



# Spring Arbor UNIVERSITY

## **2021-2022 Undergraduate Academic 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>UNDERGRADUATE CATALOG DISCLAIMER</b> .....	<b>ii</b>
<b>ABOUT SPRING ARBOR UNIVERSITY</b> .....	<b>3</b>
<b>FEDERAL COMPLIANCE</b> .....	<b>8</b>
<b>ADMISSIONS</b> .....	<b>12</b>
<b>FINANCIAL INFORMATION</b> .....	<b>16</b>
<b>REGISTRATION POLICIES</b> .....	<b>18</b>
<b>ACADEMIC POLICIES</b> .....	<b>29</b>
<b>SAU GLOBAL POLICIES AND PROCEDURES</b> .....	<b>36</b>
<b>ACADEMICS</b> .....	<b>39</b>
<b>ASSOCIATE’S DEGREE PROGRAMS</b> .....	<b>57</b>
<b>BACCALAUREATE DEGREE PROGRAMS</b> .....	<b>61</b>
<b>MINOR PROGRAMS</b> .....	<b>210</b>
<b>ENDORSEMENTS</b> .....	<b>226</b>
<b>COURSE INFORMATION</b> .....	<b>233</b>
<b>COURSE DESCRIPTIONS</b> .....	<b>235</b>
<b>DIRECTORIES</b> .....	<b>323</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, 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, and 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.

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 acknowledged 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.

Spring Arbor University has developed its Cross Cultural Studies program and has gained recognition for its efforts to offer courses in international settings with 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.

SAU continues the tradition of innovation by offering courses through digital formats as technology becomes available.

## 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, SAU 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 live in 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.

## 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 Association of American Colleges and Universities, Campus Compact, the Association of Michigan Independent Colleges and Universities 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.

## Assessment

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 evaluate whether it is achieving those goals, and the levels of learning and personal development that students have mastered, and the practices that have contributed to that mastery. The evidence and results of that evaluation can then be used to improve teaching and learning. The process of planning and 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 general education 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 open to the community. Other campus traditions and culturally enriching activities are enjoyed by students and the community. Twice-a-week chapel services often include prominent speakers and performers. The Student Government Association is active in providing leadership and service to 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 Support Center

Academic Support Center (ASC) provides resources to students to help identify or clarify learning needs and to implement strategies to help meet those needs. Students may participate in courses, seminars, study groups and tutoring and mentoring sessions designed to enhance learning performance. 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, the Academic Support Center is sensitive to 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.

Contact Information:

Academic Support Center

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

As a Christian university dedicated to fostering academic, social, and spiritual growth for students, SAU expects students to govern their lives on and off campus in harmony with SAU conduct regulations while actively participating in the University community. Student handbooks outline standards of conduct.

## FEDERAL COMPLIANCE

For detailed information on policies related to the federal compliance issues listed below and others, please visit the SAU website: <https://www.arbor.edu/about/offices-and-schools/student-development-and-learning/student-handbook/appendix-special-policies-and-statements/>

### Notice of Nondiscrimination

Spring Arbor University does not discriminate illegally on the basis of sex, race, color, national origin, or disability in admissions or employment, 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 one clock hour of classroom or direct faculty instruction and two clock hours of course-related work completed outside of instructional time for approximately 15 weeks. Equivalent work is required for modular or accelerated courses with reduced seat time 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 approximately 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.

Under FERPA, eligible students have the right to have access to education records, the right to seek to have the records amended when there is an inaccuracy (not for grade changes), the right to have control over the disclosure of personally identifiable information (PII) from the records (except in certain circumstances specified in the FERPA regulations), and the right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-8520. The term "education record" is defined as those records that contain information directly related to a student and are maintained by an educational agency or institution or by a party acting for the agency or institution.

FERPA protects PII from being released without the student's consent with the exception of school officials with a legitimate educational interest and other exceptions defined by the Act. School officials include employees of the University and persons, agencies, or organizations working in an official capacity on behalf of the University, including volunteers. Legitimate educational interest is defined as a need for PII by school

officials in order to effectively complete the assigned duties of their or position or role with the University as determined by University managers of PII. Students may give consent for the University to release PII to third parties other than school officials and entities covered in the Act by completing the FERPA waiver in the student portal.

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. 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. Questions concerning the FERPA may be directed to the Office of Registration and Records.

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

## Students with Disabilities

The Academic Support Center (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:

## Formal Complaints

Formal complaint policies and processes for issues other than grade appeal, student housing, or student accountability may found at <https://www.arbor.edu/about-spring-arbor-university/complaint-resolutions/>.

## 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). 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 Admissions section 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 and benefit from the Spring Arbor University Concept. Questions about admissions should be directed to the Office of Admissions at 800.968.0011 or email [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: four years of college preparatory English courses; at least three years of mathematics courses including Geometry and Algebra I and II; at least three social science or history courses (such as American history, economics, geography, government, psychology and world history); at least three lab science courses; physical education or other health-related courses. Additionally, 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

Candidates for freshman admission must demonstrate a cumulative high school GPA of 3.0 or higher to be accepted for admission without the need to submit additional documentation. Students that are not able to demonstrate a GPA of 3.0 will be required to submit letters of recommendation and a personal statement.

Spring Arbor University will consider all relevant academic information in consideration of an application for admission. At any point, test scores may be submitted to supplement a student's application for admission to Spring Arbor University. If test scores are submitted, a composite ACT score of 20, a composite SAT score of 1020 (English Writing and Math), or a composite CLT score of 66 are considered minimum evidence for probable academic success at SAU. Test scores may be required of students that cannot demonstrate a high school GPA of 3.0.

Applications for admissions can be found online or at the Office of Admissions. The following documents should be sent to the Office of Admissions after application is made.

- An official high school transcript
- A recommendation letter and personal statement (applicants with lower than a cumulative 3.0 high school GPA)
- ACT, SAT, or CLT scores sent directly from the testing service

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

Applicants 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. The readmitted 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 must submit a written request for this exception to the admissions office along with 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 individuals who have completed their high school studies in a homeschool setting are welcome and encouraged. Homeschooled applicants 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

Applicants who are not able to meet the stated admission standards may be admitted on probation. Applicants who are admitted on probation are guided carefully in course selection and are given individual academic assistance from the Academic Support Center (ASC) during their first year. Certain support courses may be required based on individual preparedness, which is assessed by the institution. These courses will count toward electives in the degree program.

### 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. Fully online programs are not eligible for F-1 visa applicants.

### 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 <https://www.wes.org/>. Using the WES ICAP option will allow WES to mail the evaluation and an official copy of each transcript to Spring Arbor University. If transcript(s) have already been authenticated and evaluated by another evaluation service within the U.S., please contact the Office of Registration and Records to determine if that service is acceptable.

## English Language Proficiency Requirement

Non-U.S. citizen, international applicants from countries where English is not the primary language must possess written and oral proficiency in the English language using one of the methods below.

### Language Proficiency Testing

Scores listed below are the minimum scores required which must be within two years of application to SAU.

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		6.5	No band score lower than 6.0
MET		64	Section score 59 or higher
ACT/SAT			Same minimum scores as native English speakers

### Education

Applicants can provide official transcripts and an international transcript evaluation reflecting the completion of a degree earned at an institution of higher education in a primarily English-speaking country at an institution where English is the primary language of instruction. Study must have been completed within the immediate five years preceding admission to SAU.

### Residency

Applicants can provide evidence of a minimum of two years of residence within the last five years in a primarily English-speaking country. Evidence can include travel documents, visas, employment contracts, etc. Documents must reflect the comprehensive dates of residency.

### 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.

### 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/sub-scores as indicated on the chart below for probation admission.

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
MET		62	Section score no lower than 55

### 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 (IELTS)** [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 Language Assessment (MET)** <https://michiganassessment.org/michigan-tests/met/>

## FINANCIAL INFORMATION

### Financial Aid

For information about financial aid at SAU, please refer to the SAU website at [www.arbor.edu/financialaid](http://www.arbor.edu/financialaid).

### 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 the catalog year under which a student may have matriculated to SAU.

