CPS 210	Data Communications and Networking	3
* CPS 350	Web Tools	4
<b>Total Credit Hours</b>		<b>18</b>

### Urban Education Leadership Institutional Endorsement

The urban education leadership institutional endorsement is overseen by the School of Education. This endorsement is not recognized by the MDE and is available only in conjunction with teacher education programs.

**Urban Visit Days and Field Participation Hours**

Students with this institutional endorsement must participate in two all-day trips in an urban setting arranged by the School of Education. Students must complete at least 40 clock hours of field work in a preapproved urban setting.

Course Number	Course Title	Credit Hours
<sup>^</sup> EDU 290 and EDU 390	Independent Study courses, one with field-based content	2, 2
<sup>§*</sup> EDU 430	Seminar in Teaching	1
<sup>^*</sup> EDU 450	Directed Teaching (urban setting)	3-6
<sup>^</sup> SOC 300 or SOC 311	Urban Sociology or Racial and Ethnic Relations	3
<b>Total Credit Hours</b>		<b>11-14</b>

### Video Production Institutional Endorsement

The video production institutional endorsement is overseen by the Department of Communication and Media.

Course Number	Course Title	Credit Hours
COM 110	Communication Technology	3
VID 202	Video Production	4
* VID 306	Advanced Video Production	4
VID 410	Producing and Directing	2
<b>Total Credit Hours</b>		<b>13</b>

## COURSE INFORMATION

**NOTE:** The University administration reserves the right to cancel or reschedule any course(s) due to insufficient enrollment or unavailability of faculty.

### Course Numbering

Courses numbered 100 to 199 are primarily for freshmen, 200 to 299 for sophomores, 300 to 399 for juniors and seniors, and 400 to 499 for seniors.

### Credit Hours

The numbers in parentheses following the title of the course indicate the number of semester hours of credit. For example, (3) would indicate three semester hours of credit.

### Course Rotation and Location

The information inside the parentheses following the credit hours indicates when and where the course is offered. The following key can be used to determine the specific information.

- Fall, Interim, Spring or Summer = the main campus term in which the course is offered. If these terms are not followed by "Sites" or "Online," the course is offered on the main campus only.
- Odd, Even = the last number of the year in which the course is offered. E.g., a course labeled "Odd Falls" would be offered in the fall of 2019, 2021, 2023, etc. "Even Springs" would be offered in the spring of 2020, 2022, 2024 etc.
- Sites, Online = not on the main campus; typically, do not have a semester offering listed with them.

The semester without a location, e.g. (Fall), is offered on the main campus in the semester specified. The words odd and even indicate the year; e.g. (Odd Falls) means the fall semester in odd years such as 2021.

### Prerequisites

Prerequisites are courses that need to be completed prior to taking the next course in a sequence. Prerequisite requirements appear immediately following course descriptions.

### Courses for All Disciplines

Spring Arbor University provides a number of opportunities for the student to pursue fields of interest under the guidance of an instructor. The following offerings are designed for the student's level of knowledge and sophistication in a chosen discipline.

#### 155, 255, 355 Experimental Courses

Used for non-catalog courses a department may be offering one time or to gauge student interest. If the course becomes a regular offering, a new number is assigned and the course is listed in the catalog. These numbers may also be used for courses a student takes in an off-campus location (semester abroad study).

#### 285 Exploratory Experience

A non-classroom learning experience, operating on two levels: (1) work in a professional or career area under the supervision of a qualified person, and (2) a non-directed living-learning situation. The student is expected to evaluate the experience in light of course work, career plans, and/or personal growth. It is assumed that students will complete a minimum of 40 clock hours per credit hour awarded. The student must have a sponsoring instructor. All paperwork for exploratory experiences must be processed prior to the activity and will not be accepted after the fact. Graded "S"/"U."

## COURSE DESCRIPTIONS

### **170, 270, 370 Special Topics**

Departments may offer particular topics/special interest courses under these numbers. Titles will vary per semester and may not be offered by every department.

### **385 Practicum**

With approval from an academic department, any student may earn credit for significant work or participatory experience by enrolling in practicum. Approval will be given only if there is evidence of significant new learning opportunities related to the student's discipline. Credit is variable. One credit hour per 40 clock hours of non-repetitive experience may be earned up to 8 credit hours, unless otherwise specified by a program. Each practicum must have two supervisors: a work supervisor and an academic supervisor. All paperwork for a practicum must be processed with the Office of Registration and Records prior to the activity and will not be accepted after the fact. A student may take no more than two practicum experiences to a maximum of 12 credit hours with no more than 8 credit hours counting toward the major, unless otherwise specified by the academic program. Specific guidelines for practica may be obtained from the academic department. If a campus student registers during the summer (May to August) for a required practicum, up to 4 credit hours can be covered by block tuition if the student was registered as a full-time student for both fall and spring but not registered for any credit hours during the interim in that same academic year. Graded "S"/"U."

*Prerequisite: minimum of 12 credit hours already completed in the discipline*

### **290, 390 Independent Study**

Provides opportunities for students to research and/or complete special projects and/or reading to enrich their academic experience. Regularly listed catalog courses cannot be taken under this format (see Tutorial Courses). Directed by the student with only preliminary guidance and final evaluation from the sponsoring instructor. Graded or "S"/"U." Must be graded with a standard letter grade if satisfying a course in a major or minor. A maximum of two independent studies may be completed in a student's academic program.

*Prerequisite: minimum of 6 credit hours already completed in the discipline for 290; minimum of 12 credit hours already completed in the discipline for 390, and junior standing*

### **450 Internship**

A student may enroll in an internship for 1-12 credit hours as approved or required by a program. The work experience must be significantly related to the student's major and/or concentration within the major. A minimum of 40 clock hours of work experience is required for each credit hour earned. There must be a worksite supervisor/evaluator and faculty advisor/supervisor. Specific readings, requirements and/or appropriate written assignments may be assigned by the faculty advisor. Guidelines for an internship may be obtained from the academic department. If a campus student registers during the summer (May to August) for a required internship, up to 4 credit hours can be covered by block tuition if the student was registered as a full-time student for both fall and spring but not registered for any credit hours during the interim in that same academic year. Graded "S"/"U."

*Prerequisite: a minimum of 18 credit hours already completed in the discipline*

### **460 Senior Research Project**

An opportunity for a student to design and complete a research project in the student's major area of study. A thesis is required.

*Prerequisite: senior status*

### **490 Senior Honors Project**

A significant project of scholarly productivity and/or research in the student's major area of study.

*Prerequisite: senior status and a GPA of 3.50 in the major*

# COURSE DESCRIPTIONS

## ACC (Accounting)

### **ACC 211 Basic Accounting (3) (Sites)**

Examines the basic concepts, principles and techniques used to generate accounting data. The accounting cycle is examined and used to enhance decision making for service and merchandising businesses.

*Prerequisite: MAT 101 Intermediate Algebra or MAT 104 Mathematics for the Liberal Arts*

### **ACC 221 Principles of Accounting I (3) (Fall)**

First in a two-part sequence. Involves the study of the principles of bookkeeping and financial reporting. Examines the accounting cycle, which deals with the analysis, journalizing and posting of business transactions within the double-entry framework, and specialized accounting procedures for service and merchandising businesses.

*Prerequisite: SAT Math Subtest score of 29 or equivalent or MAT 101 Intermediate Algebra or MAT 104 Mathematics for the Liberal Arts*

### **ACC 222 Principles of Accounting II (3) (Spring)**

A continuation of ACC 221 Principles of Accounting I. Shifts emphasis from sole proprietorships and partnerships to corporations operating in a manufacturing environment. Includes preparation and analysis of financial statements.

*Prerequisite: ACC 221 Principles of Accounting I*

### **ACC 314 Cost and Managerial Accounting Theory (3) (Odd Falls)**

Designed to assist students in understanding of the nature of cost accounting, cost concepts and terms, and the flow of costs in an accounting system. Case studies will be used to enhance an understanding of real-life applications. Focuses on the use of accounting data by managers. Topics also include cost accounting fundamentals, standard costing, cost allocation, costing systems and variance analysis.

*Prerequisite: ACC 222 Principles of Accounting II*

### **ACC 317 Intermediate Accounting I (3) (Fall)**

Covers objectives of accounting and the processes that have evolved in response to the objectives. Students develop an understanding of basic accounting statements and the limits involved in their preparation. A detailed study of the conceptual framework of accounting, income statements, balance sheet and all assets.

*Prerequisite: ACC 222 Principles of Accounting II*

### **ACC 318 Intermediate Accounting II (3) (Spring)**

A continuation of Intermediate Accounting I with a more detailed study of liabilities, income tax accounting, owner's equity, statements of cash flows, financial statement analysis and price change accounting.

*Prerequisite: ACC 317 Intermediate Accounting I*

### **ACC 323 Fundamentals of Business Accounting (3) (Sites)**

A study in the principles of accounting and financial reporting. The course focuses on the use of accounting data by managers in directing the affairs of business. Participants will be exposed in a broad sense to the ways in which managers use financial reports in the internal decision-making process, business planning, and control of business resources.

## COURSE DESCRIPTIONS

### **ACC 341 Cost and Managerial Accounting Practice (3) (Spring)**

Examines how managers use cost accounting data to assist them in the task of directing the affairs of their businesses. Highlights the benefits to be gained from a thorough understanding of accounting information. Exposes, in a broad sense, the way in which management accountants contribute to the internal decision-making process. Topics include determining cost behavior, cost relevance and the decision process, pricing decisions, management control systems, cost management in the context of quality and time, inventory management, decentralization and transfer compensation, cost-volume-profit and budgeting and control.  
*Prerequisite: ACC 222 Principles of Accounting II*

### **ACC 360 Accounting Information Systems (3) (Spring)**

A study of the computer-based information systems including basic concepts, accounting applications, internal controls, and system design and implementation. Use of PC-based accounting systems and their methods for processing information is an integral part of this course.  
*Prerequisites: ACC 222 Principles of Accounting II and BUS 162 Business Computer Applications*

### **ACC 391 Individual Taxation (3) (Even Falls)**

Introduces students to the federal internal revenue code and income tax regulations applicable to individuals and partnerships. Examines the concepts of gross income, taxable income, income tax exemptions and deductions, income tax credits, and tax basis of assets. Topics include tax determination, personal and dependency exemptions, property transactions, gross income, deductions and losses, depreciation, tax credits and alternative minimum tax.  
*Prerequisite: ACC 222 Principles of Accounting II*

### **ACC 392 Organizational Taxation (3) (Spring)**

Examines the federal internal revenue code and income tax regulations applicable to corporations. Topics to be covered are corporations (introduction, operating rules and related corporations), organization and capital structure, distributions in liquidations, corporate accumulations, as well as exempt entities.  
*Prerequisite: ACC 391 Individual Taxation*

### **ACC 404 Fund Accounting (3) (Odd Springs)**

Emphasizes accounting for the state and local government units. Accounting for hospitals, colleges, universities and other not-for-profit organizations is also covered.  
*Prerequisite: ACC 317 Intermediate Accounting I*

### **ACC 442 Auditing Principles I (3) (Even Falls)**

A capstone course in accounting. Integrates accounting standards, accounting systems, internal control structures, the auditing functions of evidence gathering and evaluation, and reporting – all within the context of the professional environment. Designed to produce competence in auditing theory and practice. Topics include the audit function, professional standards and ethics, the auditor's legal liability, the audit evidence process, the internal control structure, and auditing sampling techniques.  
*Prerequisite: ACC 318 Intermediate Accounting II and BUS 351 Statistics (may be taken concurrently)*

### **ACC 443 Auditing Principles II (3) (Odd Springs)**

This course is designed to be a continuation of ACC 442. Students will be studying the audit engagement, beginning with the planning of the engagement and risk assessment. The process of auditing the revenue, conversion, financing and investing cycles. The course concludes with the completion of the engagement and the reporting on audited financial statements. Special reports, compilation and review engagements are also covered.  
*Prerequisite: ACC 442 Auditing Principles I*

## COURSE DESCRIPTIONS

### **ACC 447 Advanced Accounting (4) (Fall)**

The study of special accounting problems relating to business combinations, the preparation of consolidated financial statements, accounting for partnerships, business failures, estates and trusts, etc.

*Prerequisite: ACC 318 Intermediate Accounting II*

### **ACC 452 Accounting Theory (CPA Review) (4) (Spring)**

Focuses on the development of a comprehensive philosophy of accounting. Historical origins of accounting concepts, principles and standards are critically examined in light of the present economic and social institutions. Professional practice is reviewed, as are current issues and literature in accounting theory. All topics required for this subject on the CPA exam will be covered.

*Prerequisite: ACC 447 Advanced Accounting*

## **AER (Air Force ROTC)**

*These courses are available only through enrollment at the University of Michigan and can be transferred to SAU.*

*Please see the ROTC section of this catalog for more information.*

### **AER 101 Heritage and Values of the United States Air Force I (1)**

The first course in a two-course sequence. Introduces students to the U.S. Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force. Focuses on leadership, core values and teamwork within the Air Force.

### **AER 102 Heritage and Values of the United States Air Force II (1)**

The second course in a two-course sequence. Introduces students to the U.S. Air Force provides an overview of the basic characteristics, missions, and organization of the Air Force. It focuses on the history and organizational structure of the U.S. Air Force and airpower's role in war.

### **AER 201 Team and Leadership Fundamentals I (1)**

The first course in a two-course sequence. Focuses on the foundation of teams and leadership. Topics allow students to improve their leadership personally and within teams, instill a leadership mindset and transition from cadet to officer candidate. Prepares students for field-training for practical application.

### **AER 202 Team and Leadership Fundamentals II (1)**

The second course in a two-course sequence focused on the foundation of teams and leadership. Topics allow students to improve their leadership personally and within teams, instill a leadership mindset and transition from cadet to officer candidate. Prepares students for field-training for practical application.

### **AER 310 Leading People and Effective Communication I (3)**

The first in a two-course sequence focused on advanced management and leadership skills and knowledge. Provides juniors and seniors the opportunity to apply leadership and management techniques in a supervised environment. Enhances leadership and communication skills.

### **AER 311 Leading People and Effective Communication II (3)**

The second course in a two-course sequence focused on advanced management and leadership skills. The course provides juniors and seniors with the opportunity to apply leadership and management techniques in a supervised environment. The course enhances leadership and communication skills.

### **AER 410 National Security Affairs/Preparation for Active Duty I (3)**

First of two-course sequence focused on an overview of the complex and political issues facing the military profession. The courses provide seniors with the foundation to understand their role as military Officers in American society. The courses help seniors prepare for Active Duty.

### **AER 411 National Security Affairs/Preparation for Active Duty II (3)**

Second of two-course sequence focused on an overview of the complex and political issues facing the military profession. Provides seniors with the foundation to understand their role as military officers in American society. The courses help seniors prepare for Active Duty.

## **APR (Advertising and Public Relations)**

### **APR 207 Advertising (3) (Spring)**

Explores principles and vocabulary of advertising including ethical and social implications. Examines theories of persuasion and mass media related to marketing and consumer behavior. Cross-listed MKT 207.

### **APR 309 Advanced Advertising (3) (Odd Falls)**

Continued discussion of principles, methods, techniques and ethics of advertising in media. Emphasis is on the execution of research-based creative strategies. Cross-listed MKT 309.

*Prerequisites: WRT 216 Writing for the Media and APR 207 Advertising*

### **APR 311 Corporate Communication (3) (Spring)**

Analysis of the role and function of communication in the corporate setting. Develop and apply communication skills across numerous corporate settings, to include employee communication, work styles, gender issues, nonverbal, listening, interviewing, resume writing, leading meetings, performance appraisals, small group/team problem solving and professional presentations.

*Prerequisites: ENG 104 College Writing, and COM 212 Rhetoric, SPE 100 Oral Communication or SPE 212 Fundamentals of Speech, or permission.*

### **APR 347 Public Relations (3) (Fall)**

Analysis of public relations principles, including public opinion, image creation, maintenance of press, and community and constituency relations. Included in the course is practice in public relations program recommendations and design. Cross-listed MKT 347.

### **APR 370 Topics in Advertising/Public Relations (1-3) (Limited)**

Topics selected to meet needs of students interested in advertising and public relations careers.

## **ARA (Arabic)**

### **ARA 155A Elementary Arabic I (3)**

Training in the elements of grammar, vocabulary acquisition, and pronunciation with practice in conversation. Taught at the Kelsey Language School in Jordan.

### **ARA 155B Elementary Arabic II (3)**

Continuation of ARA 101 Elementary Arabic I. Taught at the Kelsey Language School in Jordan.

*Prerequisite: ARA 155A Elementary Arabic I*

### **ARA 255A Intermediate Arabic I (3)**

Acquisition of extensive vocabulary; development of conversation and communicative skills and survey of essential grammatical structures. Taught at the Kelsey Language School in Jordan

*Prerequisite: ARA 155B Elementary Arabic II*

### **ARA 255B Intermediate Arabic II (3)**

Continuation of ARA 201 Intermediate Arabic I. Taught at the Kelsey Language School in Jordan.

*Prerequisite: ARA 255A Intermediate Arabic I*

### **ARA 355 Courses Advanced Arabic and Culture (3)**

Taught at the Kelsey Language School in Jordan. May be repeated.

*Prerequisite: ARA 255B Intermediate Arabic II*

## **ART (Art and Design)**

### **ART 152 Art Foundations (2)** (Fall, interim, spring, online, occasional sites)

A systematic study of art ideas which allows the student at the beginning level to understand basic concepts used by artists in visual and tactile perception. Involves the use and understanding of skills and materials by the artist. Additional purposes will be to examine art in its historic relationship to religion; to understand how the visual media influences contemporary living; and to become aware of the need for critical thinking and analysis in order to bring greater quality to art and life in the 21st century. Meets the art requirement for General Education. Does meet art and design major or minor requirements.

### **ART 160 Introduction to Art (2)** (Fall)

Introductory course for art and design majors. Deals with the philosophy of SAU's Art Department, the history of art through visits to museums, the development of a vocabulary related to the elements of design and presentations by professionals in various art fields. Minimum grade of "C."

### **ART 162 Drawing I (3)** (Fall)

The principles and techniques of drawing. Various forms of drawing, including contour, gesture, modeling and shading are used to explore forms of still life, landscape and architecture. Minimum grade of "C" for art and design majors.

### **ART 165 Two-Dimensional Design (3)** (Fall)

Studio-classroom approach to the elements and principles of design. Various two-dimensional techniques are explored in line, shape, space and texture to prepare the student for advanced work in the various areas of the visual arts. Minimum grade of "C" for art and design majors.

### **ART 166 Three-Dimensional Design (4)** (Spring, Even Falls)

Studio-classroom approach to the elements and philosophy of design. Traditional and contemporary techniques are examined and practiced. Special attention is given to developing personal creativity. Works are executed in clay, plaster, wood, and mixed media. Minimum grade of "C" for art and design majors.

### **ART 167 Color (2)** (Spring)

The visual element of color is explored through the variety of color concepts used in the visual arts. Emphasis is upon the study of color theories, color manipulation and color organization applicable to both the graphic arts and fine arts. Students begin with the traditional color wheel to classic painting concepts through current color technology. Minimum grade of "C" for art and design majors.

### **ART 204 Photography (3)** (Spring)

For non-art and design majors. Introduces the basic elements of design in picture taking and darkroom techniques for black and white photography. Assists students in fields of study where practical knowledge of photography is helpful (journalism, natural science and contemporary ministries). Must own or have access to 35mm single lens reflex camera. Minimum grade of "C" for art and design majors.

*Prerequisite: Sophomore status or above*

## COURSE DESCRIPTIONS

### **ART 205 Photography I (4) (Fall)**

For art majors. Introduces the basic elements of design in picture taking and darkroom techniques for black and white photography. Must own or have access to 35mm single lens reflex camera. Minimum grade of "C" for art and design majors.

*Prerequisites: ART 162 Drawing I, ART 165 Two-Dimensional Design and ART 167 Color*

### **ART 213 Painting I (4) (Limited)**

An introduction to the major techniques of painting. Exposure to a full-range of painting media and stylistic modes. Course will focus upon oil-based media. Minimum grade of "C" for art and design majors.

*Prerequisites: ART 160 Introduction to Art, ART 162 Drawing I, ART 165 Two-Dimensional Design, ART 167 Color*

### **ART 263 Drawing II (4) (Spring)**

The principles of figure drawing, with attention to a basic understanding of anatomy. Developing within the student an awareness of structure, form and articulation while working with different human subjects. Minimum grade of "C" for art and design majors.

*Prerequisites: ART 160 Introduction to Art*

### **ART 272 Introduction to Graphic Design (4) (Fall)**

An introduction to the art of graphic design, its historical development and basic styles. Exposure to current software in relation to basic layout construction and design. Minimum grade of "C" for art and design majors.

### **ART 274 Graphic Design I (4) (Spring)**

Develop personal aptitude in the field of graphic design. Emphasis on current graphic design software. Learn the basic terms, concepts, processes and tools used in contemporary design. Instruction in preparing art for reproduction. Study will include visual problem solving and communication. Minimum grade of "C" for art and design majors.

*Prerequisites: ART 162 Drawing I, ART 165 Two-Dimensional Design, ART 167 Color and ART 272 Introduction to Graphic Design*

### **ART 276 Typographic Design (4) (Even Falls)**

Training in type design and layout. Includes the study of rules and conventions for good layout used in current design theory; a brief history and background of type styles in use today; and layout problems assigned for typographic exploration. Minimum grade of "C" for art and design majors.

*Prerequisite: ART 272 Introduction to Graphic Design (may be taken concurrently)*

### **ART 306 Photography II (4) (Spring)**

Study in the acquisition, manipulation and processing of digital photographic images. Visual competency will be applied in the exploration of artistic and editorial creation. Study will include the preparation of images for prepress (print) and screen (computer). Must own or have access to a digital camera (6MB or higher). Non-art and design majors may take this course with permission of the department. Minimum grade of "C" for art and design majors.

*Prerequisites: ART 204 Photography (Visual Communications majors only) or ART 205 Introduction to Photography, or be currently enrolled in ART 263 Drawing II*

### **ART 309 Ceramics I (3) (Limited)**

Ceramic sculpture and pottery making. Building techniques include coil, slab, potter's wheel, glazing and firing. Non-art and design majors need instructor approval. Minimum grade of "C" for art and design majors.

## COURSE DESCRIPTIONS

### **ART 314 Painting II (4) (Limited Springs)**

A continuation of ART 213 with emphasis upon a variety of media. The student will be encouraged to experiment in new directions through the combination of various painting media with other two- or three-dimensional techniques. Minimum grade of "C" for art and design majors.

*Prerequisite: ART 213 Painting I*

### **ART 321 History of Art I (4) (Fall)**

Survey of man's artistic achievements from prehistoric times through the Gothic period. Emphasis on historical development, aesthetic visual and stylistic analysis, as well as examining the role of art in its cultural context. Includes both Western and non-Western art. Includes museum visit. Minimum grade of "C" for art and design majors.

### **ART 322 History of Art II (4) (Spring)**

A continuation of ART 321 History of Art I beginning with the Renaissance period and continuing to the end of the 19th century (Impressionism). Includes museum visit. Minimum grade of "C" for art and design majors.

### **ART 323 History of Art III (4) (Spring)**

A continuation of ART 322 History of Art II beginning with the Post-Impressionist period and continuing to present day. Includes discussions contrasting and comparing modern, post-modern and contemporary philosophies with the Christian worldview. Includes visit to Chicago museum and galleries. A grade of "C" or better is required for art and design majors.

### **ART 325 Sculpture II: Figurative (4) (Limited Springs)**

Study in the understanding of human form and organization. Emphasis is placed on analysis of action, structure and proportion. Works are executed in clay and plaster. Minimum grade of "C" for art and design majors.

*Prerequisites: ART 166 Three-Dimensional Design and ART 263 Drawing II*

### **ART 333 Graphic Design II (4) (Fall)**

Deals with a variety of advanced problems in layout and design technique for advertising art using current design software as a tool to prepare work for publication. Work with photo manipulation and retouching on the computer. Emphasis is placed on the importance of qualitative and aesthetic standards in the graphic arts. Non-art and design majors by request only. Minimum grade of "C" for art and design majors.

*Prerequisite: ART 274 Graphic Design I*

### **ART 334 Graphic Design III (3) (Spring)**

Preparation and design of work for the student's graphic design portfolio. Works will be planned based upon the need for the student to have a complete portfolio of artwork and design to present as a career tool. Visual problem solving for both artistic and commercial applications. Art and design majors only. Minimum grade of "C" for art and design majors.

*Prerequisite: ART 333 Graphic Design II*

### **ART 335 Web Design (4) (Even Springs)**

A comprehensive study of Web design and multimedia. The student will understand the evolution of the Internet and its corresponding terms in relation to visual presentation. The elements of design will be applied from concept and design to preparation and production. Techniques for Web functionality will be explored as well as Web animation. Minimum grade of "C" for art and design majors.

*Prerequisites: ART 162 Drawing I, ART 165 Two-Dimensional Design and ART 167 Color*

## COURSE DESCRIPTIONS

### **ART 364 Drawing III (3) (Limited Falls)**

Drawing III is an introduction to the various philosophies, techniques and medias used in drawing by today's contemporary artist. The student is obligated to creatively explore the possibilities of various styles and manners of representation resulting in a dynamic aesthetic personal expression. Art and design majors only. Minimum grade of "C" for art and design majors.

*Prerequisite: ART 263 Drawing II*

### **ART 406 Photography III (3) (Limited Falls)**

A continuation of Photography I and II, this course is an opportunity for the student to expand their knowledge of photographic tools and techniques, both traditional and digital. Art and design majors only. Minimum grade of "C" for art and design majors.

*Prerequisite: ART 160 Introduction to Art and ART 306 Photography II*

### **ART 414 Painting III (3) (Limited Falls)**

This course provides the serious student painter with the opportunity for a dynamic search for personal expression through the exploration of various painting techniques and ideas. Contemporary trends and techniques such as social, political, aesthetic consumerism and various conceptual ideas will be explored. Minimum grade of "C" for art and design majors.

*Prerequisite: ART 314 Painting II*

### **ART 415 Advanced 2D and 3D Design (3) (Fall, Spring)**

Continued work in two- or three-dimensional design, including drawing, printmaking, painting, sculpture, ceramics, graphic design and mixed media. Emphasis on individual direction and goals. A student must pass with "C" or above in order to continue as an art and design major.

*Prerequisite: Choose one from ART 334 Graphic Design III, ART 364 Drawing III, ART 406 Photography III, ART 414 Painting III or ART 426 Sculpture III: Ideas and Techniques*

### **ART 416 Portfolio (3) (Limited)**

Students who do not pass ART 415 with a C" or better or who are unprepared for ART 470 may be required to take the Portfolio course. The course places special emphasis on fundamental design and creative problem solving within the student's concentration. It will provide assistance in preparing a portfolio that meets the SAU Department of Art and Design standards. Taking or passing ART 416 does not exclude a student from taking ART 470. Art faculty will advise students. Grade of "C" or better is required.

*Prerequisite: ART 415 Advanced 2D and 3D Design*

### **ART 426 Sculpture III: Ideas and Techniques (3) (Limited)**

Beginning of advanced work in three-dimensional design. Emphasis is placed on developing one's ideas and techniques relative to a variety of media. The student is expected to articulate in three-dimensional form contemporary ideas and theory. Exploration of the nature of materials, cultural identity and conceptualism. A grade of "C" or better is required for art and design majors.

*Prerequisite: ART 325 Sculpture II: Figurative*

### **ART 470 Art Seminar (1) (Spring)**

The requirements for this course include resume preparation, and evidence of submission in a regional and national competition. This senior course also includes job interviews or application to graduate schools relative to pursuing work in art or furthering one's education. A CD portfolio and an 8- to 10-page paper covering the student's philosophy of art completes the course requirements. Graded "S"/"U."

*Prerequisite: senior status*

## COURSE DESCRIPTIONS

### **ART 471 Senior Art Exhibition (3)** (Fall, Spring)

Students will prepare and exhibit a body of high-quality work related to their emphasis. The exhibition process develops skills, attitudes, and values needed for success in graduate study in visual art and professional careers. A show statement and promotional materials will be submitted. The senior exhibition must be hung within one semester after completing ART 470 Art Seminar. Graded "S"/"U." A senior art exhibition may qualify for honors.

*Prerequisite: senior status*

## **ASI (AuSable Institute)**

ASI courses are administered through the AuSable Institute. Real-time course listings and descriptions are found at [www.ausable.org](http://www.ausable.org).

### **ASI 301 Land Resources (4)** (Great Lakes, Summer I)

Systems level perspective on land forms and ecosystems. Includes analysis and interpretation of field data, remote sensing data derived from satellites and aircraft and geographic information systems (GIS). Field trips to and analysis of forests, wetlands, lakeshores, and rivers. Includes application to policy and land use planning.

*Prerequisite: one year of introductory science.*

### **ASI 302 Lake Ecology and Management (4)** (Great Lakes, Summer II)

Field study of lakes and other freshwater systems with applications to planning and management. Includes an introduction to limnology and investigation of representative lakes, streams, and wetlands of the region and compares the North American Great Lakes with other great lakes of the world and their stewardship.

*Recommended: one year of general biology and one year of general chemistry.*

### **ASI 303 Ecological Agriculture (4)** (Pacific Rim, Summer II)

Focuses on how agricultural systems can be developed to better resemble natural ecosystems to achieve multiple outcomes: food for communities, a vibrant economy, and healthy ecosystems. Focus is on learning agricultural principles that can be applied in rural, urban, temperate, and tropical settings. Issues of justice and public policy are also discussed. This course employs a discussion format both in classroom and field settings. It grapples with difficult, practical, and ethical problems and issues that require deep interdisciplinary analysis.

### **ASI 304 International Development and Environmental Sustainability (4)** (Pacific Rim, Summer II)

Environmental analysis and natural resources in relation to society and development issues. The focus of this course is on ecological sustainability and sustainable society in the context of various factors that are bringing environmental degradation and impoverishment to people and cultures. It deals with topics of hunger, poverty, international debt, appropriate technology, relief programs, missionary earth-keeping, conservation of wild nature, land tenure, and land stewardship. It employs a discussion format both in classroom and field settings. Its emphasis is on grappling with difficult practical and ethical problems and issues that require deep and persistent thought.

### **ASI 310 Environmental Law and Policy (4)** (Great Lakes, May)

Analysis of the policy-making process at local, national, and international scales with examination of environmental policy challenges including climate change, resource management, and energy development. Students will interact with regional policy-makers and land managers in the field to consider linkages between policy and science and ways for science to inform the policy-making process. Environmental ethics, environmental justice, and environmental advocacy will also be considered.

## COURSE DESCRIPTIONS

### **ASI 318 Marine Biology (4)** (Pacific Rim, Summer II)

Focuses on intertidal life and marine ecology in oceanic and geophysical context. Students study the biology of marine plants and animals in the field, specifically trophic dynamic relationships of eel grass communities and the intertidal zone, workings of the island systems of Puget Sound, ecological roles of sea birds and fishes, population and community structure dynamics, exploitation and oceanic microbialization, and biogeochemical processes and their linkages with the biosphere. Marine stewardship and effects of human activity on the marine environment are integral to the course.

*Prerequisite: BIO 111 Introductory Biology or permission*

### **ASI 320 Field Botany (4)** (Great Lakes, Summer I)

Field and lab identification, systematics, natural history, and ecology of vascular plants as components of natural communities. Ecological features, including stratification, history, plant zonation, adaptation, and animal interactions are examined. Relationships of plant families and higher groups are covered. Project and/or plant collection required.

*Prerequisite: one year of general biology or one semester of botany*

### **ASI 321 Animal Ecology (4)** (Great Lakes, Summer I)

Interrelationships between animals and their biotic and physical environments, emphasizing animal population and community dynamics. A field course that centers on the ecology of northern Michigan fauna from a field biology perspective with an emphasis on stewardship. Included are individual student projects.

*Prerequisite: one year of introductory science*

### **ASI 322 Aquatic Biology (4)** (Great Lakes, Summer I)

Ecology, identification, systematics, culture, and care of aquatic plants and animals, and adaptations to freshwater environments. Aquatic life is studied in the laboratory as well as in natural systems. Emphasis is placed on lakes, ponds, and streams, but wetlands (bogs, marshes, swamps) are also touched upon. The course assesses human impact on aquatic species and ecosystems, presents procedures for the stewardship of aquatic habitats with an emphasis on stream quality assessment, and introduces aquatic restoration ecology.

*Prerequisite: one year of general biology or one semester each of general zoology and general botany*

### **ASI 323 Watersheds in Global Development (4)** (Great Lakes, Summer II)

Principles of watershed ecology. Includes principles and practice of community-based water monitoring and watershed management for developing and developed countries and data access and analysis using an online relational database and data-to-action strategies. Designed for students in science and public policy, including students interested in missions and development and agencies involved in environmental assessment and community development.

### **ASI 332 Environmental Chemistry (4)** (Great Lakes, Summer II)

Principles, analysis, and impact of chemical movement and distribution – both natural and human-induced – in natural environments focusing primarily on the hydrosphere and atmosphere. Sampling and analytical methods are included for water, soil, and air. Work is conducted both on site in natural habitats and the laboratory.

*Prerequisites: CHE 111 General Chemistry I, CHE 112 General Chemistry II and CHE 201 Organic Chemistry*

### **ASI 343 Sustainability, Tropical Agriculture and Missions (4)** (Costa Rica, May)

An introduction to sustainability and tropical agriculture with applications for working with resource-poor farmers. Topics include the scientific basis of low-cost techniques, tropical crops and their requirements, and on-site work. Issues in Christian missions and development, urban gardening and small animal

## COURSE DESCRIPTIONS

techniques are also covered in the context of agricultural employment and economy. This course includes several trips to different ecosystem regions of Costa Rica.

### **ASI 345 Wildlife Ecology (4)** (Great Lakes, Summer II)

This course covers the ecology, conservation, and stewardship of wildlife species and their habitats. The main components of the course include growth and structure of natural and managed populations, environmental and human social factors affecting wildlife communities, and wildlife conservation. The course is set in the context of the historical development of the field from management, to ecology, and to the land ethic of Leopold. It also includes discussions of how to apply this information for management and stewardship of non-game and endangered species, and long-term prospects of wildlife in changing environmental, climatic, and social contexts.

*Prerequisite: BIO 111 Introductory Biology or permission*

### **ASI 358 Field Techniques in Wetlands (4)** (Great Lakes, Summer I)

A comprehensive overview of wetland ecosystem processes, values, legislation, and quantification. Students will learn to evaluate and quantify soils, hydrologic status, and vegetation in a variety of wetland ecosystems including bogs, emergent marshes, forested wetlands, and wetlands converted for agriculture, and to apply standard tools developed by the US Army Corps of Engineers and Michigan Department of Environmental Quality to assess wetland extent and habitat quality.

*Prerequisite: BIO 111 Introductory Biology I and BIO 112 Introductory Biology II*

### **ASI 359 Marine Mammals (4)** (Pacific Rim, Summer II)

Biology, behavior, ecology, identification, and conservation of the marine mammals of the Pacific Rim. This study area covers some major habitats in Puget Sound and the Salish Sea, with attention to the diving physiology, social behavior, and communications of whales and seals. The course aims to develop a stewardship perspective rooted in biological principles and directed at the global conservation of marine mammals and their ecosystems. Special attention is given to their use by cultures of the region in order to understand current issues.

*Prerequisites: BIO 111 Introductory Biology I and BIO 112 Introductory Biology II. A course in anatomy and/or physiology is recommended.*

### **ASI 361 Field Biology in Spring (4)** (Great Lakes, May)

Springtime plants and animals, their field identification, field biology, behavior and landscape context, with a focus on spring flora and birds. Starting with the geologic history of the area and its soils, a wide variety of ecosystems are studied to learn how people have interacted with the organisms there through the post-glacial history. The sustainability of human impacts by logging, farming and tourism are evaluated within a faith perspective. Students learn natural history of this place to equip the future practice of natural history in other places. The importance of natural history is applied to a variety of student interests, including medicinal uses of plants, nutrient cycling, and impact of food on human and environmental health.

### **ASI 362 Environmental Applications for GIS (4)** (Great Lakes, Summer II)

Theory and application of spatial analysis for applied social and ecological problem solving. This course combines GPS field data collection; ArcGIS use for storage, processing, interpretation, and presentation of data; location and integration of existing source information; and remote-sensing integration with GIS applications. The course is designed around an environmental project to apply GIS techniques for real-world problem-solving in protecting and restoring ecosystems.

### **ASI 365 Insect Ecology of Streams, Forests, and Fields (4)** (Great Lakes, May)

Life history, behavior, and ecology of terrestrial and aquatic insects and their roles in pollination, herbivory, predation, agroecosystems, disease and vector epidemiology, invasion ecology, soil ecology, biodiversity

## COURSE DESCRIPTIONS

and freshwater ecology. Practical applications include study of Integrated Pest Management (IPM) approaches to reduce negative impacts of pest species in agricultural, structural, and medical settings while preserving biodiversity and ecosystem functionality.

### **ASI 367 Conservation and Development in the Indian Tropics (4) (India, May)**

Explores ways in which conservation and development goals can be reconciled. Conservation and development are often portrayed as at odds with one another. This course challenges those assumptions and explores the creative ways in which conservation and development can go hand-in-hand. Christian practitioners have particularly strong motivation for exploring how to create win-win arrangements to improve the lives of the poor and protect God's creation.

### **ASI 368 Forest Ecology (4) (Pacific Rim, Summer II)**

The Pacific Northwest is home to towering lowland temperate rain forests, montane forests on the slopes of the Cascades, and sub alpine parkland near tree line in the Olympics. Join us as we study the abiotic environment, species interactions, and ecosystem processes in these contrasting forest ecosystems. Research approaches relevant to forest systems will be introduced. Quantitative skills including data collection, management, and basic analysis will be emphasized.

*Prerequisites: BIO 111 Introductory Biology I and BIO 112 Introductory Biology II*

### **ASI 471 Conservation Biology (4) (Great Lakes, Summer I)**

Principles of conservation biology with applications to sustainable human society and biospheric integrity. An integrative approach to biology and society that interrelates population biology, ecological principles, biogeochemical cycles, ecosystem functions, and human society in the context of biospheric degradation. The course develops a stewardship perspective rooted in biological principles and directed at conservation of plant and animal species, biotic communities, ecosystems, and human society. Included are topics of human development, poverty, and economic growth.

*Prerequisites: BIO 111 Introductory Biology I and BIO 112 Introductory Biology II, and one course in ecology or permission*

### **ASI 478 Alpine Ecology (4) (Pacific Rim, Summer II)**

Ecology of the high mountains of the Pacific Northwest, with particular attention to adaptation of plant and animal life to montane climates and altitudes, and analysis and interpretation of altitudinal zonation of biotic communities with applications to latitudinal biogeography. Also included are topics of physiological responses of organisms to reduced oxygen levels, low temperatures and high-altitude radiation regimes.

### **ASI 482 Restoration Ecology (4) (Summer II)**

Ecological and theoretical foundations for ecosystem, community, and species level restoration. This course develops ecological principles for restoration and connects them to our faith-based emphasis on being redeemers of creation (II Cor. 5). Field studies include analysis of restoration and rehabilitation work with the Kirtland's Warbler, local rivers, coastal dunes, kettle-hole bogs, deforested lands, abandoned oil wells, as well as a full-day field trip to engage urban restoration in practice. Practical field skills are emphasized through a class project during which a degraded area around Au Sable is made available for the students to develop and implement their own restoration plan.

*Prerequisite: one year of biology and one course in ecology or field biology, or permission of instructor*

## AUD (Audio Production)

### **AUD 174 Radio Production** (3) (Fall)

Students will study components of the day-to-day operation of a radio station. This includes an introduction to the principles of station management and promotion, and study of the techniques used to write, produce and perform various types of programming for both live and voice-tracked broadcasts.

### **AUD 321 Sound Design** (3) (Odd Falls)

A concentrated study of the science of sound and audio in both live and studio settings. Explores concepts of microphone construction, design and placement, acoustics, mixing, equalizing, recording and sound editing for film, video and live events. Emphasis on practical, hands-on application of audio recording principles and practices.

### **AUD 370 Special Topics** (1-3) (Limited)

Topics selected to meet needs of careers.

## BIB (Biblical Studies)

### **BIB 217 Survey of the Old Testament** (3) (Fall, Interim, Spring, Sites, Online)

Survey of all 39 books of the Old Testament, focusing especially on the ways these texts depict God, the identity and destiny of humankind, and the role of the community of faith in God's redemptive work in the world. Examine the Old Testament as a collection of sacred Jewish and Christian texts, as divine revelation, and as a source for spiritual formation and ministry. Students will engage with critical approaches to the interpretation of the Old Testament and be challenged to consider how to faithfully embody these texts.

### **BIB 218 Survey of the New Testament** (3) (Fall, Interim, Spring, Sites, Online)

A survey of the entire New Testament, focusing on the presentation of Jesus Christ, His life, His message, and His church. The course will examine the New Testament as a collection of 1st century documents of the Early Church, as the revelation of God, and as a source for spiritual formation and ministry. Students will engage with critical approaches to the interpretation of the New Testament and will be challenged to consider how to faithfully embody these texts today.

### **BIB 220 Biblical Interpretation** (3) (Spring)

This course is an introduction to the interpretation of the Bible as the Church's Scriptures. Students will view biblical interpretation through a variety of ecclesial lenses (encompassing patristic, medieval, Reformation, critical, and post-critical contributions), as they develop initial skills in the inductive study of biblical texts, in the larger process of biblical exegesis, and in the engagement of biblical texts as part of the Church's ongoing theological reflection and practice.