<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 = 180				

### 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."

### Veteran Benefits

Veteran benefits are coordinated through the Office of Registration and Records in cooperation with the Financial Aid office. All questions concerning benefit eligibility and payment should be directed to the VA at 1-888-442-4551. 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. 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 120 hours needed to graduate will not be certified for benefits. Up to 12 hours beyond the 120 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. The addition of an extra

major or program requiring more than 120 total hours cannot be certified without the student securing approval for a change of program from the Veterans Administration.

3. A student accumulating more than 12 hours of failing grades ("U") will lose further benefits.
4. 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 lists all degree requirements. Each student's progress is monitored by the Office of Registration and Records.
5. Credit for previous training may be granted based upon academic evaluation of records.
6. 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.
7. 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 Refund Policies

Information about tuition refunds can be acquired through 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

### 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 Spring Arbor University. Hand-delivered transcripts will not be accepted as official. International transfer credit must be evaluated by an international credit evaluation service such as World Education Services at <https://www.wes.org/>.

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.

Courses 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 as semester credit hours on the student's Spring Arbor University transcript. Quarter hours will be converted to semester hours by multiplying by 2/3. Clock hours will be converted from 37.5 to 1 credit hour. The transfer GPA 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 90 credits can be transferred from a four-year institution. Only courses that apply to the SAU degree program will be transferred, including elective courses.

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, or copies of certificates verifying course completion will be accepted. ACE recommendations are used in awarding credit for military experience.

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) as a receiving institution. The intent of the MTA is to insure that a student who completes an associate's degree at a sending institution will have satisfied the basic General Education requirements at a receiving institution. "MTA Agreement Satisfied" must be stamped on the sending institution's transcript, verifying the student has met the terms of the agreement. ENG 104 College Writing is required to be taken at SAU if the equivalent is not taken at the sending institution.

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, program and graduation requirements.

## Extra-institutional Learning for Credit

Spring Arbor University accepts credit from a variety of extra-institutional sources: credit by exam, American Council on Education (ACE) recommended courses and prior learning assessment through life learning or professional training. Up to 60 credit hours of bachelor's degrees and up to 30 credit hours of associate's degrees may be satisfied by a combination of extra-institutional credits. Other credit hour limitations are specified in each method of extra-institutional learning listed below.

### Credit by Examination

Spring Arbor University accepts credit from the examinations listed below and/or that are recommended by ACE or NCCRS. Exams must be taken prior to enrolling in a higher-level course in that discipline. Students will not be given credit for an exam for a course in which they are currently enrolled or have previously taken at college level. Students must request official scores be sent from the testing agency to the SAU Office of Registration and Records. Up to 33% of total credit hours comprising an academic degree or program may be earned through credit by exam.

- College Board Advanced Placement Examinations (AP)
- College Board's College-Level Examination Program (CLEP)
- DSST by Prometric (DSST)
- International Baccalaureate (IB) (Grade score of 5 at HL level)

The list of AP, CLEP and DSST tests and ACE scores required for acceptance at SAU can be found at this link: <https://www.arbor.edu/academics/ap-clep-and-dsst-credit-transfers/>.

### ACE Recommended Courses

Courses taken through non-accredited delivery methods, such as Study.com or Straighterline.com, must be recommended by ACE for the time period the student took the courses. Students must have ACE transcripts sent directly to the Office of Registration and Records at SAU. Grades must reflect a grade of "C" or better in order for the credit to transfer. Up to 33% of total credit hours comprising an academic degree or program may be earned through ACE recommended courses.

### **Prior Learning Assessment for Life Learning and Professional Training**

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 post-secondary 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.

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.

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, and prior learning assessment credit cannot be used to meet requirements of a certificate program. The credit earned may be upper or lower level, technical or non-technical. A limit of 30 credit hours can be granted for prior learning for bachelor's degrees and 15 for associate's degrees. Prior learning assessment credit is not available for certificate programs. 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.

### **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 Courses

Online courses available for registration can be seen in the Academic Schedule Planner on the MySAU portal. Students should consult with 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 by the University 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 program's financial calendar dates. For example, main campus program calendars do not have summer included. 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

Some courses may be taken as an honors course at SAU. 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 (AH, B+H, etc.).

## Satisfactory/Unsatisfactory Grades

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, juniors and seniors may take one elective course each semester on a satisfactory/unsatisfactory basis not already graded "S"/"U." No courses required for graduation may be taken "S"/"U" outside of regular course grading policies. Students must indicate to the Office of Registration and Records, not to the instructor, a desire to take the course on the "S"/"U" basis no later than the end of the fifth week of the 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 clock 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 60% of 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.

### **Withdrawal from a Course**

After the authorized drop/add period, a student may withdraw from a course with a grade of "W" through the 60% of the course. The last date to withdraw from semester-long classes is published on the academic calendar found in the portal. Students may petition to be withdrawn after the authorized withdrawal date, but such a petition will be granted by the registrar only for extreme circumstances.

Before or at 60% 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 60% of the course will receive a grade of "UW," which calculates into the GPA as "U".

The withdrawal date is defined as the earliest date of 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 in writing with the Office of Registration and Records.

## **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 and refunds 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 for 14 consecutive days 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.

Students in synchronous, accelerated courses may be administratively withdrawn upon two absences in one course or upon five absences in the program, excluding courses that do not count toward the major.

Generally, an administrative withdrawal will not be approved after the last day to withdraw from a course; however, if it is approved after the last day to withdraw, a "UW" will reflect on the student's academic record, which calculates the same as a "U" in the GPA. Academic programs may have requirements beyond those outlined in this policy for which a student will be accountable.

## **Commencement Information**

### **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 off-campus undergraduate programs must complete all requirements prior to participation in Commencement.

### **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**

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.

### **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 grading, class load, class attendance, academic probation and dismissal, etc.

### **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 120 college-level semester credit hours. Depending upon the choice of major, minor, concentration or endorsement, a student could accumulate more than 120 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 36 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 15 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 meet the following requirements.

1. Have a 2.5 cumulative GPA from high school or previous college work at the time of petition.
2. 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 require the completion of requirements for both programs.

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.

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 Bachelor's 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 will need to complete a Declaration of Major form to remove the second major.

For financial aid purposes, the double major curriculum, including required support and General Education courses, should not total more than 180 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 Bachelor's 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 meet the following requirements.

## REGISTRATION POLICIES

1. 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 180 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.
2. 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 matriculating into second bachelor's degree at SAU, they must complete any program prerequisite or required support courses that were not completed in the first degree program. Additionally, because biblical literacy is foundational to a Spring Arbor University education, COR or IDS 300 will be required unless one of these was completed in the first degree program. A survey Bible course taken at a Christian institution may substitute for COR/IDS 300 upon approval of the registrar.

### 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 instructors in the desire fields of study. 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. A minimum of 36 credit hours counting toward an individualized major is required, and a minimum of 16 credit hours in the major must be completed after the registrar's approval.

### Individualized Minor Graduation Requirements

See description of individualized major above with these differences: a minimum of 24 credit hours counting toward an individualized minor is required, and a minimum of 12 credit hours in the minor must be completed after the registrar's approval.

### Certificate Awarding and Policies

See description of a certificate in the Glossary of Academic Terminology section of this catalog. For a certificate to be awarded at SAU, the following requirements must be satisfied.

1. Students must be enrolled in a certificate program at SAU to be awarded a certificate credential. Dual enrollment in a certificate program and a degree program is not permitted.
2. Students must take the final course of the certificate program while enrolled in the certificate program.
3. Up to 50% of certificate credit hours may be transferred to SAU on a case-by-case review by the registrar's office in consultation with program academic personnel. Programs may further limit the number of credit hours allowed to transfer. All transfer policies apply.
4. Credit earned through prior learning assessment is not eligible for certificate programs.
5. Courses taken as a part of a certificate program at SAU may satisfy requirements for a subsequent degree or certificate at SAU upon the approval of the academic program and the registrar. Similarly, courses taken in a degree program at SAU may satisfy requirements of a subsequent certificate program upon approval of the degree program and registrar.
6. The certificate credential will be awarded on the SAU transcript. No paper certificate will be issued by the registrar's office. Program administrators have the latitude to determine other appropriate documentation of the certificate credential.

7. Certificate students do not participate in Commencement.
8. GPA and course grade requirements for certificate programs follow institutional policies for the college level of the certificate, but stricter policies may be set by program administrators.
9. All institutional policies apply to certificate students, including but not limited to academic status, student conduct, attendance policies, academic integrity, time limits, etc.
10. Certificate programs may have special admission requirements or other policies that are detailed in the program sections of this catalog.
11. Financial aid may not be available for certificate programs. Students interested in a certificate program should consult with the financial aid office to determine funding.

## 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.

1. 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.
2. 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. Honor stoles issued prior to the finalization of official graduation honors may be exchanged in person at the registrar's office.

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.

## 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/Diploma Covers**

Graduates may request a replacement diploma or diploma cover in writing to the Office of Registration and Records. A replacement diploma and/or diploma cover costs \$25 each. Payment must be received prior to releasing the replacements. Proof of identification may be required.

## **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 a full semester. These courses are designed to be taken one at a time.

## Academic Integrity

The Spring Arbor University Concept – the heart of this institution – is based on the 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 all 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 expectation assumes that all work is completed by the person who purports to do the work, without unauthorized aides. With the purpose of encouraging responsible conduct, this policy flows from the Concept and assumes these important community expectations:

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

Acknowledging the call in the principle above, the Spring Arbor University community is challenged to maintain integrity in all academic pursuits. There shall be no cheating, misrepresentation, or plagiarism (borrowing ideas, images, facts, stylistic phrasing, or quoted materials without credit) on assignments, tests, lectures, handouts, or any other written materials.

Violations of this policy will carry disciplinary consequences. A zero on the assignment or test can be expected, but failure of the course or suspension may also occur. Students, faculty, or staff may also be subject to dismissal from the university for failure to adhere to his policy. Some actions, such as altering official university documents or records, may be further subject to criminal penalties. While any breach of this policy affects the entire community, only incidents of cheating or plagiarism must be reported immediately to the appropriate professor, 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 Academic Affairs Office. 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 for handling academic integrity concerns may be found in the Spring Arbor University Academic Integrity Policy Disciplines Process and Procedures.

## 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	<b>Audit:</b> No credit received. A student may drop a course for credit and add for audit through the 8th week of the semester or the half-way point of any accelerated course. Registration may not be changed from audit to credit.
H	Not computed	<b>Honors Course:</b> Paired with a letter grade "A"- "U" above.
I	Not computed	<b>Incomplete Grade:</b> Due to unforeseen, emergency circumstances occurring between the midpoint and end dates of didactic, tutorial or independent study courses. Not intended to allow students turn in late work due to their own negligence. A grade change form to the registrar's office is required of the instructor within six weeks of the end date of the course. A one-time additional extension may be granted by the registrar on a case-by-cases basis with a written request from the instructor before the six-week deadline. The "I" grade will be changed to a "U" if no grade change form is submitted by the deadline.
IP	Not Computed	<b>In Progress:</b> Indicates current registration in a course that has not yet reached its conclusion. No grade has been submitted.
GP	Not computed	<b>Grade Pending:</b> Indicates an extension to complete coursework in professional, hands-on courses, such as internships, practica, clinical rotations or other special courses approved by the registrar. All work, including required paperwork, must be completed within six months from the end of the semester in which the student is registered for the course; no exceptions. If a grade change form is not submitted to the registrar's office by the instructor by the deadline, the "GP" grade will be changed to a "U." (Independent studies and tutorials are not eligible for the "GP" grade.)
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	<b>Withdrawal:</b> Indicates authorized withdrawal from classes. A student may withdraw from a course at any time during the semester. Withdrawals through the last day to withdraw (60% of the course) 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	<b>Withdrawal with Unsatisfactory Grade:</b> 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 Changes

Changing of a final grade after its submission to the registrar is permissible in instances in which fairness might justify a final grade change. This might be the case, for example, when there is demonstrable evidence of a mathematical error in the calculation of a grade, or where there has been an egregious error in grading, such as the failure to incorporate an assignment that was turned in on time. Grade changes are not intended for make-up or additional work submitted after the conclusion of the course except in cases where a grade of "I" or "GP" has been granted.

Requests for final grade changes must be submitted in a timely manner so that the student may have time to appeal the grade. Grade change requests should be submitted to the registrar with documentation to support the request. The registrar will have final approval.

## Grade Appeals

Only final course grades may be appealed through the formal Grade Appeal Process. A formal grade appeal related to a final course grade should be resolved between the student and faculty. The grade appeal form must be completed and submitted to the faculty no later than 30 days after the grade is issued. After 30 days, the grade issued by the faculty is considered permanent. If an academic department has additional levels of final course grade review (e.g., programs with clinical courses, student teaching, practicum courses), the initial grade appeal should be reviewed by the faculty and the department (i.e., chair, program director). After the grade appeal review, based on the evidence considered during the review process, the faculty may raise the grade, lower the grade, or leave the grade unchanged.

If a student and faculty are unable to resolve the grade appeal to the student's satisfaction, or the student can show at least two unsuccessful attempts to connect with the faculty within one week of time, the student may appeal to the Dean, in writing. If the student and Dean are unable to resolve the grade appeal, the student may send a final appeal, in writing, to the Academic Affairs office within seven business days of the decision from the dean. The review by Academic Affairs is considered final.

If a grade appeal is decided in the student's favor by the school dean or Academic Affairs, the course grade may be changed to "S" (Satisfactory), signifying a minimum grade of "C," which will remove the course from the GPA calculations. For "S"/"U" graded courses, all criteria for passing the course must be evidenced for a grade appeal to result in a grade change from "U" (Unsatisfactory) to "S" (Satisfactory). At all times, the burden of proof is on the student.

## 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.

## 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 P 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 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 up to 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.

<b>SAU Cumulative GPA</b>	<b>Max. # of Credits</b>
3.25	17
3.5	18
1.75	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

The academic honors listed in this section are awarded to recognize high academic achievement and scholarship. Graduation honors are listed in the Commencement and Graduation section of this catalog.

### 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.

## 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. Students may be

placed on academic warning in the semester when they are removed from probation upon the recommendation of the academic guidance committee.

### **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 to no more than 14 credit hours, curtail extracurricular activities and work schedules, and may be required to take GES 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

Continued on probation status is reflected on the student's transcript and is treated the same as academic probation status. (see Academic Probation Status).

### **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 and is treated the same as an academic probation status. (see Academic Probation Status).

### **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. It may be recommended by the academic guidance committee for this student to be placed on academic warning to provide one additional semester of academic support.

### **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, or
- In any given semester when the semester GPA is below 1.0

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 designed for students who are 25 years or older or who are independent adults and have been exclusively working adults for an extended period of time. These programs are not designed for traditional aged college students.

A completed application includes:

- Submission of official transcript from each institution of higher education attended
- Employment history, if at all possible (employment enhances the educational outcomes of the program)
- Satisfactory completion of the writing sample (demonstrates competency required for program success)

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 submitted a completed application and meets all admissions requirements, including:

- A combined GPA of at least 2.0 from all institutions attended as reflected on official transcripts from all institutions of higher education previously attended. (It is recommended that an official high school transcript 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.)
- A minimum of 58 credit hours from accredited, degree-granting institutions of higher education, and can begin taking major courses at SAU. For those applying without 58 transfer credits, see Early Admission.

#### Conditional Admission Status

The applicant is missing official verification of required admissions documents. The applicant may begin taking courses, but may be administratively withdrawn if the documents are not received after the course of enrollment.

## Probationary Admission Status

The applicant has minimal entry deficiencies according to admission requirements but has submitted an acceptable specific educational plan for addressing those deficiencies that is reviewed by an admissions committee. The applicant may begin taking courses at SAU, but may be dismissed if minimum requirements are not met within the first semester of enrollment.

## 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 students have been dropped or withdrawn from a class, reinstatement into that same class 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 Spring Arbor University admissions. Failure to submit all transcripts will result in the student being placed on conditional admission.

SAU Global program transfer policies vary somewhat from the policies for students enrolling in 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 in of the catalog.

- Up to 80 credit hours from community colleges which primarily grant associate degrees 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 listed in the program's curriculum.