### **BIB 302 Old Testament Historical Books** (3) (Limited)

This course is an exegetical study of the sequence of biblical writings from Joshua through Esther as part of the Church's Scriptures. Specific emphasis will be given to the development of skills in the interpretation of these predominantly narrative materials, to critical issues that arise from this particular genre, and to the role of these biblical texts in the Church's ongoing theological reflection.

### **BIB 303 Prophets and Politics** (3) (Even Springs)

This course is an exegetical study of selected books in the Old Testament corpus of major and minor prophets as part of the Church's Scriptures. Specific emphasis will be given to the development of skills in the interpretation of these biblical texts, to critical issues that arise from this particular genre, and to the role of these texts in the Church's ongoing theological reflection and Christian witness.

## COURSE DESCRIPTIONS

### **BIB 304 Genesis: Creation and Fall (3) (Odd Springs)**

This course focuses study on the book of Genesis as part of the Church's Scripture. Attention will be given to presuppositions and interpretative methodologies (such as historical, literary, and canonical criticism), though greater emphasis will be placed on the text's significant theological contributions to Christian teachings about God, humanity, creation and salvation.

### **BIB 308 History of the Bible: Origins, Development and Canon (3) (Odd Falls)**

This course examines how written materials were produced and transmitted in the ancient world. Special attention will be paid to the strengths and weaknesses of Hebrew, Aramaic, and Greek as vehicles of written communication. Students will learn to evaluate the strengths and weaknesses of the various theories of canonization, and understand the historical process by which it occurred. Students will also master the principles of text criticism and will be able to evaluate the text, making critical decisions of various translations, offer guidance in the choice of biblical versions, identify the landmarks in the history of biblical translation, and will gain insight and understanding into the issues of the current debate.

### **BIB 313 Four Gospels; One Jesus (3) (Even Springs)**

An exegetical and theological study of the four canonical Gospels (Matthew, Mark, Luke, and John). The primary aim of the course is to understand and appreciate the unique nature and character of each Gospel while affirming the unity of their presentation of Christ. Specific emphasis will be given to current critical approaches to these narrative materials and to the role of these texts in the Church's on-going theological reflection, preaching, teaching, and practice. Secondly, the course will address critical issues that arise out of the careful study of these biblical texts, such as the synoptic problem, the unique nature of the gospel of John, and the question of the historical Jesus.

### **BIB 314 Old Testament Literature (3) (Sites)**

A survey of the writings of the Old Testament, focusing on the life and thought of ancient Israel. In addition to surveying the books of the Old Testament, attention will be given to the background in which the Hebrews lived, the development of their concept of "covenant" thought, and the issues that have cultural impact for the Judeo-Christian traditions.

### **BIB 333 Paul: Preacher, Pastor, and Theologian (3) (Odd Springs)**

An exegetical study of selected letters of the Pauline corpus as part of the Church's Scriptures. Emphasis will be given to current critical approaches to these letters, to the development of skills in the interpretation of these and other letters, and to the role of these texts in the Church's ongoing theological reflection. Also address critical issues arising out of the careful study of these texts, such as authorship questions, influences on the life of Paul, and the relationship of these letters to the materials in Acts.

### **BIB 342 Hebrew History and Geography (3-4) (Limited)**

Normally a travel seminar to Israel during interim, includes archaeology. On campus, a study of the historical books of the Old Testament and intertestamental Jewish history. Cross-listed GEO 342, HIS 342.

### **BIB 403 History of Biblical Interpretation and Criticism: 1750-1950 (3) (Limited)**

See HIS 403.

### **BIB 404 Biblical Wisdom and Postmodern Culture (3) (Even Falls)**

This course involves the exegetical study of texts from the Psalms, Job, Proverbs, Ecclesiastes, and Song of Songs for the primary purpose of assessing the canonical role and theological contributions of these materials within the life of the Church. Consideration will be given to the perspectives on reality which these materials offer, as well as to attendant implications for Christian doctrine, ethics, and spiritual formation.

## COURSE DESCRIPTIONS

### **BIB 407 Revelation, Eschatology, and the End of the World (3) (Even Falls)**

An exegetical, historical, and theological study of the final book of the Bible, the Revelation (or Apocalypse) of John. The course begins with a survey of apocalyptic texts in the Old Testament, the Intertestamental period, and the Gospels in order to provide an interpretive framework for reading the Revelation. More broadly, the topic of eschatology ('study of the end times') will be considered, with particular emphasis being given to 2nd Temple Jewish eschatology, early Christian eschatology, and contemporary understandings of the end of the world.

### **BIB 408 The Bible in Global Perspectives (3) (Odd Falls)**

This course draws upon hermeneutical and theological tools to address key issues in contemporary readings of the Bible. Paying special attention to the social, political and economic environment of the church in Africa, Asia, Latin America, and among minority communities in the West, the course seeks to explore how Christians in these contexts interpret the Bible and develop their theology. The goal is to enable students to engage with global perspectives on Christian faith and practice, and foster their skills as Bible interpreters and theologians.

### **BIB 484 Seminar in Bible (3) (Limited)**

Advanced seminar in Bible, offering exegetical study of selected texts. Even years will focus on Old Testament; odd years will focus on New Testament. Students will hone their interpretive, research, and presentation and/or teaching skills by means of assignments such as interpretive projects, research papers, critical book reviews, and in-class presentations (including, but not limited to, leading the seminar). Although knowledge of biblical languages (Hebrew and Greek) is not required for the course, students who know them will be encouraged to engage the Bible in its original language. This class is recommended for, but not restricted to, those students planning to pursue graduate-level studies.

### **BIB 490 Religion Honors Project (3-6) (Application)**

An opportunity for a student to do a significant project of scholarly productivity and/or research in religion. Cross-listed REL 490.

*Prerequisites: senior status and 3.5 GPA in the major*

## **BIO (Biology)**

### **BIO 100 Principles of Biology (4) (Fall)**

Introduces the non-biology major to the entire field of biology. The student gains insight into basic concepts and facts of biology, the methods by which this information is gained and the issues that arise with the development and use of these facts and concepts. Laboratory work reinforces lecture. Does not count toward major or minor. Includes lab.

### **BIO 101 Principles of Human Biology (3) (Online)**

A survey course covering the basic principles of human biology including cells, metabolism, basic anatomy and physiology of human organ systems, and human impacts on the environment. Includes discussion of the science behind such topics as diet, alcohol and drug abuse, smoking, common human diseases, and pollution. Includes lab. For site or online students only. Students in main campus programs may petition the registrar to register for this course, but petitions will be granted for only extreme circumstances.

### **BIO 111 Introductory Biology I (4) (Fall)**

A survey of organismal biology, anatomy, physiology, energetics, cell structure, phylogeny, ecology and environmental biology. Includes lab.

## COURSE DESCRIPTIONS

### **BIO 112 Introductory Biology II (4) (Spring)**

A survey of the cellular, molecular, and genetic bases of life. Includes lab.

### **BIO 140 Stimulating Science Seminar (1) (Spring)**

Exploration of the vast and incredible realms of science and technology in a seminar format using discussions, demonstrations, presentations, performances, and writing. Students will be exposed to diverse, illuminating scientific and technological topics of historical, contemporary, and/or futuristic natures. This course will emphasize the wonder, majesty, and potential of God's Creation with links between scientific pursuits and Christian principles and ideals. Graded "S"/"U."

### **BIO 170 Freshman Seminar in Biology (1) (Fall)**

Introduction to the possible vocations available to those with a biology major. This course will also emphasize the courses that candidates must take during their college years in order to be successful in their chosen field of interest and the sacrifices that are needed to secure a place in the field of choice. Guest speakers and seminars are the main way we will investigate these options.

### **BIO 200 Biological Basis of Health Concerns (2) (Sites)**

Students will learn the biological basis for common health concerns. Topics to be covered include: heart attack and stroke (the circulatory system), cancer (cell structure, function and division), AIDS and allergies (the immune system), Alzheimer's Disease and alcoholism (brain structure and function), diabetes (food, nutrition, and metabolism), arthritis and osteoporosis (skeletal system), childbirth and fetal development. Includes lab. Content is taken from BIO 263 Human Anatomy and Physiology/Lab.

### **BIO 205 Field Ecology (2) (Sites)**

Concepts of ecology from lecture and textbooks will be illustrated by field trips to area Michigan ecosystems. Human relationships with ecosystems will be highlighted.

### **BIO 206 Genes and Speciation (3) (Limited)**

Introduction to evolutionary biology. Basic population genetics and discussions of how selection, migration, mutation and genetic drift affect Hardy-Weinberg equilibria. Detailed examination of speciation and the history of life on Earth. Discussions of Christian responses to the origins debate.

### **BIO 232 Microbiology for Nurses (3) (Fall)**

Essential structure and function of microorganisms with focus on recent advances in medical microbiology, pathogens, disease control, and natural and artificial immunity. Course includes Lab. Grade of "B-" required.

*Prerequisites: BIO 265 Anatomy & Physiology for Nurses II and CHE 142 General Organic Biochemistry*

### **BIO 234 Pathophysiology for Nurses (3) (Fall)**

An examination of why patients look the way they do when they have certain diseases, why medicines work, why side effects occur, and why complications transpire. Students will also learn how pathophysiology forms the rationale for evidence-based medicine. Grade of "B-" required.

*Prerequisites: BIO 265 Anatomy and Physiology for Nurses II, and CHE 142 General Organic Biochemistry*

### **BIO 236 Pharmacology for Nurses (3) (Spring)**

This course provides an introduction to the principles of pharmacology, including pharmacokinetics, pharmacodynamics, medication interactions and potential adverse medication reactions. Emphasis is placed on drug classifications and nursing care related to the safe administration of medication to patients across the lifespan. Grade of "B-" required.

## COURSE DESCRIPTIONS

### **BIO 262 Genetics for Nurses (3) (Spring)**

Genetic bases for health and disease. Basic genetic principles with applications to health care and the future of medicine. Grade of "B-" required.

*Prerequisite: BIO 232 Microbiology for Nurses*

### **BIO 263 Human Anatomy and Physiology/Lab (4) (Spring)**

The structures, functions and conditions necessary for the normal activities of the human body. Health and illness related to normal structures and functions.

*Prerequisite: BIO 111 Introductory Biology I*

### **BIO 264 Anatomy and Physiology for Nurses I/Lab (3) (Fall)**

Essential elements of basic biology plus detailed study of anatomy and physiology. Each system of the body will be examined with regard to both structure and function. Special emphasis will be placed on nursing applications of class material. Material to be covered: essentials of biology (cellular and molecular basics), human cells and tissues, integumentary system, skeletal system, muscular system, nervous system, and endocrine system. Includes lab with histology and dissection.

### **BIO 265 Anatomy and Physiology for Nurses II/Lab (3) (Spring)**

This course continues the study of the structure and function of the body. Material to be covered: excretory system, reproductive system, cardiovascular system, immune system, lymphatic system, respiratory system, and digestive system. Includes lab. Grade of "B-" required.

*Prerequisite: BIO 264 Anatomy and Physiology for Nurses I/Lab*

### **BIO 281 Environmental Science (4) (Spring)**

Current global and local environmental problems and concerns are examined. Scientific bases of problems and possible solutions are included. Topics include atmospheric pollution, population, energy, solid waste, toxic waste, water and others. A biblical stewardship approach is integrated with course context. Includes lab.

### **BIO 305 Principles of Genetics (4) (Fall)**

Introduction to the underlying concepts in genetics. Includes a detailed study of Mendelian inheritance patterns in a variety of organisms; an introduction to human genetic diseases; the genetic control of development; the genetics of populations; and evolution. Includes lab.

*Prerequisites: BIO 111 Introductory Biology I or BIO 112 Introductory Biology II*

### **BIO 321 Parasitology (4) (Limited)**

Structure, life history and effects on the host of various parasitic animals. Laboratory examination and demonstration of hosts and parasites. Includes lab.

*Prerequisite: BIO 111 Introductory Biology I*

### **BIO 330 Plant Organismal Biology (4) (Limited)**

Studies of photosynthetic life, particularly plants, at the organismal level, including how mankind and society have been, are, and will be dependent upon photosynthetic organisms, the recognition, classification, and geographic distribution of plants, and the ecological impact and roles of photosynthetic life. Classes and lab sessions are supplemented with field studies.

*Prerequisites: BIO 111 Introductory Biology I and BIO 112 Introductory Biology II*

### **BIO 342 Vertebrate Zoology (4) (Limited)**

Lecture, laboratory and field work in collection, identification, distribution and environmental relationship of Michigan vertebrates. Includes comparative anatomy and physiology. Includes lab. Required long-weekend field trip includes some strenuous activities.

*Prerequisite: BIO 111 Introductory Biology I*

## COURSE DESCRIPTIONS

### **BIO 345 Plant Cellular and Molecular Biology (4) (Limited)**

Introduction to and application of the theories, concepts and techniques of cellular and molecular biology directed towards the study of photosynthetic life. This course integrates discussion and analyses of basic and applied biological research techniques, biotechnological systems, phytoremediation efforts, and medical/pharmaceutical applications involving photosynthetic organisms, particularly plants. Includes lab.  
*Prerequisites: BIO 111 Introductory Biology I, BIO 112 Introductory Biology II, CHE 111 General Chemistry I, and junior standing or instructor's permission*

### **BIO 352 Microbiology (4) (Spring)**

A comprehensive study of microorganisms including: importance, diversity, metabolism, growth, control, genetics, host microbe interaction, immunity and disease. Laboratory work supplements lecture and affords practice in identification, cultivation, and observation of microorganism. Includes lab.  
*Prerequisites: BIO 111 Introductory Biology I, BIO 112 Introductory Biology II, CHE 101 Introductory Chemistry or CHE 111 General Chemistry I, or instructor's permission*

### **BIO 362 Principles of Ecology (4) (Even Falls)**

A study of the components and interrelationships of the components of ecosystems. Topics include biotic-abiotic interaction, biotic-biotic interactions, species diversity, population ecology, species distribution, biogeochemistry, ecological change and community ecosystem patterns and distribution. Includes lab.  
*Prerequisite: BIO 111 Introductory Biology I or BIO 112 Introductory Biology II*

### **BIO 365 Introduction to Pharmacology (3) (Spring)**

Introduction to pharmacodynamics, pharmacokinetics and basic dosing theory. Survey of anti-hypertensives, lipid-lowering drugs, pharmacology re: coronary artery disease and angina pectoralis, diuretics, asthma management, anti-inflammatory drugs, sympathomimetic drugs and management of diabetes mellitus. Case studies, readings and class discussion. Medical terminology appropriate to the preceding topics. Cross-listed HES 365.  
*Prerequisites: BIO 111 Introductory Biology I, CHE 101 Introductory Chemistry, and junior standing*

### **BIO 370 Special Topics in Biology (1-3) (Limited)**

Investigation of varying specialized topics in biology. Examples of topics: immunology, natural selection, microbial genetics, and virology.

### **BIO 401 Cell Biology (3) (Odd Falls)**

Advanced topics in cellular biology in which we study the structure in relation to the function of subcellular organelles of eukaryotic cells. Includes a survey of the current pertinent scientific literature.  
*Prerequisites: BIO 111 Introductory Biology I, BIO 112 Introductory Biology II, and CHE 112 General Chemistry II*

### **BIO 404 Human Physiology (4) (Even Falls, Even Springs)**

A study of the function of organ systems as they relate to the survival of the human organism in its environment. Systems to be studied include the digestive, circulatory, respiratory, sensory and endocrine systems, plus specialized topics. Includes lab.  
*Prerequisites: BIO 111 Introductory Biology I or BIO 263 Human Anatomy and Physiology, and junior standing*

### **BIO 406 Molecular Genetics (4) (Limited)**

The course covers the molecular understanding of genes including gene structure and expression, structure and replication of DNA, organization of prokaryotic and eukaryotic genomes, the role of genes in the development in the generation of immune diversity, and the role of oncogenes in cancer. Includes lab.  
*Prerequisites: BIO 305 Principles of Genetics and junior standing*

## COURSE DESCRIPTIONS

### **BIO 458 Human Development (4) (Limited)**

Introduction to developmental biology using human embryology and development as a model. This class will cover such topics as fertilization, cleavage, compaction, gastrulation, primary and embryonic fields, limb development, neurulation, the development of mesodermal derivatives, germ cell development and human stem cells. Includes lab.

*Prerequisites: BIO 111 Introductory Biology I and junior standing*

### **BIO 472 Biological Chemistry I (5) (Even Falls)**

Introduction to the chemistry of life. Topics include: structure and function of lipids and membranes; amino acids and proteins; sugars and polysaccharides; mechanisms of enzyme action; carbohydrate metabolism; oxidative phosphorylation and photosynthesis; lipid metabolism. Includes lab. Cross-listed CHE 472.

*Prerequisite: CHE 201 Organic Chemistry I*

### **BIO 473 Biological Chemistry II (4) (Odd Springs)**

Continuation of BIO 472. Topics include amino acid metabolism; hormonal regulation of metabolism; nucleotide metabolism; nucleic acid structure and function; DNA replication, transcription and translation; gene regulation; blood biochemistry; and hormone mechanism of action. Includes lab. Cross-listed CHE 473.

*Prerequisite: BIO 472 Biological Chemistry I*

### **BIO 480 Senior Seminar (2) (Spring)**

Advanced studies in selected biological topics. Course design relates the concepts of biology to contemporary, historical, technological, societal, and ethical issues. Lectures, current journal readings, library research, student presentations, and discussion aid in developing inquiry techniques and critical thinking.

## **BUS (Business)**

### **BUS 100, 200, 300, 400 Servant Leadership in Practice I, II, III, IV (1) (Limited)**

This course is offered to students who want to improve their team building, communication and leadership skills through participation in outreach projects in our community. Students will learn to become a servant leader and acquire project management skills. Project supervision will be given by the instructor. Students enrolled in the spring semester may participate in the Enactus Regional Competition where they present their projects to a panel of judges. Students enroll according to their class standing. Freshmen and sophomores will enroll in BUS 100 and BUS 200 respectively. Upon successful completion of the course, students can sign up for a higher level in the following semester. Graded "S"/"U."

### **BUS 101 Introduction to Business (3) (Sites)**

An introductory survey course of various types of business organizations will be presented. Business principles to be examined are as follows: business management, human resources, marketing, business ethics, and finances. Available at SAU Global sites only.

### **BUS 107 Foundations of Leadership and Ethics (3) (Fall, Spring)**

In this course, students learn about leadership by examining the lives of great leaders (including biblical figures), by reading the leadership literature, as well as by practicing leadership in the context of specific exercises and assignments. The course especially benefits those going into business but will also be useful to all interested in being "critically involved in the affairs of the contemporary world." Related to leadership, business ethics is a key component of the course.

## COURSE DESCRIPTIONS

### **BUS 162 Business Computer Applications (1) (Fall, Spring)**

This course introduces students to business computer applications which include, but are not limited to, Excel and PowerPoint to enhance students' analytical and presentation skills.

### **BUS 215 Business Case Study (3) (Sites)**

This course provides the processes and guidelines to develop and analyze a business case study. Project processes and project management will be outlined and used to analyze business case studies. Skills to be examined: planning of project, analysis with documentation, communication, and validation of the results of the project. Available at SAU Global sites only.

### **BUS 232 Business Seminar (1) (Fall, Spring)**

This course will be offered as a seminar to engage students on topics where Judeo-Christian values, the liberal arts, economics and current events overlap with one another to prepare students to operate from a biblical foundation in a largely secular business world.

### **BUS 271 Business Law I (3) (Fall, Spring, Sites)**

This introductory course addresses the interrelationship of law and business, with the intent of establishing a knowledge and skill base upon which students can build an understanding of our legal system and an ability to recognize and manage legal issues that arise in day-to-day business contexts. This study includes an introduction to the American legal system, the U.S. Constitution, litigation and alternative dispute resolution, jurisprudence, business ethics, relevant tort and criminal law, and contract law.

### **BUS 272 Solutions Seminar (1) (Limited)**

In this course, students study leadership and management principles by reading and listening to the accounts of outstanding practitioners. The students select particularly useful principles, seek to incorporate them in their leadership style and write a report on their experience.

### **BUS 301 Money and Banking (3)**

See FIN 301.

### **BUS 302 Business Information Systems (3) (Sites, Online)**

The importance of technology and information systems and their impact on business today is addressed. This course does not focus on gaining proficiency in the use of technology, but rather seeks to provide a greater understanding of the function and capability of various types of technology, software, and information systems. Topics covered include the Internet, intranets, networks, productivity software, database systems, etc.

### **BUS 310 Organization Theory (3)**

See SOC 310.

### **BUS 322 Fundamentals of Business Marketing (3) (Sites, Online)**

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

### **BUS 325 Principles of Management (3) (Fall)**

The general nature and functions of organization and management in society.

## COURSE DESCRIPTIONS

### **BUS 349 Statistics (3) (Sites)**

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

### **BUS 351 Statistics (3) (Fall)**

An introductory course to statistics for business majors. Principles in descriptive and inferential statistics will be covered. The primary focus of the course is to integrate statistics into business problem-solving. Strategies for problem-sensing, diagnosis and decision making through careful collection, organization and interpretation of appropriate data will be surveyed. The secondary focus will be on design. Issues pertaining to business research methods such as the research process, research methodology, various techniques in data collection, design of instruments and sampling techniques will also be covered.

*Prerequisites: MAT 101 Intermediate Algebra, MAT 104 Math for the Liberal Arts, or two years of high school algebra with a "B" or better*

### **BUS 351L Statistical Applications for Business (1)**

Lab component of BUS 351 Statistics. Special statistical applications for business will be explored. Gainey School of Business majors must take concurrently with or subsequent to BUS/HES/MAT/PSY 351.

### **BUS 367 Management of Financial Resources (3) (Sites)**

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

### **BUS 370 Seminar in Special Topics (1-3) (Limited)**

A seminar course offered at the junior level, which will focus on a special topic relevant to the field of business. Topics will rotate. Some of the seminar courses will be offered on special issues related to current events. Prerequisites will vary with the topic and will appear in the schedule.

### **BUS 371 Organizational Behavior Management (3)**

See PSY 371.

### **BUS 372 Business Law II (3) (Even Springs)**

Builds upon the foundation of Business Law I, and covers the law of enterprise organization (primarily corporations, partnerships, LLCs and agency law). Several Uniform Commercial Code Articles (sales, negotiable instruments, secured transactions), personal property and bailments, and insurance.

*Prerequisite: BUS 271 Business Law I*

### **BUS 385 Practicum (3)**

For description, see Courses for All Disciplines section of this catalog.

*Prerequisite: 18 hours of business coursework and permission of Gainey School of Business*

### **BUS 403 Argument and Persuasion for Business (3) (Fall)**

Focuses on argument (claims and support), persuasion (how and why individuals or groups are influenced to act or believe in a particular way) and negotiation (interest-based persuasion), as these topics pertain to business. Contexts for argumentation will include economics, finance, marketing, management, public relations, business ethics, business law, business and government relations, and strategic management.

## COURSE DESCRIPTIONS

### **BUS 405 Principles of Applied Management (3) (Sites, Online)**

Introduces students to the history and current state of management theory and its application. Topics covered will include various theories of management, functions of management, organizational structure, decision-making environmental issues, and corporate social responsibility.

### **BUS 424 Strategic Management (4) (Spring)**

This capstone course involves a study of the strategic planning and management process from the perspective of the top-level executive or consultant. Students are expected to integrate and draw upon previously acquired business knowledge and management skills, and apply these to various business cases and projects involving issues of strategy. In addition to the general subject of strategy, our study will address specific issues in business areas such as ethics, leadership, marketing, management, organizational structure, finance, operations social responsibility, competition and government and international relations, as these issues affect strategic decision making at the corporate, business and functional levels of the organization.

*Prerequisites: BUS 325 Principles of Management, FIN 362 Principles of Finance, and MKT 221 Marketing Principles*

### **BUS 425 Principles of Competitive Strategy (3) (Sites)**

A study of competitive strategy from the perspective of a top-level executive in a global environment. Students will integrate and draw upon previously acquired business knowledge and management skills and apply these skills to various business cases and projects involving selected strategy issues.

*Prerequisite: successful completion of all major coursework*

### **BUS 426 Operations and Supply Chain Management (3) (Even Falls)**

This course introduces the student to the challenges of complex production/operations systems and the array of contemporary tools currently employed to meet those challenges. Students encounter both the best of current theory and modeling techniques as well as exposure to these techniques as they are used by real-world organizations.

*Prerequisite: junior standing*

### **BUS 432 Human Resources Management and Supervision (4) (Spring, Sites)**

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

### **BUS 435 Business and Government (3) (Spring)**

This course explores the sometimes stormy relationship between business and government. Our study will include: the basis in the U.S. Constitution for (and the limits upon) government regulation of business; the history and current impact of government policy on business through direct regulation such as antitrust law, consumer protection law, employment, safety, environmental and civil rights regulation; the influence of government on business through indirect action such as foreign trade and foreign investment policy, fiscal and monetary policy, entitlement and defense spending and taxation; and strategic responses of business to these policies.

*Prerequisites: BUS 271 Business Law I, BUS 403 Argument and Persuasion for Business and one ECN course*

### **BUS 456 Business Proposal Development (4) (Sites)**

Students will use the concepts learned to identify an organization's systems and recognize organizational influences in order to research and develop an effective written formal business proposal which is orally presented to the instructor and learning group.

## COURSE DESCRIPTIONS

### **BUS 470 Seminar in Special Topics (1-3) (Limited)**

A seminar course offered at the senior level which will focus on a special topic relevant to the field of business. Topics dealing with special issues and/or current events will be offered on a rotating basis. Prerequisites will vary with the topic and will appear in the schedule.

### **BUS 472 Solutions Seminar (1) (Limited)**

In this upper level course, students study leadership and management principles by reading and listening to the accounts of outstanding practitioners. The students select particularly useful principles, seek to incorporate them in their leadership style and write a report on their experience.

## **CHE (Chemistry)**

### **CHE 101 Introductory Chemistry (4) (Spring)**

This course will introduce the student to major aspects of our lives influenced by chemistry. Because we ourselves are made of chemicals and chemicals are the building blocks of the matter in the universe, the study of chemistry is foundational to our lives. Includes laboratory with life-application.

### **CHE 111 General Chemistry I (4) (Fall)**

Survey of the fundamental principles of chemistry. Stoichiometry, atomic and molecular structure bonding, kinetic molecular theory and elementary thermodynamics are discussed. Includes lab.

*Prerequisite: MAT 101 Intermediate Algebra (grade of "C" or better), or SAT math test sub-score of 26 (ACT math score of 19)*

### **CHE 112 General Chemistry II (4) (Spring)**

A continuation of CHE 111 General Chemistry I. A study of the gas laws, chemical kinetics, equilibrium theory, acid-base chemistry, thermodynamics and electrochemistry. Includes lab.

*Prerequisite: CHE 111 General Chemistry I*

### **CHE 142 General Organic Biochemistry for Nurses (3) (Fall)**

Designed specifically for the Nursing Program, this course includes basics of general chemistry, organic chemistry, and biochemistry. Topics include the following: ions, concentrations, reactivity, organic compounds (carbohydrates, starches, proteins, fats, nucleic acids), metabolism, nuclear chemistry, and actions of some medications with application to these concepts. Includes lab.

### **CHE 173 Forensic Science**

Meets the needs of criminal justice majors as well as exposing non-science majors with opportunities to see the relevance of chemistry, biology, geology, and physics to their chosen professional life. Topics include crime scenes, physical evidence, gunshot residue, fingerprints, toxicology and serology. Provides an overview of techniques used by modern criminalistics labs and offers students a hands-on opportunity to explore the intricacies of how criminal investigation relies on forensic science. Students will gain an appreciation of how local law enforcement agencies rely on scientific studies for technical field work. Includes a lab in which the students will perform experiments that draw upon such topics as biology, chemistry, geology and physics, and a lab segment in which crime scenes will be fabricated so students can learn how to enter and leave a crime scene, and collect and interpret the evidence.

### **CHE 201 Organic Chemistry I (5) (Fall)**

Orbital hybridization, acid-base reactions, electron flow diagrams and functional group reactivity is tied together by organic chemistry mechanisms. The intense laboratory experience develops hands-on technique and supports classroom topics. Includes lab.

*Prerequisite: CHE 101 Introductory Chemistry or CHE 111 General Chemistry I*

## COURSE DESCRIPTIONS

### **CHE 202 Organic Chemistry II (4) (Spring)**

A broadened application of mechanisms to new synthetic transformations. Modern spectroscopic techniques of NMR and IR are introduced to support the identification of new syntheses being learned. Includes lab that shifts focus from technique to application for synthesis of interesting molecular targets.

*Prerequisite: CHE 201 Organic Chemistry I*

### **CHE 301 Analytical Chemistry (4) (Odd Springs)**

Theory and practice of volumetric, gravimetric, spectrophotometric and electroanalytical methods of analysis. Lecture and laboratory incorporate a strong emphasis on spreadsheet applications in the generation, collection and statistical analysis of data.

*Prerequisite: CHE 202 Organic Chemistry II*

### **CHE 390 Independent Study in Chemistry (1-4) (Limited)**

An opportunity for chemistry students to carry out a research project under the direction of a faculty member. The research experience will be designed to enrich the students' chemistry program.

*Prerequisites: minimum of 12 hours in chemistry and junior standing*

### **CHE 411 Physical Chemistry I (4) (Odd Falls)**

Chemical kinetics and quantum mechanics. Application of quantum theory to the interpretation and analysis of rotational, vibrational and electronic spectra. Rigorous application of computer technology to generate, collect and/or analyze data in both lecture and laboratory.

*Prerequisites: CHE 112 General Chemistry II, MAT 202 Calculus II, and PHY 212 Modern University Physics II, or permission of instructor*

### **CHE 412 Physical Chemistry II (4) (Even Springs)**

A statistical mechanical approach to the laws of thermodynamics. Considerable use of computer technology to generate and analyze data. Includes Lab.

*Prerequisites: CHE 112 General Chemistry II, MAT 202 Calculus II, and PHY 212 Modern University Physics II*

### **CHE 415 Advanced Inorganic Chemistry (3) (Even Falls)**

Nuclear and atomic structure, periodicity, symmetry and group theory, coordination chemistry, spectroscopy and selected advanced chemistry topics.

*Prerequisite: CHE 301 Analytical Chemistry*

### **CHE 422 Advanced Organic Chemistry (3) (Odd Falls)**

Advanced treatment of organic chemistry topics including retrosynthetic analysis, advanced spectroscopy and survey of frontier organic chemistry.

*Prerequisite: CHE 202 Organic Chemistry II*

### **CHE 425 Instrumental Analysis (4) (Limited)**

Advanced instrumental methods of chemical analysis and their application to the study of chemical reactions, spectral, electrometric and physio-chemical methods. Includes lab.

*Prerequisite: CHE 301 Analytical Chemistry*

### **CHE 460 Chemistry Research (4) (Limited)**

An opportunity for a student to do a project of scholarly productivity and/or research appropriate for the student's major area of study and directed by a faculty member. Thesis required.

### **CHE 472 Biological Chemistry I (5)**

See BIO 472.

## COURSE DESCRIPTIONS

### **CHE 473 Biological Chemistry II (4)**

See BIO 473.

### **CHE 480 Chemistry Seminar (2) (Fall)**

Studies of selected advanced topics in chemistry. Major emphasis on development of formal oral presentation skills. Lectures, journal readings, library research and discussion formats used.

*Prerequisite: junior standing*

### **CHE 490 Chemistry Honors (4) (Limited)**

An opportunity for a student to do a significant project of scholarly productivity and/or research appropriate for the student's major area of study and directed by a faculty member. To apply for an honors project, the student must have senior status and a grade point average of 3.50. Thesis is required.

*Prerequisites: senior chemistry major and faculty permission*

## **CHI (Chinese)**

These courses are currently suspended.

### **CHI 101 Elementary Chinese I (3) (Fall)**

First in a two-course sequence. Introduction of elementary Chinese language taught by a visiting instructor from China, involving the study of a basic Chinese language presented in authentic cultural context.

Includes an overview of language characteristics focusing on basic characters, knowledge of Chinese Pin Yin pronunciation and components such as form, sound and meaning, initials and finals with emphasis on student oral fluency and spelling.

### **CHI 102 Elementary Chinese II (3) (Spring)**

Second in a two-course sequential study of elementary Chinese language taught in authentic cultural context. Emphasis on student oral fluency and writing. Students will learn basic Chinese conversation elements designed to aid in communication with native Chinese speakers.

*Prerequisite: CHI 101 Elementary Chinese I*

### **CHI 337 Chinese Civilization and Culture (3) (Fall)**

While setting the stage with a brief overview of the thousands of years of Chinese history, philosophical thought, and culture, the emphasis of this course will be on the significant changes in Chinese civilization, culture and thought development during the past 100 years. Students will understand how Chinese philosophers and thinkers have influenced the traits of Chinese culture and contemporary thought. Present-day Chinese culture will be studied through the lenses of political thought, geography, economics, family life, education, and religion. Cross-listed GEO 337 and HIS 337.

## **CMI (Christian Ministry)**

### **CMI 127 Exploring Ministry (2) (Spring)**

Explores the meaning of Christian life as ministry, as well as particular varied areas of special ministry in modern society. May count for elective in a theology major.

### **CMI 202 Children's Spirituality Through the Developmental Process (3) (Even Falls)**

Explores the development of a child's body, mind, and spirit through the lens of both faith and psychology. The course explores how ministry leaders can best engage learners in the midst of these developmental processes.

## COURSE DESCRIPTIONS

### **CMI 210 Philosophy of Ministry (3) (Odd Falls)**

Focuses on the development of a personal philosophy of ministry. Attention is given to the assessment of past and current approaches to Christian ministry and to the necessity of purpose, values and beliefs for a church or ministry organization. Specific emphasis will be placed on the examination of individual spiritual formation models that distinguish the needs of the individual and the influences of culture. The course will assist students in synthesizing ministry and biblical/theological concepts into a philosophy of ministry.

### **CMI 222 Introduction to Missions (3) (Even Interims)**

Explores the biblical basis and history of the expansion of Christianity throughout the world based on the perspectives of the World Christian Movement.

### **CMI 230 Women in Ministry (3) (Limited)**

A study of the biblical, theological, historical, cultural, and practical issues concerning the vital role of women as professional ministers and clergy in the Christian church. Deals both with foundational concepts such as ministerial call and with practical matters such as the essential place and contribution of women in the professional ministry of the contemporary and future church. This course will assist both women and men who are preparing for ministry vocations and who will serve as ministry colleagues.

### **CMI 275/375/475 Supervised Ministry (1) (Fall, Spring)**

Offers a bridge from the theory of the classroom to the practice of doing ministry. Students are expected to find a placement in a local ministry where they serve regularly throughout the semester. Students will also gather biweekly to debrief their experience and share concerns and practical challenges of ministry as they work to relate their classroom content to their service experience. Supervised Ministry is one credit for each semester of participation. Each major in the theology department has a particular requirement for semesters of participation. Repeatable.

### **CMI 301 Curriculum Development in Children's Ministry (3) (Limited)**

Explores how children learn and grow in faith, examines a wide variety of published curricula, and provides students with the tools to begin creating their own learning materials in preparation for ministry in a church or parachurch location.

### **CMI 310 Communication in Ministry (3) (Odd Springs)**

Explores creative methods of communicating biblical and spiritual truth to contemporary culture. The student will study current trends in ministry communication, communication to different learning modalities, and effective teaching techniques that will help audiences learn and respond to the Christian message. The student will develop a variety of abilities in the formulation, communication, and evaluation of the Christian message for contemporary audiences and persons. Particular attention will be given to resources for communicating to adolescents.

*Prerequisite: CMI 210 Philosophy of Ministry or instructor's permission*

### **CMI 316 Church Planting/Growth (3) (Even Springs)**

A study of the theology, theory and practices of church planting and church growth. Includes biblical and anthropological principles of both as well as strategies for multiplication and growth of local congregations.

### **CMI 320 Urban Ministries (3) (Even Interims)**

Under the direction of an on-campus instructor, this course will use urban ministry professionals as resource persons to introduce students to the unique problems, methods and rewards of urban ministry. Through guest speakers, readings, discussions and field trips, the class will explore various facets of ministering to persons in urban settings.

## COURSE DESCRIPTIONS

### **CMI 323 Ministry to Children and Their Families (3) (Odd Falls)**

This course focuses on principles and issues in the development and administration of church ministries to children and their families. Specific attention will be given to specific strategies of ministry and methods of ministry and worship with regard to the needs and development of children.

*Prerequisites: CMI 127 Exploring Ministry and CMI 210 Philosophy of Ministry*

### **CMI 337 Principles of Preaching (3) (Even Falls)**

A study of the art of sermon development and delivery primarily in the role of pastoral preaching. Attention will be given to the various types of sermons, the skills of sermon delivery and the use of preaching resources.

### **CMI 344 Church Leadership (3) (Even Springs)**

A survey of the concepts of leadership, management and administration as applied to the local church structure. Skills of working with people and managing programs will be targeted, especially as they relate to the smaller local churches.

### **CMI 356 Strategies in Ministry (3) (Odd Springs)**

Provides a toolbox of creative and strategic ways to implement a biblical philosophy and theology in ministry and utilize different aspects and methods of learning in ministry. Students will explore methods to work with personal strengths and to recruit a team to support personal weaknesses. Includes development of a detailed one-year strategic plan for a local church ministry program that will be interview-ready upon completion. Prayer as the primary component of strategic planning will be introduced.

*Prerequisites: program admission, CMI 210 Philosophy of Ministry or YMI 200 Foundations of Youth Ministry*

### **CMI 372 Camping and Retreat Planning (3) (Odd Interims)**

Acquaints the student with the broad spectrum of retreat and camping approaches now used in Christian ministry. Includes residential camps, specialized age-level camps, weekend retreats, high-adventure trips and wilderness-related programs. Planning, programming, outfitting, directing, evaluating and follow-up integration. Includes a 12-day residency at Camp Michindoh.

*Prerequisites: CMI 210 Philosophy of Ministry and sophomore standing*

### **CMI 422 Counseling in Ministry (3) (Odd Springs)**

Designed to give students basic skills in interacting with various forms of human needs that they may encounter in ministry. Includes basic counseling theories and applied techniques/methods essential in the general counseling done by Christian workers. Focuses on the needs of the general population rather than the more involved therapeutic needs found in clinical settings. Attention given to needs in building a wholesome identity, pre-marriage/marriage issues, age-related adjustments, sexual issues, interpersonal conflicts, suffering/death, community resources and professional referrals.

*Prerequisites: PSY 100 Introduction to Psychology and junior standing*

### **CMI 432 Administration in Ministry (3) (Even Falls)**

The intensive focus of this course will be organizational issues, legal issues and financial issues unique to ministry, as well as within the context of basic church administration. It covers establishing a new ministry, and how to revitalize and restructure an existing ministry. Students will develop skills in structures, organizational skills, fund-raising, recruiting, delegating, leadership development and supervising others.

*Prerequisites: CMI 127 Exploring Ministry and junior standing*

### **CMI 450 Internship (4-8) (Limited)**

Study and practical experience chosen by the student in an area of specialization (4-8 weeks). Graded "S"/"U."

## COM (Communication)

### **COM 100 Introduction to Communication (3) (Fall)**

Study and application of basic concepts in communication. Main focus is on learning how to communicate more effectively interpersonally and in small groups.

### **COM 110 Communication Technology (3) (Fall, Spring)**

Introduction to basic design principles and content management skills using industry-standard design tools including WordPress, Adobe InDesign and Photoshop. Basic audio and video-editing techniques are taught using Adobe Premiere Pro, and Adobe Audition. Students apply learned design and project management skills to a semester-long project. Students archive coursework in a portfolio that they will continue to maintain and as a tool for academic reflection and professionalism. The course fee covers a one-year subscription to the Adobe Creative Suite.

### **COM 212 Rhetoric (3) (Fall)**

Theory, research, organization, preparation and practice of speaking and writing. Explores ethical implications of narrative, informative and persuasive techniques in the context of historical and current principles of rhetoric. This course is required for all majors in the Communication and Media Department.  
*Prerequisite: COM 100 Introduction to Communication*

### **COM 214 Communication Theory (2) (Fall)**

Examination of selected theories of communication and message design, to include models, critical analysis and development of a Christian worldview of communication.  
*Prerequisite: COM 100 Introduction to Communication*

### **COM 232 Readings in Rhetoric (1) (Limited)**

Teaches students to examine persuasive events from a critical perspective, providing an analytical framework that leads to a greater appreciation and understanding of the impact of the persuasive event. By examining the potential power of communication, rhetorical studies empower students to be effective communicators and thoughtful critics.

### **COM 301 Communication, Spirituality and Service (3) (Even Falls)**

Explores the intersection between communication and Christianity in relation to redemptive service to others in today's world. Emphasis is on exploring connections among communication concepts and biblically-informed spiritual principles and practices for affecting personal, local, and global change. In addition, issues of faith and justice are surveyed in the context of fostering the biblical concept of "Shalom" in the world. A service project is required as part of this course.

### **COM 314 Communication Research (2) (Spring Online)**

An introduction to communication research concepts and practical applications. Examines qualitative research paradigms and methods with a focus on planning and executing data collection in the real world. Discussions cover primary and secondary research strategies types of knowledge, ethical considerations, and crafting a research proposal.  
*Prerequisites: COM 100 Introduction to Communication and COM 214 Communication Theory*

### **COM 317 Digital Influence (1) (Fall)**

Students will develop practical social media skills, explore digital spaces, learn best practices and use a variety of social media technologies to understand and develop social media influence. Students will engage in a long-term project to identify a platform, connect with experts, create and propagate content, establish their own credibility, and build access to a large audience to understand and experience the journey of social media influencers. Must be taken 3 times during freshman, sophomore and junior years.

## COURSE DESCRIPTIONS

### **COM 324 Web Content and Management (3) (Spring)**

Exploration of web-based innovations in media production and distribution. Content quality and management issues are discussed, with opportunities to create and evaluate web media. The social and ethical implications of search and web-based collaboration and marketing are discussed.