### **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 without immediately retaking the course unless the course is prerequisite to the next course in the program course sequence. Students should work with their academic advisor to determine 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 (A.A.)**

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

### **Associate of Science (A.S.)**

The A.S. is an undergraduate degree conferred upon students who have completed the requirements of the program and institutional graduation requirements. A.S. 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 (B.A.)**

The B.A. is an undergraduate baccalaureate degree conferred upon students who have completed the General Education program and institutional graduation requirements. B.A. 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 (B.S.)**

The B.S. is an undergraduate degree conferred upon students who have completed the General Education, program, and institutional graduation requirements. B.S. programs are distinguished by a quantitative and practical focus and require coursework to include 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 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. 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.

### **Certificate**

Certificates represent a successful achievement of coursework in a well-defined, cohesive, and singularly targeted body of knowledge in an academic discipline or in a specialized skill-set for a professional field. Certificate programs are comprised of 9 to 29 credit hours of 1) certificate-specific courses, 2) a subset of courses drawn from existing SAU degree programs, or 3) a combination of both. Certificates are earned independently from degree programs and are intended for knowledge or skill enhancement, professional development, discipline exploration, or preparation for exams of external credentialing bodies.

### **Certification**

A credential issued by an external agency after fulfillment of specified curricular and possibly other requirements. Certification is not a credential earned at SAU.

### **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 and are affiliated with outside licensure and certification. They 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 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 a block of courses common to programs in a specific department or school.

### **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 bachelor's 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, second institutional endorsement, or certificate. Prerequisites should be included in the program and credit-hour count unless it is expected that students will have met those requirements prior to entry 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 major. Minors cannot be earned independently of a bachelor's degree. No more than two courses 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 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 entry into the program.

### **Required Support**

Required support courses are required by the department and essential for preparation for or prerequisite to courses in the major. They are considered part of the major and follow the minimum grade standards of the major unless otherwise specified.

### **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 at the same ending point. E.g. pre-licensure and post-licensure nursing tracks.

## Teacher Preparation 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 Council for the Accreditation of Educator Preparation (CAEP) recognizes the School of Education at Spring Arbor University as a fully accredited educator preparation program. The next CAEP accreditation visit will occur in spring 2025.

The Michigan Department of Education requires that all educator preparation programs receive national accreditation status. Upon successfully completing the chosen program of study candidates participating in the Spring Arbor University School of Education accredited program are eligible to become recognized "certified teachers" by the Michigan Department of Education.

## 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 planned and professional program requirements in addition to one major or two minors in the content areas listed below.

### Majors

Language Arts (BX)  
 Mathematics (EX)  
 Social Studies (RX)  
 Integrated Science (DI)  
 Early Childhood Ed (ZS)  
 Spanish (FF)  
 Special Education: Learning Disabilities (SM)

### Minors

Integrated Science (DI)  
 Language Arts (BX)  
 Mathematics (EX)  
 Reading (BT)  
 Early Childhood Ed (ZS)  
 Spanish (FF)  
 Teaching English as a Second Language (NS)

### Planned Program Requirements

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)  
     Or ECE 266 (3) and EDU 267 (for Early Childhood)  
 EDU 271 The Diverse Learner (4)  
     Or EDU 273 (2) (for Special Education)  
 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 & 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

## Secondary Education Program Requirements

Completion of an MDE approved certifiable major and one minor or one comprehensive major is required.

### Comprehensive Majors

Music Education (JQ)  
 Social Studies (RX)  
 Integrated Science (DI)

### Majors

Biology (DA)  
 Chemistry (DC)  
 English (BA)  
 Integrated Science - Group (DI)  
 History (CC)  
 Mathematics (EX)  
 Social Studies - Group (RX)  
 Spanish (FF)

Special Education Learning  
 Disabilities (SM)

### Minors

Biology (DA)  
 Chemistry (DC)  
 English (BA)  
 History (CC)  
 Mathematics (EX)  
 Political Science (DE)  
 Psychology (CE)  
 Spanish (FF)

Teaching English as a Second  
 Language (NS)

## Secondary Professional Program Requirements

EDU 140/L 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) or EDU 273 Diversity Issues for Educators (2) (SED programs)

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

**Two** of the following methods courses - one methods course in the major and one in the minor:

EDU 336 Teaching at the Secondary Level\* (2)

EDU 341 Teaching English - Secondary Level (3)

EDU 342 Foundations of Secondary School Math (3)

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. Students should consult with the 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

### 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. An accelerated online program for post-baccalaureate elementary certification is pending MDE approval and may be available starting in the 2021-2022 academic year. Contact the academic advisor in the SOE for information.

### Subsequent Teaching Endorsements

Students with previous teacher certification may add teaching endorsements listed below, 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 may apply for the program and will be considered on an individual basis.)
- Cumulative high school GPA of 3.6 or higher.
  - 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.
  - Completed application with writing sample.
  - 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. Courses for a minor in military science and leadership (see Minors) for Army ROTC are offered through Eastern Michigan University (EMU) in Ypsilanti, Michigan. SAU has agreed that credits from MSL courses will appear on SAU transcripts. Students should plan regular travel to EMU in order to fulfill requirements for MSL courses.

For Army ROTC details, contact EMU Department of Military Science, 18 Roosevelt, Ypsilanti, Michigan 48197, Phone: 734.487.0354, Email: [cot\\_armyrotc@emich.edu](mailto:cot_armyrotc@emich.edu).

For Air Force ROTC details, contact 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](mailto: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 in the form of field work, practicum, exploratory experience, independent study or participation in domestic or international off-campus semester program. The University has 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.** <https://www.cccuglobaled.org/>

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/>

The Contemporary Music Center in Nashville, Tennessee offers a semester-long, 16 credit hour program that prepares college students for careers in the entertainment industry and challenges them to live out their faith as Christ-followers. Thirty students live, work and create music together in a facility with 24/7 access to world-class gear. Faculty are music industry professionals who keep the program relevant and practical. The final exam is a week-long road tour at the end of the semester.

**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.

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 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 SAU credit hours and fulfill the cross cultural requirement 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 (not for college credit unless language proficiency can be demonstrated), 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 language tutoring. Certifying education students can obtain 50 of their 120 required observation hours by participating in SAU Japan.

### 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 with curriculum focused 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 on weekends to Petra, Mount Nebo and ancient Roman ruins. Students will live in apartments or with a Jordanian family. Students will take COR 274 Jordan by tutorial the semester prior to travel and COR 275 by tutorial from the SAU instructor while in Jordan, fulfilling the cross cultural requirement.

### SAU Tokyo Christian University-East Asia Institute <http://acts.tci.ac.jp/eai/>

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 the CCS director for more details.

## Non-SAU Semester Programs

### Accès Strasbourg, France <http://www.accesstudyabroad.fr/>

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). See the CCS director and the Department of World Languages chair for more details.

**Uganda Studies Program** <https://www.ugandastudiesprogram-ucu.com/>

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

**Semester in Spain** <https://www.semesterinspain.org/>

Semester in Spain is a Spanish language immersion study abroad program of Trinity Christian College is open to SAU Spanish majors in fall or spring semesters, and two sessions during the summer. With native Spanish professors, students will excel academically while living in the bustling and historic city of Seville. During this semester abroad, students will not only learn the language, but also experience the culture of Seville's people, homes, churches, shops, and restaurants. Spanish minors could qualify to attend the summer Trinity Christian College sessions. Spanish language majors and minors can fulfill their CCS requirement at this program by taking COR 274 Spain at SAU the semester before travel, living with a Spanish host family, and taking a culture class, which can count as language credit, as a part of their semester or summer courses. (See Spanish academic programs for additional requirements.)

**Council for Christian Colleges and Universities International Programs**

Information about the semester abroad international programs through the CCCU can be found at <https://cccuglobaled.org/>.

**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 in the semester abroad. This program fulfills the CCS requirement.

**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.

**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 (6-15 Credit Hours)

Community of Learners are core experiential 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? What can I learn from tradition? How do I practice my faith? How am I to love both God and my neighbor?