*Prerequisite: COM 100 Introduction to Communication*

### **COM 330 Genre (1-3) (Limited)**

Style, form and content of varying communication media. Focuses on a single, limited aspect of the topic being considered.

### **COM 354 Applied Social Media (3) (Spring Online)**

Explores all aspects of social media communication. Students develop a strategic mindset and explore creative and scientific approaches for creating, curating and managing content. Topics explored: analysis, audience, branding, ethics, measurement, planning, writing, qualifications and more. Assigned activities lead students to achieve Hootsuite Social Media Certification (\$300 value) at the end of the course.

### **COM 368 Intercultural Communication (3) (Spring)**

Theory, skills and attitudes foundational to effective interpersonal communication with persons of other cultures and co-cultures. Focus is on critical analysis of various aspects of intercultural communication, as well as on building empathy and coping skills.

*Prerequisite: sophomore standing*

### **COM 385 Practicum (3) (Fall, Interim, Spring, Summer)**

Supervised field experience in communication within the student's area of specialization. A special registration procedure is required for this class. May be repeated once.

### **COM 399 Communication Portfolio (1) (Limited)**

Students prepare a portfolio of projects to demonstrate their analysis and application of communication and visual principles.

*Prerequisites: COM 214 Communication Theory, WRT 216 Writing for the Media, and senior standing*

### **COM 404 Oral and Digital Persuasion (3) (Spring)**

Focus is on the theory and practice of persuasive messages. Specific emphasis on learning to ethically, effectively, and responsibly influence others through public speaking and digital contexts.

*Prerequisite: SPE 100 Oral Communication or SPE 212 Fundamentals of Speech or COM 212 Rhetoric*

### **COM 480 Senior Seminar (1) (Fall)**

The capstone of the academic experience, Senior Seminar focuses on career planning and personal growth. Students will prepare and present a professional portfolio, prepare for professional interviews, and explore the biblically-informed nature of vocation including personal gifting. The course includes a weekend retreat at Camp Michindoh in early October.

*Prerequisite: senior standing*

## **COR (Community of Learners Core)**

### **COR 100 Life in Community (3) (Fall, Spring)**

Welcomes students into the SAU community of learners by exploring the virtues of hospitality, fortitude, kindness, and perseverance. This course introduces students to the academic rigor in university studies and investigates what it means to be new members in this community that is distinguished by a commitment to Christ as the perspective for learning, the study and application of the liberal arts as the fullest way of

## COURSE DESCRIPTIONS

knowing, and our critical participation in the contemporary world. A highlight of this course is the experiential weekend at Cedar Bend. Waived with 26 or more post-high school transfer college credit.

### **COR 200 Community, Place and Responsibility (3)** (Fall, Interim, Spring)

Explores the virtues of compassion, hope, and justice within the context of local communities. By engaging students in questions of local import—be it urban, suburban or rural, students investigate what it means to love in place and with responsibility. A highlight of Community of Learners 200 is a local, experiential weekend. Waived with 58 or more post-high school transfer college credit.

*Prerequisite: sophomore standing*

### **COR 274 Community Across Cultures Orientation (1)** (Fall, Spring)

Prepares students to gain an understanding of basic cross cultural theory, adaptation skills, knowledge of the host culture and basic conversational skills in the language of the host culture. Sections of this course are destination-specific. Waived with 58 or more post-high school transfer college credit.

### **COR 275 Community Across Cultures (3)** (Interim, Summer)

A distinctive of SAU, this course challenges students to practice the virtues of empathy, humility, resilience, justice and compassion through an immersive cross-cultural experience. Invites students to enrich their traditional liberal arts courses while gaining first-hand knowledge of a different culture through family, economics, educational systems, government and religion. Students develop cross-cultural analytical skills needed to describe the intimately connected world and confront the spiritual truth that "neighbor" includes peoples who may not live geographically near them. Waived with 58 or more post-high school transfer college credit.

*Prerequisites: COR 200 Community, Place & Responsibility; COR 274 Community Across Cultures Orientation*

### **COR 300 Community and Christian Tradition (3)** (Fall, Interim, Spring)

Invites students to practice the virtues of memory, gratitude and faith within the context of the communion of saints, as the Apostle's Creed reminds believers that they are members of a community that spans the Early Church and those who will come in the future. Students will explore Christian tradition, practices and doctrines in terms of community living, spiritual formation and the SAU Statement of Faith.

*Prerequisites: COR 200 Community, Place and Responsibility and junior standing*

### **COR 374 Advanced Community Across Cultures Orientation (1)** (Limited)

Prepares students to gain an understanding of basic cross cultural theory, adaptation skills, knowledge of the host culture and basic conversational skills in the language of the host culture. Sections of this course are destination-specific.

*Prerequisite: permission of the Cross Cultural Studies office*

### **COR 375 Advanced Community Across Cultures (3)** (Limited)

Offers a variety of study options in several foreign countries. Students fulfill all of the same course assessments, experiences, and activities as 274/275 with an added research project related to the course objectives or some issue that can be explored and researched at a deeper level than would typically be required in 274/275. The research project must have the approval of the leading instructor who evaluates the student's work. Opportunities for longer term options are available.

*Prerequisite: permission of the Cross Cultural Studies office*

### **COR 400 Community to Come (3)** (Fall, Interim, Spring)

Asks students to reflect upon their time at SAU and to imagine how the virtues of integrity, service, thankfulness and wisdom woven throughout their education have prepared them for community to come.

*Prerequisites: COR 275 Community Across Cultures, COR 300 Community and Christian Tradition, senior*

## CPS (Computer Science)

### **CPS 130 Web Design and Web Development (1) (Limited)**

Covers topical subjects such as CSS, HTML, navigation, responsive design, search engine optimization, typography, and web terminology and focus on hands-on learning. Laptop computer is required.

### **CPS 150 Introduction to Computers (3) (Interim)**

Introduces students to computer hardware and software, including major components of a computer, including CPU, memory, input, output, secondary storage and communications. Discusses the selection of computer equipment and the social implications of computer technology. Students apply productivity tools, such as word-processing, spreadsheets, presentation and database software in a laboratory setting. Students work with the Internet, email and web page creation. Does not count toward CPS major or minor.

### **CPS 201 Foundations of Computing I (4) (Fall)**

Introduces major concepts within the discipline of computer science. Focuses on problem-solving methods and algorithm development along with an introduction to mathematical logic. Principles of logic are applied to the architecture of computers. Integrated throughout are social, ethical and professional aspects of computer science. Includes a directed lab with application of problem-solving skills by programming in Java.

### **CPS 202 Foundations of Computing II (4) (Spring)**

A continuation of CPS 201 Foundations of Computing I. Students are introduced to commonly used data structures and problem-solving methods, including algorithm analysis, program design and implementation. Includes a directed lab where the emphasis will be on development of object-oriented solutions using modern software development methodologies.

*Prerequisite: grade of "C" or better in CPS 201 Foundations of Computing I*

### **CPS 206 Geographic Information Systems (4) (Odd Springs)**

Covers the fundamentals of Geographic Information Systems (GIS) and geospatial data analysis. Focuses on the use of geographic information systems in urban/suburban/metropolitan environments. Students will learn basic GIS concepts, develop skills with GIS tools, and frame spatial questions for research which they will implement in a project applied to their area of interest.

*Prerequisite: CPS 150 Introduction to Computers or CPS 201 Foundations of Computing I or high school computer applications course*

### **CPS 210 Data Communications and Networking (3) (Even Springs)**

Introduces students to several network protocols and industry communications standards. Also covered are the physical and architectural elements and information layers of a communication network, along with diagnostic, design, operational and performance measurement tools, and network security, reliability and maintenance. Students gain hands-on experience through installation of a network.

*Prerequisite: CPS 202 Foundations of Computing II*

### **CPS 212 Computer Systems Security (3) (Odd Springs)**

Introduces students to the fundamental concepts of computer systems security access including: the threat environment, corporate security policy, cryptography, network security access control, firewall architecture, host hardening, application security, data security, and business continuity. Security concepts are examined through case studies.

*Prerequisite: CPS 201 Foundations of Computing I*

### **CPS 232 Proof and Discrete Structures (3)**

See MAT 232.

## COURSE DESCRIPTIONS

### **CPS 301 Data Structures and Large Software Systems (3) (Fall)**

Examines the major structures used for data storage and processing, including arrays, lists, stacks, queues, graphs and trees. Algorithms for searching, sorting and updating these structures are developed and analyzed. Students gain experience with larger software systems and related issues by developing and modifying larger programs both individually and in groups.

*Prerequisite: CPS 202 Foundations of Computing II*

### **CPS 302 Architecture, Applications and Languages (4) (Odd Falls)**

Emphasizes the variety of levels from which the disciplines of computing can be viewed. Levels of architecture are unfolded through the introduction of finite automata, digital logic and microprogramming. Levels of languages are revealed through an examination of sequence control, type checking, runtime storage management and nonprocedural programming paradigms. Levels of applications are treated through a general introduction to the areas of database systems and artificial intelligence.

*Prerequisite: CPS 202 Foundations of Computing II*

### **CPS 303 Introduction to Database Systems (3) (Even Falls)**

A study of contemporary models and methodologies for representing, storing and retrieving large quantities of information stored on external devices. Alternative views of data are seen from the perspectives of the system, the human interface and applications.

*Prerequisite: CPS 202 Foundations of Computing II*

### **CPS 307 Mobile Programming (2) (Even Falls)**

Introduces students to application development for mobile devices. Students will learn about the various constraints facing mobile application designers, both with respect to hardware and with respect to user expectations. Students will also learn how to address these constraints with techniques in implementation, software design, and user-interaction design. Additionally, students will also focus on concepts at the core of modern mobile computing, such as software and data distribution models and location awareness. The general principles of mobile application development will be applied to a specific platform such as IOS, Android, or Windows 8.

*Prerequisite: CPS 202 Foundations of Computing II*

### **CPS 310 Operating Systems (3) (Even Springs)**

This course in systems software focuses on the operating system. Included are topics such as process management, device management and memory management. The executive monitor and utilities and their interrelationship are examined.

*Prerequisite: CPS 202 Foundations of Computing II*

### **CPS 320 Topics in Expert Systems (1) (Odd Springs)**

This course surveys key concepts of artificial intelligence with a focus on expert systems. Students are introduced to the theoretical basis of expert systems including knowledge representation, logic and inference. The differences between imperative and functional programming languages are introduced as students gain hands-on experience with an expert systems tool.

*Prerequisite: CPS 202 Foundations of Computing II*

### **CPS 330 Systems Analysis and Design (3) (Even Falls)**

This course introduces students to systems development methodologies with an emphasis on the systems development life cycle: planning, analysis, design, implementation, testing, operation and support. Systems analysis concepts are applied within the framework of case studies.

*Prerequisite: CPS 202 Foundations of Computing II*

## COURSE DESCRIPTIONS

### **CPS 331 Software Development Project (3) (Odd Springs)**

Students apply systems analysis concepts as they develop a system based on a real-life problem. Students gain experience working with a customer and strengthen their collaboration skills as they work in teams.

*Prerequisite: CPS 330 Systems Analysis and Design*

### **CPS 350 Web Tools (4) (Odd Springs)**

Covers the development of Web-based applications. Students will develop skills using Java and various scripting languages. Addresses both content and technique for creating effective web-based applications.

*Prerequisite: CPS 202 Foundations of Computing II or approved programming experience*

### **CPS 410 Algorithms and Formal Language (3) (Odd Falls)**

Formal models of computation such as finite state automata, pushdown automata and Turing machines will be studied, along with the corresponding elements of formal languages. These models will be used to provide a mathematical basis for the study of computability. The study of Church's thesis and the universal Turing machine will lead to the study of undecidable problems.

*Prerequisites: MAT 232 Proof and Discrete Structures and junior status*

### **CPS 480 Senior Seminar (1) (Limited)**

See MIS 480.

## **CRJ (Criminal Justice)**

### **CRJ 201 Crime, Corrections and Criminal Justice (3) (Fall)**

An introduction to the criminal justice system including an overview of criminological theory. Examines current theories, practices, and careers in criminal justice. Cross-listed SOC 201.

### **CRJ 202 Social Deviance (3) (Odd Falls)**

Analyzes deviance and crime from a societal perspective as it is socially and contextually defined and constructed. Covers a range of social theories that account for deviance from functionalist, anomie and strain theories, symbolic interactionist and labeling theories, to conflict and learning theories. Discussion issues may include alcohol and drug use, sexual deviance, mental illness, street crimes and white-collar crimes. Cross-listed SOC 202.

### **CRJ 217 Criminal Justice Exploratory (1) (Fall)**

Designed to expose the student to careers in Criminal Justice. Students will also be made aware of the minimum requirements (fitness, exam scores, etc.) for various careers in criminal justice. Should be taken concurrently with CRJ 201 Crime, Corrections and Criminal Justice.

### **CRJ 253 Forensic Psychology (3)**

See PSY 253.

### **CRJ 301 Criminological Theory (3) (Even Falls)**

An overview of biological, sociological, psychological, and cultural theories of crime causation. Includes a brief history of criminological theory and places special emphasis on social process, social structure, and social conflict theories. Cross-listed SOC 301.

*Prerequisites: CRJ 201 Crime, Corrections and Criminal Justice, PSY 100 Introduction to Psychology and SOC 101 Introduction to Sociology*

### **CRJ 302 Comparative Criminal Justice Systems (3) (Odd Springs)**

Provides a basic overview of political, administrative, organizational and cultural differences in various state and national criminal justice systems.

## COURSE DESCRIPTIONS

### **CRJ 342 Criminal Law and Court Procedures (3) (Odd Springs)**

A basic introduction to criminal law, criminal procedures, the roles of prosecution and defense attorneys, court procedures and decision-making processes. The course will also deal with issues such as rules of evidence, prosecutorial and judicial discretion, and sentencing guidelines.

### **CRJ 344 Juvenile Delinquency (3) (Even Springs)**

Introduction to juvenile delinquency including causes, incidence, and the history of juvenile delinquency in the United States. The course will include topics such as gangs, substance abuse, and runaways. Criminal justice policies and programs focused on juveniles will also be explored.

### **CRJ 385 Criminal Justice Practicum (3) (Fall, Spring)**

A basic internship that allows students broader exposure to the professions available in criminal justice.

### **CRJ 447 Criminal Justice Policy (3) (Odd Falls)**

This course focuses on criminal justice policies by emphasizing evidence-based policy analysis. Students will apply knowledge gained from criminological theory and research design to critically analyze and evaluate criminal justice policies.

*Prerequisite: CRJ 301 Criminological Theory*

### **CRJ 449 Restorative Justice (3) (Even Springs)**

Students will study basic principles of restorative justice and will explore specific programs focused on redemptive practices in criminal justice including restitution programs, victim-offender reconciliation programs, and alternatives to incarceration. Students will actively explore principles of the Christian faith and how they inform criminal justice policies.

*Prerequisite: CRJ 301 Criminological Theory*

### **CRJ 450 Criminal Justice Internship (6) (Fall, Spring)**

Students will complete 240 clock hours in an organization working in some aspect of criminal justice.

## **ECE (Early Childhood Education)**

### **ECE 265 Social Foundations of Early Childhood Education (3) (Spring)**

Provides comprehensive coverage of the complex socialization process and its effect on the development of children. Requires students to research their own socialization histories and evaluate their development in the light of major concepts presented in class. Grade of "C" or better required.

*Prerequisites: EDU 140L Professional Skills Lab and grade of 2.67 ("B-") or better in EDU 140 Exploring Critical Skills for the Professional Educator*

### **ECE 266 Early Child Growth and Development (3) (Fall)**

The prenatal stages of human development through age eight are the focus of the course. Students will study normal and exceptional development of the physical, cognitive, emotional and social domains of young children (infant, toddler, and pre-K through age 8) in the contexts of home and group settings. Field assignments: two hours a week. Individually arranged with instructor. Grade of "C" or better required.

*Prerequisite: PSY 100 Introduction to Psychology, EDU 140L Professional Skills Lab, and grade of 2.67 ("B-") or better in EDU 140 Exploring Critical Skills for the Professional Educator*

*Corequisite: EDU 267 Early Adolescent Development*

### **ECE 320 Assessment, Guidance and Discipline in Early Childhood Education (2) (Spring)**

The focus of this course is assessing young children's development and the use of appropriate assessment practices in the ECE environment. Students will examine best practice in assessment and guidance of young

## COURSE DESCRIPTIONS

children (infants, toddlers, preschool through grade 3) through in-depth research of contemporary theory and methodology. Through a systematic observation experience, students will determine the most appropriate method to guide children's behavior. As a result, the practitioner will develop strategies and practices to guide young children in developing acceptable and appropriate self-directed behavior as individuals and in group settings. Grade of "C" or better required.

*Prerequisites: ECE 266 Early Child Growth and Development, EDU 140L Professional Skills Lab and grade of 2.67 ("B-") or better in EDU 140 Exploring Critical Skills for the Professional Educator*

### **ECE 340 Emergent and Beginning Literacy (3)**

See RDG 340.

### **ECE 360 Assessing Software (1) (Spring Online)**

Students will identify and analyze the usefulness of various technologies and how they affect young children. Through investigation and interaction with various technologies, students will learn how to use children's software, promote children's inquiry, and connect and integrate a variety of software and technologies into children's learning. Grade of "C" or better required.

*Prerequisite: ECE 266 Early Child Growth and Development*

### **ECE 361 Motor Development and Motor Learning (3) (Fall)**

A study of the stages of motor development with observation and analysis in laboratory setting; also include exploration of developmentally appropriate instructional activities for skill learning in early childhood and adolescence. Grade of "C" or better required.

*Prerequisite: PSY 100 Introduction to Psychology, EDU 140L Professional Skills Lab, and grade of 2.67 ("B-") or better in EDU 140 Exploring Critical Skills for the Professional Educator*

### **ECE 365 Curriculum and Methods of Early Childhood Education (4) (Fall)**

For teaching in a preschool or early elementary program. The basic curricular areas in preschool and early elementary grades are covered. Emphasis on methods and techniques. Lab requirement: Two hours weekly, in a site approved by the instructor. Grade of "B-" or better required.

*Prerequisites: SOE admission, ECE 266 Early Child Growth and Development, and EDU 267 Early Adolescent Development*

### **ECE 368 Young Children with Special Needs (3) (Fall)**

Students will become familiar with the characteristics of young children (birth to eight years) displaying special needs and with techniques for nurturing their development and interacting with parents. This course will include practice in observation and interaction, introduction to initial screening procedures and service provisions, planning, and implementation of appropriate activities. Off-campus site visits required. Grade of "C" or better required.

*Prerequisites: ECE 266 Early Child Growth and Development and EDU 267 Early Adolescent Development*

### **ECE 378 Assessment and Intervention Strategies in Early Childhood Education (3) (Spring)**

Students will study the theories and implications of formal assessment in early childhood, examine the procedures for initiating and developing formal reporting assessment documents such as IEP, IAP, IFSP, and develop the essential dispositions and skills to develop positive respectful relationships with children and caregivers when discussing assessment results. An integral part of the course will include creating and practicing strategies to remediate diagnosed special needs at the appropriate age and developmental level, create an appropriate transition plan and explore the role of technology in providing services for students. Grade of "C" or better required.

*Prerequisites: SOE admission and ECE 368 Young Children with Special Needs*

## COURSE DESCRIPTIONS

### **ECE 416 Early Childhood Policy and Standards (2) (Spring)**

This course focuses on policies and regulations specific to early childhood care and educational settings. The course covers effective guidance of young children, from birth through age 8, as individuals and within group settings; government regulations for early childhood programs and personnel; and ethical standards for certification of early childhood professionals. To be taken the semester immediately preceding the professional student teaching semester. Grade of "C" or better required.

*Prerequisites: SOE admission, ECE 265 Social Foundations of Early Childhood Education, ECE 365 Curriculum and Methods of Early Childhood Education, senior standing*

### **ECE 430 Seminar in Teaching Early Childhood (1) (Online)**

The professional seminar runs concurrently with student teaching (ECE 450). During the seminar, pertinent topics concerning ECE issues, such as: classroom management, professionalism, and collaboration with stakeholders. Discussion and feedback on the directed teaching experience take place online. Students seeking early childhood endorsement take EDU 430E for 3 credits hours and ECE 430 for 1 credit hour. Grade of "B-" or better required.

*Prerequisites: satisfactory completion of all required ECE courses, approval to student teach*

### **ECE 450 Directed Teaching - Early Childhood (5) (Fall, Spring)**

Mentored early childhood teaching experience to complement a successful elementary placement. Provides observation and management of the classroom and learning activities of young children. The student assumes increasing responsibility for directing the classroom. Graded "S"/"U."

*Prerequisites: SOE admission, satisfactory completion of required EDU courses, approval to student teach*

## **ECN (Economics)**

### **ECN 101 Introduction to Economics (3) (Limited, Sites, Online)**

Survey of the basic principles of economics and the leading schools of thought in the Western world—classical, Austrian and Keynesian contemporary—with implications for present-day life and political policy.

### **ECN 221 Introduction to Microeconomics (3) (Fall)**

Introduction to microeconomics. Influences that determine prices and functions of prices in a free market economy; distributions of income; study of various market structures.

### **ECN 222 Introduction to Macroeconomics (3) (Spring)**

Introduction to macroeconomics: The American economy as a whole. Includes: organizational and functional aspects of American capitalism; the money and banking system; factors that determine aggregate employment, production and income; and fiscal and monetary policies.

*Prerequisite: ECN 221 Introduction to Microeconomics or instructor approval*

### **ECN 268 Personal Finance (3)**

See FIN 268.

### **ECN 301 Money and Banking (3) (Even Springs)**

See FIN 301.

### **ECN 305 Microeconomic Applications (3) (Sites)**

Students will use microeconomic principles and analysis tools to synthesize how various topics taught in this course effect the student's place of employment or other organizations. Topics include supply and demand, market structure, market equilibrium, firm/market behavior, and the role of government in the economy. A case study approach will be used to help students apply their understanding of the concepts.

*Prerequisite: ECN 101 Introduction to Economics or ECN 221 Introduction to Microeconomics*

## COURSE DESCRIPTIONS

### **ECN 306 Macroeconomic Applications for Managers (3) (Sites, Online)**

Students will use macroeconomic principles and analysis to analytically synthesize how various topics taught in this course effect the student's place of employment or other organization. Topics will include growth, inflation, interest rates, monetary and fiscal policies, and international economic issues. A case study approach will generally be used to help students apply their understanding of the concepts.

### **ECN 322 Globalization: International Economics in the Information Age (3) (Odd Falls)**

This course surveys the principles, regimes and dynamics of the international economy looking at productive factors, trade, financial payments, regulatory mechanisms and international challenges in the information age. Cross-listed POL 322.

### **ECN 323 Economics of the Third World (3) (Even Springs)**

This course offers an economic survey of traditional societies, their transition to modernity, parameters of economic growth and dynamics of the world economic system. The course will survey key theories of economic development and discuss how they relate to the economic realities that the Third World confronts. Operational approaches to development by international financial institutions, bilateral aid agencies and non-governmental organizations will be compared. Cross-listed GEO 323 and POL 323.

## **EDU (Education)**

### **EDU 140 Exploring Critical Skills for the Professional Educator (3) (Fall, Spring)**

This course seeks to identify those essential skills and dispositions necessary to become an effective teacher. Students will receive practical opportunities to develop the skills of critical thinking, human interaction, organization, reading, writing, and speaking in an educational context. Special emphasis will be given to the School of Education's program expectations and processes for those students seeking teacher certification. Field experience at all certification levels is required to enhance discussion and reflections on issues related to the teaching profession. Must earn a grade of 2.67 ("B-") or better to advance to Professional Skills Lab (PSL) and other EDU courses. May not be transferred from another institution.  
*Prerequisite: grade of 2.67 ("B-") or better in ENG 104 College Writing or SAT evidence-based reading and writing minimum score of 480*

*Corequisite: EDU 140L Professional Skills Lab*

### **EDU 140L Professional Skills Lab (PSL)**

The PSL serves as an interview process during which SOE representatives evaluate teacher candidate skills and dispositions: critical thinking, human interaction, reading, writing, and speaking. Successful completion of the PSL precedes and supports advancement to other EDU courses and an invitation to apply to the SOE. Students who do not successfully complete the PSL will be provided the opportunity to develop a professional improvement plan (with individual mentoring) to facilitate skill remediation. Successful completion will allow the opportunity to advance to the teacher preparation program. An additional PSL may be required, providing the opportunity to demonstrate proficiency in any skill area previously deemed unsatisfactory.

### **EDU 201 Teaching Elementary Health and Physical Education (2)**

See HPR 201.

### **EDU 202 Issues and Trends in American Education (2) (Fall, Spring)**

Historical and contemporary educational ideas are examined, including how unique legal, religious, cultural and diversity issues have shaped education in the United States. Philosophical foundations of schools as instruments of national purpose, values, and social change are studied, and students begin to develop their own philosophy of education. Important educators and topics such as school governance, finance, curriculum standards and accountability, and professional learning communities are also addressed. A

## COURSE DESCRIPTIONS

grade of 2.67 ("B-") is required to advance in the SOE.

*Prerequisites: grade of 2.67 ("B-") or better in EDU 140 Exploring Critical Skills for the Professional Educator and EDU 140L Professional Skills Lab*

### **EDU 242 Psychology Applied to Teaching and Learning (2) (Fall, Spring)**

Goals of this course are to develop knowledge about how students learn, to understand and apply general principles of instruction, classroom management, and assessment to increase student learning. Major developmental and learning theories will be reviewed from the framework of educational psychology. Taxonomies of educational objectives will be introduced along with unit- and lesson-planning frameworks. Practical application activities for implementing instructional approaches and strategies for integrating technology into planned lessons will provide opportunities for skill development. Students endorsing in ECE should take ECE 266 Early Child Growth and Development and EDU 267 Early Adolescent Development in place of this course. Grade of "C" or better required.

*Prerequisite: grade of 2.67 ("B-") or better in EDU 140 Exploring Critical Skills for the Professional Educator and EDU 140L Professional Skills Lab, and grade of 2.0 ("C") or better in PSY 100 Introduction to Psychology*

### **EDU 252 Teaching the Arts in the Elementary Classroom (1) (Fall, Spring)**

Lab course to support ART 152 Art Foundations and MUS 152 Music Foundations. The purpose of this course is to ensure that candidates know that all students can obtain the knowledge and skills that make up the arts. Grade of "C" or better required.

*Prerequisite or Corequisite: ART 152 Art Foundations, MUS 152 Music Foundations*

### **EDU 267 Early Adolescent Development (1) (Fall)**

This course will focus on the development of children ages 9-13. Physical, cognitive, emotional and social development will be discussed, along with techniques to sustain them in attaining their potential. Enrollment concurrent with ECE 266 Early Child Growth and Development. Field assignments of two hours weekly are required, individually arranged. Grade of "C" or better required.

*Prerequisite: EDU 140L Professional Skills Lab, and grade of 2.0 ("C") in PSY 100 Introduction to Psychology*

### **EDU 271 The Diverse Learner (4) (Interim)**

Focuses on a wide variety of diversities found in today's schools such as race, ethnicity, culture, religion, family, socioeconomic, and gender, as well as physical and intellectual diversities and English Language Learners (ELLs). Special emphasis is placed on the teacher's role in creating an inclusive learning environment, including the use of IEPs. Course includes off-campus field experience with diverse student populations.

*Prerequisite: grade of 2.67 ("B-") or better in EDU 140 Exploring Critical Skills for the Professional Educator and EDU 140L Professional Skills Lab, and sophomore standing*

### **EDU 273 Diversity Issues for Educators (2) (Interim)**

Focuses on a wide variety of diversities represented in contemporary American schools such as race, ethnicity, culture, religion, family, socioeconomic status, gender, ELL/ESL and others. Special emphasis focuses on the teacher's role and responsibility in maximizing the learning for all students affected by or influenced by any of these factors. At least ten off-campus approved field experience hours in a diverse setting required. This course should be taken by Special Education majors in place of EDU 271. Grade of "C" or better required.

*Prerequisite: grade of 2.67 ("B-") or better in EDU 140 Exploring Critical Skills for the Professional Educator and EDU 140L Professional Skills Lab*

### **EDU 319 Methods and Materials for Teaching Music in the Elementary School (2)**

See MUS 319.

## COURSE DESCRIPTIONS

### **EDU 336 Teaching at the Secondary Level (2) (Even Springs)**

General topics unique to teaching at the secondary level. Emphasis on lesson planning and design, unit planning and design and classroom management. Students who have a major or minor not offering a specific methods class would enroll in this course. Also appropriate for students desiring more learning opportunities in secondary methods. Off-campus site visits required. Grade of "B-" or better required. *Prerequisites: SOE admission, and grade of 2.0 ("C") or better in EDU 242 Psychology Applied to Teaching and Learning or ECE 266 Early Child Growth and Development and EDU 267 Early Adolescent Development*

### **EDU 341 Teaching English at the Secondary Level (3) (Even Falls)**

Topics unique to the teaching of English at the secondary level. Emphasis on recent curriculum developments in English. Both grammar and literature are considered. Off-campus site visits required. Grade of "B-" or better required. *Prerequisites: SOE admission, grade of 2.0 ("C") or better in EDU 242 Psychology Applied to Teaching and Learning, and junior standing*

### **EDU 342 Foundations of Secondary School Mathematics (3) (Even Springs)**

Topics unique to the teaching of mathematics at the secondary level. Emphasis on recent curriculum developments in mathematics including reform curricula, use of technology and cooperative groups. Grade of "B-" or better required. *Prerequisites: SOE admission, MAT 201 Calculus I, EDU 202 Issues and Trends in American Education, EDU 242 Psychology Applied to Teaching and Learning*

### **EDU 343 Teaching Science at the Secondary Level (2) (Even Falls)**

Topics unique to the teaching of science at the secondary level. Emphasis on recent curriculum developments in science and on laboratory supervision. Off-campus site visit required. Grade of "B-" or better required. *Prerequisites: SOE admission, and grade of 2.0 ("C") or better in EDU 242 Psychology Applied to Teaching and Learning or ECE 266 Early Child Growth and Development and EDU 267 Early Adolescent Development*

### **EDU 344 Teaching History and Social Studies at the Secondary Level (2) (Odd Falls)**

A practical learning course emphasizing the development and delivery of lesson and unit plans based upon the Michigan Curriculum Framework and Benchmarks along with the application of instructional strategies, lesson modification and assessment methodologies unique to teaching History and the Social Studies at the secondary level. Grade of "B-" or better required. *Prerequisites: SOE admission, and grade of 2.0 ("C") or better in EDU 242 Psychology Applied to Teaching and Learning or ECE 266 Early Child Growth and Development and EDU 267 Early Adolescent Development*

### **EDU 346 Teaching World Languages (2) (Odd Falls)**

Topics unique to the teaching of world languages at the K-12 levels. Practical methods of developing oral and comprehension skills will be studied and utilized. Off-campus site visits required. Grade of "B-" or better required. *Prerequisites: SOE admission, and grade of 2.0 ("C") or better in EDU 242 Psychology Applied to Teaching and Learning or ECE 266 Early Child Growth and Development and EDU 267 Early Adolescent Development*

### **EDU 349 Methods and Materials for Teaching Music in the Secondary School (3)**

See MUS 349.

### **EDU 350 Teaching Reading and Language Arts in Elementary School (5) (Fall, Spring)**

This integrated reading/language arts methods and resources course was designed to prepare teachers to create and implement effective literacy learning experiences in elementary classrooms. Students will

## COURSE DESCRIPTIONS

explore and practice methods and strategies, examine materials, participate in active discussions, collaborate with peers, and reflect on classroom observations culminating in the creation of an interdisciplinary standards-based thematic unit. In this course, we will focus on individual, small group and whole group literacy instruction. Students will complete 20 hours of targeted on-site observations in a literacy lab school, as well as prepare and teach two lessons in an elementary classroom. Off-campus campus site-visits required. Grade of "B-" or better required.

*Prerequisites: SOE admission, and grade of 2.0 ("C") or better in EDU 242 Psychology Applied to Teaching and Learning or ECE 266 Early Child Growth and Development and EDU 267 Early Adolescent Development*

### **EDU 352 Teaching Social Studies Methods in K-8 Schools (2) (Odd Springs)**

A practical learning laboratory. Examines a variety of techniques, activities, and methods for teaching social studies in elementary and middle school grades. A significant emphasis on understanding and using Michigan Content Standards (GLCEs & C3 Framework) in developing objective-based lesson plans. A substantial part of this course is accomplished in a site-based setting in which students apply pedagogical content knowledge and effective practices in supervised settings under the direction of certified teachers and the instructor. Off-campus site visits required. Grade of "B-" or better required.

*Prerequisites: SOE admission, a grade of 2.67 ("B-") or better in SST 200 Human Society: Learning in the Social Studies*

### **EDU 353 Teaching Science and Math STEM in K-8 Schools (4) (Odd Springs)**

A practical learning laboratory. Examines a variety of techniques, activities and methods for teaching science, technology, engineering and mathematics in elementary and middle school grades. A significant emphasis on understanding and using Michigan Science Standards and Common Core State Standards in developing objective-based lesson plans. Included is site-based application of pedagogical content knowledge and effective practices in supervised settings under the direction of certified teachers and the instructor. Off-campus site visits required. Grade of "B-" or better required.

*Prerequisites: SOE admission, grade of 2.67 ("B-") or better in NSC 200 Elementary Science Survey-Science by Inquiry, and MAT 330 Foundations of School Mathematics I or MAT 331 Foundations of School Mathematics II*

### **EDU 360 Integrating Technology in Education (3) (Fall, Spring)**

This course focuses on the theory and practice of integrating technology into K-12 teaching. Emphases include the development of a technology portfolio, hands-on experience using hardware, software, and web tools generally used in K-12 settings, effective online teaching and learning with support skills, cognitive and motivational basis for effective use of technology, benchmarks for K-12 teaching and learning, and assessment of and reflection upon technology-based teaching and learning in-class and through a field experience. Grade of "C" or better required.

*Prerequisites: grade of 2.67 ("B-") or better in EDU 140 Exploring Critical Skills for the Professional Educator*

### **EDU 376 Children's Literature (3) (Online)**

This course prepares prospective elementary teachers with knowledge and enthusiasm for the literature of children and young adults. The various genres will be introduced and evaluative considerations for selection of appropriate materials and enrichment activities will reinforce the versatility of children's literature throughout the school curriculum. Does not count toward English or language arts major or minor. Grade of "C" or better required for teacher education programs.

*Prerequisite: grade of 2.67 ("B-") or better in EDU 140 Exploring Critical Skills for the Professional Educator*

### **EDU 424 Elementary and Middle School Reading Problems (3) (Fall, Interim)**

This course is designed to assist the classroom teacher in assessing and diagnosing reading problems in the five areas of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. Various

## COURSE DESCRIPTIONS

difficulties encountered in the reading process will be explored along with techniques for their assessment and support. Off-site case study required. Cross-listed RDG 424. Grade of "C" or better required.

*Prerequisites: SOE admission, and a grade of 2.67 ("B-") or better in EDU 350 Teaching Reading and Language Arts in Elementary School*

### **EDU 425 Reading Development in Middle and Secondary Content Areas (3) (Fall)**

Literacy development strategies emphasizing effective learning in content contexts are the focus. Secondary school instruction necessarily encompasses reading comprehension, critical reading, integrated writing and study strategies. Students will examine the role of assessment, tools to enhance reading to learn as well as writing to learn, and methods to promote more extensive reading. Interaction with adolescent readers will be required in the course. May be taken concurrently with a second methods course. Grade of "C" or better required.

*Prerequisites: SOE admission, and grade of 2.0 ("C") or better in methods courses*

### **EDU 429 Effective Classroom Management, Assessment and Instruction (3) (Fall, Spring)**

Designed as a capstone course for preparation as a professional educator. Students revisit what they have learned and investigate current research and best practice regarding the essential elements of classroom management, classroom assessment, and teaching style/strategies. Grade of "B" or better required.

*Prerequisites: SOE admission, and grade of 2.0 ("C") or better in methods courses*

### **EDU 430E/S Seminar in Teaching (3) (Online)**

Concurrent with student teaching (450E/S). Designed to provide support for student teachers during the professional semester and acquaints them to various education issues of importance to new teachers. In addition, a major emphasis is placed on preparing student teachers for future job interviews. Blending a set of prescribed student teaching experiences, students develop an interview portfolio that provides insight into their ability to effectively plan and deliver instruction, analyze and interpret student learning data, develop intervention programs, prepare resumes and cover letters, incorporate the language of the workplace, and participate in mock job interviews. Elementary student teachers seeking an endorsement in early childhood or special education will also be enrolled in a respective seminar course for their endorsement (ECE 430-1 credit/SED 430-1 credit). Grade of "B-" or better required.

*Prerequisites: SOE admission, satisfactory completion of all required EDU and program courses and required 120 hours of pre-student teaching field experience, and approved to student teach*

### **EDU 450E Directed Teaching: Elementary (Fall, Spring)**

Mentored elementary school teaching. Provides observation and management of the classroom and the learning activities of pupils. The student assumes increasing responsibility for directing the classroom. Students seeking early childhood endorsement also take ECE 450 Directed Teaching: Early Childhood. Students seeking SED LD endorsement also take SED 450 Mentored Experience in Teaching Special Education L.D. The number of credit hours to be taken will be determined individually based on specific number of weeks required for placement(s), as articulated in the student teacher policy. Graded "S"/"U."

*Prerequisites: SOE admission, satisfactory completion of all required education courses and the required 120 hours of pre-student teaching field experience, and approved to student teach*

### **EDU 450M Directed Teaching: Middle School (Fall, Spring)**

Mentored middle school teaching experience to complement a successful elementary placement. Provides observation and management of the classroom and learning activities of pupils. The student assumes increasing responsibility for directing the classroom. Credit hours are determined individually based on the number of weeks required for placement(s), as articulated in the student teacher policy. Graded "S"/"U."

*Prerequisites: SOE admission, satisfactory completion of all required education courses and the required 120 hours of pre-student teaching field experience, and approved to student teach*

## COURSE DESCRIPTIONS

### **EDU 450S Directed Teaching: Secondary** (Fall, Spring)

Mentored secondary school teaching. Provides observation and management of the classroom and the learning activities of pupils. The student assumes increasing responsibility for directing the classroom. Students seeking SED endorsement also take SED 450 Mentored Experience in Teaching Special Education L.D. Number of credit hours will be determined individually based on specific number of weeks required for placement(s), as articulated in the student teacher policy. Graded "S"/"U."

*Prerequisites: SOE admission, satisfactory completion of all required education courses and the required 120 hours of pre-student teaching field experience, and approved to student teach*

### **EDU 452 Directed Teaching II** (Fall, Spring)

An additional experience in mentored teaching for those who need further experience in development of classroom techniques. Number of credit hours will be determined individually based on specific number of weeks required for placement(s), as articulated in the student teacher policy.

*Prerequisite: EDU 450E Directed Teaching: Elementary or EDU 450S Directed Teaching: Secondary, and approved to student teach*

## **EGR (Engineering)**

### **EGR 100 Introduction to Engineering I** (3) (Fall)

An introduction to engineering as a career, including problem solving, engineering disciplines, design, teamwork, and communication. An introduction to engineering graphics is included, with an emphasis on solids modeling.

### **EGR 110 Basics of Engineering Design** (1) (Interim)

An introduction to the engineering design process.

*Prerequisite: EGR 100 Introduction to Engineering I*

### **EGR 112 Introduction to Engineering II** (1) (Spring)

An introduction to the engineering design process, including teamwork development, ethics, professionalism, and reporting.

*Prerequisite: EGR 100 Introduction to Engineering I and EGR 110 Basics of Engineering Design*

### **EGR 203 Electric Circuits w/Lab** (4) (Fall)

Principles of linear networks covering the laws of circuit theory that apply to such networks, including elements of network topology, mesh currents and node voltages, network theorems, op-amps, energy and power, basic concepts of transient response of R-L and R-C networks to a unit pulse driving function, steady state sinusoidal voltage and current, including polyphase circuits, mutual coupling, and ideal transformers.

*Prerequisite: MAT 202 Calculus II*

### **EGR 206 Statics** (3) (Fall)

Fundamental concepts of mechanics, equilibrium of force systems, structural applications, cables, friction and virtual work.

*Prerequisite: MAT 202 Calculus II*

### **EGR 221 Advanced Circuits** (3) (Spring)

Complex frequency analysis of linear networks, transient RLC network response, mutual coupling and ideal transformers, frequency response, Laplace transforms as applied to two-port networks, and time and frequency domain transformations.

*Prerequisite: EGR 203 Electric Circuits w/Lab; Corequisite: MAT 311 Differential Equations*

## COURSE DESCRIPTIONS

### **EGR 222 Digital Electronics (3) (Spring)**

Application of Boolean algebra to the design of logic circuits; Karnaugh maps; registers, counters, and data conversion; microlabs for combinational and sequential logic circuits are included.

*Prerequisite: EGR 203 Electric Circuits w/Lab*

### **EGR 301 Intro to Microcontrollers w/Lab (4) (Fall)**

Application of digital and logic concepts to the study of microcontroller function and use. Topics include assembly language programming and hardware interface design for typical applications.

*Prerequisite: EGR 222 Digital Electronics*

### **EGR 310 Electronics w/Lab (3) (Fall)**

An introduction to diodes, transistors and op amps and their use in electronic circuits; semiconductor theory; amplifier design; power amplifiers; and stability. Lab experiments involving design with transistors and op amps.

*Prerequisite: EGR 221 Advanced Circuits*

### **EGR 321 Digital Signal Processing w/Lab (4) (Spring)**

Principles of signal processing using sample data including z-transforms, FIR filters, IIR filters, FFT, and implementations. Design applications include processing of digital signals and bio-potentials. Three lecture credit hours and two to three laboratories during the semester.

*Prerequisite: EGR 222 Digital Electronics*

### **EGR 326 Mechatronics (3) (Spring)**

Fundamental concepts of mechanics, equilibrium of force systems, structural applications, cables, friction and virtual work.

*Prerequisites: EGR 203 Electric Circuits, EGR 206 Statics, and MAT 352 Linear Algebra*

### **EGR 401 Senior Design I (4) (Fall)**

Applications of design principles to a capstone engineering project. Projects are team-based and include developing design specifications, conceptual designs, and final designs. Project requirements include significant oral and written communication components. Examples of projects include intercollegiate competition, industry sponsored, applied research, and service projects. Students pursuing more than one concentration in engineering or engineering technology must complete a two-semester sequence in senior design for each concentration. Includes weekly seminar on professional topics.

*Prerequisites: senior, EGR 301 Intro to Microcontrollers w/Lab, EGR 321 Digital Signal Processing w/Lab*

### **EGR 402 Senior Design II (4) (Spring)**

Completion of final design, fabrication, testing, and reporting of the engineering design projects initiated in EGR 401 Senior Design I.

*Prerequisites: EGR 401 Senior Design I and permission of the instructor*

### **EGR 411 Introduction to Microprocessors and Microcomputers w/Lab (3) (Fall)**

Application of digital and logic concepts to the study of microcontroller and microprocessor function and use, assembly language programming, and software design for typical applications.

*Prerequisite: EGR 222 Digital Electronics*

### **EGR 412 Electromagnetic Fields and Waves w/Lab (3) (Fall)**

Vectors, static electric, and magnetic fields in dielectric and magnetic materials; principles leading to Maxwell's and Poisson's equations; and use of the wave equation.

*Prerequisite: EGR 203 Electric Circuits w/Lab; Corequisite: MAT 311 Differential Equations*

## COURSE DESCRIPTIONS

### **EGR 417 Communications Engineering w/Lab (3) (Spring)**

The theory and functions of electronic communication elements including signal analysis, random processes, statistical average, transmission lines, and antennas.

*Prerequisites: EGR 221 Advanced Circuits and MAT 351 Statistics*

### **EGR 421 Introduction to Biosignal Analysis (3) (Spring)**

Introduction to principles and techniques for biomedical measurements. Includes amplifiers, bioelectric events, clinical lab, rehabilitation devices, and safety. Introduction to biological controls and biomaterials.

*Prerequisite: EGR 203 Electric Circuits w/Lab*

### **EGR 422 Advanced Biosignal Analysis w/Lab (3) (Fall)**

Application of analog, digital, and statistical techniques to the processing of biomedical signals. Includes sources, recording, and analysis of ECG, EEG, EMG, and evoked potentials.

*Prerequisite: EGR 203 Electric Circuits w/Lab*

### **EGR 423 Biomechanics w/Lab (3) (Spring)**

Principles of stress, strain, elasticity, and deformation. Engineering mechanics as applied to bone, muscle function, blood flow, and cell deformation analysis. Historical overview of biomechanics, exercise biomechanics, and physiology. Neurological motor control with regard to human movement. Computer modeling of several human biological systems.

*Prerequisites: PHY 211 Modern University Physics I, BIO 264 Anatomy and Physiology for Nurses*

## **ENG (English)**

### **ENG 103 Basic Writing (3) (Fall)**

Basic skills in writing with emphasis on the writing of clear sentences, paragraphs and short essays. Does not count toward a major or minor in English or language arts. Required for students with ACT below 20 or SAT Writing Test sub-score below 27.

### **ENG 104 College Writing (3) (Fall, Spring, Online, Sites)**

Theory and practice of writing analysis and argument essays, with emphasis on how to do library research and writing for university courses. Does not count toward a major or minor in English or language arts.

Must pass this course with a grade of "C" or better.

*Prerequisite: ACT of 20/SAT Writing Test sub-score of 27 or completion of ENG 103 Basic Writing with a "C" or better. Off-campus programs require a passing grade on a writing sample.*

### **ENG 112 World Literature (3) (Fall, Spring, Online)**

Selections from the great literary masterpieces of world literature (classical to Renaissance periods), stressing analysis of genre. Required of all English majors and minors. Does not count toward the major or minor in English or language arts.

*Prerequisite: ENG 104 College Writing*

### **ENG 208 Creative Writing (3) (Spring)**

Introduces students to techniques of writing fiction, poetry and drama.

*Prerequisite: ENG 104 College Writing*

### **ENG 220 Introduction to Literary Study (3) (Fall)**

Preparatory course for English literature courses. Introduces basic elements of literature (character, theme, structure, etc.) and application of critical functions for interpreting fiction, poetry and drama.

*Prerequisites: ENG 112 World Literature and sophomore standing*

## COURSE DESCRIPTIONS

### **ENG 304 Writing and Research (3)** (Fall, Spring, Sites, Online)

Focuses on writing as process and writing skills that support research in the disciplines. Several shorter papers will contribute to a larger writing project to help students create a portfolio of their best work. Does not count toward the major or minor. Students may waive this course by passing a writing assessment.

*Prerequisite: grade of "C" or better in ENG 104 College Writing*

### **ENG 309 Creative Nonfiction (3)** (Odd Springs)

A study and application of the forms and theories behind "the fourth genre." Students will study formal techniques through readings and apply these techniques through writing the different styles of the genre: history, science, travel and political writing, as well as memoir and biography. Students will address the ethical aspects that exist within creative non-fiction by understanding the development of the genre and some of its most influential writers.

*Prerequisite: ENG 208 Creative Writing*

### **ENG 311 Poetry Writing (3)** (Odd Falls)

An in-depth study and application of the craft of contemporary poetry. Students will study the unique forms, techniques and styles of contemporary poets, engage in original research of an individual poet or school, and develop their own poetry.

*Prerequisite: ENG 208 Creative Writing*

### **ENG 313 Fiction Writing (3)** (Even Interims)

A study of how writers use theme, characterization, plot, conflict, dialogue, complication, scenes of movement, climax and denouement to create novels and short stories. Writing exercises cultivate the art of writing each component of both genres.

*Prerequisites: ENG 208 Creative Writing*

### **ENG 314 Script Writing (3)**

See VID 314.

### **ENG 315 Shakespeare (3)** (Even Falls)

Selected Shakespearean histories, comedies and tragedies, with special emphasis upon Shakespeare's themes and Elizabethan worldview.

### **ENG 322 19th Century American Literature (3)** (Even Springs)

Covers the authors immediately following the formation of the U.S. as a nation, especially their voices and visions shaping the new nation. Reviews the work of the American Romantics prior to the Civil War; after the war, the course focuses on the major writers who represent new voices of the American Realism in America's emerging landscape.

### **ENG 329 Early British and Continental Literature (3)** (Even Springs)

A survey of Early British and Continental literature.

### **ENG 330 Genre (3)** (Fall, Sites)

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

### **ENG 333 The Bible as Literature (3)** (Spring)

This course examines one of the foundational texts for Western literature – the Bible – in order to learn why not only its content but also its form have so deeply influenced literary artists. Students will gain a deeper understanding of biblical narrative and poetry, will learn the features of key biblical genres, and will develop an appreciation for the aesthetic unity of the Bible.

## COURSE DESCRIPTIONS

### **ENG 350 Early 20th Century American Literature (3) (Odd Falls)**

A study of the major and secondary authors of American literature from 1865 to 1945, including Ernest Hemingway and William Faulkner, with emphasis on the American experience.

### **ENG 352 American Literature: World War II - Present (3) (Odd Springs)**

American literature since WWII with an emphasis on the changing culture and evolving canon regarding the emergence of ethnic writers.

### **ENG 360 19th Century British Literature (3) (Odd Falls)**

A study of prose, poetry and selected novels of nineteenth-century Britain beginning with the roots of romanticism and continuing through the late Victorian period.

### **ENG 361 English Language (3) (Fall)**

History of the English language from the Anglo-Saxon period to the present. Philosophy of language in general.

### **ENG 362 20th Century British Literature (3) (Even Springs)**

This course includes both a variety of literary forms – poetry, novels, plays, short-stories – as well as voices from the many corners of Britain: Irish, English, Scottish, Welsh, and Northern Irish.

### **ENG 420 Major Authors (3) (Fall)**

The examination of one or more literary figures in depth, such as G. K. Chesterton, Dostoevsky, C.S. Lewis, and Wendell Berry.

### **ENG 472 Advanced English Studies (3) (Fall)**

Advanced English Studies provides students the opportunity to further investigate topics, authors, or works encountered in prior English studies and produce a scholarly paper, the senior thesis. This capstone course will allow students to examine primary texts more closely through textual analysis and critical theory.

*Prerequisites: ENG 208 Creative Writing, ENG 333 The Bible as Literature, ENG 361 English Language and senior standing*

## **ENT (Entrepreneurship)**

### **ENT 201 Small Business Management: An Entrepreneurial Approach (3) (Even Falls)**

This course will highlight how entrepreneurs approach small business opportunities and challenges. Students will be challenged to think critically and consider how to apply various business discipline concepts in a real-world context while embracing the necessary character attributes of innovation in business practice.

### **ENT 311 Entrepreneurship and Planning for Success (3) (Odd Springs)**

The course is designed to provide an introduction to the process of turning an idea into a successful startup enterprise. The course focuses on the Business Plan as a necessary component to beginning a small business and a process by which ideas can become businesses. It addresses facets of the business plan from determining actual content, reviewing examples of plans, to creating a comprehensive plan.

### **ENT 385 Practicum (3) (Fall, Spring)**

Any student of junior standing or above who has adequate coursework may secure college credit for significant working or participatory experience by enrolling in practicum. Graded "S"/"U."

## COURSE DESCRIPTIONS

### **ENT 401 Social Entrepreneurship (3) (Odd Falls)**

This course offers students an opportunity to develop entrepreneurial approaches to addressing global challenges. Students will engage in the application of innovation and risk-taking to solve various social challenges from an entrepreneurial perspective. Business entrepreneurship skills such as planning, opportunity analysis, initiative, financial management, resourcefulness and creativity are offered as keys to the changing of the systems and patterns of society to provide creative solutions within a Christian context.

## **FAS (Fine Arts)**

### **FAS 142 Fine Arts (3) (Sites)**

Students will learn to become involved academically and experientially in music and art. Through this involvement, students are introduced to the language used in discussing the elements of form, design, technique, meaning and value in the arts. Visual, tactile and aural experiences are placed within appropriate context to further illuminate understanding of the relationship between music and art.

### **FAS 152 Fine Arts for Nurses (3) (Spring)**

Explores the relationships between the fine arts (visual arts and music) and the religious, political, and social values of a culture. Through systematic, comparative study of two style periods (e.g., Renaissance and Contemporary), students develop an increased perceptual and aesthetic awareness. Assessment and integration of information from a variety of sources and perspectives are emphasized. This course meets the general education fine arts requirement (music and art) for nursing students.

## **FIN (Finance)**

### **FIN 201 Financial Institutions (1) (Spring)**

A trip that explores the financial districts of a major city such as New York, Chicago or London. The length of the trip may vary. This trip could be an extra week added onto the cross-cultural experience. Graded "S"/"U," unless required for the major/minor.

### **FIN 202 Student Managed Investments (1) (Fall, Spring)**

Participation in the Gainey School of Business Investment team that invests funds for student scholarships and trips. This course is graded "S"/"U," unless required for the major or minor. May be repeated once.

### **FIN 268 Personal Finance (3) (Fall, Spring, Sites, Online)**

Various alternatives available in planning financial affairs; budgeting, buying on credit, borrowing, saving, investing intelligently, home ownership and wise estate planning comprise the core of this course. Practical applications facilitate understanding of essential principles of finance and incorporate recent developments. Cross-listed ECN 268.

### **FIN 301 Money and Banking (3) (Even Springs)**

The development of our monetary and banking structure, with emphasis on the role of government and the Federal Reserve System in today's economy. Cross-listed BUS 301 and ECN 301.

*Prerequisite: ECN 222 Introduction to Macroeconomics*

### **FIN 362 Principles of Finance (3) (Fall)**

The principles and problems involved in the finance function of firms, including financial aspects of the form of the organization and the allocation of capital.

*Prerequisite: ACC 221 Principles of Accounting I*

## COURSE DESCRIPTIONS

### **FIN 367 International Finance (3) (Limited Offering)**

Focus on foreign exchange markets, forecasting exchange rates, currency risk hedging techniques, and current derivative instruments. In addition, macroeconomic policies, international portfolio management, and investment practices of multinational firms will be reviewed to expose students to current issues.

*Prerequisite: FIN 362 Principles of Finance*

### **FIN 368 Insurance and Risk Management (3) (Even Springs)**

Provides an overview of risk management and insurance concepts. Primary focus is on the identification and evaluation of loss exposures in personal and business settings. Alternative techniques for managing these risks will be analyzed. Decision-making methods under uncertainty are covered in this course.

*Prerequisite: BUS/HES/MAT/PSY 351 Statistics*

### **FIN 370 Special Topics in Finance (3) (Limited)**

Topics may include financial information systems and real estate offered on a rotating basis.

*Prerequisite: FIN 362 Principles of Finance*

### **FIN 418 Investments (3) (Odd Springs)**

The theory and practice of investments, emphasizing securities, the manner and method of their exchange, the function of security market and the factors promoting changes in security prices.

*Prerequisites: ECN 222 Introduction to Macroeconomics and ACC 221 Principles of Accounting I*

### **FIN 450 Internship (6) (Fall, Spring)**

Substantive business experience in Finance. A student is matched with a corporate partner or business of choice. Involves the student in a substantial financial role. The advisor will visit the work site to assess the student in the workplace and make suggestions that could enhance the internship experience.

### **FIN 451 Business Forecasting and Analytics (3) (Odd Springs)**

This course will introduce students to the state-of-the-art techniques in business forecasting. Both principles and applications will be emphasized throughout the course. Students will develop forecasting models in Excel and/or other software programs. Mini and large cases will be utilized to enhance learning.

*Prerequisite: BUS/HES/MAT/PSY 351 Statistics*

### **FIN 452 Series 7 Preparation (3) (Limited)**

Comprehensive course with focus on Series 7 preparation. An in-depth examination of the securities industry from the perspective of the brokerage function, including the regulatory environment and legal liability issues, professional ethics, transaction settlement procedures, public/client relations, and investment planning strategies. This course prepares students to complete the Qualification Examination for General Securities Registered Representative (Series 7 Exam).

*Prerequisite: FIN 362 Principles of Finance*

### **FIN 480 Finance Capstone (3) (Odd Springs)**

Comprehensive course with focus on corporate finance concepts. An advanced course in financial management designed to cover theory and practice of the management of the finance function in corporations. Topics covered include capital budgeting, the theory and practice of capital structure, leasing, capital asset pricing model, long-term financing, expansion and synthetic securities. Also includes a study of the wide range of markets and instruments used to finance projects and control risk in today's global economy. Introduces the operational, regulatory, and transitory characteristics of capital markets and financial institutions. Topics include the monetary system, stock, bond, mortgage, futures, options markets, pension funds, investment firms, commercial banks, credit unions, mutual funds and insurance companies.

*Prerequisite: FIN 362 Principles of Finance*

## FRE (French)

### **FRE 101 Elementary French I (3) (Fall)**

First semester of a two-semester sequential course offering training in the elements of grammar; vocabulary acquisition, pronunciation patterns and practice in conversation; and awareness and appreciation of French cultures. This course does not count toward the French minor.

### **FRE 102 Elementary French II (3) (Spring)**

Continuation of FRE 101. Does not count toward the French minor requirements. *Prerequisite: FRE 101 Elementary French I*

### **FRE 201 Intermediate French I (3) (Fall)**

Acquisition of extensive vocabulary, development of conversational and communicative skills, surveying of essential grammatical structures, and exploration of cultural values in Francophone regions. This course does not count toward the French major or minor.

*Prerequisite: FRE 102 Elementary French II*

### **FRE 202 Intermediate French II (Spring)**

Continuation of FRE 201. Does not count toward the French minor requirements.

*Prerequisite: FRE 201 Intermediate French I*

### **FRE 306 Introduction to French Literature and Culture (3) (Spring)**

This course is the required gateway to study in all other French 300- and 400-level courses. The course focuses on preparing students for continued advanced coursework in the French minor. Central concepts include developing advanced grammatical forms, presentation skills, and the ability to critique within the cultural and literacy contexts. Must earn a "B-" or higher to continue on to other advanced French courses.

### **FRE 321 Advanced French Composition (3) (Fall)**

Exercises, compositions, drills and communicative activities designed to develop advanced competence in French. Includes reading assignments and grammar study.

*Prerequisite: grade of "B-" in FRE 306 Introduction to French Literature and Culture*

### **FRE 322 Advanced French Conversation and Phonetics (3) (Spring)**

Intensive practice in speaking French, with oral presentations, discussions and listening assignments. Includes a detailed study of French phonetics, with emphasis on perfection of the students' spoken accent.

*Prerequisite: grade of "B-" in FRE 306 Introduction to French Literature and Culture*

### **FRE 323 Contemporary French Culture (3) (Limited)**

Readings and listening assignments dealing with issues in contemporary French life and society. Designed to acquaint students with modern France and the lifestyles of its people, as well as politics, current events, commerce and the arts. May include various Francophone regions of the world. Recommended prerequisite of FRE 322 Advanced French Conversation and Phonetics.

*Prerequisite: grade of "B-" in FRE 306 Introduction to French Literature and Culture*

### **FRE 324 French Civilization (3) (Spring)**

A study of French history and geography with emphasis on the major political, social and artistic movements throughout France's past. Designed to enhance the students' knowledge of French culture in its historical context and to enrich their literary studies.

*Prerequisite: grade of "B-" in FRE 306 Introduction to French Literature and Culture*

## COURSE DESCRIPTIONS

### **FRE 325 Survey of French Literature (3) (Fall)**

Selected literary works in prose and poetry dating from the Middle Ages to the twentieth century, with emphasis on the use of language in a critical approach to literature. It is recommended that students take FRE 322 Advanced French Conversation and Phonetics before taking this course.

*Prerequisite: grade of "B-" in FRE 306 Introduction to French Literature and Culture*

### **FRE 326 Survey of French Literature (3) (Spring)**

Selected literary works in prose and poetry dating from the Middle Ages to the twentieth century, with emphasis on the use of language in a critical approach to literature. It is recommended that students take FRE 322 Advanced French Conversation and Phonetics before taking this course.

*Prerequisite: grade of "B-" in FRE 306 Introduction to French Literature and Culture*

### **FRE 410 Seminar in French Literature (3) (Spring)**

A capstone study of selected landmark works in prose and poetry incorporating literary analysis and criticism as well as a comprehensive review of the four skills: reading, writing, listening and speaking. Recommended prerequisite of FRE 322 Advanced French Conversation and Phonetics.

*Prerequisite: grade of "B-" in FRE 306 Introduction to French Literature and Culture*

## **GEO (Geography)**

### **GEO 221 Introduction to Geography (3) (Fall Online)**

The physical and cultural elements of mankind's habitats; the importance of maps and their use; and the significance of all elements of the earth to man.

### **GEO 232 North America (3) (Even Springs Online)**

A course designed to give the student an understanding and appreciation of the North American continent, within the context provided by physical, cultural and historical geography.

### **GEO 304 Geography and History of Russia and the Former Soviet Union (3)**

See HIS 304.

### **GEO 323 Economics of the Third World (3)**

See ECN 323.

### **GEO 331 China, India and Japan (3)**

See HIS 331.

### **GEO 332 Africa (3)**

See HIS 332.

### **GEO 333 Latin America (3)**

See HIS 333.

### **GEO 334 The Middle East (3)**

See HIS 334. Cross-listed POL 334.

### **GEO 335 East Asia (3)**

See HIS 335.

## COURSE DESCRIPTIONS

### **GEO 342 Hebrew History and Geography (3)**

See BIB 342.

## **GER (German)**

### **GER 100 Business German (3) (Even Springs)**

Prepares students to communicate in German in everyday situations with an emphasis on business-related situations. Practice with speaking, listening, writing and reading involves business themes and topics of cultural differences in business etiquette and practices between the U.S. and German-speaking countries.

### **GER 101 Elementary German I (3) (Fall)**

The first of a two-semester sequence in the fundamentals of speaking, reading, writing, and listening to German. Emphasis on interactive communication skills in everyday life. German culture will be explored.

### **GER 102 Elementary German II (3) (Spring)**

Continuation of GER 201.

*Prerequisite: GER 101 Elementary German I*

### **GER 201 Intermediate German I (3) (Fall)**

Review and thorough study of grammar and communication skills. Extensive practice in conversation, reading and composition in a cross-cultural context. Designed to promote awareness/appreciation of German culture.

*Prerequisite: GER 102 Elementary German II*

### **GER 306 Introduction to German Literature and Culture (3) (Spring)**

The first advanced course in the study of German and the gateway to study in advanced German courses. Central concepts include developing advanced reading and critical writing skills, higher level grammatical forms, presentation skills, and the ability to critique within the cultural and literary contexts.

*Prerequisite: GER 201 Intermediate German I*

## **GES (General Studies)**

### **GES 100 Writing Experience (1-2) (Fall, Spring)**

A course designed for students who want more opportunity to develop their writing skills. This is a process-oriented class in which writing and rewriting of all papers is expected. Course content includes development of ideas, different levels of support, and patterns of writing. Individual needs will be addressed. One additional lab hour a week is required for individual feedback from instructor.

*Prerequisite: by permission from the Academic Student Connections only*

### **GES 110 Study Enhancement (1) (Fall, Spring)**

A course for entering students needing modeling and practice using successful study skill enhancement. Primary topics are time management, learning styles, goal setting, strategies for test taking, note taking and reading. GES 112 Application: Study Strategies required as follow-up course.

### **GES 112 Application: Study Strategies (1) (Spring)**

A course emphasizing application of learning strategies presented in GES 110 and GES 116. Selected content courses being taken concurrently by the students will be monitored weekly through tutorial sessions. *Prerequisites: GES 110 Study Enhancement, GES 116 Reading and Study Assistance Program, or permission from the Academic Student Connections Director*

## COURSE DESCRIPTIONS

### **GES 115 College Reading I (2) (Spring)**

A developmental reading course to assist new or returning students on strategies for dealing with university textbooks. Skills covered will include locating main ideas, drawing inferences, summarizing and vocabulary development. Entrance test required.

### **GES 116 Reading and Study Assistance Program (3) (Fall)**

A course designed to prepare a student to successfully handle college-level reading and study tasks. Goal-setting and time management are included early in the semester. Throughout the course, the focus will be on interactive strategies for handling reading, vocabulary development, note-taking and test-taking in targeted general education courses. GES 112 Application: Study Strategies required as a follow-up course.

### **GES 130 ESL Intermediate Topics (3) (Limited)**

This course will offer a variety of intermediate topics allowing the students to focus on a particular area. The topics may vary by semester.

### **GES 131 ESL Intermediate Foundations I (2-4) (Limited)**

This integrated skills English course will focus on reading, writing, listening/speaking and grammar. The specific focus will be on reading strategies, presentation skills, summary writing, introduction to essay writing, and comprehension and analyzation of a variety of authentic texts.

### **GES 132 ESL Intermediate Grammar (2-3) (Limited)**

This grammar course will focus on understanding and using complex grammatical structures. A detailed editing procedure for written work will be introduced and practiced throughout the semester.

### **GES 133 ESL Intermediate Reading (2-4) (Limited)**

This reading course will emphasize reading strategies to understand the organization of a text and the content. Increasing reading speed will also be a major focus.

### **GES 134 ESL Intermediate Writing Workshop (1-4) (Limited)**

This course will focus on the organization of writing at the sentence and paragraph level. Students will learn to write topic sentences and develop each topic within a paragraph through clear explanations and examples. Effective use of transition words will be emphasized and practiced.

### **GES 135 ESL Intermediate Listening and Speaking (1-4) (Limited)**

This course will focus on developing each student's ability to communicate fluently and accurately by integrating listening, speaking and pronunciation practice. Specific listening and speaking strategies that focus on the American culture as well as the expectations and requirements of the American classroom will be studied and practiced.

### **GES 136 ESL Intermediate Projects (3) (Limited)**

Students will complete projects such as surveys, newsletters and a group presentation, as well as participate in American culture field trips. While researching for the group projects, there will be many opportunities to interact and communicate with Americans in the Spring Arbor/Jackson community.

### **GES 137 ESL Current Issues in American Culture (3) (Limited)**

This course will provide the opportunity to learn modern, idiomatic English, especially as used in U.S. journalism, to fully understand current events and issues in American culture. The student will focus on the five major social institutions as expressed in American culture. Students will also be exposed to the cultural elements by which those institutions are articulated such as art, movies, sports and leisure activities.

## COURSE DESCRIPTIONS

### **GES 140 ESL Advanced Topics (1-3) (Limited)**

Offers a variety of advanced topics allowing students to focus on a particular area. Topics vary by semester.

### **GES 141 ESL Advanced Foundations II (3) (Limited)**

This integrated skills English course will focus on reading, writing, listening/speaking and grammar. The specific focus will be expository writing, critical analysis, focused listening, note taking and the analysis of academic texts.

### **GES 142 ESL Writer's Workshop (1-4) (Limited)**

This writing course will focus on the organization and development of Western-style academic writing. Students will practice writing referenced research papers, as well as personal essays. Grammatical structures will be analyzed and practiced.

### **GES 143 ESL Biblical Literacy (2) (Limited)**

The course is an introduction to Christianity and biblical literacy. The basic tenets of Christianity and understanding the Bible will be the focus.

### **GES 146 ESL Current Issues in the Global Village (3) (Limited)**

This course will provide the opportunity to learn modern, idiomatic English as used in U.S. journalism to more fully understand global current events and issues from a North American perspective. Students will be asked to research and articulate their own government's position on specific issues and present those through written and spoken methods of presentation.

### **GES 148 Computer Applications (3) (Sites)**

This course provides an introduction to word processing, spreadsheet, and presentation software (MS Word, MS Excel, MS PowerPoint) and is designed to develop basic operational proficiency in each of those areas via hands-on, skills-based assignments. The course will be taught using the Blackboard (Bb) course management system, which students will use to access course materials, submit assignments, and participate in weekly threaded discussion. Students will also develop basic internet and research skills using both public and private search engines. Does not meet General Education natural science requirement.

## **GRE (Greek)**

### **GRE 331 Elementary New Testament Greek I (3) (Even Falls)**

The elements of New Testament Greek: vocabulary, conjugations, declensions, significance of tenses, cases, moods, etc.; translations; written compositions; and selected readings in the New Testament.

### **GRE 332 Elementary New Testament Greek II (3) (Odd Springs)**

Continuation of GRE 331 Elementary New Testament Greek I.

*Prerequisite: GRE 331 Elementary New Testament Greek I*

### **GRE 431 Intermediate Greek I (3) (Odd Falls)**

Advanced work in grammar, syntax and translation of selected passages in the New Testament.

*Prerequisite: GRE 332 Elementary New Testament Greek II*

### **GRE 432 Intermediate Greek II (3) (Even Springs)**

Continuation of GRE 431 Intermediate Greek I.

*Prerequisite: GRE 431 Intermediate Greek I*

## HEB (Hebrew)

### **HEB 331 Elementary Biblical Hebrew I (3) (Odd Falls)**

An introduction to the study of biblical Hebrew including grammatical structure, vocabulary acquisition and its application to the Hebrew Scriptures. The students will also explore appropriate study tools to facilitate reading and exegesis.

### **HEB 332 Elementary Biblical Hebrew II (3) (Even Springs)**

Continuation of HEB 331 Elementary Biblical Hebrew I. Includes translation from the Massoretic Text using simpler narrative passages.

*Prerequisite: HEB 331 Elementary Biblical Hebrew I*

### **HEB 431 Intermediate Biblical Hebrew (3) (Limited)**

Advanced work in grammar, syntax and translation of selected passages in the Massoretic Text.

*Prerequisite: HEB 332 Elementary Biblical Hebrew II*

## HES (Health and Exercise Science)

### **HES 335 Facilities Planning and Operations for Health, Fitness, Recreation and Sports (3)**

See REC 335.

### **HES 345 Principles of Exercise Prescription (2) (Fall, Spring)**

This course presents the essential components of systematic, individualized exercise prescriptions for healthy and special populations. The course covers appropriate pre-exercise screening, health-risk stratification, and principles of prescription including mode(s), intensity, duration, frequency, and progression of exercise following American College of Sports Medicine guidelines.

*Prerequisites: HPR 153 Foundations of Physical Fitness, Health and Wellness*

### **HES 351 Statistics (3) (Fall)**

This is an introductory course in statistics taught from an interdisciplinary perspective with examples, problems and applications from the health sciences. Principles in descriptive and inferential statistics will be covered. Emphasis is on problem-solving through careful collection, organization, analysis and interpretation of data. Lab activities and computer applications are utilized.

*Prerequisite: junior standing*

### **HES 365 Introduction to Pharmacology (3)**

See BIO 365.

### **HES 381 Nutrition and Energy Metabolism (3) (Spring)**

A study of nutrients and their role in health and fitness, with an emphasis on nutrition knowledge and application for optimal performance. Particular attention is given to body composition, energy balance and fuel for aerobic/anaerobic metabolism. A computerized diet analysis and meal preparation are required.

*Prerequisites: HPR major or minor, sophomore standing*

### **HES 382 Functional Anatomy and Application (3) (Fall, Spring)**

An in-depth course on the functional aspects of anatomy, including study of muscle origin and insertions, joints, joint movement, gait and muscle function will be addressed. An introduction to the prevention, evaluation, treatment of athletic-related injuries, and other related concepts/theories will also be covered.

*Prerequisites: grade of "C" or higher in BIO 263 Human Anatomy and Physiology, and sophomore standing*

## COURSE DESCRIPTIONS

### **HES 442 Advanced Athletic Training (3) (Limited)**

Includes a thorough review of the structure and function of bones, joints and muscles, and instruction in specific anatomic components of major joints. The array of athletic injuries is covered with attention to common causes, examination and recommended treatment. Provides instruction in the nature and use of various treatments and comprehensive programs to rehabilitate and/or prevent specific injuries.

*Prerequisites: HES 382 Functional Anatomy and Application*

### **HES 450 Internship (6-12) (Fall)**

For description, see 450 Internship under the "Courses for all Disciplines" section of the catalog.

### **HES 462 Cardiovascular Function and Electrophysiology (3) (Fall)**

An in-depth study of circulation, heart structure and function, cardiovascular training responses and heart disease. Includes instruction in EKG interpretation and experience and EKG metabolic cart graded exercise testing. Cardiovascular medications and diagnostic procedures are also addressed.

*Prerequisites: HPR 153 Foundations of Physical Fitness, Health and Wellness, grade of "C" in BIO 263 Human Anatomy and Physiology, and junior standing*

### **HES 473 Biomechanical and Anatomical Analysis of Human Movement (4) (Fall)**

An analysis of human movement as it relates to locomotion, basic skills and athletic performance. Biomechanical and anatomic approaches are utilized. Includes a lab.

*Prerequisites: grade of "C" or higher in BIO 263 Human Anatomy and Physiology, and senior standing*

### **HES 474 Physiology of Exercise (3) (Spring)**

This course is designed to assist the future practitioner – teacher, coach, athlete, trainer, fitness instructor, physical therapist or team physician – in the understanding of physiologic principles underlying the physical conditioning process and the body's acute and chronic adaptation to exercise. The understanding and application of basic physiologic principles such as muscular and neurological control of movement, metabolism and basic energy systems, hormonal regulation of exercise, and cardiorespiratory function and performance for improved human fitness and performance is the purpose of this course.

*Prerequisites: grade of "C" or higher in BIO 263 Human Anatomy and Physiology, and junior standing*

### **HES 475 Physiology of Exercise Lab (2) (Spring)**

Includes field and laboratory testing for various components of physical fitness with special emphasis given to graded exercise testing and metabolic calculations. Required of all students completing the health and exercise science major and strongly encouraged for all others taking HES 474 Physiology of Exercise.

*Prerequisites: grade of "C" or higher in BIO 263 Human Anatomy and Physiology, and junior standing*

### **HES 480 Senior Seminar (1) (Fall)**

This is a seminar course for seniors enrolled in the Health and Exercise Science and Recreation and Leisure majors. Intended as a capstone course to the curriculum, emphasis is placed on career and professional development skills and activities, as students prepare to move on to graduate programs or employment in discipline related fields. Cross-listed REC 480.

*Prerequisite: senior standing*

## **HIS (History)**

### **HIS 121 History of Civilization I (3) (Fall)**

A study of the rise and development of civilization throughout the world. Emphasis will be placed on the origins of Western civilization in the river valleys of Egypt and Mesopotamia, its development in Greece and

## COURSE DESCRIPTIONS

Rome and its flowering during the Middle Ages. Attention will also be given to the civilizations of South and East Asia, Africa and the Americas, and their contributions to world civilization. The course will conclude with the voyages of European discovery, which brought the isolated civilizations of the world into direct contact with each other. The course will explore Christian interpretations of world history.

### **HIS 122 History of Civilization II (3) (Spring)**

A continuation of HIS 121, from the rise of the Renaissance in Europe to the present day. Major themes that will be explored include the Scientific Revolution, Enlightenment, revolutionary era, industrialization and colonialism, the two world wars and the Cold War. The response of the peoples of Africa, Asia and Latin America to the encroachments of the West will also receive emphasis. The course will conclude with the rise of an uneasy global civilization in the 21st Century. Students will be invited to explore Christian interpretations of modern history.

### **HIS 141 United States to 1877 (3) (Fall, Sites, Online)**

A study of American history from colonial times through the Civil War and Reconstruction. Emphasis will be given to the fundamental forces or cultural ideals that have shaped this period of history, such as Puritanism, the Enlightenment, the Revolution, antebellum Evangelicalism and the struggle over slavery. A multidisciplinary approach will be taken, as well as efforts to develop Christian insights concerning the unfolding of American history.

### **HIS 142 United States Since 1877 (3) (Spring, Sites, Online)**

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

### **HIS 221 Black Experience in America (3) (Even Falls)**

A black studies course focusing on the experience of being black in America. The black experience will be analyzed from historical, sociological and artistic perspectives.

### **HIS 230 Contemporary World Affairs (3)**

See POL 230.

### **HIS 236 Christianity and Politics (3)**

See POL 236.

### **HIS 302 Nineteenth Century Europe (3) (Odd Falls)**

Examination of political, social and ideological developments in Europe during the "long peace" from 1815 to 1914. Special emphasis will be placed on the growth and development of the major ideologies of conservatism, liberalism, socialism and nationalism, and how they have changed from their inception to the present. Students will be encouraged to develop discernment in the study of primary sources and the variety of historical interpretations.

### **HIS 303 Twentieth Century Europe (3) (Even Springs)**

A study of events and developments in Europe from the outbreak of the first World War to the present. The challenge to democratic thought and institutions posed by communism and fascism will be explored, as well as the collapse of the communist system since 1989. The decline of Europe as the center of world power and the development of a post-imperial culture will be studied. Students will be encouraged to develop discernment in the study of primary sources.

## COURSE DESCRIPTIONS

### **HIS 304 Geography and History of Russia and the Former Soviet Union (3) (Even Falls)**

The physical and political geography of Russia and the newly independent states of the former Soviet Union, a region of enormous influence on the world stage. The historical development of the Russian state, the creation of communist ideology, the Soviet Union and collapse of both ideology and the Union will be emphasized. Cross-listed GEO 304.

### **HIS 306 The Makings of Modern Europe (4) (Even Falls)**

This seminar covers the major stations and creation of modern Europe from the end of the Roman Empire through the Enlightenment. This course will emphasize the major institutions shaping modern European society: Christendom, the idea of Rome, the creation of nobility and social classes, the development of Western thought, and finally the exploration and expansion of European influence on the outside world.

### **HIS 307 Colonial America, 1492-1760 (3) (Limited)**

Examination of the American colonies from their founding by European powers to the expulsion of the French by the British at the conclusion of the French and Indian War. Concentration on the clash of various cultural ideals—both Native American and European— as well as the religious bases of many movements and colonies. Students will be encouraged to compare and contrast various movements in light of their own maturing perspectives, and to show connections between the colonial past and present conditions.

### **HIS 308 The American Revolution (3) (Odd Interims)**

Examination of this crucial period in the formation of the new nation with special emphasis on clash of cultural ideals between British and colonial leaders. Students will be encouraged to examine both sides of the struggle and reflect upon the fate of other communities, such as native Americans, loyalists and other minorities. The strengths/weaknesses of revolutionary ideals will be studied in light of subsequent history.

### **HIS 309 Civil War and Reconstruction (3) (Odd Falls)**

Examination of the forces leading up to the war, the major battles and the difficulties of reuniting a country torn apart by major conflict. Special emphasis will be placed on causative factors such as slavery, comparing and contrasting the strengths and weaknesses of both sides, as well as the various reconstruction plans and realities. Students will be encouraged to see all sides of this conflict, as well as reflecting on the impact it has had on subsequent history.

### **HIS 310 Twentieth Century America (3) (Even Springs)**

Examination of the dominant cultural ideals that have shaped American history for the past century. Emphasis will be placed on the clash of secular and religious themes in the making of America, a struggle continuing to the present. Students will compare and contrast these movements and themes as they attempt to formulate their own perspectives on directions to take at the dawn of a new century.

### **HIS 313 America in the 1960s (3) (Even Interims)**

An in-depth examination of this tumultuous decade that brought so many changes into American culture— political, social, economic, cultural and religious. Insights from various Christian communities regarding this decade will also be introduced. Cross-listed POL 313.

### **HIS 331 China, India, Japan (3) (Online)**

Asia's lands and peoples, with special emphasis on China, India and Japan. Includes historical, political, cultural and economic insights within a geographical context. Cross-listed GEO 331.

### **HIS 332 Africa (3) (Online)**

The African continent: the natural environment, the people and their customs, the discovery and opening of the country by explorers and missionaries, the partition of Africa and the present political and economic trends. Cross-listed GEO 332.

## COURSE DESCRIPTIONS

### **HIS 333 Latin America (3) (Guatemala Semester Abroad)**

Latin America from the beginning of the colonial period to the present, with the purpose of understanding their history and culture in a geographical setting, and their relations with the rest of the world. Cross-listed GEO 333.

### **HIS 334 The Middle East (3) (Odd Springs)**

An interdisciplinary survey of the lands, history and political dynamics of Southwest Asia (commonly known as the Middle East) and North Africa, this course covers main elements of the realm's topography and cultural landscape, a survey of its history since 7th Century Muslim conquest and a discussion of current political issues. Cross-listed GEO 334 and POL 334.

### **HIS 335 East Asia (3) (Even Springs)**

A study of the three largest cultures in East Asia, China, India, and Korea. This course offers a survey of the interplay between these three cultures over the past millennia. Special emphasis is on the twentieth and twenty-first century and the interplay between military, communist, and capitalist ideologies that led to the most destructive era in the history of the region but also has seen the dramatic restoration of Asian economic power in the world. Cross-listed GEO 335 and POL 335.

### **HIS 337 Chinese Civilization and Culture (3)**

See CHI 337.

### **HIS 340 Women in American History (3) (Limited)**

This course is designed to disclose the significant achievements of women in major fields of endeavor and will survey the voluminous literature that is available. The long struggle of American women to cast off the image of "the weaker sex" in an effort to have their roles recognized is a study that promises to contribute significantly to contemporary reform decisions.

### **HIS 342 Hebrew History and Geography (3)**

See BIB 342.

### **HIS 343 History of Christianity (3)**

See REL 343.

### **HIS 346 History of Christianity in America (3)**

See REL 346.

### **HIS 361 Michigan History (3) (Online)**

This course will present the history of Michigan within its geographic context at the heart of the great lakes region. The settlement of the state; the variety of peoples that make up the area; and the political, social and cultural institutions of the state will be discussed. Michigan's role in the economy of North America, and history of the state's use of resources will also be emphasized.

### **HIS 368 Diplomatic History (3) (Odd Falls)**

A chronological and conceptual journey through the maze of relations between the United States and other states during the past 230 years. The course assumes an understanding of the broad outlines of U.S. history and a lively interest in our relations with other nation states. While grounded on founding principles, the course explores the changing dynamics of extra-territorial relations as the United States expands across the continent and extends its influence around the world. The interaction of non-state actors with national policy is a particular focus. The foreign policy challenges of the 21st century provide a prospective conclusion to this historical overview. Cross-listed POL 368.

## COURSE DESCRIPTIONS

### **HIS 382 International Human Rights (3)**

See SOC 382.

### **HIS 403 History of Biblical Interpretation and Criticism: 1750-1950 (3) (Odd Springs)**

A study of the intellectual currents of the modern era and how those were reinterpreted through study of the Old and New Testaments. We will begin with the initial challenges to traditional scripture by Reimarus and Michaelis through the Second Quest of Bultmann, Kaesemann and others. This will be a history course that focuses on the cultural developments of the Enlightenment, nationalism, radicalism, romanticism, realism, and the cult of science. Cross-listed BIB 403.

### **HIS 478 Senior History Seminar (3) (Fall)**

In this course, students delve into one topic of historiographical importance to introduce methods and philosophies of interpretation. Students learn to navigate the differing opinions of historians and to evaluate their use of historical knowledge to create persuasive historical narratives. Students will write a historiographical paper that will serve as an introduction to their final capstone research paper in HIS 480: Philosophy of History.

*Prerequisite: junior standing*

### **HIS 480 Philosophy of History (3) (Spring)**

Examination, in a seminar format, of the main secular and religious philosophies of history, as well as the methods of historical logic, research and writing. Students will demonstrate their insights by means of a major research paper which will also be delivered to the class as a formal presentation. It is recommended that students take HIS 478 Senior History Seminar before taking this course.