Course Number	Course Title	Credit Hours
COR 100	Life in Community ( <i>Waived with 26 post high school transfer credits.</i> )	2
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 and COR 275	Community Across Cultures Orientation and Community Across Cultures ( <i>Waived with 58 post high school transfer credits.</i> )	1 and 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 (3-6 Credit Hours)

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

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

## Liberal Arts Skills Requirements (10-15 Credit Hours)

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

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

SPE 100	Oral Communication	2
SPE 212	Fundamentals of Speech	3
COM 212	Rhetoric (Department of Communication majors only)	3

### Wellness/Health/Fitness (*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 (21-25 Credit Hours)

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

Course Number	Course Title	Credit Hours
<b>Art Courses</b> ( <i>Choose one art course.</i> )		
ART 152	Art Foundations	2
ART 162	Drawing I	3
ART 165 or ART 166	2D Design or 3D Design	3
ART 205	Photography I	4
ART 272	Introduction to Graphic Design	4
ART 320	History of Modern Art	3
ART 326	Art History: Renaissance to Baroque	3
<b>Music Courses</b> ( <i>Choose one music course.</i> )		
MUS 152	Music Foundations	2
MUS 220	Music Appreciation	3
MUS 230	Instrumental Performance Group (2 semesters)	1 and 1
MUS 240	Vocal Performance Group (2 semesters)	1 and 1

*Nursing majors students may take FAS 152 to meet both art and music requirements.*

## ACADEMICS

### History Pathway *(Choose one history course.)*

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 (honors program only)	3
SST 200	Human Society: Learning in the Social Studies (teacher education only)	3

### Literature Pathway *(Choose one literature course.)*

ENG 112	World Literature	3
HON 310	Great Books of World Literature (honors program only)	3

### Mathematics Pathway *(Choose one mathematics course above MAT 100.)*

MAT 101	Intermediate Algebra	3
MAT 104	Math for the Liberal Arts	3
MAT 112	Precalculus	3
MAT 201	Calculus I	4
MAT 330	Foundations of School Mathematics (teacher education only)	3
MAT 351 (or cross-listed)	Statistics	3

NOTE: See course descriptions for math course prerequisites.

### Philosophy Pathway *(Choose one philosophy course.)*

PHI 200	Introduction to Philosophy	3
PHI 210	Survey of World Views	3
HON 317	Great Books of Philosophy (honors program only)	3

### Science Pathway *(Choose one science with lab course.)*

Course Number	Course Title	Credit Hours
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

### Social Science Pathway *(Choose one course from the following)*

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	Modern Social Problems	3
SOC 101	Introduction to Sociology	3

**Total General Education Credit Hours for Campus Programs**

**40-61**

## 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.

### Community of Learners Requirements (6-18 Credit Hours)

Course Number	Course Title	Credit Hours
IDS 100	Introduction to the Liberal Arts <i>(Waived with 26 post high school transfer credits.)</i>	3
IDS 200	Christian Faith: Issues and Cultures <i>(Waived with 58 post high school transfer credits.)</i>	3
IDS 300	Biblical Perspectives	3
IDS 400	Values: Personal and Social	3
Cross Cultural	One diversity course, and one non-Western history course <i>(Waived with 58 post high school transfer credits.)</i>	3 and 3

### Liberal Arts Skills Requirements (8-11 Credit Hours)

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

ENG 103	Basic Writing 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 this requirement prior to enrollment at SAU. May be satisfied through writing sample evaluation or transfer credit.	3
ENG 104	College Writing Grade of "C" or better required.	3
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.	3

#### Oral Communication

Oral communication course equivalent to SPE 100 or SPE 212 (minimum grade of "C"; minimum 2 credit hours)

### Liberal Arts Pathways (14 Minimum Credit Hours)

The following pathway courses can be fulfilled with a minimum of 2 credit hours for each course. The standard number of credit hours for these courses is listed in parentheses.

#### Fine Arts

An approved course in music or art (3)

#### Humanities

An approved course in literature, philosophy/religion, or modern foreign language (3)

#### Natural Science

An approved course in a lab science (4)

#### Mathematics

An approved course in math or computer science beyond introduction to applications (3)

#### Social Science

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

## Total General Education Credit Hours for SAU Global Programs: 28-54

## Cross Cultural Requirement

COR 274/275 Cross Cultural Studies (CCS) is required for all students who matriculate with less than 58 post-high school transfer credit hours. Students who earned 58 college credits or more after graduating from high school are not required to fulfill CCS but are encouraged to do so.

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 official childhood immunization records to the CCS Office as a part of the application process. 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 disability services, representative from the Office of Student Development and Success, representative of the faculty CCS committee, medical personnel, 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 304 Geography and History of Russia and the Former Soviet Union	COM 368 Intercultural Comm.
SOC 314 Cultural Anthropology		TSL 311 Cross Cultural Comm.
SOC 327 Social Stratification	HIS 331 China, India and Japan	
SOC 282 Intro. to International Devel.	HIS 332 Africa	
SOC 382 International Human Rights	HIS 334 Middle East	
	HIS 335 East Asia	
	POL/ECN 323 Econ. of the Third World	
	SPA 323 Civ. and Culture of Spain	
	SPA 324 Latin American Civ. & Culture	

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 120 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, the director of disability services, a representative from the Office of Student Development and Success, a representative of the faculty CCS committee, medical personnel, 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.

## Academic Programs Listing

### Degrees and Majors

Associate of Arts (A.A.)	Human Services (B.S.)
Associate of Piano Pedagogy (A.P.P.)	Integrated Science Elementary Education (B.A.)
Accounting (B.S.)	Integrated Science Secondary Education (B.A.)
Biblical and Theological Studies (B.A.)	International Business (B.S.)
<i>Biblical and Theological Concentration</i>	Language Arts Education (B.A.)
<i>Biblical Concentration</i>	Marketing (B.S.)
<i>Theological Concentration</i>	Mathematics (B.A.)
Biochemistry (B.A., B.S.)	Mathematics Elementary Education (B.A.)
Biology (B.A.)	Mathematics Secondary Education (B.A.)
Biology (B.S.)	Mechanical Engineering (B.S.)
<i>Cell and Molecular Concentration</i>	Music (B.A.)
<i>Environmental Science Concentration</i>	<i>Four optional concentrations available</i>
Biology Secondary Education (B.A.)	Music Education (B.A.)
Broadcasting (B.A.)	<i>Instrumental Concentration</i>
Business Administration (B.S.)	<i>Vocal Concentration</i>
Chemistry (B.A., B.S.)	Nursing (Pre-licensure) (B.S.)
Chemistry Secondary Education (B.A.)	Nursing (Post-licensure) (B.S.)
Christian Ministry (B.A.)	Organizational Management (B.S.)
Clinical Sociology (B.A.)	Philosophy (B.A.)
Communication Studies (B.A.)	Physics-Mathematics (B.A.)
Computer and Information Science (B.A.)	Political Science (B.A.)
Criminal Justice (B.A.)	Professional Writing (B.A.)
Data Analytics (B.S.)	Psychology (B.A.)
Digital Communication and Marketing (B.A.)	Social Studies (B.A.)
Early Childhood Education (B.A.)	Social Studies Elementary Education (B.A.)
Electrical Engineering (B.S.)	Social Studies Secondary Education (B.A.)
English (B.A.)	Social Work (B.S.W.)
English Secondary Education (B.A.)	Sociology (B.A.)
Film/Video Production (B.A.)	Spanish (B.A.)
Finance (B.S.)	Spanish Elementary Education (B.A.)
Financial Planning (B.S.)	Spanish Secondary Education (B.A.)
General Studies (B.A.)	Special Ed.-Elementary: Learning Disabilities (B.A.)
<i>10 different concentrations available</i>	Special Ed.-Secondary: Learning Disabilities (B.A.)
Global Studies (B.A.)	Speech (B.A.)
Graphic Design (B.A.)	Sports Management (B.S.)
Health and Exercise Science (B.S.)	Studio Art (B.A.)
History (B.A.)	Video/Film Production (B.A.)
History Secondary Education (B.A.)	