*Prerequisite: junior standing*

## **HON (Honors Program)**

### **HON 234 Great Books of Community, Place and Responsibility (3)**

Explores the virtues of compassion, hope and justice within the context of local communities. By engaging students in questions of local import – be it urban, suburban or rural – students will investigate what it means to love in place and with responsibility. Included is a local, experiential weekend. The honors course will focus on a specific theme, time-period and/or subject through which to explore the course subject matter with the intent to generalize from the specific. In addition to affording students the opportunity to create personal connections with different communities and ideas of responsibility, this course explores how cultural and governmental ideas and policies have caused and changed these communities. Texts are selected specifically for the chosen theme.

### **HON 300 Honors Seminar (1) (Fall, Spring)**

### **HON 310 Great Books of World Literature (3)**

Delves into the long history of western literature, beginning with the Greeks, moving to the Romans, to the Medieval era, and into the works of Renaissance authors. We will explore the interrelation between form and content, the development of generic characteristics, and the formation of Christian imagination in these periods. We will read works such as the Odyssey, the Oresteia, Medea, Antigone, the Aeneid, Beowulf, Sir Gawain and the Green Knight, the Divine Comedy, Paradise Lost, and selections from Shakespeare. Throughout the course students will practice the craft of close reading.

### **HON 317 Great Books of Philosophy (3)**

Covers an introduction to logic, philosophy of science, and traditional and contemporary answers to the problems of knowledge, reality, and morality. This material will be learned through various primary source readings ranging from the pre-Socratics to Derrida.

## COURSE DESCRIPTIONS

### **HON 327 Great Books of American History (3)**

Provides an overview of North American History from the period surrounding European settlement to the present. Topics covered will include European and Native American relations, the development of slavery, the American Revolution and the Civil War, as well as the Progressive and New Deal eras, the World Wars and Cold War, 1960s radicalism, and the rise of modern conservatism. Sources will range from Puritan sermons, *Common Sense*, and *The Federalist Papers*, to slave and feminist writings, presidential speeches, and civil rights treatises.

### **HON 330 Great Books and the New Testament (3)**

A survey of all 27 books of the New Testament and their cultural impact. In addition to examining the books in their 1<sup>st</sup> century context, students will study the history of interpretation of the New Testament and the *Wirkungsgeschichte* (German for "history of the influence") of the New Testament. Special attention will be given to significant interpreters of the New Testament throughout history, such as Augustine and Luther, and to the role the New Testament has played in doctrinal debates, the formation of ethical systems, spiritual formation, and artistic productions.

### **HON 334 Great Books of Christian Tradition**

This course fosters a more adequate knowledge and understanding of biblical and Christian literature as it influences the faith and practices of various Christian traditions and communities, primarily within Western culture. The course will nurture appreciation of the rich resources of Scripture and Christian tradition for practiced personal faith and life in the modern world. The spot light will linger on developing a prayerful and living biblical theology, assuming what Mark Twain said of the Bible is true for most of us: "It's not what I don't understand about the Bible that bothers me, it's what I do understand." Pedagogically, the course will examine pairs of matching texts (spiritual and literary classics) to explore themes of faith and practice.

### **Senior Honors Project**

Students in the honors program may register for a course within their major designated as 490H or use a project within a different upper-level major course with instructor and honors program director approval.

## **HPR (Human Performance)**

### **HPR 101 Personal Fitness and Wellness (2) (Fall, Interim, Spring)**

Course covers the components of health-related fitness and the relationship between lifestyle, individual fitness level and chronic disease risk. Emphasis is given to cardiovascular health, nutrition and weight management, and stress reduction.

### **HPR 151 Introduction to Health, Human Performance, and Recreation (3) (Fall)**

The historical and philosophical bases of the physical education profession are explored. In addition, social and educational trends impacting career options in exercise and sport are examined. Majors should take HPR 153 Foundations of Physical Fitness, Health, and Wellness concurrently.

### **HPR 153 Foundations of Physical Fitness, Health, and Wellness (3) (Fall, Spring)**

This course provides students with comprehensive introduction to the assessment and development of physical fitness, health and wellness, with emphasis on both personal application and group leadership. Topics include all components of physical fitness, plus nutrition; stress management; and cardiovascular disease, cancer and metabolic disease.

### **HPR 178 Aerobic Activities (2) (Fall, Spring)**

Designed to assist students in gaining competency in basic instruction of kickboxing, step, chair, water and line dance aerobics, as well as aerobic games. Students will learn basic elements of exercise design and

## COURSE DESCRIPTIONS

leadership and will demonstrate these skills through teaching experience.

*Prerequisite: HPR 153 Foundations of Physical Fitness, Health, and Wellness*

### **HPR 179 Strength and Power Training (2)** (Fall, Spring)

Students will learn fundamental concepts involved in structuring strength and power training programs for individuals from youth through adulthood. Consideration will be given to a wide range of training environments ranging from athletic to general fitness settings.

*Prerequisite: HPR 153 Foundations of Physical Fitness, Health, and Wellness*

### **HPR 201 Teaching Elementary Health and Physical Education (2)** (Interim, Spring)

Meets health and physical education standards of the Michigan Department of Education for elementary certification. Addresses the health education standard (1.6) with its four competencies and the physical education standard (1.7) and its three competencies. Classroom and interactive activities included with pertinent peer practice teaching experience in both health and physical education. Cross-listed EDU 201.

### **HPR 281 Nutrition and Exercise (2)** (Sites)

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

## **IBS (International Business)**

### **IBS 223 Biblical Foundation of International Business (3)** (Even Interims)

A survey course that seeks to integrate business and Christian principles for students exploring a career that applies business skills and talents to advance God's Kingdom. The biblical foundation along with examples from the Scriptures and the global economy will be reviewed and discussed in this course. Field trips and guest speakers may be arranged to enhance the experience of students as they consider various options for integrating business and faith in the growing arena of international business.

### **IBS 305 Principles of International Business (3)** (Spring)

This course canvasses key aspects of contemporary international business. Topics in the course include international trade theory, trading patterns, foreign exchange rates and markets, strategic alliances, direct foreign investments, regional business issues, cultural, political and economic influences, as well as trade management practices. It may also include special topics such as diversity issues in international business, legal issues in international business, international marketing, and international finance.

### **IBS 385 Practicum (3)** (Fall, Spring, Summer)

Practicum hours can be received by working with firms in the U.S. or overseas that have a global emphasis. Students should begin the practicum the summer of the junior year, or during the senior year.

## **IDS (Interdisciplinary)**

### **IDS 100 Introduction to the Liberal Arts (3)** (Online, Sites)

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

## COURSE DESCRIPTIONS

### **IDS 200 Christian Faith: Issues and Cultures (3)** (Sites, Online)

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

### **IDS 300 Biblical Perspectives (3)** (Sites, Online)

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

### **IDS 400 Values: Personal and Social (3)** (Sites, Online)

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

## **MAT (Mathematics)**

### **MAT 100 Introductory Algebra (3)** (Interim)

Properties and operations of the real number system, word problems involving integers, fractions, or decimals including percentages, ratios, and proportions, graphical representations of equations including tables and charts, one-and two-variable equations and inequalities, word problems involving one and two variables, operation and properties of algebraic expressions and polynomials, problems involving geometric figures. Counts toward General Education mathematics pathway.

### **MAT 101 Intermediate Algebra (3)** (Fall, Spring, Sites)

Operating with algebraic and geometric properties of linear, quadratic, polynomial, rational, radical, exponential, logarithmic functions and linear inequalities in one and two variables. Applications in many areas. Does not count toward mathematics major or minor. Counts toward General Education math pathway. *Prerequisites: grade of "C" or better in MAT 100 Introductory Algebra, or one year of high school algebra or geometry and ACT math score of 18 to 23/SAT Math Test sub-score of 24*

### **MAT 104 Mathematics for the Liberal Arts (3)** (Interim, Spring, Online, Sites)

Emphasizes the great ideas of mathematics and how a mathematician looks at the world. Incorporated into this course are "life lessons" to draw from the methods of doing mathematics. Some of the great ideas that mathematics has contributed to the world of thought are: rigorous thinking, number theory, infinity, geometry, the fourth dimension, topology, chaos and fractals, etc.

*Prerequisite: grade of "C" or better MAT 100 Introductory Algebra with a "C" or higher or ACT 18 or higher/SAT Math Test sub-score of 24 or higher*

### **MAT 112 Precalculus (3)** (Spring)

The study of elementary functions to prepare students for the calculus sequence or courses in the sciences. Topics include properties of the real number system, inequalities and absolute value, functions and their graphs, solutions of equations; polynomial, rational, radical, trigonometric, exponential and logarithmic functions.

*Prerequisite: grade of "C" or better in MAT 101 Intermediate Algebra or three years of high school math including two years of algebra with at least a "B" average*

## COURSE DESCRIPTIONS

### **MAT 201 Calculus I (4) (Fall)**

A study of the differentiation and integration of functions, including parametric equations and polar coordinates; sequences and series, including Taylor's formula; convergence tests; partial sums; and logistic and first order differential equations. Applications in both the physical and social sciences.

*Prerequisite: "B" or higher in MAT 112 Precalculus or high school precalculus with at least a "B" average*

### **MAT 202 Calculus II (4) (Spring)**

Differentiation and integration of functions defined by parametric equations including polar coordinates, and applications of the calculus in the physical and social sciences. Sequences and series, including Taylor's formula and tests of convergence for sequences and series and determine the sum of an infinite series if it exists. Solve simple first order differential equations.

*Prerequisite: A grade of "C" or better in MAT 201 Calculus I*

### **MAT 232 Proof and Discrete Structures (3) (Fall)**

Functions, relations, sets, basic logic, proof techniques including mathematical induction, counting theory, graph and tree concepts, discrete probability, recurrence relations, algorithm development, and efficiency analysis. Cross-listed CPS 232.

*Prerequisite: grade of "C" or better in MAT 112 Precalculus or high school math through precalculus with at least a "B" average*

### **MAT 302 Vector Calculus (3) (Fall)**

Calculus of functions of two variables: limits, continuity, partial derivatives, chain rule, directional derivatives and the gradient, tangent planes and normals to surfaces, iterated integrals, cylindrical and spherical coordinates, curves in space, polar coordinates, line integrals, surface integrals, Green's theorem, Stoke's theorem, change of variable, Taylor's expansion, implicit function theorem, and Divergence theorem.

*Prerequisite: MAT 202 Calculus II*

### **MAT 311 Differential Equations (3) (Spring)**

Fundamental methods of solving differential equations of the first order, higher-ordered differential equations, both linear and nonlinear models, and solving systems of differential equations, including phase plane analysis and the use of eigenvalues and eigenvectors and Laplace transform methods.

*Prerequisite: MAT 202 Calculus II*

### **MAT 321 Abstract Algebra I (3) (Fall)**

Structure of our number system. Topics such as rings, fields and integral domains are covered.

*Prerequisites: MAT 201 Calculus I and MAT 232 Proof and Discrete Structures*

### **MAT 322 Abstract Algebra II (2) (Odd Springs)**

The structure of our number system with emphasis on group theory.

*Prerequisite: MAT 321 Abstract Algebra I*

### **MAT 330 Foundations of School Mathematics I (3) (Fall)**

Fundamental concepts of mathematics for prospective teachers of grades K-8. Topics include strands I, IV and V from Michigan Curriculum Framework: Patterns, Relationships and Structures; Number Sense and Numeration; Numerical and Algebraic Operations and Analytical Thinking. Does not count toward mathematics major or minor. Grade of "B-" required for education majors.

*Prerequisite: EDU 140 Exploring Critical Skills for the Professional Educator*

### **MAT 331 Foundations of School Mathematics II (3) (Spring)**

## COURSE DESCRIPTIONS

Fundamental concepts of mathematics for prospective teachers of grades K-8. Topics include strands II, III, VI from Michigan Curriculum Framework: Geometry and Measurement; Data Analysis and Statistics; Probability and Discrete Mathematics. Does not count toward mathematics major or minor. Grade of "B-" required for education majors.

*Prerequisite: EDU 140 Exploring Critical Skills for the Professional Educator*

### **MAT 342 Foundations of Secondary School Mathematics (3) (Even Spring)**

See EDU 342.

### **MAT 351 Statistics (3) (Spring)**

Descriptive and inferential statistics including z- and t-tests for means and proportions, Chi-Square, ANOVA and regression. Topics from probability: sample space, events, additive rules, conditional probability, multiplicative rules, Bayes' rule, random variables, discrete and continuous probability distributions, expected value, and Chebyshev's theorem.

*Prerequisite: MAT 101 Intermediate Algebra or MAT 201 Calculus I*

### **MAT 352 Linear Algebra (3) (Odd Springs)**

This course deals with systems of linear equations and matrices, determinants, vector spaces, eigenvalues and eigenvectors, inner product spaces including the Gram-Schmidt process, and linear transformations.

*Prerequisite: MAT 201 Calculus I*

### **MAT 363 Theory of Probability I (3) (Limited)**

Topics include general probability (set functions including set notation and basic elements of probability, mutually exclusive events, addition and multiplication rules, independence of events, combinatorial probability, conditional probability – Non Bayes Theorem, Bayes Theorem/law of total probability), univariate probability distributions including binomial, negative binomial, geometric, hypergeometric, Poisson, uniform, exponential, chi-square, beta, Pareto, lognormal, gamma, Weibull, and normal (probability functions and probability density functions, cumulative distribution functions, conditional probability, mode, median, percentiles, and moments, variance and measures of dispersion, moment generating functions and transformations.

*Prerequisites: MAT 202 Calculus II and MAT 351 Statistics*

### **MAT 364 Theory of Probability II (3) (Limited)**

Topics include multivariate probability distributions including the bivariate normal (joint probability functions and joint probability density functions; joint cumulative distribution functions; central limit theorem; conditional and marginal probability distributions; and moments for joint, conditional, and marginal probability distributions), joint moment generating functions; variance and measures of dispersion for conditional and marginal probability distributions; covariance and measures of dispersion for conditional and marginal probability distributions; transformations and order statistics; and probabilities and moments for linear combinations of independent random variables.

*Prerequisite: MAT 363 Theory of Probability I*

### **MAT 401 Real Analysis (3) (Even Springs)**

A rigorous treatment of the calculus of functions of one real variable. Formal proofs are given for the familiar theorems dealing with limits, continuity, differentiation, integration, sequences and series. Special topics may include vector analysis, gamma functions and Fourier analysis.

*Prerequisite: MAT 232 Proof and Discrete Structures*

### **MAT 421 Modern Geometry (3) (Even Falls)**

## COURSE DESCRIPTIONS

A general overview of elementary geometry appropriate for all math majors and required of secondary education math majors. Primary emphasis on Euclidean and non-Euclidean geometries with some discussion of finite, neutral, transformational, hyperbolic, and projective geometry. Consideration of historical development.

*Prerequisites: MAT 202 Calculus II and MAT 232 Proof and Discrete Structures*

### **MAT 422 Seminar: Topics in Advanced Mathematics (1-3) (Limited)**

Designed to meet the current needs of the mathematics majors. Examples of topics that may be selected are introduction to topology, projective geometry, complex variables, and partial differential equations.

*Prerequisite: MAT 232 Proof and Discrete Structures*

## **MHS (Management of Health Care Systems)**

### **MHS 231 Fiscal Management in Health Care Systems (3) (Online)**

Covers health finance and the role of the health care manager with emphasis on the analysis of financial information in relationship to health care costs and fiscal planning. Various study areas include payment and reimbursement systems, expense and cost reporting, budget management, and the use of basic accounting principles.

### **MHS 342 Health Care Systems (3) (Online)**

This course studies the delivery and evaluation of health care within a variety of health care structures, such as inpatient and outpatient facilities, long term care, and managed care utilizing a systems approach. The course will focus on the health care professional and covers basic components of health care including health promotion, psychological wellness, and health services for special populations.

### **MHS 431 Administration of Health Care Systems (3) (Online)**

This course is an operations course that focuses on the mission, values, and goals of health care organizations as well as the role of the health care manager within administration and the human resource function. A wide range of topics are studied ranging from managing today's health care workforce, team building, recruiting and retention of workers to patients' rights and ethics faced in today's health care environment.

### **MHS 433 Health Care Systems Leadership (3) (Online)**

Topics include leadership and motivational theory as well as discovering and maximizing various leadership styles. Vision-casting and motivational theory are applied to both individual and group situations.

## **MIS (Management Information Systems)**

### **MIS 301 Information Technology Management (3) (Limited)**

Introduction to the following: organizations as systems, managerial decision-making processes and the role of information technology and systems supporting management and operations.

*Prerequisite: BUS 162 Business Computer Applications and CPS 202 Foundations of Computing II*

### **MIS 480 Senior Seminar (1) (Odd Springs)**

Covers ethical issues, installation issues, organizational issues and software analysis. Cross-listed CPS 480.

*Prerequisite: senior standing or permission*

## **MKT (Marketing)**

## COURSE DESCRIPTIONS

### **MKT 207 Advertising (3)**

See APR 207.

### **MKT 221 Marketing Principles (3) (Fall, Spring)**

Functions and problems of the marketing process, including financing, transportation, distribution, and some aspects of advertising and salesmanship. Students will be working with clients to put their knowledge and skills into practice.

### **MKT 231 Creativity and Innovation (3) (Limited)**

A course designed to support the major by exploring concepts of creative thinking and innovative decision-making. Creative problem-solving of marketing, public relations, and advertising situations will be the focus of the course. An additional focus will be on the marketing of new innovations and exploration of the entrepreneurial stage of the product life cycle.

### **MKT 275 Sales (3) (Odd Falls)**

Explores the theory, skills, and techniques necessary for success in the field of sales. An emphasis will be placed on ethics and biblical values throughout the course.

### **MKT 309 Advanced Advertising (4)**

See APR 309.

### **MKT 340 Consumer Relations (3) (Even Springs)**

Marketing strategy implications of consumer behavior, anthropology, economics, psychology, sociology and the consumer.

### **MKT 341 Retailing (3) (Odd Springs)**

A critical part of many businesses is getting products into the hands of consumers. Retail is one of the largest industries in the United States. This course covers all activities involved in selling goods or services directly to final consumers. Topics include types and structures of retail operations, pricing and positioning stores in minds of consumers, marketing strategy for retailers, promotional strategies, growth of non-store retail and global retail operations.

### **MKT 347 Public Relations (3)**

See APR 347.

### **MKT 452 Marketing Research and Design (3) (Odd Falls)**

Students will learn and practice developing and conducting marketing research. The goal of the research will be to determine an organization's competitive position and enhance its performance. Techniques covered will include: questionnaire design, focus groups, observational research, testing/sampling results, and statistical analysis of collected data.

*Prerequisite: MKT 221 Marketing Principles*

*Corequisite: BUS/HES/MAT/PSY 351 Statistics*

### **MKT 461 Marketing Strategy (3) (Even Springs)**

Designed as a marketing capstone course, this course integrates content from previous coursework. Students develop competitive marketing strategies for various types of complex organizations.

*Prerequisite: MKT 221 Marketing Principles*

## **MSL (Military Science Leadership)**

## COURSE DESCRIPTIONS

### **MSL 101 Foundations of Officership (2) (Fall)**

Introduces students to issues and competencies that are central to a commissioned officer's responsibilities. Established framework for understanding officership, leadership, and Army values. Includes life skills such as physical fitness training and time management.

### **MSL 102 Basic Leadership (2) (Spring)**

Establishes foundation of basic leadership fundamentals such as problem solving, communications, briefings, effective writing, goal setting, techniques for improving listening and speaking skills, and introduction to counseling, as well as additional physical fitness training and time management training.

### **MSL 201 Individual Leadership Studies (2) (Fall)**

Students identify successful leadership characteristics through observation of others and self through experiential learning exercises. Students record observed traits (good and bad) in a dimensional leadership journal and discuss observations in small group settings, as well as additional physical fitness training and additional time management training.

### **MSL 202 Leadership and Teamwork (2) (Spring)**

Students examine how to build successful teams, various methods for influencing action, effective communication in setting and achieving goals, the importance of timing the decision, creativity in the problem-solving process, and obtaining team buy-in through immediate feedback, as well as additional physical fitness training.

### **MSL 301 Leadership and Problem Solving (3) (Fall)**

Students conduct self-assessment of leadership style, develop personal fitness regimen, and learn to plan and conduct individual/small unit tactical training while testing reasoning and problem-solving techniques. Students receive direct feedback on leadership abilities.

### **MSL 302 Leadership and Ethics (3) (Spring)**

This course examines the role communications, values, and ethics play in effective leadership. Topics include ethical decision-making, consideration of others, spirituality in the military and survey Army leadership doctrine. Emphasis is on improving oral and written communication abilities, as well as additional physical fitness training.

### **MSL 401 Leadership and Management (3) (Fall)**

Develops proficiency in planning and executing complex operations, functioning as a member of a staff and mentoring subordinates. Students explore training management, methods of effective staff collaboration, and developmental counseling techniques along with additional physical fitness training.

### **MSL 402 Officership (3) (Spring)**

Study includes case study analysis of military law and practical exercises on establishing an ethical command climate. Students must complete a semester-long senior leadership project that requires them to plan, organize, collaborate, analyze and demonstrate their leadership skills, as well as additional physical fitness training. This course is designed to transition the student/cadet to service as a second lieutenant in the Army or for government service.

### **MSL 498 Independent Study (3) (Limited)**

Intensive study or project approved by the department head. Study or project is directly related to a military subject.

## **MUS (Music)**

## COURSE DESCRIPTIONS

### **MUS 105 Music Theory I: Literacy (3) (Fall)**

Comprehensive study and application of the basic materials of music and the fundamentals of common practice harmony, with an emphasis on the development of analytical skills. This course includes a survey of a wide range of musical styles and issues with an emphasis on cultural understanding and the challenges of preparing for a career in music. Application of the theory skills attained in this course will be practiced through ear training, sight-singing, error detection and keyboard skills.

### **MUS 106 Music Theory II: Harmony (3) (Spring)**

Expands study and development of the basic materials, fundamentals of common practice harmony, and analytical skills attained in MUS 105 Music Theory I: Literacy. The study of harmony concentrates on chords and their construction, progression, and the principles of connection that govern them. Students will gain an understanding of traditional and contemporary music harmony while building their own musical language. Included is a detailed examination of major and minor keys, scales, chords, voice-leading and modulation. Aural harmony will be emphasized as it relates to harmony and progression.

*Prerequisite: MUS 105 Music Theory I: Literacy*

### **MUS 152 Music Foundations (2) (Fall, Interim, Spring, Online, Sites)**

A survey of music literature and history focusing on critical listening and enjoyment. Works by significant composers are discussed in terms of their design, place in history and aesthetic impact. Designed to satisfy the fine arts liberal arts requirement for non-music majors and minors. One or more field trips may be taken in order to provide a greater understanding of various music forms. Student may not take both MUS 152 and MUS 220. Does not count toward music major or minor. Online and site courses are not available to main campus students.

### **MUS 205 Music Theory III: Orchestration (3) (Fall)**

Continuation of the theory track to orchestration. Students will learn traditional orchestral techniques as they apply to contemporary musical settings, idiomatic writing, instrumental characteristics, and concise notation for instruments and voices. Students will use computer software appropriate for creating mockups of large orchestral works. Students will orchestrate projects for and work with live instrumentalists and vocalists. Students will complete written dictation, error-detection and transposition exercises.

*Prerequisite: MUS 106 Music Theory II*

### **MUS 206 Music Theory IV: Advanced Harmony (3) (Spring)**

This course builds on previous levels of music theory and introduces compositional techniques pioneered in the 20<sup>th</sup> century European and American composers. Students will examine these techniques through both classical and jazz/popular music contexts. This course also expands on harmony and scales, form, and advanced compositional and non-Western musical creation techniques. Aural harmony of chromatic, harmonic and melodic elements will be included.

*Prerequisite: MUS 205 Music Theory III*

### **MUS 210 Applied Lessons (1) (Fall, Spring)**

One half-hour private lesson per week for one credit hour. Private lessons may not be taken for audit except for majors or minors in music. Students will be required to attend three music department concerts.

***Private Brass (210B)***

***Private Guitar (210G)***

***Private Harp (210H)***

***Private Organ (210O)***

***Private Percussion (210D)***

***Private Piano (210P)***

***Private Strings (210S)***

***Private Voice (210V)***

***Private Woodwinds (210W)***

### **MUS 210 Lab (0)**

Student performances of works studied in private lessons and presentations by guest artists. This lab is

## COURSE DESCRIPTIONS

required for all students registered for MUS 210 Applied Lessons. Attendance of all music labs is required and student must perform in at least two music labs per semester. Graded "S"/"U."

### **MUS 212 Music Production I (2) (Spring)**

This course explores the complex software of digital audio workstations through exercises and projects designed to strengthen technical understanding and heighten creative abilities in music production. Students will study sound recording and playback, multichannel recording, sound synthesis, mixing, and digital sound effects. The ability to read music is not a prerequisite to taking this course.

### **MUS 220 Music Appreciation (3) (Online)**

The student gains a thorough exposure to musical literature through extensive listening to examples of music by significant composers. Details of the lives of these composers are placed in historical perspective. During the course a foundation is laid for a lifelong process of discovery and enjoyment of music. Students may not take both MUS 152 and MUS 220. Does not count toward music major or minor. Main campus students may not take MUS 220.

### **MUS 230 Instrumental Groups and Ensembles (1) (Fall, Spring)**

#### ***Brass Ensemble (230B)***

#### ***Concert Band (230C)***

Performs standard band literature including marches, contemporary composition, transcribed orchestral literature and combined band and choral literature. Periodic public appearances are required.

Membership is open to interested and reasonably competent musicians. Placement is determined by audition or permission of private instructor.

#### ***Percussion Ensemble (230D)***

#### ***Flute Choir (230F)***

#### ***Guitar Ensemble (230G)***

#### ***Horn Ensemble (230H)***

#### ***Jazz Ensemble (230J)***

A 20-member group that performs big-band and jazz-oriented compositions. Membership is open by invitation and/or audition.

#### ***Clarinet Ensemble (230R)***

#### ***String Orchestra (230S)***

A string orchestra performing a variety of music from the Baroque, Classical, Romantic and Contemporary periods. Membership is open by invitation or audition to students and community members with sufficient experience in violin, viola, cello or bass.

#### ***Sax Ensemble (230X)***

### **MUS 240 Choral Groups (1) (Fall, Spring)**

#### ***Chamber Choir (240CC)***

The University's select mixed ensemble performs a variety of literature (sacred and secular) for churches, schools and civic groups, and tours in selected years. Members are required to participate in both the fall and spring semesters unless prior permission is given to register for only one of the semesters. The Chamber Choir rehearses on Tues., Thurs. and Fri. from 2:40-3:40. Audition required.

#### ***University Singers (240US)***

A mixed ensemble of 30-80 singers that performs a variety of literature, both sacred and secular. Two on-

## COURSE DESCRIPTIONS

campus concerts are given each semester, with additional performance opportunities as they are presented. No audition required.

### **MUS 250 Practicum in Pedagogy (1) (Fall, Spring)**

This is the "student teaching" segment for the piano or vocal pedagogy courses as a part of the associate in piano pedagogy degree (A.P.P.) program and the vocal pedagogy concentration in a music major program. The student instructs one or two students, is observed by supervising faculty five times throughout the semester with follow up meetings, keeps a journal/log of each lesson taught, and writes a final paper.  
*Prerequisites: enrolled in the A.P.P. program or a vocal pedagogy concentration in a music major, MUS 309 Piano Pedagogy or MUS 311 Vocal Pedagogy with a grade of "B" or higher*

### **MUS 260 Contemporary Worship Ensemble (1) (Fall, Spring)**

A music ministry group with an emphasis in contemporary worship music. Other groups may be formed if enrollment permits. A very active performance schedule. Open to all students regardless of major.  
*Prerequisites: audition, sophomore standing*

### **MUS 302 Music in Praise and Worship (2) (Even Falls)**

The use of music in modern Christian ministry, including an historical overview, administration of the church music program, use of music in Christian outreach ministries and a survey of the Contemporary Christian Music industry.

### **MUS 306 Music in Ministry (2) (Odd Falls)**

A survey of 19 centuries of music in Christian worship, including hymnology and varieties of liturgical and non-liturgical services. Will include Sunday field trips to participate in a number of different church worship services.

### **MUS 308 Survey of Keyboard Literature (2) (Odd Springs)**

Survey of keyboard literature and composers from the late 1500s through the 1900s and an in-depth study of the various style characteristics and performance practices of literature surveyed.  
*Prerequisite: MUS 105 Music Theory I: Literacy or permission*

### **MUS 309 Piano Pedagogy (3) (Even Interims)**

Methods and techniques used in teaching piano. Emphasis on study of materials available. Required for keyboard majors and associate in piano pedagogy majors.  
*Prerequisites: audition and/or two semesters of private piano*

### **MUS 310 Applied Lessons (1-2) (Fall, Spring)**

One half-hour private lesson per week for one semester hour of credit. Private lessons may not be taken for audit. Two-credit (one clock hour) lessons must have the approval of the music department. Students will be required to attend 10 music department concerts. Open only for music majors and minors.  
*Corequisite: MUS 310L Applied Lessons Lab*

***Private Brass (310B)***

***Private Conducting (310C)***

***Private Percussion (310D)***

***Private Guitar (310G)***

***Private Harp (310H)***

***Private Composition (310M)***

***Private Organ (310O)***

***Private Piano (310P)***

***Private Strings (310S)***

***Private Voice (310V)***

***Private Woodwinds (310W)***

### **MUS 310 Lab (0) (Fall, Spring)**

Student performances of works studied in private lessons and presentations by guest artists. This lab is

## COURSE DESCRIPTIONS

required for all students registered for MUS 310 Applied Lessons. Attendance of all music labs is required and students must perform in at least 2 labs per semester. Graded "S"/"U."

*Corequisite: MUS 310 Applied Lessons*

### **MUS 311 Vocal Pedagogy (2) (Odd Springs)**

Methods and techniques used in teaching voice. Emphasis on study of the anatomy involved in vocal production. Required of education majors.

*Prerequisite: two semesters of private voice*

### **MUS 312 Diction (3) (Even Springs)**

Elementary singing pronunciation techniques in English, Latin, Italian, French and German. Students prepare songs in all five languages. Required of vocal education majors and vocal performance majors.

*Prerequisite: two semesters of private voice*

### **MUS 313 The History and Literature of Music to 1750 (3) (Even Falls)**

Survey of the history and literature of music. Emphasis on style, periods, composers and form. This course covers medieval through baroque periods.

*Prerequisite: MUS 106 Music Theory II: Harmony*

### **MUS 314 The History and Literature of Music since 1750 (3) (Odd Falls)**

Survey of the history and literature of music. Emphasis on style, periods, composers and form. This course covers classical through 20th Century.

*Prerequisite: MUS 106 Music Theory II: Harmony*

### **MUS 315 Music Production II (4) (Fall)**

This course is a continuation of MUS 212 Music Production I. Students will work independently and in groups to produce large audio projects such as an album of original or cover songs, a recording of an original composition or a video game soundtrack. Sequencing, recording, mixing, mastery of digital audio and MIDI, and distribution will be covered in this course.

*Prerequisite: MUS 212 Music Production I*

### **MUS 319 Methods and Materials for Teaching Music in the Elementary School (3) (Even Falls)**

Principles, methods and materials for teaching general vocal and instrumental music in elementary schools. Includes 20 hours of clinical and field experience. Grade of "B-" or better required. Cross-listed EDU 319.

*Prerequisites: SOE admission, grade of 2.0 ("C") or better in EDU 202 Issues and Trends in American Education and EDU 242 Psychology Applied to Teaching and Learning, or ECE 266 Early Child Growth and Development and EDU 267 Early Adolescent Development*

### **MUS 323 World Music (2) (Even Interims)**

A survey of traditional music outside the Western Classical heritage, including genres from Africa, South America, the Far East, the South Pacific, the Middle East and Europe. Special emphasis is given to the role of music within culture.

### **MUS 324 Vocal Literature (2)**

Survey of vocal literature and composers from the late 1500s through the 1900s and in-depth study of the various style characteristics and performance practices of literature surveyed.

### **MUS 325 Scoring for Media (2) (Springs)**

Focus on aesthetics, terminology, procedures and technical aspects of film scoring. Application of these

## COURSE DESCRIPTIONS

skills in scoring a short film.

*Prerequisites: MUS 212 Music Production I and MUS 206 Music Theory IV: Advanced Harmony*

### **MUS 332 Brass Methods (1) (Odd Falls)**

Fundamental techniques of playing and teaching the brass instruments are explored. A minimal proficiency on the various instruments is expected.

*Prerequisite: MUS 106 Music Theory II: Harmony*

### **MUS 333 Percussion Methods (1) (Even Falls)**

Fundamental techniques of playing and teaching the percussion instruments are explored. Minimal proficiency on the various instruments is expected.

*Prerequisite: MUS 106 Music Theory II: Harmony*

### **MUS 336 String Methods (1) (Odd Springs)**

Fundamental techniques of playing and teaching the string instruments are explored. A minimal proficiency on the various instruments is expected.

*Prerequisite: MUS 106 Music Theory II: Harmony*

### **MUS 337 Woodwind Methods (1) (Even Springs)**

Fundamental techniques of playing and teaching the woodwind instruments are explored. A minimal proficiency on the various instruments is expected.

*Prerequisite: MUS 106 Music Theory II: Harmony*

### **MUS 338 Survey of Instrumental Techniques (2) (Odd Springs)**

Study of basic performance and pedagogy skills for wind, string and percussion instruments.

### **MUS 341 Marching Band Materials and Methods (1) (Odd Interims)**

Specialized study of the techniques and skills associated with the preparation and management of marching bands, including organization, show design, music arranging, teaching of marching fundamentals and rehearsal of marching routines and show music. Also included will be specific instruction on working with percussion sections and auxiliary units. Required for instrumental music education majors.

### **MUS 349 Methods and Materials for Teaching Music in the Secondary School (3) (Odd Springs)**

Procedures for teaching vocal and instrumental music in the secondary school, as well as philosophy and principles of secondary school music curriculum design. Emphasis on organization, administration and pedagogy for ensemble instruction. Includes 20 hours of clinical and field experience. Cross-listed EDU 349. Grade of "B-" or better required.

*Prerequisites: SOE admission, and grade of 2.0 ("C") or better in each EDU 202 Issues and Trends in American Education, EDU 242 Psychology Applied to Teaching and Learning or ECE 266 Early Child Growth and Development, and EDU 267 Early Adolescent Development*

### **MUS 363 Conducting (2) (Fall)**

Fundamentals of choral and instrumental conducting with emphasis on gestures, score study and rehearsal methods.

*Prerequisite: MUS 106 Music Theory II: Harmony*

### **MUS 386 Junior Recital (0) (Fall)**

Requirement for music majors in preparation for MUS 486 Professional Recital.

### **MUS 390 Independent Study (1-4) (Limited)**

A research project for music majors in their junior or senior year. Project should involve research into the

history, pedagogy or performance practices of their principle instrument. Variable credit approved by instructor.

**MUS 461 Rehearsal Strategies (2) (Even Springs)**

A capstone course for music education majors prior to student teaching. Topics include advanced conducting, artistic decision-making, rehearsal planning and organization, error detection in the rehearsal setting, motivational aspects for performing ensembles and ensemble evaluation as an adjudicator.

*Prerequisite: MUS 363 Conducting*

**MUS 480 Theory Seminar (2) (Fall)**

Application of music theory skills to advanced topics including detailed analysis of extended works, orchestration, arranging and composition.

*Prerequisite: MUS 206 Music Theory IV: Advanced Harmony*

**MUS 486 Professional Recital (0) (Fall, Spring)**

Graduation requirement for all music majors. Graded "S"/"U."

*Prerequisite: MUS 386 Junior Recital*

**MUS 487 Piano Proficiency (0) (Fall, Spring)**

Graduation requirement for all music majors. Graded "S"/"U."

## NSC (Natural Science)

**NSC 200 Elementary Science Survey – Science by Inquiry (4) (Odd Falls, Even Springs)**

A survey course of life science, physical science and earth/space science taught in an inquiry format. Students will learn science concepts through inquiry-based activities as well as more traditional teaching methods. Technology activities will be integrated into the science conceptual material. Ability to work independently and responsibly is essential. Grade of "B-" or better required.

*Prerequisite: grade of 2.67 ("B-") or better, sophomore status, and certifying for elementary education*

**NSC 202 Environment and Life Science (2) (Sites)**

Examines through a biblical stewardship lens selected issues illustrating global and local environmental concerns and scientific bases of problems and possible solutions. Includes lab demonstrations.

## NUR (Nursing)

**NUR 201 Fundamentals of Nursing (4) (Fall)**

Provides an introduction to basic nursing skills; a brief overview of the history of the profession; contributions of selected nursing leaders; the influence of social change on the development and image of the profession; the diversity of today's nursing roles and practice settings; and ethical, legal and political considerations related to the profession. Field trips, guest speakers and teaching of selected basic patient care skills supplement the traditional methods of instruction.

**NUR 203 Physical and Health Assessment (3) (Fall)**

Provides the framework for preparing students to perform comprehensive health assessments on patients across the lifespan. The theoretical foundation for basic assessment and nursing skills is presented. Emphasis is placed on taking a thorough nursing history, performing physiological, psychological, sociological cultural, and spiritual assessment, and identification of stressors and health risks. Laboratory experiences provide an opportunity to practice assessment skills on adult and older adult patients.

### **NUR 321 Professionalism/Professional Values (3) (Sites, Online)**

Develops and strengthens core professional values by emphasizing the pursuit of practice excellence. Examines the ANA Standards & Scope of Nursing Practice and Ethical Code for Nurses as well as professional associations and regulating bodies. Explores the role of nursing theory to guide practice and provides foundational professional concepts in legal, ethical and patient-centered care in preparation for future courses across the educational continuum and roles in advanced practical nursing. A grade of "C" or better is required to progress in the program.

### **NUR 324 Community Health Theory/Clinical (4) (Spring)**

The theory and practice of community health nursing with a focus on meeting the wholeness needs of families groups and communities. The nursing process is applied to select problems in the community and the needs of select population groups. Students participate in family and community assessment and provide holistic care for these client groups in community settings and client homes.

### **NUR 325 Medical Surgical Theory/Clinical I (6) (Spring)**

Assists students in applying principles from nursing, basic sciences, and liberal arts as they provide care to adult clients through use of the nursing process. Caring behaviors are practiced as the student promotes and maintains adaptation/wholeness of clients with more complex needs, including disturbance in nutrition, oxygenation, metabolism, and loss of body integrity. The clinical component provides laboratory and client care experiences in institutional settings where students utilize their assessment and advanced psychomotor skills. The student is expected to establish and maintain therapeutic relationships, to begin educating and advocating for clients, and to collaborate with other members of the health care team.

*Prerequisites: NUR 201 Fundamentals of Nursing and NUR 203 Physical and Health Assessment*

### **NUR 326 Medical Surgical Theory/Clinical II (6) (Fall)**

The clinical component provides laboratory and client care experiences in institutional settings where students utilize their assessment and advanced psychomotor skills. The student is expected to establish and maintain therapeutic relationships, to begin educating and advocating for clients, and to collaborate with other members of the health care team.

*Prerequisite: NUR 325 Medical Surgical Theory /Clinical I*

### **NUR 327 Mental Health Theory/Clinical (4) (Spring)**

Focusing on the use of nursing process in the application of psychiatric/mental health principles. Students are exposed to a variety of therapies and nursing roles in the care of clients with alterations in mental health. Clinical application takes place in a variety of community and institutional mental health settings.

### **NUR 328 OB and Women's Health Theory/Clinical (6) (Fall)**

A theoretical basis for the application of the nursing process to families in the childbearing cycle, including families experiencing altered responses. Emphasis on caring, promotion, maintenance and restoration through examination of families' antepartal, intrapartal and postpartal experience, including care of the newborn. A holistic approach will be reflected, learning the physical, emotional, spiritual, psychosocial, and cultural aspects of women's health. Application takes place in outpatient settings and birthing centers.

### **NUR 329 Pediatric Theory/Clinical (6) (Fall)**

Emphasizes the use of the nursing process in caring for families as they respond to well and ill children. Designed to enhance the knowledge base of students in pediatric nursing and provide opportunities to deliver comprehensive nursing care. Includes clinical application in a variety of settings.

### **NUR 341 Patient-centered Care I (3) (Sites, Online)**

Focuses on gerontology that utilizes the principles and techniques of holistic nursing assessment and care

## COURSE DESCRIPTIONS

planning guided by evidence-based interventions and nursing theory. Explores the ways an aging population affects the health care system and nursing practice. Nursing assessment incorporates review of systems, health promotion, preventative care need and palliative care planning. Simulation is introduced.

### **NUR 344 Clinical Prevention/Population Health (3) (Sites, Online)**

Discusses theory and concepts of community/public/global health, including health care systems in transition, health policy and epidemiology. The Community Health Nurse's (PH/CHN) partnership with the community in health promotion, disease and injury prevention and population health are applied to patient scenarios. Students utilize teaching, learning and behavioral change theories and concepts to plan care.

### **NUR 360 Information Management/Patient Care Technologies (3) (Sites, Online)**

Emphasizes the use of technology and information systems for clinical decision-making. Students learn the skills necessary to use information management and patient care technologies for safe and effective care. Explores quality improvement information systems that monitor patient outcomes, required regulatory reporting, and ethical and legal issues related to the use of IT, including copyright, privacy and confidentiality.

### **NUR 422 Spiritual Dimensions of Health Care (3) (Sites, Online)**

Examines the increasing emphasis on spiritual well-being and healing environments as elements of health care. Techniques and emphases will be examined from a Christian perspective. Students complete a spiritual assessment and care plan using the nursing process.

### **NUR 424 Medical Surgical Theory/Clinical III (6) (Spring)**

Focuses on caring for clients and families across the life-span who are experiencing major and life-threatening disturbances in wholeness. Application of crisis theory, adaptation theory and principles of critical care are explored within the context of the nursing process. The clinical component includes direct care to clients with complex wholeness needs and observational experiences in a variety of settings.

*Prerequisite: NUR 326 Medical Surgical Theory/Clinical II*

### **NUR 425 Nursing Leadership and Transition (5) (Spring)**

Explores the nurse's role as leader and manager in client care, the nursing care delivery system and the health care system. Students are expected to assess their own philosophies of leadership and nursing care management. Designed to help students prepare for the transition into professional nursing practice.

### **NUR 426 Evidence-based Practice (4) (Online)**

Designed to guide students to identify practice issues, appraise and integrate evidence and evaluate outcomes. Students learn the value of EBP, models for applying evidence, and the basic difference between qualitative and quantitative research methods. Explores rights of human subjects and the nurse's advocacy role in research studies. Library databases are used to collect strong evidence for EBP decisions. Students learn to identify the necessary components of good research and critically appraise research articles.

*Prerequisite: HES 351 Statistics*

### **NUR 434 Quality Leadership (3) (Sites, Online)**

This course focuses on the professional nurse's role in applying the principles of leadership and management to navigate systems in health care organizations across the continuum of care. The course explores the nurse leader's role in quality and safety, the regulatory environment, policy and advocacy for EBP. The course provides opportunities to improve critical reasoning, interdisciplinary communication techniques, and conflict resolution. Change management and conflict resolutions theories are utilized in practice situations.

### **NUR 442 Patient-centered Care II (3) (Sites, Online)**

Evidence-based health techniques for disease prevention, health promotion and self-management of

chronic conditions are investigated. Adult assessment and health history interview techniques are explored through the use of simulation. The assessment findings are used to formulate a holistic, culturally sensitive health promotion plan and apply a theorist as a basis for care. The course focuses on effective communication in facilitating client movement toward health and wellness.

### **NUR 443 NCLEX Review (3) (Spring)**

This course, taken in the last semester before graduation, is designed to provide senior nursing students the opportunity to review theoretical and clinical material in preparation for the NCLEX. Students will learn critical thinking skills and appropriate testing strategies to enable them to successfully pass the NCLEX.

### **NUR 452 Evidence-based Practice I (3) (Sites, Online)**

Three one-credit components are taken in sequence concurrently with other courses. These one-credit components are designed to guide students to identify practice issues, appraise and integrate evidence and evaluate outcomes. 452A: The student learns the value of EBP, models for applying evidence and the basic difference between qualitative and quantitative research methods. The rights of human subjects and the advocacy role of the nurse in research studies are explored. Library databases are explored to collect strong evidence for EBP decisions. 452B: Students learn to identify the necessary components of good research and critically appraise research articles. 452C: Databases are explored to collect evidence for a topic suitable for the senior project and the literature review is initiated. A grade of "C" or higher is required prior to taking NUR 494 Senior Project.

### **NUR 453 Evidence-based Practice II (3) (Sites, Online)**

Three one-credit components taken concurrently with other courses. 453A: The basic elements and concepts of the research process including levels of measurement, measurement tools, data presentation and descriptive statistics are reviewed. 453B: Students learn to use Excel for statistical equations in preparation for the utilization of nursing research and using data to make evidence-based changes in practice. Integration of the most widely used statistical methods and the use of Excel promotes deeper understanding within the context of health care research and evidence based nursing practice. 453C: Additional concepts of statistical analysis and major epidemiological study designs are explored. Statistical concepts are applied to evidence based nursing practice. Meets the math General Education requirement.

### **NUR 494 Senior Nursing Project (2) (Sites, Online)**

Provides students with the practical experience of applying and integrating the concepts and theories learned so far in the program. Students assess and identify a patient safety or care process problem, a practice discrepancy, or an educational need supported by research. Students develop a research question and complete a comprehensive literature review, scholarly paper, and present their findings in a poster presentation. A grade of "C+" is required to pass this course.

## **ORM (Organizational Management)**

### **ORM 368 Financial Resources Management (3) (Sites, Online)**

Examines the basic concepts of financial management, commonly used financial terms, development of financial statements, and the integral role financial management plays corporate business strategy. Topics include balance sheets, income statements, statement of cash flows, annual reports, financial ratios, time value of money, breakeven calculations and annual budget.

### **ORM 403 Organizational Behavior (3) (Sites, Online)**

Students examine key theories within the field of organizational behavior and their practical implications. Organizational, group, and individual-level behaviors are considered. Topics explored include leadership styles, performance, motivation, group dynamics, interpersonal relationships, and other related sub-topics.

### **ORM 405 Leadership Development (3) (Sites, Online)**

Students examine various theories and approaches to leadership and their applications/implications in a managerial setting. Topics explored include servant leadership, contingency theory of leadership, traits of effective leaders, and the comparison of management vs. leadership.

### **ORM 411 Project Management (3) (Sites, Online)**

Examines principles of project management as part of leading contemporary organizations. Students learn to lead and manage projects to bring tangible results to organizations, and examine best practices, helping them gain practical skills to employ for organizational success and personal career advancement.

### **ORM 412 Lean Management (3) (Sites, Online)**

Students gain lean management skills from the best of both manufacturing and service industries. Originated from Japan under the name Kaizen, lean management has become a state-of-the-art tool for continuous improvement and quality management through systematic elimination of waste and strategically creating values for the end customers. Students examine best practices that they can employ readily for organizational success and personal career advancement.

### **ORM 413 Organizational Diagnosis and Consulting (3) (Sites, Online)**

Examines consulting practices to facilitate organizational change and the role and functions of organizational consultants. Topics include assessing organizations, diagnosing problems that hinder growth, presenting solutions within organizational constraints, and evaluating the outcomes of the solution.

### **ORM 432 Human Resource Management (3) (Sites, Online)**

Explores concepts and theories of human resource management necessary for understanding and applying principles and practices related to planning, recruitment, selection, utilization and labor relations. Special attention is given to the legal environment and to management and human resources supervisory issues. Accomplishing human resource management functions in different-sized organizations will be considered.

### **ORM 437 Organizations in the Global Environments (3) (Sites, Online)**

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

### **ORM 443 Organizational Design and Strategy (3) (Sites, Online)**

Examines the history, dynamics and current state of organizational design, strategy and leadership. Topics include organizational structure, decision-making, environmental issues and corporate social responsibility.

### **ORM 456 Business Proposal Development (4) (Sites, Online)**

Students will research, develop and orally present an effective, written, formal business proposal that identifies an organization's systems and recognizes organizational influences.

### **ORM 462 Organizational Change (3) (Sites, Online)**

Students examine organizational change concepts necessary for identifying an organization's systems and recognizing organizational influences in order to research and develop an effective written formal business proposal which is orally presented to the instructor and learning group.

## **PHI (Philosophy)**

## COURSE DESCRIPTIONS

### **PHI 200 Introduction to Philosophy (3)** (Fall, Spring, Sites, Online)

Introduction to logic, philosophy of science, and traditional and contemporary answers to the human problems of knowledge, reality and morality.

### **PHI 210 Survey of Worldviews (3)** (Limited)

This course seeks to introduce and examine the major belief systems found in our contemporary world: theism, deism, naturalism, nihilism, existentialism, Islam, eastern religious thought, new age teaching, post-modernism and other beliefs as reflected in pop culture. Non-western views of reality found in much of the world (animism/Spiritism) will also be explored and compared to the western secular worldview.

### **PHI 301 Great Thinkers of the Western World (3)** (Even Springs)

A survey of the greatest minds and ideas through the history of the Western World. We will discuss prominent thinkers from the Pre-Socrates to the 21st century. Some individuals and topics include: Plato, Aristotle, Augustine, Aquinas, Descartes, Hume and Kant, pragmatism, positivism and existentialism. Prominent exponents of these views will be discussed and primary sources read.

*Prerequisite: PHI 200 Introduction to Philosophy or PHI 210 Survey of Worldviews*

### **PHI 314 Ethics (3)** (Spring, Online)

Analyzes selected current and vital, moral problems such as those in medical, legal and political ethics; race, sex and other forms of discrimination; the impact of technology in human values; war and peace; and poverty and hunger. Topics vary with concerns of students. Ethical resources are the great philosophers as well as Christian thinkers. It is advisable for students to complete PHI 200 Introduction to Philosophy or equivalent prior to taking this course for adequate prerequisite knowledge needed for course success.

### **PHI 316 Western Political Thought (3)**

See POL 316.

### **PHI 318 War and Peace (3)** (Odd Springs)

Considers the question of the ethics of war and violence from a biblical, theological and historical perspective and examines the biblical and theological criteria and arguments surrounding war and violence. The Pacifist tradition and Just War tradition will be central to the discussion. Recent and current global events are considered, as well as practical application for faithful, Christian living in church and society.

### **PHI 334 Critical Thinking (3)** (Even Springs)

Introduction to epistemology; critical thinking; basic reasoning, logic and rhetoric; and argumentative essay writing and oral presentation. Examines epistemological theory, language theory, common fallacies, deductive and inductive reasoning, and the evaluation of evidence and credibility of arguments.

*Prerequisite: PHI 200 Introduction to Philosophy or PHI 210 Survey of Worldviews*

### **PHI 381 Philosophy of Religion (3)** (Odd Falls)

Evaluates the ideas of religion in a philosophical manner. The reliability of the theistic hypothesis; the nature of acceptable evidence; and the possibility of religious knowledge. Alternatives, positions, and key problems of freedom, determinism and evil.

*Prerequisite: PHI 200 Introduction to Philosophy or PHI 210 Survey of Worldviews*

### **PHI 394 World Religions (3)**

See REL 394.

### **PHI 401 Philosophy of Science (3)** (Odd Springs)

This class will discuss the relationship between the Christian faith and the natural sciences. We will cover a

## COURSE DESCRIPTIONS

range of topics from evolution and creationism, to stem cell research and genetic modification. Besides exploring the theoretical roots, this course will have a pragmatic component.

*Prerequisite: PHI 200 Introduction to Philosophy or PHI 210 Survey of Worldviews*

### **PHI 402 Environmental Ethics** (3) (Even Springs)

Introduces philosophical ethics through engagement with environmental issues such as population growth and resource use, sustainability, non-human and animal warfare, biodiversity loss, environmental justice and global climate change. Students consider prominent questions and themes in environmental ethics, including a study of theoretical approaches to nature and animals and the place of human beings in the environment, as well as a number of issues that raise ethical questions in the context of environmental philosophy, such as ecojustice, pollution, consumption, economics, poverty, politics, education, place, lifestyle, restoration and wilderness.

*Prerequisite: PHI 200 Introduction to Philosophy or PHI 210 Survey of Worldviews*

### **PHI 483 Seminar in Philosophy** (3) (Limited)

In-depth study of particular problems in philosophy. A different topic will be chosen each time it is offered.

*Prerequisite: 12 credit hours of philosophy or instructor's permission*

### **PHI 490 Philosophy Honors Project** (3-6) (Limited)

An opportunity for a student to do a significant project of scholarly productivity and/or research in philosophy. The student must have senior status and a GPA of 3.50 in the major.

## **PHY (Physics)**

### **PHY 102 Conceptual Physics** (4) (Odd Falls)

A liberal arts physics course emphasizing scientific literacy, modern physics, societal connections and appropriate quantitative skills at a basic math level. Practical laboratory exercises.

### **PHY 120 Introduction to Earth Science** (4) (Spring)

A survey of the structure of the earth's interior, surface and atmosphere, with emphasis on physical geology. Origin and identification of rocks, minerals and landforms; features of the ocean floor, currents; atmospheric circulation. Includes lab.

### **PHY 131 Meteorology and Planetary Science** (4) (Even Falls)

Includes a Christian perspective on the history and concepts of meteorology and planetary science. Labs cover the investigation of meteorological phenomenon in both a laboratory and real-world setting using data collected ourselves as well as data provided by governmental weather agencies. Lab fee included.

### **PHY 201 General Physics I** (4) (Fall)

Trigonometry-based, classical physics with applications to the life sciences, including mechanics, thermodynamics, material properties and waves. Includes lab.

*Prerequisites: MAT 101 Intermediate Algebra or MAT 112 Precalculus or equivalent high school course*

### **PHY 202 General Physics II** (4) (Spring)

Continuation of PHY 201. Trigonometry-based, modern physics with applications to the life sciences. Topics include electromagnetism, optics, relativity, quantum physics, atoms, molecules, solids, nuclei and quarks. Includes lab.

*Prerequisite: PHY 201 General Physics I*

### **PHY 211 Modern University Physics I** (4) (Fall)

Calculus-based, classical physics including mechanics, thermodynamics and waves. Includes lab.

## COURSE DESCRIPTIONS

*Corequisite: MAT 201 Calculus I (MAT 202 Calculus II is recommended)*

### **PHY 212 Modern University Physics II (4) (Spring)**

Continuation of PHY 211. Calculus-based. Modern physics. Electromagnetism, optics, relativity, quantum physics, atoms, molecules, solids, nuclei and quarks. Includes lab.

*Prerequisite: grade of "C" or better in PHY 211 Modern Physics I*

### **PHY 311 Electromagnetism (4) (Limited)**

The phenomena of static and dynamic electromagnetic fields. Maxwell's equations developed and applied to various situations, including potentials due to conductors of different geometries, radiation, electromagnetic waves, waves in plasmas and some topics from special relativity.

*Prerequisite: PHY 212 Modern University Physics II (MAT 311 Differential Equations is recommended)*

### **PHY 321 Intermediate Mechanics (4) (Limited)**

Vector analysis, statics and dynamics of rigid bodies, particle dynamics, central forces and simple harmonic oscillators, with emphasis placed on the mathematical modeling of physical motions.

*Prerequisites: PHY 212 Modern University Physics II and MAT 311 Differential Equations*

### **PHY 349 Electronics (4) (Limited)**

Introduction to electronic devices and circuitry. AC and DC circuits, instrumentation, diodes, transistors, transistor amplifiers, operational amplifiers and selected specific devices. Includes lab.

*Prerequisite: PHY 202 General Physics II or PHY 212 Modern University Physics II*

### **PHY 350 Intermediate Laboratory (3) (Limited)**

Principles of experimental research, with problems and applications in the areas of atomic and nuclear physics. Covers experimental design, data acquisition, and reduction and reporting of results. Specific lab techniques, such as vacuum technology, with use of magnets and the use of electronic instrumentation.

*Prerequisite: Permission of the instructor*

### **PHY 351 Heat and Thermodynamics (4) (Limited)**

Thermal expansion, calorimetry, specific heat, change of state, heat transfer, thermodynamics laws, elementary kinetic theory and statistical mechanics, entropy and other thermodynamic functions.

*Prerequisites: PHY 212 Modern University Physics II and MAT 202 Calculus II*

### **PHY 372 Atomic and Nuclear Physics (4) (Limited)**

Atomic and atomic/molecular spectra and structure, radiation detection, radioactivity, particle detection, nuclear structure and related topics.

*Prerequisites: PHY 212 Modern University Physics II and MAT 202 Calculus II*

## **POL (Politics)**

### **POL 213 American National Government (3) (Fall, Online)**

A study of the structure and direction of the federal system, concentrating on the various overlapping aspects of the national government. Policy issues, such as welfare, preservation of the environment, social security and foreign affairs, will be seen from the "top-down" point of view of national norms and their impact on other levels of government, individuals and communities.

### **POL 214 State and Local Government (3) (Online, Sites)**

A study of the structure and direction of state, county and local governments, with a major focus on how

## COURSE DESCRIPTIONS

they function together and how they relate to the national government. Policy issues, such as welfare, the environment, social security and zoning, are viewed from the "bottom-up" of the federal system, that is, how they originate at "lower" levels, yet do so within the guidelines and constraints of the national agenda.

### **POL 230 Contemporary World Affairs (3) (Fall)**

Contemporary events of the world, with an emphasis on critical use of such sources as newspapers, journals of opinion, electronic media and library materials. Christian perspectives on current topics and a diversity of views on events of the day will be presented. Cross-listed HIS.

### **POL 236 Christianity and Politics (3) (Odd Springs)**

An examination of ancient civilizations, especially Greece and Rome, as background to Christianity, and a survey of key Christian individuals and movements, such as Roman Catholicism (Augustine/Aquinas), Luther, Calvin, Anabaptists, Wesleyans, Christian socialism, Conservatism and Christian Coalition. Questions dealing with the nature of the state and what difference Christian insights make for public policy will receive major attention. Cross-listed HIS 236.

### **POL 310 Freedom, Order and Justice in the Western World (3) (Sites)**

A study of the major ideas on politics and society in Western civilization from the Greeks to the present. Emphasizes the analysis of primary sources in shaping Western ideas of freedom, order and justice.

### **POL 311 Comparative Government (3) (Odd Springs)**

A study of the political culture, behavior and institutions of the governments of Great Britain, France, Germany, Russia, Japan and selected other countries. Emphasis is placed on geography and history as vital factors in the understanding of politics. Students will each explore the government of one other sovereign state in the contemporary world. Comparisons of political systems will lead students to consider the elements of a "good" government.

### **POL 312 International Relations (3) (Even Springs)**

The background of international politics and forces, organizations and laws influencing international relations within the present state system.

### **POL 313 America in the 1960s (3)**

HIS 313.

### **POL 316 Western Political Thought (3) (Odd Falls)**

A study of approaches to building human community and organizing power developed by classic philosophers of antiquity: Plato, Aristotle, Augustine and Aquinas, as well as by the fathers of contemporary social thought: Machiavelli, Hobbes, Locke, Rousseau and Kant. Also listed at PHI 316.

### **POL 322 Globalization: International Economics in the Information Age (3)**

See ECN 322.

### **POL 323 Economics of the Third World (3)**

See ECN 323.

### **POL 334 The Middle East (3)**

See HIS 334.

### **POL 335 East Asia (3)**

See HIS 335.

**POL 351 Statistics for the Behavioral Sciences (3)**

See PSY 351.

**POL 352 Research Design (4)**

See PSY 352.

**POL 368 Diplomatic History (3)**

HIS 368. (Offered fall of odd academic years.)

**POL 412 Constitutional Law (3) (Even Falls)**

A case approach to constitutional principles, organization of the U.S. judiciary, limits of state action and the protection of civil liberties.

**POL 484 Spirituality, Faith and Justice (3)**

See SOC 484.

## PSY (Psychology)

**PSY 100 Introduction to Psychology (3) (Fall, Spring, Online, Sites)**

Provides a broad, general introduction to the discipline of psychology. Topics include personality theory, psychophysiology, learning, developmental psychology, motivation, abnormal behavior, psychotherapy and social psychology. Introductory psychology students will be exposed to the approaches of gathering and evaluating evidence about the causes and correlates of behavior. Emphasis is given to the means by which psychological knowledge is, or can be, applied to improve the quality of individual and community life.

*Prerequisite: ENG 104 College Writing (may be taken concurrently)*

**PSY 200 Essentials of Psychology (3) (Fall, Spring)**

Focuses on the essential tools psychology students should pursue for graduate training or to have a career in the field of psychology. Emphasizes self-exploration, critical thinking, writing in the APA style and efficient communication in the psychology field. Students will also learn how to be an effective consumer of professional literature and will be introduced to post-baccalaureate options.

*Prerequisite: grade of "C" or better in PSY 100 Introduction to Psychology*

**PSY 210 Explorations in People-Helping Careers (1) (Limited)**

A seminar course to present students with possible career options in the people-helping fields. Students will have an opportunity to explore what is involved in some of the various fields of psychology: school, consumer, community, industrial/organizational, human resource management, counseling, academics, health and business. Open to students of any major who might be considering a people-focused career.

**PSY 240 Health Psychology (3) (Spring)**

This course will focus on the current research on wellness. Through personal exercises, students will learn how to identify sources of stress, as well as coping resources. Understanding of how stress physiology impacts both mental and physical health will be emphasized. As a result of this course, students will not only gain a conceptualization of wellness as it relates to such fields as psychology, business and athletics but will also be expected to apply that knowledge to their personal lives.

*Prerequisite: PSY 100 Introduction to Psychology*

**PSY 242 Death, Grief and Loss (3)**

See SOC 242.

### **PSY 246 Substance Abuse and Society (3)**

See SOC 246.

### **PSY 253 Forensic Psychology (3) (Spring)**

Provides a broad perspective of the field of forensic psychology and cover the role that psychology has played in the legal system. Topics include issues of morality, evaluation of criminal suspects, jury selection, trial consultation, child-custody evaluation, expert witness testimony, sexual offense or other dangerous behaviors, employment selection, and eyewitness identification. With a group research project, students will be given the opportunity to focus on a particular area of interest. Cross-listed CRJ 253.

*Prerequisite: PSY 100 Introduction to Psychology*

### **PSY 300 Psychological Issues in Children (3) (Even Springs)**

The goal of this course is to help prepare students to work with children in a variety of settings, Students will begin to learn to distinguish between normal and delayed development. Child development is considered along the biosocial, cognitive, and psychosocial domains. Common mental and emotional and child disorders are studied and a variety of interventions are explored.

*Prerequisite: grade of "C" or better in PSY 100 Introduction to Psychology*

### **PSY 301 Positive Psychology (3) (Even Falls)**

One of the growing areas in the field is the study of positive psychology. The course will examine the scientific areas of the study and application of that which is good in people. Among the key topics to be covered are positive subjective experiences such as happiness, well-being, optimism, gratitude, forgiveness, and hopefulness. The course will also explore character traits such as altruism and resilience.

*Prerequisite: grade of "C" or better in PSY 100 Introduction to Psychology*

### **PSY 305 Abnormal Psychology (3) (Fall)**

Designed to introduce students to the major psychological disorders, with a primary focus on diagnosis, etiology and treatment of abnormal behavior.

*Prerequisite: PSY 100 Introduction to Psychology*

### **PSY 306 Adolescent and Early Adult Development (3) (Odd Springs)**

Focuses on the psychological, social and physical development of the adolescent through adulthood. Through classroom presentations, small group activities and writing assignments students will become familiar with the major theories, concepts and issues of adolescent and early adult development. Students will have an opportunity to apply what they are learning to their own personal lives.

*Prerequisite: PSY 100 Introduction to Psychology*

### **PSY 309 Lifespan Development (3) (Fall)**

Provides students with an integrated approach to the biosocial, cognitive, and psychosocial aspects of human development across the lifespan and in a variety of multicultural contexts.

*Prerequisite: PSY 100 Introduction to Psychology*

### **PSY 320 Psychology of Sport (3) (Limited)**

Designed to provide the student with a broad perspective of the development of sport psychology and its application to the world of sport, performance, and exercise. Also listed as HES 320.

### **PSY 325 Religion, Self, and Society (4)**

See SOC 325.

**PSY 351 Statistics for Behavioral Sciences (3) (Fall)**

An introductory applied statistics course that uses statistical computer software. Topics include types of variables (nominal, ordinal and interval/ratio), frequency and percentage distributions as well as graphical representations of data, measures of central tendency and dispersion and confidence intervals. Hypothesis testing for statistical significance is done via CHI Square, t-tests (for independent and dependent samples), ANOVA, correlation and simple linear regression. Multiple linear regression may be included. Primarily for students concentrating in psychology, social work or political science. Cross-listed POL 351.

**PSY 352 Research Design (4) (Spring)**

An overview of the major research methodologies in the behavioral sciences, especially intended for psychology, sociology, social work and political science majors. Introduces conceptualization and measurement, operationalization, construction of indexes, scales, typologies and sampling techniques, diversity issues and research ethics. Students learn the basic methods for experiments, survey research, field research, program evaluation and case studies. Centers around a required original research project using APA Publication Manual guidelines. The MICROCASE computer statistical software curriculum is used for various assignments and analysis of data for the final project. Cross-listed POL 352.

*Prerequisites: PSY 200 Essentials of Psychology and PSY 351 Statistics*

**PSY 354 Social Psychology (3) (Spring)**

Humans operate within a social context and the experimental research that contributes to an understanding of this phenomena. Emphasis on current research and methodology from sociology and psychology.

*Prerequisite: PSY 100 Introduction to Psychology*

**PSY 371 Organizational Behavior Management (3) (Odd Falls)**

The systematic study of the actions and attitudes that people exhibit in organizations. The course will be taught from an interdisciplinary perspective and will focus on topics such as motivation, productivity, decision-making, communication and leadership. Cross-listed BUS 371 and SOC 371.

**PSY 375 Psychology of Personality (3) (Odd Falls)**

An intensive study of the major theories of personality with a primary emphasis on application to the students' personal experiences. Culminates with students formalizing their own theory of personality.

*Prerequisite: PSY 100 Introduction to Psychology*

**PSY 380 Carol Lee Seminar (1)**

See SWK 380.

**PSY 382 Learning and Thinking (4) (Spring)**

This course provides students with an introduction to basic and advanced principles of learning and thought processes. Includes a focus on Pavlovian, operant and vicarious learning; attention, memory, problem solving, and decision making. Lab included.

*Prerequisite: PSY 100 Introduction to Psychology*

**PSY 385 Psychology Practicum (4-12) (Limited)**

Practical experience in the field of psychology. Placement opportunities include working with children, adolescents and adults in a variety of settings. Experiences may also be available in the area of human resources, research, animal behavior, organizational behavior or other areas of psychology. Students may review a list of possible sites that are located in the Greater Jackson Area or they may request a site of special interest (i.e. out of area, out of state, international) to be approved by the practicum director.

## COURSE DESCRIPTIONS

Students are encouraged to participate in an area that is related to personal career goals. In addition to the hours completed at the practicum site, each student is responsible for maintaining timely communication with SAU faculty supervisor and completing paperwork and other assignments as outlined. Please note that students opting to do a PSY 385 must complete a minimum of 4 credit hours (160 hours at the practicum site). A maximum of only 1 credit may be taken during Interim with the remainder of practicum credits in a contiguous semester. Interested students will need to apply to the department no later than March 1 for summer or fall semesters and November 1 for interim or spring semesters. See Practicum Handbook for more information on policy and procedures.

*Prerequisites: PSY 200 Essentials of Psychology and minimum of 18 earned credit hours in the major*

### **PSY 403 Physiological Psychology (4) (Fall)**

Examines the physiological basis of behavior with an emphasis on the organization and function of the central nervous system. Psychopathology, emotion, sleep, sexuality and stress will be studied from an anatomical and physiological viewpoint. The biological basis of this course is applicable to many fields including clinical, abnormal, developmental, behavioral and health psychology. Recommended for students preparing for the advanced Graduate Record Exam in psychology. Lab included.

*Prerequisites: PSY 100 Introduction to Psychology and junior standing*

### **PSY 411 Systems of Psychology (3) (Fall)**

The historically significant approaches to and interpretations of psychology, with special attention to structural, functional, behavioristic, psychoanalytic, Gestalt, humanistic and cognitive schools of thought.

*Prerequisite: PSY 200 Essentials of Psychology*

### **PSY 422 Methods and Procedures of Counseling (3) (Spring)**

A combination of various theories of counseling, methodology and interviewing.

*Prerequisites: PSY 305 Abnormal Psychology or PSY 375 Psychology of Personality, and junior standing*

### **PSY 450 Psychology Internship (1-12) (Limited)**

A student may enroll for an internship as approved by the Psychology Department by registering for 1-12 hours of credit for appropriate field learning experience. The experience must be significantly related to the student's major and/or concentration within the major. It requires a minimum of 26 class credits completed in the major; requires a minimum of 40 hours of experience for each hour of credit, and will have a site supervisor/evaluator, as well as the faculty advisor/supervisor. Specific readings, seminar requirements and/or appropriate written assignments may be assigned by the faculty. Departmental guidelines for an internship may be obtained from the Psychology Department. Graded ""S"/"U."

### **PSY 460 Senior Research Project (3-6) (Limited)**

Information and guidelines are available in the Psychology Department.

### **PSY 480 Thesis Prospectus (1) (Limited)**

This course provides a student with the opportunity to explore a topic of their choosing, with the idea that this will be expanded into an Honors Thesis. During this course a student will develop the literature review, bibliography and tentative methodology for their PSY 490 project. This course is to be taken the semester before the student expects to do an Honors Thesis. Ideally this is to be taken in the spring of the junior year. Copies of the honors thesis handbook can be obtained from the psychology department.

*Prerequisites: PSY 352 Research Design, at least 3.5 GPA in the major, and departmental permission*

### **PSY 490 Honors Thesis (3-6) (Limited)**

This course provides an opportunity for a student to do a significant project of scholarly productivity and/or

research in the student's major area of study. To apply for an Honors project, the student must have senior status and a GPA of 3.50 in the major. Ideally taken the semester directly following PSY 480 Thesis Prospectus. May be taken for up to 6 credit hours, but usually taken for 3 credit hours.

*Prerequisite: PSY 480 Thesis Prospectus*

**PSY 490H Honors Thesis** (with honors) (4-6) (Limited)

A student who successfully completes a PSY 490 (3 credit hours) and presents their research at an undergraduate research conference will be given the designation of PSY 490H on their transcript. The student could also earn a PSY 490H designation by submitting their research to an appropriate undergraduate journal for publication. The final way for a student to earn a PSY 490H designation would be to do a much more extensive project over two semesters for more than three credit hours. Note that this would mean working on the project for a total of three semesters for the PSY 480 and 490 requirements.

**PSY 498 Capstone: Integration and Preparation** (4) (Fall)

This course is designed to help psychology majors transition from undergraduate students to either graduate school or a career in the field of psychology. This interactive seminar class is co-taught by faculty in the psychology department focusing on the interface between Christianity and the field of psychology. A review of psychological content, strong critical thinking skills and dynamic communication skills will be emphasized. Each student will prepare a resume, a portfolio and will participate in practice job interviews. Graduate school application procedures, admission interviews and information on the GRE will be explored. Each student may also be given a comprehensive exam to help assess knowledge of the field of psychology.

*Prerequisite: PSY 352 Research Design or permission*

## RDG (Reading)

**RDG 340 Emergent and Beginning Literacy** (3) (Spring)

This course will explore the theories and research in emergent literacy and beginning reading, phonics instruction and spelling. Students will compare historical perspectives on language acquisition, beginning reading and writing, and the interrelationship of reading, writing, listening, and various stages of reading and writing, and spelling development, using a wide range of children's literature, poetry, creative dramatics and storytelling. Field experiences observing, interviewing, assessing language needs, and providing targeted strategies for book creation with individual students provide rich opportunities for applications of course content. Cross-listed ECE 340. Grade of "C" or better required.

*Prerequisites: SOE admission, grade of 2.0 ("C") or better in EDU 242 Psychology Applied to Teaching and Learning or ECE 266 Early Child Growth and Development and EDU 267 Early Adolescent Development*

**RDG 356 Culturally Responsive Pedagogy** (3) (Odd Falls)

This course will explore the theories and research in first and second language acquisition and reading, writing, listening, and speaking instruction of children with linguistic, cultural, ethnic, and racial differences. Students design a Family Literacy plan to enhance parent involvement and literacy development of all members of the family. Fieldwork includes interviews with learners at various stages of English language development, including a newly arrived immigrant student. Using information from those interviews, students develop appropriate instructional practices for teaching reading, listening, speaking and writing for the interviewees. Students translate a newsletter into the native speaker's language and have their translation critiqued by a speaker of that language. Grade of "C" or better required.

*Prerequisites: SOE admission, grade of 2.67 ("B-") or better in EDU 350 Teaching Reading and Language Arts in Elementary School*

**RDG 361 Information Literacy** (1) (Even Springs)

This course addresses specific aspects of information literacy related to the teaching of reading, including

engaging elementary school students in media-rich environments while helping them to grasp essential content. Course experiences help teacher candidates select and evaluate computer and web-based materials to develop literacy and then create strategies for elementary students to access and use such materials. Students create three media-enhanced genre selections accessible to elementary students and design an assessment to determine student understanding. TE candidates pilot the works and assessments with an elementary student and report outcomes. Grade of "C" or better required.

*Prerequisite: SOE admission, EDU 360 Integrating Technology in Education (may be taken concurrently)*

### **RDG 377 Young Adult Literature (3) (Odd Springs)**

Provides broad exposure to quality classic, contemporary and multicultural young adult literature and non-fiction texts. Examines curricular and pedagogical issues salient to the adoption of contemporary text selections, such as identity, ethnicity and gender. Students acquire sensitivity to the linguistic, historical and cultural contexts for texts selected and identify key issues and reoccurring themes. Various instructional approaches will be explored, including reader response theory, comprehension strategies, and contemporary critical theories. Students will explore and develop strategies to enhance engagement and motivation in cross-curricular reading. Each TE candidate will develop and implement a lesson for a middle school student and determine appropriate modifications to the lesson based on feedback. Grade of "C" or better required for teacher education majors.

*Prerequisite: SOE admission*

### **RDG 424 Elementary and Middle School Reading Problems (3)**

See EDU 424.

### **RDG 426 Reading Interventions and Remediation (3) (Spring)**

Focuses on a wide range of reading intervention strategies and remediation based on assessment and diagnosis of reading difficulties in oral language, fluency, reading comprehension, vocabulary and spelling. Students will develop a field-based case study of an elementary or middle school reader to identify strengths and weaknesses in relation to the various components of reading to plan, execute and evaluate the child's response to intervention. Interventions will include a balanced approach to reading instruction based on the reader's needs as well as home-based connections for promoting reading. Students will communicate the results of the response to intervention to the reader, family and classroom teacher or specialist. Off-site case study required.

*Prerequisites: SOE admission, and a grade of 2.67 ("B-") or better in EDU 350 Teaching Reading and Language Arts in Elementary School and EDU 424 Elementary and Middle School Reading Problems*

### **RDG 428 Teaching Writing for K-8 Teachers (3) (Odd Falls)**

Candidates explore research in writing, review the developmental stages of writing, examine writing processes and instructional strategies, and evaluate commercial writing programs. To better understand how writers write, candidates will experience the writing process themselves to create model texts for use with students and to contribute to a classroom anthology. In addition, students will be on-site, supporting elementary students with their writing. Candidates will also be demonstrating a variety of K-8 writing instructional strategies using various genres and mentor texts. Grade of "C" or better required.

*Prerequisites: SOE admission and a grade of 2.67 ("B-") or better in EDU 350 Teaching Reading and Language Arts in Elementary School*

### **RDG 439 Issues and Trends in Literacy Education (3) (Odd Springs)**

Examines contemporary models for literacy learning and reading and trace the history and influences on the teaching of reading and reading practices relative to current issues and trends in the field. Explores the effect of policies at the national, state and local levels on staff and program development, text selection and interpretation of student assessment for reading and language arts. Field experiences include an

interview with a literacy specialist of K-12 school administrator, attendance at school board meeting, professional development participation and investigation of a literacy grant opportunity in partnership with a local school. Preferably taken after reading coursework. Grade of "C" or better required.

*Prerequisites: SOE admission, and a grade of 2.67 ("B-") or better in EDU 350 Teaching Reading and Language Arts in Elementary School*

## REC (Recreation)

### REC 161-166 Adventure Skills Courses

This series of courses introduces and acquaints students with knowledge, skills and abilities for a variety of adventure activities. Focuses on developing competency levels sufficient to be able to teach, demonstrate and lead the activity in a recreation and/or leisure setting. Each course is one-credit hour. Enrollment priority is given to those who require these courses in their major.

**REC 161 Backpacking and Wilderness Experience (1)** (Fall, Spring)

**REC 162 Kayaking (1)** (Fall)

**REC 163 High Ropes (1)** (Even Springs)

**REC 164 Low Ropes (1)** (Odd Springs)

**REC 165 Basic Rock Climbing (1)** (Fall, Spring)

**REC 166 Bicycling (1)** (Spring)

**REC 171 Water Safety Instructor (2)** (Limited)

A variety of educational methods will be taught, which may be employed in conducting swimming and safety courses on various levels. Emphasis will be given to setting up waterfronts for campus and recreational facilities. American Red Cross certification can be earned.

**REC 224 Recreation and Leisure Leadership (3)** (Spring)

Presents the skills necessary for a successful career in the recreation and leisure field such as organization, managing time, team work, supervision, conflict and innovation.

**REC 248 Lifeguard Training (2)** (Limited)

Covers the skills and knowledge necessary in preventing and/or responding to aquatic emergencies. Includes waterfront lifeguarding module. American Red Cross certification can be earned.

*Prerequisite: appropriate swimming skills*

**REC 335 Facilities Planning and Operations for Health, Fitness, Recreation and Sports (3)** (Even Falls)

Introduces planning, design and operations processes in facility development. Covers an evaluation process required when planning, designing and constructing facilities and establishing operations procedures for such facilities. Cross-listed HES 335.

*Prerequisite: sophomore standing*

**REC 401 Grant Writing (2) (Even Falls)**

Provides an effective and overall review of grant writing, including valuable techniques used in the development of grant writing, and in particular, the funding and planning processes in developing grants in recreation and leisure areas as well as nonprofit settings.

*Prerequisite: junior standing*

**REC 424 Liability and Risk Management in Recreation and Leisure (3) (Even Springs)**

Introduces students to legal issues related to risk and liability of operating recreation and leisure services. Aids in understanding how to protect self and organizations from legal exposure by the identifying legal risks, evaluating the risks and implementing a risk management plan.

*Prerequisite: junior standing*

## REL (Religion)

**REL 202 Introduction to Christianity (3) (Sites)**

Examines the various forms of Christian belief, worship and life from New Testament times to the present. The problem of authority and principles of interpretation of the biblical sources.

**REL 322 Introduction to Free Methodism (2) (Limited)**

Examines the origin, organization and doctrines of the Free Methodist Church. Open to any student, but recommended for Free Methodist ministerial students.

**REL 325 Religion, Self, and Society (4)**

See SOC 325.

**REL 343 History of Christianity (3) (Fall)**

Examines the era of the apostolic fathers, the councils, the church-state issues, scholasticism, the Reformation, and major leaders and movements of the modern era, including pietism, emergence of new theological patterns, social movements and the missionary movement. Cross-listed HIS 343.

**REL 346 History of Christianity in America (3) (Limited)**

Examines the origin and growth of Christianity in the U.S. from colonial times to the present. Cross-listed HIS 346.

**REL 394 World Religions (3) (Even Falls, Online)**

Survey of the theories of the origin of religion. Comparative study of the history of the development and teachings of the leading religions of the modern world. Cross-listed PHI 394.

*Prerequisite: PHI 200 Introduction to Philosophy or PHI 210 Survey of Worldviews*

## SED (Special Education)

**SED 200 Foundations in Special Education (3) (Spring)**

Focuses on exceptional learners and special education in context. Candidates will acquire knowledge of educational policies, practices, and design of individualized programs. Emphasis will be placed on how to serve students under the federally defined categories of exceptionality, individuals with cultural and linguistic needs, and the importance of developing relationships with families. Introduces assistive technology and its implementation. Requires 5 clock hours of site-based clinical work in a classroom setting for students with learning disabilities. Grade of "C" or better. May take concurrently with EDU 140 Exploring Critical Skills for the Professional Educator.

*Prerequisite: sophomore standing*

## COURSE DESCRIPTIONS

### **SED 209 Human Development for Exceptional Learners (3) (Odd Springs)**

Complements and extends EDU 242 Psychology Applied to Teaching and Learning with special emphasis on the brain and language development of exceptional learners. Key topics include basic anatomy of the brain, critical steps involved in the brain's acquisition and processing of information, and memory systems as well as the latest research on how the brain processes speech and learning. Grade of "C" or better required.

*Prerequisite: grade of "C" or better in EDU 242 Psychology Applied to Teaching and Learning or ECE 266 Early Child Growth and Development*

### **SED 300 Curriculum Design and Strategic Interventions (3) (Fall)**

Trains candidates to specifically design instruction by modifying and enhancing core curriculum for students with learning disabilities. Candidates will acquire integrated, coherent learning strategies to help students with learning disabilities succeed in the classroom. Topics include differentiation of curriculum and instruction, climate for learning, and knowing and assessing the learner. Grade of "C" or better.

*Prerequisite: grade of "C" in SED 200 Foundations in Special Education*

### **SED 305 Classroom Management and Behavior Strategies (3) (Even Springs)**

Provides a practical foundation in the principles of individual and group management structures. Introduces basic behavioral management concepts. Students will demonstrate their ability to develop, implement and incorporate appropriate techniques. Emphasizes strategies in the areas of identification, prevention and assessment. Candidates will identify and research techniques for attaining and maintaining appropriate academic and social behaviors for constructive, social participation and independent learning, and create a functional behavior assessment paired with an intervention plan. Requires 5 clock hours of site-based clinical work in a classroom setting with students with learning disabilities. Grade of "C" is required.

*Prerequisite: grade of "C" in SED 200 Foundations in Special Education*

### **SED 340 Laws and Policies for Special Education (3) (Odd Springs)**

Examines the history of special education laws, educational rights, related services, due process, student discipline and dispute resolution as well as Section 504 of the Americans with Disabilities Act and IDEA compliance. Candidates will learn to effectively communicate the needs and rights of persons with disabilities according to state and federal special education law. Grade of "C" is required.

*Prerequisite: grade of "C" in SED 200 Foundations in Special Education*

### **SED 360 Technology for Special Education (3) (Odd Springs)**

Provides a hands-on introduction to assistive and instructional technology for all content areas. Introduces a framework for assessing exceptional learners' abilities, environment, required tasks and assistive tools, which will be utilized by candidates to develop a plan for educational supports at various levels to increase student independence and classroom participation. Requires 5 clock hours of site-based clinical work in a classroom setting for students with learning disabilities. Grade of "C" is required.