### Minors

Accounting	Chemistry Secondary Education
Arabic	Communication Studies
Art	Computer Science
Biblical Studies	Criminal Justice
Biblical and Theological Studies	Early Childhood Education
Biology	English
Business Administration	English Secondary Education
Chemistry	English Writing

## ACADEMICS

Entrepreneurship	Military Science and Leadership
Finance	Music
Freelance and Personal Branding	Philosophy
French	Political Science
French Education	Political Science Secondary Education
Global Studies	Pre-law
Graphic Design	Psychology
History	Psychology Secondary Education
History Secondary Education	Reading
Integrated Science Education	Sociology
International Business	Spanish
Language Arts Education	Spanish Education
Management	Teaching English as a Second Language
Marketing	Technology Tools
Mathematics	Theological Studies
Mathematics Elementary Education	Urban Studies
Mathematics Secondary Education	

---

### **Institutional Endorsements and Other Endorsements**

Accounting	Graphic Design
Advertising and Public Relations	Information Systems
Arabic	International Business
Audio Production	International Education Leadership
Biblical Languages	Management
Business Administration	Management Information Systems
Child Welfare	Management of Health Care Systems
Communication	Marketing
Corporate Finance	Photography
Digital Influence	Professional Writing
Economics	Speech
Entrepreneurship	Teacher Education
Ethical Decision Making	Teaching English as a Second Language
Finance	Urban Education Leadership
Financial Planning	Video Production
Freelance and Personal Branding	

# **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	2 or 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>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>Mathematics/Computer Science/Natural Science Course</b>		
<i>Choose one of the following</i>		
CPS 201	Coding I	4
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>Philosophy Course</b>		
PHI 200	Introduction to Philosophy	3
<b>Science Course</b>		
	Any natural science with lab (biology <sup>#</sup> , chemistry, physics, etc.)	4
<b>Social Science Courses</b>		
<i>Choose at least 8 credit hours from at least two different disciplines.</i>		
<sup>μ</sup> BUS 271	Business Law I	3
<sup>#μ</sup> ECN 101	Introduction to Economics	3
ECN 221	Introduction to Microeconomics	3
* ECN 222	Introduction to Macroeconomics	3
<sup>μ</sup> ECN/FIN 268	Personal Finance	3
GEO 221	Introduction to Geography	3
<sup>Δ</sup> 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
<sup>#</sup> POL 213 or POL 214	American National Government or State and Local Government	3
<sup>*#</sup> PSY 100	Introduction to Psychology	3
SOC 100	Modern Social Problems	3
<sup>#</sup> SOC 101	Introduction to Sociology	3
<sup>Δ</sup> 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 major 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	Music Theory I: Literacy	3
* MUS 106	Music Theory II: Harmony	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>

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

*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.)*

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>

**Total Associate of Piano Pedagogy Credit Hours** **62**

### 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.

# **BACCALAUREATE DEGREE PROGRAMS**

## Accounting (B.S.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education below with this notation <sup>π</sup>.</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>Accounting Major Credit Hours</b>		<b>58</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
*+ 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>^</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>		
Art	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
* <sup>π</sup> BUS 351	Statistics (Math Pathway)	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
<sup>π</sup> ECN 221	Introduction to Microeconomics (Social Science Pathway)	3
<b>General Education Credit Hours</b>		<b>54-55</b>
Electives		7-8
<b>Total B.A. in Accounting Credit Hours</b>		<b>120</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.

## 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.

## Biblical and Theological Studies (B.A.)

Course Number	Course Title	Credit Hours
<b>Foundation Major Courses</b>		
BIB 220	Biblical Interpretation	3
* BIB 300-499	Old Testament course	3
* BIB 300-499	New Testament course	3
* BIB 300-499	Old Testament or New Testament course	3
PHI 314	Ethics	3
* PHI 300-499	Philosophy course	3
REL 343	History of Christianity	3
THE 205	Doctrines of the Christian Faith	3
* THE 300-499	Theology course	3
<i>Choose a 12 credit hour concentration below</i>		
<b>Biblical and Theological Concentration Courses</b>		
* BIB/PHI/THE 300-499 (x4)	Four upper-level courses from BIB, PHI or THE not already used	3, 3, 3, 3
<b>Biblical Concentration Courses</b>		
* BIB 300-499 (x 2)	Two Old or New Testament courses not already used	3, 3
<i>Choose one biblical language option</i>		
HEB 331 and *HEB 332	Elementary Biblical Hebrew I and Elementary Biblical Hebrew II	3, 3
GRE 331 and *GRE 332	Elementary Greek I and Elementary Greek II	3, 3
<b>Theological Concentration Courses</b>		
* THE 300-499 X 3	Three upper-level THE courses	3, 3, 3
* PHI 300-499	Upper-level PHI course	3
<b>Biblical and Theological Studies Major Credit Hours</b>		<b>39</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300 or CMI 361	Community and Christian Trad'n or Christian Spirituality & Formation	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 and 3
<b>Liberal Arts Pathways Courses</b>		
Art	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
PHI 200	Introduction to Philosophy (Philosophy Pathway)	3
Science with lab	See General Education Section for approved courses	4
Social Science	See General Education Section for approved courses	3
<b>General Education Credit Hours</b>		<b>54-55</b>
Electives		26-27
<b>B.A. in Biblical and Theological Studies Credit Hours</b>		<b>120</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 Admission Requirements

Application to the major is required.

## Program Oversight

The biblical and theological studies major is overseen by the Department of Theology. Courses with BIB, CMI, GRE, HEB, PHI, REL and THE 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 below with this notation <sup>π</sup>.</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	4
* CHE 202	Organic Chemistry II	4
* CHE 301	Analytical Chemistry	4
* CHE 440	Research in Biology and Chemistry	3
* CHE 472	Biological Chemistry I	5
* CHE 473	Biological Chemistry II	4
* 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 credit hours available)	3
BIO/CHE 460	Research Project (up to 4 credit hours available)	3
BIO/CHE 490	Honors Research (up to 6 credit hours available)	3
<b>Total Credit Hours Required for the Biochemistry Major</b>		<b>57-58</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
^*π MAT 201	Calculus I (Mathematics Pathway)	4
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
π BIO 111	Introductory Biology I (Science Pathway)	4
Social Science	See General Education Section for approved courses	3
<b>General Education Credit Hours</b>		<b>54-55</b>
Electives		7-9
<b>B.A. in Biochemistry Credit Hours</b>		<b>120</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.

## 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.

## 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.

## Biochemistry (B.S.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education below with this notation <sup>π</sup>.</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 or 4
CHE 111	General Chemistry I	4
CHE 112	General Chemistry II	4
* CHE 201	Organic Chemistry I	4
* 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 440	Research in Biology and Chemistry	3
* CHE 472	Biological Chemistry I	5
* CHE 473	Biological Chemistry II	4
* 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 (up to 4 credit hours)	3
BIO/CHE 490	Honors Research (up to 6 credit hours)	3
<b>Biochemistry B.S. Major Credit Hours</b>		<b>65-66</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
^*π MAT 201	Calculus I (Mathematics Pathway)	4
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
π BIO 111	Introductory Biology I (Science Pathway)	4
Social Science	See General Education Section for approved courses	3
<b>Total General Education Credit Hours</b>		<b>55-56</b>
<b>Total B.S. in Biochemistry Credit Hours</b>		<b>120-122</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.

## 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 below with this notation <sup>π</sup>.</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	4
<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	Biological Chemistry I	5
* BIO 473	Biological Chemistry II	4
<b>Biology (B.A.) Major Credit Hours</b>		<b>34</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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 and 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	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
*π HES/MAT 351	Statistics (Mathematics Pathway)	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
π BIO 111	Introductory Biology (Science Pathway)	4
Social Science	See General Education Section for approved courses	3
<b>General Education Credit Hours</b>		<b>54-55</b>
Electives		31-32
<b>Total B.A. in Biology Credit Hours</b>		<b>120</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.

## 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.

## Upper-level Course Requirements

Depending on which courses students choose in the biology major, they may not acquire 36 credit hours of upper-level (300-400) in their major coursework. However, students are required to complete 36 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 Department of Biology in the School of Natural Science Courses with ASI and BIO numbers are administered by this school. Questions about the major should be directed to the dean.