*Prerequisites: grade of "C" or better in each EDU 242 Psychology Applied to Teaching and Learning, SED 209 Human Development for Exceptional Learners, and SED 300 Curriculum Design and Strategic Interventions*

### **SED 385 Practicum with Special Needs Population (2) (Limited)**

Provides an opportunity for students to work with individuals with special needs related to the SAU student's field of study by participation in a practicum site to hone skills in the major/minor fields of study. Students will work 40 clock hours in a professional placement for each required credit hour of practicum. A work supervisor and an academic supervisor are required. *Graded "S"/"U."*

*Prerequisite: grade of "C" in SED 200 Foundations in Special Education*

### **SED 420 Elementary Special Education Methods (3) (Fall)**

Candidates in this site-based methods course will acquire hands-on experience with content, instruction, and strategies to enable them to meet the needs of students with learning disabilities at the elementary

level. Emphasizes intensive interventions for reading, mathematics, written expression, social studies, STE(A)M and the arts as incorporated into the creation and teaching of an elementary thematic unit plan. Candidates will practice classroom management, positive behavior supports, and cooperative learning techniques. Requires 20 clock hours of site-based methods work in a classroom setting for students with learning disabilities. Grade of "B-" is required.

*Prerequisites: SOE admission, Basic Skills Exam, SED 423 Special Education Assessment and EDU 242 Psychology Applied to Teaching and Learning or ECE 266 Early Child Growth and Development, and EDU 267 Early Adolescent Development*

**SED 421 Secondary Special Education Methods (3) (Spring)**

Candidates in this site-based methods course will acquire hands-on experience with content, instruction and strategies to enable them to meet the needs of students with learning disabilities at the middle and secondary levels. Emphasis is placed on intensive interventions for math, reading, written expression, social studies, science and the arts as incorporated into the creation and teaching of a secondary level thematic unit plan. Candidates will practice Universal Design for Learning, inclusion and co-teaching. Requires 20 clock hours of site-based methods work in a classroom setting for students with learning disabilities. Grade of "B-" is required.

*Prerequisites: SOE admission, Basic Skills Exam, SED 423 Special Education Assessment, EDU 242 Psychology Applied to Teaching and Learning or ECE 266 Early Child Growth and Development, and EDU 267 Early Adolescent Development*

**SED 423 Special Education Assessment (3) (Fall)**

Provides instruction in appropriate assessment methods that lead directly to diagnosing skill deficits and determining levels of functioning in reading, writing, mathematical and social skills. Assessment results are translated into goals, objectives and statements of progress on student IEPs. Explores methods of evaluating instructional outcomes for adjustments to ongoing instructional planning to meet individual needs. Grade of "C" is required.

*Prerequisite: grade of "C" in SED 200 Foundations in Special Education*

**SED 426 Professional Practice and Collaboration (3) (Spring)**

In this course, the candidate will focus on the collaborative partnerships essential to working with students with mild/moderate disabilities and their families. Coursework encompasses collaboration between general and special education teachers, teaching assistants, families, educational professionals and agencies. Candidates will learn the importance of interpersonal skills and the building blocks needed to effectively communicate with key collaborators, as well as strategies to use when working with collaborators. Instruction will also be provided in cooperative teaching, IEP team participation, supervising support staff and facilitating transition needs. Grade of "C" is required.

*Prerequisite: grade of "C" in SED 200 Foundations in Special Education*

**SED 430 Internship Seminar (1) (Fall, Spring)**

Focuses on topics specific to the special education field, such as the professional role, work environment, classroom space, teaching and testing, collaborating with families, professional organizations and supports, functional behavior assessment, intervention and thriving as a special educator. Interns who are candidates for the special education endorsement in learning disabilities will have the opportunity to meet as a group during their special education internship. The capstone project will be a professional portfolio of the internship experience. Grade of "B-" is required.

*Corequisite: SED 450 Internship Site-based Experience*

*Prerequisites: SOE admission, completion of all SED coursework, and approved to student teach*

**SED 450 Internship Site-based Experience** (Fall, Spring)

Provides observation, assessment, instructional and management opportunities in the special education classroom under the mentorship of a classroom teacher and university supervisor. The intern assumes increasing responsibility for directing the classroom. In addition to the elementary or secondary internship experience in a general education classroom, candidates will complete a special education internship of either 10 weeks in an elementary special education classroom or 15 weeks in a secondary special education classroom. Requires a minimum of 180 hours and 8 weeks of site-based internship work in a classroom setting for students with learning disabilities. Graded "S"/"U."

*Prerequisites: SOE admission; completion of all required EDU courses, SED courses and the pre-student teaching experience; approved to student teach*

*Corequisite: SED 430 Internship Seminar*

**SED 452 Internship Site-based Experience II** (Fall, Spring)

Provides additional opportunities in the special education classroom for candidates who need more experience in the development of classroom techniques, as determined by their university supervisor and mentor teacher. The number of credits will be determined individually based on the specific number of weeks required for placement, as articulated in the student teacher policy.

*Prerequisite: SED 450 Internship Site-based Experience*

## **SDL (Student Development and Learning)**

**SDL 100 Introduction to Academic Programs** (1) (Fall)

Introduces students to the academic programs at Spring Arbor University as they discern their career aspirations and options so they can pursue future opportunities that match their skills, talents and interests, which align with their response to God's calling on their lives. Utilizes a variety of inventories and assessments in order to guide students towards understanding themselves as well as occupational fields, trends and demands.

**SDL 110 Introduction to Leadership Development** (1) (Spring)

Explores various leadership concepts within the context of biblical servant leadership. Students will gain a deeper understanding of the skills necessary to become an effective Christian Leader and have the opportunity to discover and develop their own skills/gift repertoire. Insight will be given about how students can practice and apply course content through various SAU student leadership opportunities.

**SDL 120 Life/Work Planning** (1) (Fall, Spring)

The goal of this course is to prepare students for success after graduation. Through various teaching methods, students will be guided through steps to pursuing work opportunities within a desired career field. This course will also provide insight into practical areas of life outside of work.

**SDL 200 Bridging the Gap: Dialogue across Difference—Criminal Justice Reform** (3) (Interim)

Students will learn and practice dialogue skills across political, cultural and experiential differences, in a cross campus exchange between Oberlin College and Spring Arbor University. Students will learn how to deeply listen, seek to understand, understand and hear across lines of difference and seek common ground without attempting to change minds or compromising deeply held values. Offers tools to go beyond the headlines, create constructive tension, understand shared humanity, develop practices of effective communication and solve pressing problems with those of different backgrounds and beliefs. Includes site visits with a broad range of criminal justice stakeholders in Michigan. Participants will develop proposals for criminal justice reform, integrating bipartisan perspectives.

## SOC (Sociology)

### **SOC 100 Modern Social Problems (3)** (Fall, Spring, Sites)

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

### **SOC 101 Introduction to Sociology (3)** (Fall, Spring, Sites, Online)

Introduction to the concepts, theories and methods of analyzing society, culture, social institutions, organizations, groups, classes, races and ethnic groups.

### **SOC 201 Crime, Corrections and Criminal Justice (3)**

See CRJ 201.

### **SOC 202 Social Deviance (3)**

See CRJ 202.

### **SOC 210 Careers in Sociology and Global Studies (1)** (Fall)

A seminar course introducing students to career options in the fields of sociology and global studies. Explores what is involved in the various fields of sociology: community organizing, conducting research leading to social change through policy making, preparing for graduate school to pursue a career in teaching or research, as well as other available opportunities based on student need. Explores various fields incorporated in global studies: international development, diplomacy, missions work, teaching English abroad, preparing for graduate school, as well as other available opportunities based on student need. Open to all students considering a career related to sociology and/or global studies.

### **SOC 242 Death, Grief and Loss (3)** (Odd Springs)

Grief and loss as experienced in various human settings: nursing homes, hospitals, and private homes, or through death or divorce, examined from different viewpoints, (e.g., doctor, chaplain, emergency room nurse, the bereaved, etc.). Cross-listed PSY 242 and SWK 242.

### **SOC 246 Substance Abuse and Society (3)** (Even Springs Online)

Addresses the issues of alcohol and drug abuse in contemporary society from a historical perspective and provides students with information that they can use to bring a Christian solution to the problem of substance abuse in their lives and the lives of those they meet personally and professionally. Cross-listed PSY 246 and SWK 246.

### **SOC 250 Marriage and Family (3)** (Fall)

A study of the institution of marriage and the family with special emphasis on the changes in their structures and family roles. The family is traced through the life-cycle and is analyzed in its interaction with social class, ethnic, race and other variations. Discussions include issues of intimacy, communication and conflict that face contemporary families. Cross-listed SWK 250.

### **SOC 282 Introduction to International Development (3)** (Odd Falls)

Introduction to the history of international development, to the realities of contemporary life in the world's low-income countries, and to competing theoretical perspectives on development and social change. The course addresses cultural, social, political, religious, economic and environmental elements of people's lives in the developing world. It also surveys and critiques such dominant perspectives on development as modernization, dependency, world systems, globalization, and sustainable development.

## COURSE DESCRIPTIONS

### **SOC 300 Urban Sociology (3) (Even Falls)**

Introduces theories of urbanization, urban development and urban change with a historical and international emphasis. Special emphasis on contemporary issues and theories of urban society in the U. S. Topics include public housing, crime and urbanization, ethnic transition and community development.

### **SOC 301 Criminological Theory (3)**

See CRJ 301.

### **SOC 310 Organization Theory (3) (Even Falls)**

The study of formal organizations such as prisons, corporations, hospitals and universities, in modern society. The work of classical and contemporary theorists will provide a theoretical framework for understanding empirical research findings. Students will learn to use the open systems model as a framework for organizational diagnosis. Cross-listed BUS 310.

### **SOC 311 Racial and Ethnic Relations (3) (Fall, Sites, Online)**

Examines cultures and experiences of minority ethnic groups in the U.S., and the impact of prejudice, discrimination and racism on these minority groups and on white society. Cross-listed SWK 311.

### **SOC 314 Cultural Anthropology (3) (Even Springs)**

Examines cross-cultural sociological and anthropological perspectives on human behavior and social institutions as well as social and cultural similarities and differences among human populations.

### **SOC 325 Religion, Self, and Society (3) (Odd Springs)**

Explores research and issues encountered in the scientific study of religion. Religious beliefs, attitudes, practices and institutions will be studied from a multidisciplinary perspective that draws primarily on psychology, sociology and anthropology. Cross-listed PSY 325 and REL 325.

### **SOC 327 Social Stratification (3) (Spring)**

The study of social stratification in societies. Issues of social class, social status and social power will be addressed from historical and cross cultural perspectives. Students will be encouraged to confront a variety of theories for the purpose of evaluating their fit with Christian faith.

### **SOC 351 Statistics for Sociology (4) (Fall)**

Topics include measures of central tendency and dispersion and graphical representation of data. Other topics include inferential statistical theory and hypothesis testing for statistical significance. Bivariate and multivariate measures of statistical relationship include chi-square, nominal and ordinal measures of association, correlation and regression, analysis of variance, and multiple correlation and regression techniques. Factor analysis of covariance are briefly introduced.

### **SOC 352 Research Design in Sociology (3) (Spring)**

An overview of the major research methodologies. Introduces conceptualization and measurement, operationalization, construction of indexes, scales, and typologies and sampling techniques. Diversity issues and research ethics will also be addressed. Students learn the basic methods for experiments, survey research, field research, program evaluation and case studies. The course centers around a required original research project using APA Publication Manual guidelines.

*Prerequisite: SOC 351 Statistics for Sociology*

### **SOC 354 Social Psychology (3)**

See PSY 354.

**SOC 360 Gender and Society (3) (Spring)**

Explores how gender and gender roles impact on participation in major social institutions such as family, church, work, politics and education. Impact of gender-role socialization across the life-span will be explored. Cross-listed SWK 360.

**SOC 371 Organizational Behavior Management (3)**

See PSY 371.

**SOC 382 International Human Rights (3) (Odd Springs)**

The study of which rights, freedoms, and protections are essential to humanity on a global scale. Discusses and explores the holistic biblical concept of justice and its presence or absence in countries around the world, and examines problems dealing with the unequal distribution of wealth, power and natural resources in the context of international organizations, nations and people groups. International organizations, multilateral and bilateral treaties, and country reports/histories will be studied. Conflicts which will be analyzed include the Congo, Nazi Germany, Cambodia, Bosnia, Kosovo, Rwanda, Chechnya, and the Sudan, among others. Human rights issues discussed include sex trafficking, forced prostitution, bonded slavery, domestic/sexual abuse, the HIV/AIDS crisis, genocide, ethnic cleansing, systematic rape, as well as other problems that exist. Students will be encouraged to expand their perspective outside of their immediate surroundings and embrace a more global perspective. This class will focus not on profit, conquest or expansion, but the sanctity of the human life. Cross-listed HIS 382 and SWK 382.

**SOC 450 Internship in Clinical Sociology (7-12)**

The internship would ideally take place in the second semester of the senior year. In special cases, the internship may be taken in the junior year. However, the student must have completed SOC 100 Modern Social Problems, SOC 101 Introduction to Sociology and the required courses in the concentration before doing the internship. The internship must involve 360-480 hours of actual practice in clinical sociology in the student's designated concentration. Graded "S"/"U."

*Prerequisites: SOC 100 Modern Social Problems and SOC 101 Introduction to Sociology*

**SOC 452 Sociological Theory (3) (Even Springs)**

Briefly explores the socio-historical contexts and events that gave rise to the development of sociology as an academic discipline based on the scientific method. Examines and critically analyzes selected ideas of key sociologists from the classical era (e.g., Marx, Durkheim, Weber, Comte, Simmel, Cooley and Mead) as well as contemporary theory and the various paradigms that are influential in sociological theory today.

*Prerequisites: SOC 101 Introduction to Sociology and junior standing*

**SOC 480 Senior Seminar I (1) (Fall)**

This class serves as a capstone course during each semester of the senior year. Covers advanced studies in selected sociological, criminological, and global topics. Course design relates the concepts in these disciplines to contemporary, historical, technological, and societal issues. Lectures, current journal readings, library research, student presentations and discussion will aid in further developing inquiry techniques and critical thinking skills. Students will also be encouraged to prepare graduate school/job/internship applications in order to prepare them for graduation.

*Prerequisite: senior standing*

**SOC 484 Spirituality, Faith and Justice (3) (Fall)**

A capstone course focused on the integration of Christian faith, principles of spiritual formation and basic principles of social analysis and planned change. Special emphasis will be placed on the implications of the Christian faith for an understanding of social justice, as well as the implications of sociological thought for praxis and planned change. Cross-listed POL 484 and SWK 484.

## SPA (Spanish)

### **SPA 101 Elementary Spanish I (3) (Fall)**

First semester of a two-semester sequence. Offers training in the elements of grammar and pronunciation with emphases on the development of speaking, listening, reading and writing skills taught in a cross cultural context designed to promote awareness and appreciation of Hispanic cultures. Does not count toward the Spanish major or minor requirements.

### **SPA 102 Elementary Spanish II (3) (Spring)**

Continuation of SPA 101. Does not count toward the Spanish major or minor requirements.

*Prerequisite: SPA 101 Elementary Spanish I*

### **SPA 201 Intermediate Spanish I (3) (Fall)**

Review and thorough studies of grammar and communication skills with extensive practice in conversation, reading and composition taught in a cross cultural context designed to promote awareness and appreciation of Hispanic cultures. Does not count toward the Spanish major or minor requirements.

*Prerequisite: SPA 102 Elementary Spanish II*

### **SPA 202 Intermediate Spanish II (3) (Spring)**

Continuation of SPA 201. Does not count toward the Spanish major or minor requirements.

*Prerequisite: SPA 201 Intermediate Spanish I*

### **SPA 306 Introduction to Spanish Literature and Culture (3) (Fall, Spring)**

Gateway to study in advanced courses in the major or minor. Central concepts include developing advanced reading and critical writing skills, higher level grammatical forms, presentation skills, and the ability to critique within the cultural and literary contexts.

*Prerequisite: SPA 202 Intermediate Spanish II or approval by the Department of World Languages chair*

### **SPA 321 Advanced Spanish (3) (Even Springs)**

Advanced grammar and composition practice including expository writing based on research and analysis.

*Prerequisite: grade of "B-" or better in SPA 306 Introduction to Spanish Literature and Culture*

### **SPA 322 Conversation and Phonetics (3) (Even Falls)**

Intensive practice in speaking Spanish, with oral presentations, discussions and listening assignments. Includes a linguistic study of Spanish, with emphasis on phonetics.

*Prerequisite: grade of "B-" or better in SPA 306 Introduction to Spanish Literature and Culture*

### **SPA 323 Civilization and Culture of Spain (3) (Odd Falls)**

A study of the history, culture and geography of Spain with emphasis on major political, philosophical, social and artistic movements.

*Prerequisite: grade of "B-" or better in SPA 306 Introduction to Spanish Literature and Culture*

### **SPA 324 Latin American Civilization and Culture (3) (Even Falls)**

A study of the history, culture and geography of Mexico, Central and South America with emphasis on major political, philosophical, social and artistic movements.

*Prerequisite: grade of "B-" or better in SPA 306 Introduction to Spanish Literature and Culture*

### **SPA 325 Survey of Literature of Spain (3) (Even Springs)**

A study of selected literary works from the Middle Ages to the 20th Century.

*Prerequisite: grade of "B-" or better in SPA 306 Introduction to Spanish Literature and Culture*

**SPA 326 Survey of Latin American Literature (3) (Odd Springs)**

A study of selected literary works from Mexico, Central America and South America from pre-Colombian period through the 20th Century.

*Prerequisite: grade of "B-" or better in SPA 306 Introduction to Spanish Literature and Culture*

**SPA 410 Seminar in Literature (2-3) (Limited)**

A study of a particular period or genre of literature written in Spanish.

*Prerequisite: grade of "B-" or better in SPA 306 Introduction to Spanish Literature and Culture*

## **SPE (Speech)**

**SPE 100 Oral Communication (2) (Fall, Interim, Spring)**

Focuses on small group and public communication. Activities include informal and formal speaking. Does not count toward speech major. Students in teacher education programs must take SPE 212 Fundamentals of Speech.

**SPE 212 Fundamentals of Speech (3) (Fall)**

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

**SPE 242 Story Telling (3) (Even Springs)**

Study and application of the history, theory, practice, and ethics of storytelling. Main focus is on developing storytelling skills and understanding narrative paradigms. Assignments include study and performance of personal and others' stories, as well as attending the Jackson Storyfest.

**SPE 265 Acting Techniques (3) (Fall)**

Creative methods of role development for theater. Includes play analysis.

**SPE 342 Oral Interpretation and Voice (3) (Even Springs)**

Analysis, practice and oral reading of prose, poetry, and other forms of written word. Study and application of sounds for improved vocal quality and clear enunciation in public speaking. Preparing and presenting a program of literature required.

**SPE 370 Special Topics (1-3) (Limited)**

Selected topics for students wishing to develop specialized competencies in public speaking.

**SPE 460 Recital (1) (Fall, Spring)**

Students prepare and present a performance.

## **SST (Social Studies)**

**SST 200 Human Society: Learning in the Social Studies (3) (Fall, Spring)**

Explores the ways in which social studies disciplines systematically approach the interaction of human beings within the social forms they have created. Using concepts and techniques common to history, geography, politics and economics, the course helps students to grasp and communicate the fundamental dynamics of human society. Emphasizes practical exercises in understanding structures and processes, organizing and analyzing data and drawing conclusions that will enlarge the students' skills as classroom communicators and as critical participants in today's world. Grade of 2.67 ("B-") or better is required.

*Prerequisite: sophomore standing and must be certifying to teach elementary*

**SST 300 Teaching Social Studies Standards (3) (Limited)**

Designed to prepare candidates to teach social studies content directly aligned to the revised Michigan Social Studies Standards (C3 framework), including grade-level content expectations (GLCE) and high school content expectations (HSCE).

## **SWK (Social Work)**

**SWK 242 Death, Grief and Loss (3)**

See SOC 242.

**SWK 246 Substance Abuse and Society (3)**

See SOC 246.

**SWK 250 Marriage and Family (3)**

See SOC 250.

**SWK 281 Introduction to Social Work (3) (Fall, Sites, Online)**

An introduction to the field of social work. Knowledge will be gained of various practice settings, the history of social work, and the purposes and values that guide social work practice with individuals, families, groups, organizations, and communities to promote social justice and social welfare. Students will be encouraged to assess their potential as a social worker through self-reflection and course assignments.

*Prerequisite: sophomore status*

**SWK 305 Human Behavior in the Social Environment (3) (Fall, Sites, Online)**

An overview of biological, psychological and social development of individuals from a life-span and family life-cycle perspective. An emphasis on how the interaction of the individual, culture, race, gender and the social environment affect human behavior using social systems theory. Issues of gender and other current social problems associated with the family life-cycle will be addressed. Provides the theoretical foundation for social work practice with individuals, families, groups, organizations and communities. It is advisable for students to complete BIO 101 Human Biology, PSY 100 Introduction to Psychology, SOC 101 Introduction to Sociology and SWK 281 Introduction to Social Work or equivalent courses prior to taking this course. It is the student's responsibility to be equipped with prerequisite knowledge required for course success.

**SWK 307 Child Welfare (3) (Fall, Online)**

Designed for students desiring careers that work with children and families. Includes concepts, policies and practices in the broad field of family and child services. Explores traditional child welfare services as well as current "concentrations" or "specializations" that are more broadly defined as "services to families, children, and youth." Prepares students to be aware of policies and services that impact children and families as well as services available for children and families who are experiencing problems.

**SWK 308 Adulthood and Aging (3) (Odd Falls)**

Explores human development from age 40 through death. Explores research on developmental issues such as the changing family, work and retirement, faith, leisure, biological changes and health. Developmental tasks and personality characteristics that lead to successful aging will be discussed. Social policies that impact the ability to meet personal needs will also be analyzed. Of special interest will be the exploration of how the Baby Boomers are and will be changing definitions of aging.

**SWK 311 Racial and Ethnic Relations (3) (Fall, Sites, Online)**

See SOC 311.

## COURSE DESCRIPTIONS

### **SWK 322 Volunteer Administration: Managing the Work of an Unpaid Work Team (2) (Online)**

Explores the complex nature of volunteerism using a multidisciplinary approach. Students explore theoretical concepts from sociology, social work, business, history, communications, theology, motivation, and education as they engage in what constitutes volunteer administration. Interactive exercises explore such topics as who is volunteering in the U.S. today, the impact of age on volunteer behavior, the history of formalized volunteering, the influence of religion on voluntary behavior, etc. There is also a review of the elements essential to the effective organization and management of a successful volunteer program.

### **SWK 335 Interviewing (3) (Spring, Sites, Online)**

An introduction to the researched-based theory and techniques of interviewing for the helping relationship. This is a pre-practice course that will teach interviewing skills necessary for effective practice with individuals, families, groups, organizations and communities. May be taken concurrent with SWK 340 Practice with Individuals and Families.

*Prerequisite: SWK 305 Human Behavior in the Social Environment, or permission*

### **SWK 340 Practice with Individuals and Families (3) (Spring, Sites, Online)**

Covers theoretical foundations of generalist social work practice with individuals and families. Theories of Human Behavior and Social Environment (HBSE) will be applied to practice of assessment, goal-setting, intervention, termination and practice evaluation. Special attention given to intervention with diverse and vulnerable populations. Problem-solving process is learned that will also be applied to practice with groups, organizations and communities. May be taken concurrently with SWK 335 Interviewing.

*Prerequisite: SWK 305 Human Behavior in the Social Environment, or permission*

### **SWK 341 Trauma Informed Child Welfare (3) (Online)**

Provides future child welfare practitioners with foundational knowledge related to trauma and child traumatic stress. Focuses on utilizing a "trauma lens" to examine practice with children and families within the child welfare system and the role of the social worker in effectively identifying traumatic stress, responding to children and families in a trauma-informed manner, and ensuring that they receive trauma-specific treatment services.

### **SWK 351 Statistics for the Behavioral Sciences (3) (Fall, Spring, Sites, Online)**

Descriptive statistics (measures of central tendency and dispersion, graphical representation of data), inferential statistics (binomial and normal distributions, central limit theorem, standard tests of significance), and special statistical techniques (analysis of variance, linear regression, chi square test) are addressed in this course.

### **SWK 352 Research Design (3) (Fall, Spring, Sites, Online)**

Basic theory of research design is used to design a proposal for program outcome evaluation, needs assessment and single subject research. Covers design and analysis of quantitative research with introduction to qualitative research methods. Prepares students for reading and using professional research articles. Provides a foundation for understanding how research methods can be used to evaluate practice at a micro- and macro-level. It is advisable for students to complete SWK 351 Statistics or equivalent course prior to taking this course. It is the student's responsibility to be equipped with prerequisite knowledge required for course success.

### **SWK 360 Gender and Society (3)**

See SOC 360.

### **SWK 370 Special Topics (1-3) (Limited)**

Topics include those that are of special interest to social workers or those new to the field of social work.

## COURSE DESCRIPTIONS

### **SWK 380 Carol Lee Seminar (1)** (Odd Springs)

The Carol Lee Seminar is a day-long meeting that focuses on some aspect of death, grief and loss utilizing the expertise of a guest speaker. Independent reading and writing will also be required allowing the student to further explore an aspect of death, grief or loss. Cross-listed PSY 380.

### **SWK 382 International Human Rights (3)**

See SOC 382 for course description. Cross-listed HIS 382.

### **SWK 442 Social Welfare Policies (3)** (Spring, Sites, Online)

Provides a review of the historical development and philosophical basis of social work's response to those in need and of social welfare policy. Examines the current welfare system to enable students to develop beginning practice skills in the construction, analysis and implementation of social welfare policy at local, state and national levels. Prepares students to effectively utilize social policy as a generalist social worker. *Prerequisites: SWK 281 Introduction to Social Work, POL 213 American National Government or POL 214 State and Local Government, and an introductory, microeconomics or macroeconomics course.*

### **SWK 446 Practice with Groups (3)** (Fall, Sites, Online)

Examines theories of group behavior and the impact of group participation on human behavior with emphasis on how these theories can be applied to problem-solving methods for treatment and task groups. Systems theory is used to understand how the social work profession makes use of groups to accomplish individual, family, organizational and/or community goals. Covers issues of diversity within and between various groups in our society as well as group dynamics, group development, group decision-making, use of self within group dynamics, group leadership skills and evaluation of group practice. *Prerequisites: SWK 335 Interviewing and SWK 340 Practice with Individuals and Families*

### **SWK 447 Practice with Communities and Organizations (3)** (Fall, Sites, Online)

Builds on theory of human behavior in the social environment gained in SWK 305 Human Behavior in the Social Environment and SWK 446 Practice with Groups by providing additional theory of community and organizational behavior. Focuses on a macro-perspective involving work with and in the community. Designed to teach students how social work uses knowledge, values, skills and affective reasoning in organizing and planning to change or reform social conditions and to achieve better organization and coordination of community systems for meeting human needs. *Prerequisites: SWK 305 Human Behavior in the Social Environment, SWK 335 Interviewing and SWK 340 Practice with Individuals and Families.*

### **SWK 450 Internship (10)** (Fall, Spring)

Students participate in a social service program in a community agency under the educational direction of social work professionals and university faculty. Students advance their knowledge of the profession and refine their generalist practice skills. Involves 400 clock hours of agency work. Graded "S"/"U." *Prerequisites: Admission to the SWK major and successful completion of the field practice application*  
*Corequisite: SWK 480 Internship Seminar*

### **SWK 480 Internship Seminar (2)** (Spring, Online)

A capstone course designed to integrate the concepts, knowledge, values, skills, and cognitive and affective processes learned in previous coursework with agency experience. Provides opportunities for students to share learning experiences from agency placement and to demonstrate their competencies through a series of integration assignments. *Prerequisite: Admission to the SWK major and successful completion of the field practice application process*  
*Corequisite: SWK 450 Internship*

**SWK 484 Spirituality, Faith and Justice (3)**

See SOC 484 for description. Cross-listed POL 484.

**THE (Theology)****THE 205 History of Christian Thought (3) (Limited)**

A survey of the major theological developments, doctrines, figures, and ideas that have shaped Christian thought from the beginning of the Christian church until the 21st Century. Students will explore the relevance of historic Christian doctrine for personal life and the practice of ministry.

**THE 206 Doctrines of the Christian Faith (3) (Fall)**

An introductory course in basic Christian doctrine. Explores the nature, task and sources of theology; the essential doctrines of Christianity; disputed issues within evangelical theology; a major contemporary issue (open view theism); and the theological roots of their own tradition. The students will also become acquainted with major theological figures, terms, traditions and periods of the historic Christian faith.

**THE 307 The Holy Spirit, Spiritual Gifts, and Spirit Movements (3) (Odd Springs)**

This course is a biblical, theological, and practical study of the person and work of the Holy Spirit (pneumatology), spiritual gifts, and Spirit-movements. Specific attention will be given to the role of the Holy Spirit and spiritual gifts in the life of the believer and the church. Various controversial issues regarding the Holy Spirit, spiritual gifts, and Spirit-movements will be addressed.

**THE 318 Christian Origins: Heretics and Saints (3) (Odd Falls)**

Explores the seminal contributions of Christian theologians during the first five centuries of the church. In studying select writings that were pivotal for doctrinal formulation in the areas of Christology, Trinitarian theology, ecclesiology, and soteriology, the course will give special emphasis to patristic biblical interpretation. Various exemplars (such as Irenaeus and Augustine) will be critically evaluated in light of our own contemporary ecclesial and cultural contexts and concerns.

*Prerequisites: PHI 200 Introduction to Philosophy and THE 206 Doctrines of the Christian Faith, or instructor's permission*

**THE 320 Luther, Calvin, and the European Reformations (3) (Limited)**

Introduces students to the background, the major figures and the significant theological issues of the Reformation period in the 16th century that gave rise to Protestantism. The writings of Martin Luther, John Calvin, and other reformers will be reviewed in some detail. Theological developments will be traced throughout the Lutheran, Calvinist, Radical, English and Counter-Reformation movements. Key theological issues particular to the Reformation period will also be discussed: sola scriptura, justification by grace, the nature of the sacraments, the understanding of the church, etc.

*Prerequisite: THE 206 Doctrines of the Christian Faith or instructor's permission*

**THE 405 The Problem of Evil (3) (Even Falls)**

This course examines the biblical, theological, philosophical, and personal problem of suffering and evil. Students will examine the doctrines of God, creation, and providence as well as the nature, origin, and challenge of sin, evil and Satan. Age-old questions will be treated and students will explore various responses to suffering and evil for personal life and the practice of ministry today.

**THE 411 From Modern to Postmodern Theology (3) (Spring)**

Advanced seminar course looks at the challenges to traditional theology in the Enlightenment period in the 18th Century. Various responses to modernism from the 19th to the 21st centuries will be studied beginning with Classic Liberal Theology, Fundamentalism, Mediating Theologies, Neo-Orthodox Theologies,

Neo-Liberal Theologies, Bonhoeffer and Radical Thought, and Evangelical Theology and concluding with a special emphasis upon the Postmodern revolt against Modernity. Basic knowledge of philosophy and theology will benefit the student to understand theology in the Modern and Postmodern periods.

*Prerequisite: THE 206 Doctrines of the Christian Faith*

**THE 470 Development of Wesleyan Thought (3) (Even Springs)**

Explores Wesley's roots in the Reformation, Wesley's cultural and intellectual heritage, Wesley's theology and the development of Wesleyan thought from Wesley to the present day.

*Prerequisite: THE 206 Doctrines of the Christian Faith or instructor's permission*

**THE 490 Religion Honors Project (3-6) (Limited)**

An opportunity for a student to do a significant project of scholarly productivity and/or research in religion.

*Prerequisites: senior status and 3.5 GPA in the major*

## **TSL (Teaching English as a Second Language)**

**TSL 311 Cross Cultural Communication (4) (Fall)**

Students explore personal biases and basic principles underlying multicultural communication competence. This course provides an opportunity to develop cross cultural communication competence and activities for use in culturally diverse classrooms. A practicum experience of 15 hours in a K-12 ESL classroom or community ESL program is required. Grade of "C" or better required.

**TSL 321 Essential Linguistics for Teachers of English Language Learners (2) (Even Falls)**

The course content provides a study of English linguistics for those preparing to teach English to non- native speakers of English. The coursework compares different theories of language development and how grammar, reading, writing and spelling instruction fit into current practices of language teaching. Grade of "C" or better required.

**TSL 326 Methods and Materials for Teachers of English Language Learners (4) (Spring)**

Focuses on the pedagogical aspects of teaching English and the preparation of teaching materials for classroom use. Explores integrated methods and strategies for teaching listening, speaking, reading and writing to ELLs of diverse backgrounds and levels. Requires highly constructive class participation and responsible out-of-class lesson assignment preparation for the practicum. Grade of "B-" or better required.

*Prerequisite: TSL 311 Cross Cultural Communication or TSL 321 Essential Linguistics for Teachers of English Language Learners*

**TSL 327 Teaching Grammar for English Language Learners (2) (Odd Falls)**

This course enhances the classroom instruction for teachers of beginning and intermediate English Language Learners by blending classroom strategies with the study of the most important grammatical structures of English for speaking and writing. Students will develop metalanguage skills for describing grammar correction. Students study different language groups in order to understand the most frequent error types for these languages. Grade of "B-" or better required.

*Prerequisite: TSL 311 Cross Cultural Communication or TSL 321 Essential Linguistics for Teachers of English Language Learners*

**TSL 411 Sheltered Immersion (SIOP) for Content Area Teachers (4) (Even Springs Online)**

This course uses Sheltered Immersion Observation Protocol (SIOP) training materials and theory. Students develop an understanding of how to plan a supportive classroom learning environment for ELL students in general and content classrooms. Candidates will plan for multi-levels of diverse students using standards-based ESL and content curriculum. Candidates will design integrated activities through thematic and

## COURSE DESCRIPTIONS

inquiry-based units that focus on listening, speaking, reading and writing goals for content area objectives and English language development. One hour a week lab in science/social studies or math classroom with ELLs is required. Grade of "C" or better required.

*Prerequisite: TSL 311 Cross Cultural Communication or TSL 321 Essential Linguistics for Teachers of English Language Learners*

### **TSL 420 Assessment and Evaluation of English Language Learners and Programs (3)** (Odd Springs Online)

Theoretical and practical aspects of language assessment and evaluation will be explored, particularly in measuring second language skills of students in ESL programs. Grade of "C" or better required.

*Prerequisite: TSL 311 Cross Cultural Communication or TSL 321 Essential Linguistics for Teachers of English Language Learners*

### **TSL 421 Methods for Teaching Literacy for English Language Learners (4)** (Odd Falls Online)

Focuses on teaching methods and classroom organization ideas for promoting oral language, vocabulary, reading comprehension, writing and spelling for pre K-12 ELLs. Candidates practice methods for developing reading comprehension, writing and spelling for students at different levels of language proficiency.

Requires 10 clock hours or field experience of in a K-12 ESL classroom. Grade of "B-" or better required.

*Prerequisite: TSL 311 Cross Cultural Communication or TSL 321 Essential Linguistics for Teachers of English Language Learners*

### **TSL 430 Seminar in Teaching English as a Second Language (1)** (Fall, Spring)

Seminar will focus on topics specific to the TSL field. Grade of "B-" or better required.

*Prerequisites: SOE admission, completion of all TSL coursework, and approved by SOE to student teach*

## **VID (Video Production)**

### **VID 202 Video Production (4)** (Spring)

Explores the principles of visual storytelling through TV studio and digital field production. Includes introduction to the operation of TV studio, control room and field equipment. Involves individual and group production of studio and field video projects.

### **VID 306 Advanced Video Production (4)** (Fall)

Concentrated instruction and enriched experience in TV studio and field video production. Introduces producing and directing. Involves individual and group production of studio and field video projects

*Prerequisite: VID 202 Video Production*

### **VID 314 Script Writing (3)** (Odd Falls)

Promotes respect for and commitment to the processes necessary for effective playwriting and screenwriting. Explores regimens leading to greater creative output and the internally motivated disciplines contributing to artistic productivity. Cross-listed ENG 314.

### **VID 324 Introduction to Film (3)** (Odd Springs)

Examines vocabulary, methods and principles of film by focusing on the systems of meaning that make film the sophisticated art form it is. Topics include visual design (including composition, color and lighting), editing, cinematography, narrative structure, acting, sound and music as separate systems of meaning that derive new meanings and use new methods when combined in film art.

### **VID 334 Film Theory and History (3)** (Limited)

Exposes students to film as an art form. Emphasized theoretical perspectives as a means of understanding film as a sophisticated synthesis of different forms of art. Topics include the historical development of

artistry in film, basic elements of film as different systems of meaning, various approaches to analyzing film components, significant movements in the history of film, and various theoretical perspectives on film as an art form.

**VID 370 Special Topics (1-3) (Limited)**

Topics selected to meet needs of careers.

**VID 372 Short Film Production (3) (Fall, Spring)**

Focuses on the pre-production, production, post-production and distribution processes of making independent films. Students will fulfill various roles as director, producer, cinematographer, editor, production assistants and writers. They may assume one of those roles one semester and another role another semester. New films will be produced each semester. Can be repeated.

**VID 376 Editing (3) (Even Falls)**

Students will work with the tools used by film and video editors as they apply to the practice of visual storytelling. Explores best practices for working in a digital environment, and examines standard theories and techniques of video editing.

*Prerequisite: COM 110 Communication Technology*

**VID 401 Film History (3) (Limited)**

Requires in-depth critical research and analysis on a short list of important films from the past century. Examines schools of critical discourse in film and their place in the development of film as technical phenomenon, art form and cultural medium.

*Prerequisite: VID 324 Introduction to Film*

**VID 410 TV Producing and Directing (2) (Fall, Spring)**

Produce and direct television programs or films. May be repeated one time.

*Prerequisites: VID 306 Advanced Video Production*

## WRT (Writing)

**WRT 210 News Reporting (4) (Limited)**

A study of basic objective news gathering and writing. Includes combined campus-based publications and/or broadcast experiences.

*Prerequisite: ENG 104 College Writing*

**WRT 216 Writing for the Media (3) (Fall, Spring)**

Students will develop a portfolio with various forms of writing for electronic and print delivery, including brochure and website copy, scripts for audio and video production, and others.

**WRT 306 Writing for Children (3) (Online)**

Reviews skills and techniques for writing fiction and nonfiction for children. Publication strategies and current markets will also be reviewed. Students prepare a portfolio and submit articles for publication.

**WRT 310 Multimedia Reporting (3) (Even Falls)**

Students will explore the changing concepts of news and the impact of media convergence and practice collecting information and constructing stories for radio, television, web and social media platforms. Requires off-campus reporting experiences.

**WRT 316 Copy Editing (3) (Limited)**

Emphasis on mastery of a craft and understanding principles involved in editing copy for various media. Includes headline writing and layout.

**WRT 324 Photo Journalism (3) (Odd Springs)**

Relationship of photography to journalism. Basic visual communication theory, photographic design, and technical skills of the photographer. Assignments allow opportunity to tell a story, set a mood, and catch the high point of an event. Each student will develop a portfolio of photographic work.

*Prerequisite: ART 204 Photography or ART 205 Photography I or permission*

**WRT 370 Topics in Professional Writing (1-3) (Limited)**

Topics selected to meet the needs and interests of students interested in writing careers. (Limited offering.)

**WRT 373 Feature Writing (3) (Spring Online)**

Steps involved in writing for magazine and book publication from the time the idea is conceived until the manuscript is accepted for publication. Explores freelance opportunities.

*Prerequisite: ENG 104 College Writing*

## YMI (Youth Ministry)

**YMI 200 Foundations of Youth Ministry (3) (Odd Springs)**

This course explores the student's call to youth ministry through the study of the history of youth ministry, an overview of adolescent development, an introduction of youth culture emphasizing contemporary trends and thought, and the development of a personal growth plan and skills for lifelong learning.

**YMI 305 Communicating with Youth (3) (Odd Falls)**

Explores methods of communicating biblical and spiritual truth to the youth culture creatively. The student will study current trends, communication to different learning modalities and effective teaching techniques that will help today's youth culture best learn and retain information. Attention will be given to the use of resources and the evaluation of students' communication to youth.

**YMI 316 Adolescent Spirituality (3) (Even Springs)**

Explores the history of developmental psychology and significant theorists to develop a holistic model of the adolescent psyche. Current research in adolescent brain studies and trends in spiritual formation will be studied. The course is organized around five domains of development: physical, social, affective, cognitive, and moral. Using these domains as the primary tasks of the adolescent experience, the coursework will provide the necessary framework to develop programs, create environments and identify systemic issues related to the adolescent life.

*Prerequisite: PSY 100 Introduction to Psychology*

**YMI 340 Youth in Culture (3) (Odd Falls)**

Focuses on ministry to youth in the context of the influences of contemporary culture. Seeks to identify and explain aspects of culture, to analyze influences that determine the direction of contemporary culture, to assess the "ebb and flow" of past and current cultures with regard to the church, and to cultivate skills for the continual study of the impact of culture on youth as this relates to Christian ministry to youth.

*Prerequisites: CMI 210 Philosophy of Ministry and YMI 200 Foundations of Youth Ministry or permission*

# DIRECTORIES

## Board of Trustees

(Served 2020-2021)

### Leadership

**Dale E. Stephenson**, *Chair*

Attorney and International Legal Consultant  
Mancelona, MI

**Beth A. Kuntzleman**, *Vice Chair*

Retired President, Fitness Finders  
Spring Arbor, MI

### Members

**Debra McKenna Blews**

Attorney  
Harbor Springs, MI

**Gregory P. Bontrager**

Retired President and CEO, American Cancer Society  
Owosso, MI

**Daniel P. Boss**

President, Boss Engineering  
Howell, MI

**Paul Buchholz**

President and Chief Financial Officer, Lloyd Ganton  
Retirement Centers  
Spring Arbor, MI

**Ira Combs**

Bishop/Executive Director and Founder, Christ  
Centered Homes, Inc.  
Jackson, MI

**Judith L. Ganton**

CEO, Lloyd Ganton Retirement Centers, Inc.  
Spring Arbor, MI

**Robert J. Gould**

President and CEO, Fulcrum Therapeutics, Inc.  
Beverly, MA

**Beth A. Habecker**

Professor, Physiology, and Pharmacology Department,  
Oregon Health and Science University  
Portland, OR

**Tamara J. Bailey**, *Secretary/Treasurer*

Partner/CFO, Richard Harrison Bailey/The Agency  
Indianapolis, IN

**Todd E. Hunt**

President, Lift A Loft  
Yorktown, IN

**Kenneth R. Johnson**

CEO, Grand Legacy Corporation & Intellimax Corp.  
Franklin, MI

**Ronald L. Jones**

Chairman, Dawn Food Products, Inc.  
Jackson, MI

**David W. Kendall**

Bishop, Free Methodist Church - USA  
Indianapolis, IN

**Edward L. Lamoreaux**

Retired Dentist  
Clarklake, MI

**Babbie W. Mason**

Singer, songwriter, teacher and TV talk show host  
Bowdon, GA

**Pete L. McCown**

President, Community Foundation of Elkhart County  
Granger, IN

**Abdu H. Murray**

North American Director, RZIM  
Alpharetta, GA

**Betty Overton**

Professor, Univ. of Michigan, Provost Emeritus, SAU  
Jacksonville, FL

**David J. Page**

Principal, Rehmann  
Jackson, MI

**Lori Ormston Roberts**

Administrator, Ohio Blow Pipe Company  
Shaker Heights, OH

**Melinda K. Vokal**

President, Michigan Brass/President, WOFE Guild  
Brass Ltd./Owner, The Next Event LLC  
Nunica, MI

**Donald B. Walker**

Global Demand Planning, Eli Lilly  
Indianapolis, IN

**David B. White**

President, David B. White Financial Inc.  
Beverly Hills, MI

## Honorary Trustee

**Adam Davidson**

Lead Pastor, Renovation Church  
Portage, MI

## Emeriti Chairpersons

**Leslie E. Dietzman**

Retired Executive, Berean Book Stores/Retired  
President, Family Christian Stores  
Grand Rapids, MI

**David L. McKenna**

President Emeritus, Asbury Theological  
Seminary/Leadership Consultant  
Kirkland, WA

## President's Cabinet

**Brent D. Ellis**

*University President*  
B.S., Greenville College  
M.A., Bethel College  
Ed.D., Indiana University

**Dawn I. Schnitkey**

*Vice President for Finance and Administration/Chief  
Financial Officer*  
B.A., Spring Arbor University  
M.B.A., Spring Arbor University

**Jon Bahr**

*Vice President for Enrollment and Marketing*  
B.A., Concordia University - River Forest  
M.B.A., Concordia University - Ann Arbor

**M. Kimberly Rupert**

*Chief Strategy Officer*  
S.B., Massachusetts Institute of Technology  
M.T.S., Gordon-Conwell  
M.A., Georgetown University  
M.Phil., Yale University  
M.B.A., Yale University  
Ph.D., Yale University

**Carol Green**

*Vice President for Academic Affairs and Chief Academic  
Officer/Professor of History*  
B.A., Southwestern Oklahoma State University  
M.A., Texas Tech University  
Ph.D., Texas Tech University

**Doug A. Wilcoxson**

*Executive Vice President*  
B.S., Grace College  
M.A., Ball State University  
Ph.D., North Texas University

**Corey R. Ross**

*Vice President for Student Development and Success*  
B.S., Greenville University  
M.T.S., University of Notre Dame

## Academic Affairs

**Carol C. Green**

*Vice President, Academic Affairs and Chief  
Academic Officer*

**Ron DeLap**

*Associate Vice President, Academic Affairs*

**Sherri Hendrix**

*University Registrar*

**Tom P. Korman**

*Director, Institutional Research*

**Diane L. Kurtz**

*Director, Cross Cultural Studies*

**Gary R. Tucker**

*Executive Director, eLearning*

**Robert Bolton**

*University Librarian*

**Tom Holsinger-Friesen**

*Director, Christian Perspective in the Liberal Arts*

## Academic Deans

**K. Caleb Chan, Ph.D.**

*Gainey School of Business*

**Dorie Shelby, M.A.**

*School of Communication, Media and Fine Arts*

**John Williams, IV, M.A. (Interim)**

*School of Education*

**Ron DeLap, Ph.D.**

*School of Engineering*

**Kim Bowen, M.A.**

*School of Humanities*

**Tom Kuntzleman, Ph.D. (Interim)**

*School of Natural Sciences*

**Alvin Kauffman, Ph.D.**

*School of Nursing and Health Sciences*

**Terry W. Darling, Ed.D.**

*School of Social Sciences*

## Faculty

**As of May 1, 2020** (Year indicates appointment to the faculty.)

**Jack R. Baker (2010)**

*Professor of English*

B.A., Cornerstone University

M.A., Western Michigan University

Ph.D., Purdue University

**Bruce W. Baldwin (1997)**

*Professor of Chemistry*

B.S., George Fox College

M.S., University of New Mexico

Ph.D., University of New Mexico

**Javier Barrios (2019)**

*Assistant Professor of Spanish*

B.A., Columbia University in the City of New York

M.A., University of Michigan

M.A., Eastern Michigan University

**Sarah Bartzen (2018)**

*Assistant Professor of Social Work*

B.A., Spring Arbor University

M.S.W., University of Michigan

**Randy J. Baxter (2011)**

*Professor of Social Work*

B.A., Western Michigan University

M.A., Western Michigan University

M.S.W., Western Michigan University

Ph.D., Western Michigan University

**Jeffrey L. Bilbro (2012)**

*Associate Professor of English*

B.A., George Fox University

Ph.D., Baylor University

**J. Frederick Bland (2014)**

*Assistant Professor of Counseling*  
 B.A., Western Michigan University  
 M.A., Western Michigan University  
 Ph.D., Western Michigan University

**Robert D. C. Bolton (2009-2018, 2019)**

*University Librarian/Assoc. Professor of Library Science*  
 B.A., Spring Arbor University  
 M.S., University of Michigan

**Kim Bowen (2017)**

*Assistant Professor of Foreign Languages*  
 B.A., Michigan State University  
 M.A., Michigan State University

**Kenneth W. Brewer (2003)**

*Professor of Theology*  
 B.A., Spring Arbor University  
 M.Div., Asbury Theological Seminary  
 Th.M., Princeton Theological Seminary  
 Ph.D., Drew University

**Gary W. Britten (1990)**

*Associate Professor of Business*  
 B.B.A., University of Michigan  
 J.D., University of Detroit

**Mary Ann Broda (2014)**

*Associate Professor of Nursing*  
 B.S.N., Goshen College  
 M.S.N., University of Colorado  
 Ph.D., University of Texas, Austin

**Michael A. Buratovich (1999)**

*Professor of Biology*  
 B.S., University of California  
 M.A., University of California  
 Ph.D., University of California

**Rhonda J. Burks (2013)**

*Assistant Professor of Nursing*  
 B.S.N., Ferris State University  
 M.S.N., Saginaw Valley State University

**K. Caleb Chan (1993)**

*Professor of Business*  
 B.A., King College  
 Ph.D., Georgia State University

**Brent Cline (2006)**

*Professor of English*  
 B.S., Taylor University  
 M.A., Idaho State University  
 Ph.D., Western Michigan University

**Richard E. Cornell (2007)**

*Professor of Biblical Studies*  
 B.A., Ohio University  
 M.Div., Asbury Theological Seminary  
 Ph.D., University of Aberdeen

**Mark R. Correll (2006)**

*Professor of History*  
 B.A., Wheaton College  
 M.A., University of Florida  
 Ph.D., University of Florida

**Mary A. Darling (1978)**

*Associate Professor of Communication*  
 B.A., Spring Arbor University  
 M.A., Western Michigan University

**Terry W. Darling (1980)**

*Professor of Psychology*  
 B.A., Spring Arbor University  
 M.A., Oakland University  
 Ed.D., Western Michigan University

**Dawn Day (2016)**

*Associate Professor of Nursing*  
 B.S.N., Spring Arbor University  
 M.S.N., Indiana Wesleyan University  
 Ed.D., Walden University

**Ron DeLap (2018)**

*Associate VP, Academic Affairs/Professor of Engineering*  
 B.S., Michigan Technological University  
 M.S., Michigan Technological University  
 Ph.D., University of Michigan

**Emily Dixon (2011)**

*Assistant Professor of Social Work*  
 B.S. Western Michigan University  
 M.S. Grand Valley State University

**Mark S. Douglass (2014)**

*Associate Professor of Music*  
 B.M., University of Michigan, Flint  
 M.M., University of Tennessee  
 D.M.A., University of North Texas

**Jessica Dowling (2019)**

*Assistant Professor of Education*  
 B.A., Capital University  
 M.A., Marygrove College

**Mark T. Edwards (2010)**

*Professor of History*  
 B.A., Bloomsburg University  
 M.A., Purdue University  
 Ph.D., Purdue University

**Dorothea M. Epple (2014)**

*Professor of Social Work*

B.A., Aurora College

M.S.W., Loyola University-Chicago

**David P. Globig (1992)**

*Professor of Accounting*

B.A., Cedarville College

M.B.A., University of Akron

D.B.A., Anderson University

**Carol Green (2017)**

*VP, Academic Affairs/Chief Academic  
Officer/Professor of History*

B.A., Southwestern Oklahoma State University

M.A., Texas Tech University

Ph.D., Texas Tech University

**Sherri Hendrix (2016)**

*University Registrar/Instructor of Business*

B.A., University of Central Florida

M.B.A., Southern Nazarene University

**Michelle Heriford (2017)**

*Assistant Professor of Nursing*

B.S.N., University of Phoenix

M.S.N., Grand Valley State University

**Gwen Hersha (2019)**

*Assistant Professor of Communications*

B.A., John Brown University

M.A., Spring Arbor University

**Audrejean M. Heydenburg (1968)**

*Assistant Professor of Music*

B.M.E., Central Michigan University

M.M.E., Central Michigan University

**Matthew N. Hill (2011)**

*Associate Professor of Philosophy*

B.A., Roberts Wesleyan College

M.Div., Asbury Theological Seminary

Ph.D., University of Durham

**Kurt B. Hoffman (2015)**

*Associate Professor of Social Work*

B.A., Arizona State University

M.S.W., Arizona State University

M.A., Arizona State University

**Bonnie K. M. Holiday (2002)**

*Professor of Social Work*

B.S., Eastern Michigan University

M.S.W., University of Michigan

Ph.D., Institute of Clinical Social Work

**Thomas J. Holsinger-Friesen (2006)**

*Professor of Theology*

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

**Delores Jackson (2015)**

*Professor of Nursing*

B.S.N., Auburn University

M.S.N., Troy State University

Ph.D., Western Michigan University

**Lesley T. Jackson (2013)**

*Assistant Professor of Nursing*

B.S.N., Eastern Michigan University

M.S.N., University of Michigan

**Sharon C. Joplin (1987)**

*Professor of Education*

B.A., Spring Arbor University

M.A., Eastern Michigan University

Ph.D., Capella University

**Pamela J. Jordan (2014)**

*Associate Professor of Counseling*

B.S., Northern Arizona University

M.A., Grand Rapids Theological Seminary

Ph.D., Western Michigan University

**Anil M. Joseph (1996)**

*Assistant Professor of Health, Human Performance and  
Recreation*

B.A., Spring Arbor University

M.A., Western Michigan University

**Alvin V. Kauffman (2006)**

*Associate Professor of Nursing*

B.S., Northern Michigan University

M.B.A., Madonna University

M.S.N., Madonna University

Ph.D., Union University

**Alyn Kay (2018)**

*Associate Professor of Special Education*

B.A., Michigan State University

M.A., Texas A&M University

Ph.D., Texas A&M University

**Amanda Kelly (2019)**

*Instructor of Student Development*

B.A., Spring Arbor University

M.S., Concordia University

## DIRECTORIES

**Victor Kennerly (2013)**

*Associate Professor of Counseling*  
B.A., Wayne State University  
M.A., Wayne State University  
Ph.D., Wayne State University

**E. Allen Knight, Jr. (2009)**

*Associate Professor of Business, Marketing and  
Entrepreneurship*  
B.S., Milligan College  
M.B.A., Olivet Nazarene University  
D.B.A., Anderson University

**Brian S. Kono (2004)**

*University Chaplain/Associate Professor of Youth Ministry*  
B.A., Judson College  
M.Div., Asbury Theological Seminary  
Ph.D., Trinity International University

**Thomas S. Kuntzleman (2004)**

*Professor of Chemistry*  
B.S., Bloomburg University  
M.S., University of North Carolina  
Ph.D., University of Michigan

**Heather LaClear (2018)**

*Assistant Professor of Teaching English to Speakers of  
Other Languages*  
B.A., Michigan State University  
M.S., University of Tennessee

**Ama K. Larsen (2014)**

*Assistant Professor of Social Work*  
B.A., University of Akron  
M.S.W., Michigan State University

**Randall J. Lewis (1989)**

*Professor of Business Finance*  
B.S., Tri-State University  
M.B.A., Central Michigan University  
Ph.D., Michigan State University

**Dale B. Linton (2001-2002, 2004)**

*Professor of Education*  
B.A., Michigan State University  
M.A., Salisbury State University  
Ph.D., Andrews University

**Lisa Marquette (2019)**

*Assistant Professor of Social Work*  
B.S.W., Siena Heights University  
M.S.W., Eastern Michigan University

**Tara McCoy (2019)**

*Assistant Professor of Education*  
B.A., Michigan State University  
M.A., Wayne State University  
Ed.S. Cert., Wayne State University

**Emily McKee (2018)**

*Assistant Professor of Nursing*  
B.S.N., Baker College  
M.S.N., Baker College

**Jamie McNally (2020)**

*Assistant Professor of Counseling*  
B.A., Oakland University  
M.A., Moody Theological Seminary

**Robert E. McTyre (2002)**

*Associate Professor of Organizational Management*  
B.A., William Tyndale College  
M.A., Central Michigan University  
Ph.D., Capella University

**Wallis C. Metts, Jr. (1985)**

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

**Leona Mickles-Burns (2018)**

*Associate Professor of Social Work*  
B.S.W., Wayne State University  
M.S.W., Wayne State University  
Ph.D., Michigan State University

**Inna S. Molitoris (2014)**

*Assistant Professor of Business*  
B.A., Voronezh State University  
M.A., Eastern Michigan University  
Ph.D., Eastern Michigan University

**J. Cameron Moore (2014)**

*Associate Professor of English*  
B.A., Spring Arbor University  
Ph.D., Baylor University

**Kimberly Moore-Jumonville (2001)**

*Professor of English*  
B.A., Seattle Pacific University  
M.Phil., Drew University  
Ph.D., Drew University

**Robert S. Moore-Jumonville (2001)**

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

**Paul J. Nemecek (1982)**

*Associate Professor of Sociology*  
 B.A., Spring Arbor University  
 M.A., Michigan State University

**Sharon E. Norris (2002)**

*Professor of Business*  
 B.A., Spring Arbor University  
 M.B.A., Spring Arbor University  
 Ph.D., Regent University

**Jeremy S. Norwood (2006)**

*Professor of Sociology*  
 B.A., Spring Arbor University  
 M.A., Syracuse University  
 J.D., Syracuse University

**Michael Nydegger (2017)**

*Associate Professor of Chemistry*  
 B.A., Southwest State University  
 M.S., University of Nebraska-Lincoln  
 Ph.D., University of Iowa

**Elisee Ouoba (2011)**

*Associate Professor of Biblical Studies*  
 B.Div., Bangui Evangelical School  
 Th.M., Bangui Evangelical School  
 Ph.D., Wheaton College

**Sharyl Page (2015)**

*Assistant Professor of Nursing*  
 B.S.N., Ferris State University  
 M.S.N., Andrews University

**Terri L. Pardee (2002)**

*Professor of Psychology*  
 B.A., Spring Arbor University  
 M.A., Michigan State University  
 Ph.D., Andrews University

**Karen L. Parsons (1988)**

*Reference and Public Services Librarian/Associate  
 Professor of Library Science*  
 B.A., Spring Arbor University  
 M.S.L., Western Michigan University

**Theresa Player-Rowry (2019)**

*Assistant Professor of Nursing*  
 B.S.N., Eastern Michigan University  
 M.S.N., University of Michigan

**Mindy Rice (2017)**

*Assistant Professor of Nursing*  
 B.S.N., Spring Arbor University  
 M.S.N., Spring Arbor University  
 D.N.P., Samford University

**Jonathan M. Rinck (2013)**

*Assistant Professor of Art*  
 B.S., St. Stephen's University  
 M.Litt., University of St. Andrews

**Shuba Samuel (2017)**

*Assistant Professor of Nursing*  
 B.S.N., College of Nursing  
 M.S.N., Concordia University  
 Ph.D., Walden University

**Margaret Scharf (2019)**

*Assistant Professor of Nursing*  
 B.S., Alma College  
 B.S.N., Indiana Wesleyan  
 M.S.N., Western Governors University

**Brian W. Shaw (2001)**

*Professor of Art*  
 B.A., Spring Arbor University  
 M.F.A., Goddard College

**Dorie Shelby (1995)**

*Professor of Communication*  
 B.A., Spring Arbor University  
 M.A., University of Michigan

**Brian Steel (2019)**

*Assistant Professor of Biology*  
 B.S., Central Michigan University  
 M.S., University of Michigan - Flint

**Sandra Stephenson (2019)**

*Instructor of Social Work*  
 B.S.W., Spring Arbor University  
 M.S.W., Spring Arbor University

**Alison Stoughton (2016)**

*Assistant Professor of Nursing*  
 B.S.N., Michigan State University  
 M.S.N., Emory University

## DIRECTORIES

**Debra L. Thompson** (1989)

*Assistant Professor of Health, Human Performance and Recreation*

B.A., Spring Arbor University

M.A., Western Michigan University

**Gary R. Tucker** (2013)

*Director of eLearning/Associate Professor of Education*

B.S., Abilene Christian University

M.S., Texas A&M University

Ph.D., Texas A&M University

**Karen (Kay) Tucker** (2019)

*Assistant Professor of Mathematics*

B.S., Abilene Christian University

B.S., Texas Tech University

M.S., Texas A&M University

Ph.D., Texas A&M University

**Saudia Twine** (2018)

*Assistant Professor of Counseling*

B.A., University of Michigan

M.A., Michigan State University

M.A., Liberty University

Ph.D., Liberty University

**Beth Ulrich** (2016)

*Assistant Professor of Health, Human Performance and Recreation*

B.A., Olivet Nazarene University

M.A., Olivet Nazarene University

D.S.C., Rocky Mountain University

**Jerry Walden** (2018)

*Assistant Professor of Social Work*

B.S., Pillsbury College

M.Div., Grace College & Seminary

M.S.W., Michigan State University

**Elizabeth Walker** (2012)

*Associate Professor of Library Science*

B.S., Indiana Wesleyan University

M.S., Indiana University

**Brian D. Walrath** (1992)

*Professor of Music*

B.A., Spring Arbor University

M.A., University of Saskatchewan

D.W.S., Robert E. Webber Institute for Worship Studies

**Carolyn Watson** (1999-2017, 2018)

*Assistant Professor of Business*

B.A., University of Guam

M.A., Regent University

Ph.D., Andrews University

**Timothy Wegner** (2011)

*Assistant Professor of Mathematics*

B.A., Spring Arbor University

M.A., Central Michigan University

**Charles E. White** (1984)

*Professor of Christian Thought and History*

A.B., Harvard College

M.Div., Gordon Conwell Theological Seminary

Ph.D., Boston University

**Terrie A. White** (2012)

*Assistant Professor of Nursing*

A.D.N., Oakland Community College

B.S.N., Spring Arbor University

M.S.N., Spring Arbor University

M.B.A., Spring Arbor University

**Laura M. Widstrom** (2010)

*Associate Professor of Theology*

B.A., Trinity Christian College

M.A., Wheaton College

Ph.D., Trinity International University

**John M. Williams, IV** (2017)

*Assistant Professor of Education*

B.A., Spring Arbor University

M.A., Spring Arbor University

**John M. Williams, Jr.** (1987)

*Associate Professor in Education*

B.A., Hillsdale College

M.Ed., Our Lady of the Lake University

**Brianne D. Witt** (2015)

*Assistant Professor of Art*

B.A., Spring Arbor University

M.F.A., Azusa Pacific University

**Robert H. Woods, Jr.** (2001)

*Professor of Communication*

B.A., University of New Mexico

J.D., Regent University

M.A., in Communication, Regent University

M.A., in Counseling, Regent University

M.A., in Education, Regent University

Ph.D., Regent University

**Shasha Wu** (2005)

*Professor of Computer Science*

B.E., University of Science and Technology of China

M.S., University of Nebraska

Ph.D., University of Nebraska

**Aaron J. Wyman** (2012)  
*Associate Professor of Biology*  
 B.S., Alma College  
 M.S., University of North Carolina  
 Ph.D., University of Michigan

**Mitch Zigler** (2016)  
*Associate Professor of Physical Therapy*  
 B.S., University of Findlay  
 Ph.D., University of St. Augustine for Health Sciences

## Emeriti Faculty

**Thomas M. Ball** (1982-2001)  
*Professor of Communication*  
 B.A., University of Miami  
 M.Ed., University of Florida  
 Ed.D., University of Florida  
 D.Min., Graduate Theological Foundation

**Theodore K. Comden** (1968-2003)  
*Professor of Exercise and Sport Science*  
 B.S., Greenville College  
 M.A., University of Maryland  
 Ph.D., Michigan State University

**Kennistan Bauman** (1970-1995)  
*Professor of Music*  
 B.M.E., Central Michigan University  
 M.M., Central Michigan University

**Delvin Covey** (1964-69, 1983-90)  
*Visiting Professor*  
 B.A., Greenville College  
 M.A., University of Illinois  
 Ph.D., University of Illinois

**William A. Bippes** (1970-1995)  
*Professor of Art*  
 B.M.E., Central Michigan University  
 M.M., Central Michigan University

**Marsha A. Daigle-Williamson** (1985-2006)  
*Professor of English*  
 B.A., College of New Rochelle  
 M.A., University of Wisconsin  
 Ph.D., University of Michigan

**Karen Bockwitz** (1996-2005)  
*Assistant Professor of Education*  
 B.A., Spring Arbor University  
 M.A.E., Spring Arbor University

**Charles N. Dillman** (1974-2003)  
*Professor of Religion and Biblical Studies*  
 A.B., Otterbein College  
 B.D., Evangelical Lutheran Theological Seminary  
 Th.M., Columbia Theological Seminary  
 Ph.D., University of Edinburgh

**William R. Bockwitz** (1972-1999)  
*Associate Professor of Exercise and Sport Science*  
 B.S., Greenville College  
 M.S., Eastern Michigan University  
 M.A., Michigan State University

**E. Kathleen Dunckel** (1972-2003)  
*Associate Professor of Exercise and Sport Science*  
 B.A., Seattle Pacific University  
 M.S., Eastern Michigan University

**Juanita M. Burge** (1984-1990)  
*Assistant Professor of Education*  
 B.A., Greenville College  
 M.S., Southern Illinois University  
 Ed.Sp., Southern Illinois University

**Garnet Hauger-Smith** (1971)  
*Professor of Mathematics*  
 B.S., Illinois State University  
 M.S., Illinois State University  
 M.S., Michigan State University  
 Ph.D., Michigan State University

**Charles R. Carey** (1964-2013)  
*Professor of Mathematics*  
 A.B., Greenville College  
 M.A., Central Michigan University

**Homer Jackson** (1957-1987)  
*Associate Professor of Physical Education*  
 B.A., Greenville College  
 M.A., Michigan State University

**Charles R. Campbell** (1971-2011)  
*Professor of Theology*  
 A.A., Miltonvale Wesleyan College  
 B.A., Bethel College  
 M.A., Notre Dame University  
 Ph.D., Syracuse University

**Carl V. Jacobson** (1964)  
*Broadcasting Director, Assoc. Prof. of Communication*  
 B.S., Roberts Wesleyan College  
 M.A., Michigan State University

## DIRECTORIES

**Margaret A. Lieblein (1987-1994)**

*Assistant Professor of Education*  
B.S., University of Michigan  
M.A., University of Michigan  
M.A., Michigan State University  
Ph.D., Michigan State University

**Charles J. Livesay (1975-2016)**

*Professor of Music*  
B.M.E., Westminster Choir College  
M.M., University of Michigan  
D.M.A., Michigan State University

**Beth McDonald (1956-1985)**

*Associate Professor of English*  
A.B., Greenville College  
M.A., Wayne State University  
M.A., University of Michigan

**Darlene T. Mefford (1967-2011)**

*Dean of Academic Services*  
B.S., Kent State University  
M.A., Michigan State University

**Chris H. Newhouse (1993-2017)**

*Professor of Biology*  
B.A., Albion College  
M.A., Michigan State University

**Lowell L. Noble (1969-1994)**

*Associate Professor of Sociology*  
B.A., Wheaton College  
M.A., Seattle Pacific University  
M.A., Hartford Theological Seminary  
Sp.A., Western Michigan University

**Margaret G. O'Rourke Kelly (1985-2017)**

*Professor of Business*  
B.A., Michigan State University  
M.A., Michigan State University  
M.A., University of Michigan  
Ph.D., Walden University

**Paul D. Patton (2002-2020)**

*Professor of Communication*  
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

**Gordon E. Peckham (1985-1997)**

*Assistant Professor of Business*  
B.S., Ferris State College  
M.S.A., Central Michigan University

**O. Jolene Pearl (1980-2000)**

*Professor of Education*  
B.A., Tennessee Temple College  
M.A., Northwestern Louisiana University  
Ph.D., North Texas State University

**Patricia A. Riggs (1964-1965, 1966-1969, 1983-1998)**

*Instructor of Physics*  
B.A., University of Dubuque

**Marilyn E. Starr (1973-1978, 1984-1994)**

*Associate Professor*  
B.A., Olivet Nazarene College  
M.A., Michigan State University  
M.A.L.S., Western Michigan University

**Ruth J. Stephenson (1963-1988)**

*Reference Librarian/Associate Professor of Education*  
B.S., Eastern Michigan University  
M.A., University of Michigan  
M.A.L.S., University of Michigan

**William J. Terman (1975-1993)**

*Professor of History*  
B.A., Greenville College  
M.A., Western Michigan University  
Ph.D., Michigan State University

**Roger Varland (1985-2016)**

*Professor of Art*  
B.S., Taylor University  
M.A., Western Michigan University  
M.F.A., Eastern Michigan University

**Richard C. Wallace (1989-2011)**

*Professor of Sociology and Management*  
B.S., University of Michigan  
M.A., Temple University  
Ph.D., Yale University

**Paul J. Wolber (1976-2000)**

*Professor of Art*  
B.A., Bob Jones University  
M.A., Bob Jones University

**Jan I. Yeaman (1996-2019)**

*Professor of Psychology*  
B.A., Laurentian University  
M.A., Biola University  
Ph.D., University of Maryland

## Site Locations

### NORTH REGION

#### Gaylord

Gaylord University Center  
80 Livingston Blvd.  
Gaylord, MI 49735-9178  
989.705.3740  
FAX 989.705.3746

#### Petoskey

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

### SOUTH REGION

#### Grand Rapids

Kuyper College  
3333 E. Beltline Ave., N.E., Ste 200  
Grand Rapids, MI 49525  
616.974.0671  
FAX 616.974.0685

#### Kalamazoo

950 Trade Centre Way, Suite 300  
Portage, MI 49002  
269.372.9754  
FAX 269.372.1840

#### Flint/Bay City

5406 Gateway Centre Dr., Ste. A  
Flint, MI 48507  
810.234.0658  
FAX 810.234.3090

#### Lansing

4202 Collins Rd., Suite 100  
Lansing, MI 48910-5883  
517.333.0480  
FAX 517.333.0445

#### Metro-Detroit Regional Center

26200 Lahser Rd. Suite 100  
Southfield, MI 48033  
248.223.1591  
FAX 517.750.6955

#### Metro-Toledo/Davis/Owens/NSCC

Monroe County Community College  
7777 Lewis Avenue  
Temperance, MI 48144-9694  
734.854.6100  
FAX 734.854.6203

## Campus Facilities

**Chapman Welcome Center** is located at the front of campus to welcome prospective students and their families. The building contains administrative and admissions support offices.

**Dietzman Hall** houses the administrative offices including the business office, financial aid, registration and records, information technology and the Cross Cultural Studies Offices.

**Dunckel Gym** is located adjacent to the McDonald Athletic Center and provides needed space for intramurals. Included in the gym are four basketball courts and two racquetball courts. The outdoor sports areas include a softball field, baseball stadium, soccer field, track and tennis courts.

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

**Hugh and Edna White Library** is a three-story facility which houses campus library resources. The library currently holds more than 100,000 volumes of books, microfilms, records, tapes, compact discs, videocassettes, and other media and equipment. Over 1,400 periodicals are available to the university

community. The University Archives is located in the lower level of the library and includes records relating to the operation and history of Spring Arbor University, Spring Arbor College, Spring Arbor Junior College, and Spring Arbor Seminary.

**Human Resources** located on College St. is home to offices of payroll, personnel and student employees.

**Institutional Research and Assessment** houses offices for the Director of Institutional Research.

**Kresge Student Center** houses the Ogle Dining Commons, dining service offices, Ralph Carey Forum, Office of the President, the Office of Academic Affairs, and the University Bookstore. On the lower level of the building is the Cougar Den, Holton Health Services, student game room, Student Success and Calling, Student Development and Learning, The Center for Innovation, Office of Intercultural Relations, student housing, counseling, career planning and placement, and student government.

**Mailing and Duplicating (M&D)** houses the mailing and duplicating services for the University.

The **McDonald Athletic Center (Fieldhouse)** provides multi-use possibilities with three basketball courts, an indoor track, tennis courts, badminton courts, volleyball courts, fitness center, locker facilities, and a swimming pool on the main floor. The second floor houses faculty offices, laboratory facilities and classrooms.

The **Physical Plant** houses maintenance, grounds, and custodial personnel.

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

The **Prop Shop** is an "intimate theater space" providing opportunities for students to showcase skills in acting and directing through a variety of performances.

**Sayre-DeCan Hall** serves as a classroom building. Currently it houses Radio Stations WSAE and KTGG, the departments of communication, English, history, and world languages.

**Smith Music Center** provides classrooms, studios, laboratory facilities and music department offices.

**Spring Arbor Free Methodist Church** offers facilities for the University's use including a 2,000 seat auditorium.

The **University Marketing and Communications** office houses staff who serve the university community with creative design, university publications, web site management and media projects.

The **Voller House** is the President's home.

**White Auditorium** is used for community concerts, programs and events.

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

## Residence Facilities

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

**Koinonia Houses** are 12 residences located throughout the campus area each housing 4-11 upper class students.

**Lowell Hall Complex** is an all-female hall with four wings, two common lounges, small prayer chapel, and a computer lab.

**Ogle Village** is comprised of four housing units, which accommodate up to 36 students each.

**Post Village** is comprised of three housing units, which accommodate up to 36 students each.

**Andrews Hall** is a male residence hall, located at the corner of College and Second Streets, the four-story building has a grand entry, multiple lounge spaces, a computer lab, fireplace and game room.

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

# Index

Academic Affairs .....	357	Catalog Requirements .....	22
Academic Calendar .....	33	CCNE .....	7, 167, 169
Academic Dismissal .....	38, 39	Chapman Welcome Center .....	365
Academic Dismissal Appeal .....	38	Chemistry .....	94, 95
Academic Honors .....	36	Chemistry Secondary Education .....	97
Academic Integrity .....	34	Chicago Semester .....	50
Academic Plans .....	24	Child Welfare .....	243
Academic Policies .....	32–39	Children’s Ministry .....	99
Academic Probation .....	21, 37, 38	Classification of Students .....	36
Academic Status .....	37	CLEP .....	23
Academic Student Connections .....	9	Clinical Sociology .....	101
Academic Terminology .....	43	Commencement .....	28
Academic Warning .....	37	Commencement and Graduation....	<i>See Commencement and Graduation</i>
Accès Strasbourg, France .....	52	Communication Studies .....	103
Accommodations .....	9	Community of Learners .....	54
Accounting-CPA .....	71	Computer Science .....	105
Accreditation .....	7, 22, 45, 194	Concentration .....	43
ADA .....	9	Concept .....	5, 34
Adding .....	26	Conditional Admission .....	16
Admission Appeal .....	41	Contemporary Music Center .....	50
Admission Requirements .....	14	Continued on Academic Probation .....	38
Admissions .....	13, 14, 15, 16, 17, 40, 41	Copyright .....	12
Advanced Cross Cultural Studies .....	60	Core .....	43
Advanced Placement .....	23	Core Curriculum .....	54
Advertising and Public Relations .....	73	Corporate Finance .....	243
Advising .....	24	Course Information .....	248
Affiliations .....	7	Course Numbering .....	248
Alcohol .....	11	Course Rotation .....	248
Alpha Kappa Sigma .....	36	Courses for All Disciplines .....	248
Alternative to Experiential CCS .....	59	Credit by Examination .....	23
American Studies Program .....	50	Credit Hour .....	10
Arabic .....	222	Credit Hour Load .....	36
Art .....	75	Credit Hours .....	248
Assessment .....	7, 239, 283, 284, 290, 322, 323	Criminal Justice .....	107
Associate of [Specialty] .....	43	Cross Cultural Requirement .....	58
Associate of Arts .....	43, 65	DD214 .....	23
Associate of Piano Pedagogy .....	67	Dean’s List .....	37
Associate of Science .....	43	Degree Conferral .....	32
Associate of Science in Business .....	68	Denied Admission .....	16
Associate’s Degree Programs .....	64	Departmental Honors .....	37
Attendance .....	35, 36, 42, 318, 320	Deposit .....	16
Auditing a Course .....	25	Dietzman Hall .....	365
Australia Studies Centre .....	53	Digital Influence .....	244
Baccalaureate Degree Programs .....	70	Digital Media .....	109
Bachelor of [Specialty] .....	43	Diplomas .....	32
Bachelor of Arts .....	43	Directories .....	355
Bachelor of Science .....	43	Disciplinary Withdrawal .....	27
Behavioral Expectations .....	35	Disclaimer .....	ii
Biblical Studies .....	78	Dismissal .....	27, 28, 29, 38
Biblical Studies Requirements .....	55	Domestic Programs .....	49
Biochemistry .....	80, 81	Double Major .....	29
Biology .....	83, 84	Dropping .....	26, 41
Biology Secondary Education .....	86	DSST .....	23
Business .....	88	Dual Enrollees .....	15
Business Administration .....	90	Dunckel Gym .....	365
CAEP .....	45	Early Childhood Education .....	112
Camping Ministry .....	92	Early Childhood Education Non-Certification .....	115
Campus Facilities .....	365		

## INDEX

East Asia Institute .....	52	Individualized Major .....	30
Economics .....	244	Individualized Minor .....	31
Electrical Engineering .....	117	Individualized Registration .....	26
Elementary Education Requirements .....	46	Information Systems .....	245
Emeriti Faculty .....	363	Institutional Endorsement .....	44, 247
Endorsement .....	44, 201, 203	Institutional Endorsements .....	241
English .....	119	Institutional Research and Assessment .....	366
English Secondary Education .....	121	International Baccalaureate .....	23
Entrepreneurship .....	244	International Business .....	145
Experimental Courses .....	248	International Education Leadership .....	245
Exploratory Experience .....	248	International Programs .....	50
Extra-institutional Learning for Credit .....	23	International Student .....	16
Faculty .....	357	Internship .....	249
FAFSA .....	18	Japan Semester .....	51
Federal Compliance .....	10	Jordan Semester .....	52
FERPA .....	10	Junior .....	36
Final Exams .....	33	Kresge Student Center .....	366
Finance .....	123	Language Arts Education .....	147
Financial Aid Appeals .....	19	Latin American Studies Program .....	53
Financial Aid Eligibility .....	19	liberal arts .....	54, 317, 323
Financial Aid Policies .....	41	Liberal Arts Pathways .....	56
Financial Information .....	18–21	Liberal Arts Skills Requirements .....	55
Financial Planning .....	245	Literature Pathway .....	56
Fine Arts Pathway .....	56	Los Angeles Film Studies Center .....	50
Foundation .....	44	Major .....	44
Free Methodist .....	4, 6, 7, 36, 338, 355	Management .....	246
Free Methodist Church .....	4	Management Information Systems .....	149
Free Methodist Ordination .....	100, 173, 220	Management of Health Care Systems .....	246
French .....	228	Marketing .....	151
Freshman .....	14, 36, 265	Mathematics .....	153
Ganton Art Gallery/Ogle Art Center .....	365	Mathematics Elementary Education .....	155
General Education .....	23, 43, 57	Mathematics Pathway .....	56
General Studies .....	125	Mathematics Secondary Education .....	157
Global Studies .....	128	MELAB .....	17
Glossary .....	43	MELICET .....	17
Good Standing .....	37	Middle East Studies Program .....	53
Grade Appeals .....	34	Military Leave of Absence .....	12, 13
Grading System .....	33	Military Occupational Specialty .....	23
Graduation .....	28	Military Science and Leadership .....	234
Graduation Application .....	28	Minor .....	44
Graduation Honors .....	31, 37	Minor Programs .....	221
Graduation Requirements .....	28	Music .....	159
Grievance .....	11	Music Education .....	162
Guatemala Semester .....	51	Non-Degree Seeking .....	15
Health and Exercise Science .....	130	Nondiscrimination .....	10
High School .....	14	Non-SAU Semester Programs .....	52
History .....	132	Northern Ireland Studies Program .....	53
History of Spring Arbor University .....	4	Nursing Licensure .....	167
History Pared Major .....	133	Nursing Pre-licensure Track .....	165
History Pathway .....	56	Online Course Registration .....	25
History Secondary Education .....	135	Option I: Content Centered .....	46
Homeschooled Students .....	15	Option II: Child Centered .....	47
Honors Program .....	48	Oral Proficiency Interview .....	201, 204, 228, 238
Honors Project .....	249	Oregon Extension .....	50
Hugh and Edna White Library .....	365	Organizational Management .....	170
Human Resources .....	366	Oxford Summer Programme .....	53
IELTS .....	17	Part-time .....	15, 18
Illegal Drug Use .....	11	Pastoral Ministry .....	172
In Progress Grade .....	34	Payment Plans .....	21
Incomplete Grade .....	33	Philosophy .....	174
Independent Study .....	249	Philosophy Pathway .....	57

## INDEX

Physics-Mathematics .....	176	Spanish Elementary Education .....	199
Poling Center.....	366	Spanish Secondary Education.....	202
Post-baccalaureate Education Programs .....	48	Special Education-Elementary: Learning Disabilities.....	205
Pre-law .....	236	Special Education-Secondary: Learning Disabilities .....	206
President’s Cabinet .....	356	Special Topics .....	249
Prior Learning.....	24	Speech.....	209
Probationary Admission.....	16	Sports Management.....	211
Professional Writing.....	180	Spring Arbor Free Methodist Church .....	366
Prop Shop.....	366	Standards of Conduct .....	9
Psychology .....	182	Statement of Faith.....	6
Public Speaking .....	246	Step Scale .....	37
Reading .....	237	Students with Disabilities .....	11
Readmission.....	13, 15, 39	Study Abroad.....	49, 51
Reapplying to SAU.....	15	Taking a Course for Honors Credit .....	25
Refunds to Students.....	21	Teacher Certification .....	46, 48, 204
Registration Dates.....	24	Teacher Education.....	247
Registration Policies.....	22, 41	Teacher Preparation Program .....	45
Regular Admission .....	16	Teaching Endorsements .....	48
Repeat Courses .....	25	Teaching English as a Second Language .....	239
Required Support.....	44	Technology Tools.....	247
Research Project .....	249	The Scholar’s Semester in Oxford .....	53
Residence Facilities .....	367	Theological Studies.....	213
Restored to Probation.....	38	Title IX .....	7, 10, 11
Return of Federal Funds.....	19	Tobacco .....	11
Return of Funds Policies.....	19	TOEFL .....	17
Return of State Grant and Scholarship Funds .....	20	Tokyo Christian University.....	52
Return of University-funded Aid and Outside.....	20	Track.....	44
Reverse Transfer Dual Degree .....	177	Transcripts.....	22
ROTC .....	49	Transfer .....	16, 22, 24, 42
Satisfactory Academic Progress .....	18	Transfer Students .....	15
Satisfactory Grade.....	34	Transition Students .....	15
Satisfactory/Unsatisfactory Grade.....	26	Tuition and Fees .....	41
Sayre-DeCan Hall.....	366	Tuition, Fees and Expenses .....	21
School of Education .....	45, 247, 286	Tutorial Course .....	26
Science Pathway .....	57	Uganda Studies Program .....	53
Second Bachelor’s Degree .....	30	Unpaid Student Accounts.....	21
Secondary Professional Program Requirements.....	47	Urban Ministry .....	215
Senior .....	36	Urban Studies.....	239
Sexual Discrimination.....	11	Veterans Benefits .....	20
Sexual Misconduct Policies .....	11	Video Production.....	247
Site Locations .....	365	Visual Communication .....	217
Smith Music Center.....	366	Visual Literacy .....	240
Social Science Pathway .....	57	Voller House.....	366
Social Studies .....	184	Voluntary Withdrawal .....	27
Social Studies Elementary Education .....	186	Waiving the Cross Cultural Requirement .....	60
Social Studies Secondary Education-Comprehensive .....	188	White Auditorium .....	366
Social Studies Secondary Education-Group .....	189	Whiteman-Gibbs Science Center.....	366
Social Work .....	192	Withdrawal Date .....	27
Sociology.....	195	Withdrawal from Classes.....	27
Sophomore .....	36	Withdrawal from the University.....	27
Spanish.....	197	Youth Ministry.....	219