# Biology (B.S.)

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

**Major Courses**

*Other major courses listed in General Education π.*

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	4

*Choose one course from the following*

* BIO 385	Practicum	3
* BIO 450	Internship	3
* BIO 460	Research	3
* BIO 490	Honors Research	3

*Choose one concentration below*

**Cell and Molecular Biology Concentration Courses**

* CHE 112	General Chemistry II	4
* CHE 202	Organic Chemistry II	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

*Choose courses from the following to total at least 10 credit hours*

* 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

**Environmental Biology Concentration Courses**

* 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
	One ASI course in a May session	4
	Two ASI courses in a Summer I and/or Summer II session	8

**Biology B.S. Major Credit Hours**
**53-57**
**General Education**
**Community of Learners Core Courses**

+ COR 100	Life in Community	2
*+ 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 and 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>^</sup> SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3

### Liberal Arts Pathways Courses

Art	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
<sup>*π</sup> HES/MAT 351	Statistics (Mathematics Pathway)	3
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
<sup>π</sup> BIO 111	Introductory Biology (Science Pathway)	4
Social Science	See General Education Section for approved courses	3

**General Education Credit Hours** **54-55**

Electives 8-13

**Total B.S. in Biology Credit Hours** **120**

### 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.

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

### 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)** and **PHY 202 General Physics II (4)**

### Upper-level Course Requirements

Depending on which courses students choose in the biology major, they may not acquire 36 credit hours of upper-level (300-400) in their major coursework. However, students are required to complete 36 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.

### Program Oversight

The biology majors are overseen by the Department of Biology in the School of Natural Science. Courses with ASI and BIO 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
<b>Required Support Courses</b>		
<i>Other required support courses listed in General Education below with this notation <sup>Δ</sup>.</i>		
* CHE 101 or 111	Introductory Chemistry I or General Chemistry I	4
* CHE 112	General Chemistry II	4
* CHE 201	Organic Chemistry I	4
<b>Major Content Area Courses</b>		
<i>Other major courses listed in General Education below with this notation<sup>π</sup>.</i>		
<sup>^</sup> BIO 112	Introductory Biology II	4
<sup>^</sup> BIO 206	Genes and Speciation	3
<sup>^*</sup> BIO 263	Human Anatomy and Physiology	4
<sup>^*</sup> BIO 305	Principles of Genetics	4
<sup>^*</sup> BIO 352	Microbiology	4
<sup>^*</sup> BIO 362	Principles of Ecology	4
<sup>^</sup> BIO 480	Senior Seminar	2
<i>Choose one of the following</i>		
<sup>^*</sup> BIO 321	Parasitology	4
<sup>^*</sup> BIO 330	Plant Organismal Biology	4
<sup>^*</sup> BIO 342	Vertebrate Zoology	4
<sup>^*</sup> BIO 345	Plant Cellular and Molecular Biology	4
<b>Required Support and Biology Content Area Credit Hours</b>		<b>41</b>
<b>Secondary Education Professional Program 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>^*</sup> EDU 242	Psychology Applied to Teaching and Learning	2
<sup>^*</sup> EDU 271	The Diverse Learner	4
<sup>§*</sup> EDU 336	Teaching at the Secondary Level (or minor methods course)	2
<sup>§*</sup> EDU 343	Teaching Science at the Secondary Level	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	9
<b>Secondary Education Professional Program Credit Hours</b>		<b>36</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
<sup>+</sup> COR 100	Life in Community	2
<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
<b>Biblical Studies Courses</b>		
<sup>+</sup> BIB 217	Old Testament Survey	3
<sup>+</sup> BIB 218	New Testament Survey	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>^Δ</sup> SPE 212	Fundamentals of Speech	3
<b>Liberal Arts Pathways Courses</b>		
Art	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3

Literature	See General Education Section for approved courses	3
*Δ HES/MAT 351	Statistics (Mathematics Pathway)	3
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
^π BIO 111	Introductory Biology (Science Pathway)	4
*Δ PSY 100	Introduction to Psychology (Social Science Pathway)	3
<b>General Education Credit Hours</b>		<b>55</b>
Choose a certifying minor (See Teacher Education for information)		20
<b>Total B.A. in Biology Secondary Education Credit Hours</b>		<b>152</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 Education and Certification Information

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. 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.

### Program Oversight

The biology major is overseen by the Department of Biology. 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. More information about teacher certification is in the Teacher Education section.

## Broadcasting (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education below with this notation <sup>π</sup>.</i>		
AUD 174	Radio Production	3
AUD 302	Podcasting	1
AUD 321	Sound Design	3
COM 100	Introduction to Communication	3
COM 110	Communication Technology	3
* COM 324	Web Content and Management	3
COM 385	Practicum	3
* COM 399	Communication Portfolio	1
* COM 480	Senior Seminar	1
SPE 342	Oral Interpretation and Voice	3
VID 202	Video Production	4
* VID 306	Advanced Video Production	4
WRT 216	Writing for the Media	3
WRT 310	Multimedia Reporting	3
<b>Total Broadcasting Major Credit Hours</b>		<b>38</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
Social Science	See General Education Section for approved courses	3
<b>Total General Education Credit Hours</b>		<b>55</b>
Electives		27
<b>Total B.A. in Broadcasting Credit Hours</b>		<b>120</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.

## Broadcasting Learning Outcomes

This award-winning program prepares students for careers in broadcasting via radio, television, or the web in areas both on and off the air. The hands-on approach allows students to produce creative work from the very beginning of the program, practice teamwork and keep meet deadlines. Students will also develop skill in writing, speaking, social media management and storytelling. A unique aspect of this program is its early focus on hands-on experience, and an emphasis on ethics and creativity.

## Technology Requirements

The Department of Media and Visual Arts strongly encourages students to enter the program with a current MacBook Pro. Students must 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 may substitute coursework from the American Studies Washington D.C. semester offered by the Coalition of Christian Colleges and Universities ([www.cccuglobaled.org](http://www.cccuglobaled.org)) or other SAU approved semester programs. Admission to these programs require a separate application process. Consultation with the dean and Office of Registration and Records is required to determine how requirements of the program will be satisfied in a study abroad opportunity.

## Program Oversight

The broadcasting major is overseen by the Department of Media and Visual Arts. Courses with ART, AUD, FAS and VID numbers are administered by this department. Questions about the major should be directed to the department chair.

## **Business Administration (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 below with this notation <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>Business Administration Major Credit Hours</b>		<b>47</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
*π BUS/HES/MAT/PSY 351	Statistics (Mathematics Pathway)	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
π ECN 221	Introduction to Microeconomics (Social Science Pathway)	3
<b>General Education Credit Hours</b>		<b>54-55</b>
Electives		18-19
<b>Total B.S. in Business Administration Credit Hours</b>		<b>120</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.

## 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.

# Chemistry (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Foundational Courses</b>		
<i>Other major courses listed in General Education below with this notation <sup>π</sup>.</i>		
* CHE 112	General Chemistry II	4
* CHE 201	Organic Chemistry I	4
* CHE 202	Organic Chemistry II	4
* CHE 301	Analytical Chemistry	4
* CHE 411	Physical Chemistry I	4
* CHE 440	Research in Biology and Chemistry	3
* PHY 201	General Physics I	4
* PHY 202	General Physics II	4
<b>Chemistry B.A. Major Credit Hours</b>		<b>31</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
*π MAT 201	Calculus I (Mathematics Pathway)	4
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
*π CHE 111	General Chemistry I (Science Pathway)	4
Social Science	See General Education Section for approved courses	3
<b>General Education Credit Hours</b>		<b>55-56</b>
Electives		33-34
<b>Total B.A. in Chemistry Credit Hours</b>		<b>120</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.

## Upper-level Course Requirements

Depending on which courses students choose in the chemistry majors, they may not acquire 36 credit hours of upper-level (300-400) in their major coursework. However, students are required to complete 36 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 Department of Chemistry. Courses with CHE and NSC numbers are administered by this school.

## 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	4
* CHE 202	Organic Chemistry II	4
* CHE 301	Analytical Chemistry	4
* CHE 411	Physical Chemistry I	4
* CHE 440	Research in Biology and Chemistry	1-3
CHE 460 or CHE 490	Chemistry Research or Chemistry Honors Project	3
* MAT 202	Calculus II	4
^* PHY 211	Modern University Physics I	4
* PHY 212	Modern University Physics II	4
<b>Chemistry B.S. Major Credit Hours</b>		<b>36-38</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
^* $\pi$ MAT 201	Calculus I (Mathematics Pathway)	4
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
* $\pi$ CHE 111	General Chemistry I (Science Pathway)	4
Social Science	See General Education Section for approved courses	3
<b>Total General Education Credit Hours</b>		<b>55-56</b>
Electives		26-29
<b>Total B.S. in Chemistry Credit Hours</b>		<b>120</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.

## Strongly Recommended Support Courses

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.) Also, CHE 472 Biological Chemistry I is strongly recommended for students who intend to pursue a graduate degree in chemistry.

## Upper-level Course Requirements

Depending on which courses students choose in the chemistry majors, they may not acquire 36 credit hours of upper-level (300-400) in their major coursework. However, students are required to complete 36 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 Department of Chemistry. Courses with CHE and NSC 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 below with this notation <sup>Δ</sup>.</i>		
* MAT 202	Calculus II	4
* PHY 211 <sup>^</sup> and PHY 222	Modern University Physics I and Modern University Physics II	4 and 4
<b>Major Content Area Courses</b>		
<i>Other major courses listed in General Education below with this notation <sup>π</sup>.</i>		
<sup>^*</sup> CHE 112	General Chemistry II	4
<sup>^*</sup> CHE 201 and CHE 202	Organic Chemistry I and Organic Chemistry II	4 and 4
<sup>^*</sup> CHE 301 and CHE 411	Analytic Chemistry and Physical Chemistry I	4 and 4
<sup>^</sup> CHE 440	Research in Biology and Chemistry	3
<b>Required Support and Chemistry Content Area Credit Hours</b>		<b>35</b>
<b>Secondary Education Professional Program</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>^*</sup> EDU 242	Psychology Applied to Teaching and Learning	2
<sup>^*</sup> EDU 271	The Diverse Learner	4
<sup>§*</sup> EDU 336	Teaching at the Secondary Level (or minor methods course)	2
<sup>§*</sup> EDU 343	Teaching Science at the Secondary Level	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	9
<b>Secondary Education Professional Program Credit Hours</b>		<b>36</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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 and 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>^Δ</sup> SPE 212	Fundamentals of Speech	3
<b>Liberal Arts Pathways Courses</b>		
Art	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
<sup>^Δ</sup> MAT 201	Calculus I (Mathematics Pathway)	4
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
<sup>^*π</sup> CHE 111	General Chemistry I (Science Pathway)	4
<sup>^Δ</sup> PSY 100	Introduction to Psychology (Social Science Pathway)	3
<b>General Education Credit Hours</b>		<b>56</b>
Choose a certifying minor (see Teacher Education for more information)		20
<b>Total B.A. in Chemistry 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.
- 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.

## Christian Ministry (B.A.)

Course Number	Course Title	Credit Hours
<b>Departmental Foundation Courses</b>		
BIB 220	Biblical Interpretation	3
* BIB 300-499	Old Testament Course	3
* BIB 300-499	New Testament Course	3
* BIB 300-499	Old Testament or New Testament Course	3
PHI 314	Ethics	3
* PHI 300-499	Philosophy Course	3
REL 343	History of Christianity	3
THE 206	Doctrines of the Christian Faith	3
* THE 300-499	Theology Course	3
<b>Major Courses</b>		
<i>Other major courses listed in General Education below with this notation <sup>π</sup>.</i>		
CMI 127	Exploring Ministry	2
CMI 310	Communication in Ministry	3
CMI 316	Church Planting/Growth	3
CMI 375	Supervised Ministry (2 Semesters)	2
CMI 401	Biblical Theology of Mission	3
* CMI 410	Foundations and Practices in Ministry	3
CMI 475	Supervised Ministry (2 Semesters)	2
<b>Christian Ministry Major Credit Hours</b>		<b>45</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
<sup>π</sup> CMI 361	Christian Spirituality and Formation	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>^*#</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>		
Art	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
* PSY 100	Introduction to Psychology (Social Science Pathway)	3
<b>General Education Credit Hours</b>		<b>54-55</b>
Electives		20-21
<b>Total B.A. in Christian Ministry Credit Hours</b>		<b>120</b>

## Symbol Key

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

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

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

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

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

## Christian Ministry Learning Outcomes

Students in the Christian ministry major will be educated, trained, and equipped for ministry in the contemporary world. Students will study scripture, Christian history and doctrine, philosophy, and they will have practical ministry experiences. Students in this program will discerning their calling in the variety of ways to be involved in Christian ministry. Students will demonstrate growth and formation in Christian spirituality and will be capable of communicating the Christian faith in the contemporary world. They will discover and engage in the mission of God in the world.

## 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 Christian ministry major is overseen by the Department of Theology. Courses with BIB, CMI, GRE, HEB, PHI, REL, and THE 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 below with this notation <sup>π</sup>.</i>		
SOC 100	Modern Social Problems	3
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		8-13
<b>Clinical Sociology Major Credit Hours</b>		<b>40</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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>		
<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
<b>General Education Credit Hours</b>		<b>55-56</b>
Electives		24-25
<b>Total B.A. in Clinical Sociology Credit Hours</b>		<b>120</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.

## 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 36 credit hours of upper-level (numbered 300 and above) in their major coursework. However, students are required to complete 36 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, Chicago Semester, or other semester abroad experience such as Middle East Studies or studies in Latin America 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 below with this notation <sup>π</sup>.</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 317	Digital Influence (may repeat once)	1
* COM 324	Web Content and Management.	3
* COM 399	Communication Portfolio	1
COM 415	Design Thinking	3
* COM 480	Senior Seminar	1
WRT 216	Writing for the Media	3
<i>Choose from the courses below to total 9 credit hours</i>		
* APR 311	Corporate Communication	3
COM 317	Digital Influence	1
COM 354	Applied Social Media	3
* COM 368	Intercultural Communication	3
COM 370	Special Topics	1-3
COM 385	Practicum	3
* COM 404	Persuasion	3
* COM 502	Graduate Seminar (must have permission)	3
<b>Communication Studies Major Credit Hours</b>		<b>32</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
Social Science	See General Education Section for approved courses	3
<b>General Education Credit Hours</b>		<b>55</b>
Electives		33
<b>Total B.A. in Communication Studies Credit Hours</b>		<b>120</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 develop foundational skills in speaking, writing, and influencing. Graduates are prepared to excel in communication, leadership, and collaboration. 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 36 credit hours of upper-level (numbered 300 and above) in their major coursework. However, students are required to complete 36 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

Progress will be assessed by the department at the freshman and sophomore years (first year for transfer students). A cumulative 2.5 GPA and passing the progress check are required 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). Admission to the program requires a separate application process. Information can be found at [www.cccuglobaled.org](http://www.cccuglobaled.org). Students should consult their academic advisor before proceeding with the application process and to determine which requirements can be satisfied through study abroad.

## 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 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. Courses with APR, COM, SPE, and WRT numbers are administered by this department. Questions about the major should be directed to the department chair.

## Computer and Information Science (B.S.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education below with this notation <math>\pi</math>.</i>		
CPS 105	Introduction to Linux	1
*^ CPS 201	Coding I	4
* CPS 202	Coding II	4
CPS 203	Web Design and Development	3
* CPS 301	Data Structures and Algorithms	3
* CPS 303	Data Management	3
* CPS 307	Mobile App Programming	3
CPS 312	Collaborative IT Project (repeat 3 times)	3
* CPS 314	Operating Systems and Cloud Computing	2
* CPS 315	Web Services, API and Data Services	3
CPS 318	Introduction to Data Science	3
* CPS 403	Information Assurance and Security	3
* CPS 404	IT Service Management	3
* CPS 429	IT Systems Analysis and Design I	3
* CPS 431	IT Systems Analysis and Design II	3
ORM 411	Project Management	3
<b>Computer and Information Science Major Credit Hours</b>		<b>47</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
* $\pi$ MAT 351	Statistics (Mathematics Pathway)	3
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
Social Science	See General Education Section for approved courses	3
<b>General Education Credit Hours</b>		<b>54-55</b>
Electives		18-19
<b>Total B.S. in Computer and Information Science Credit Hours</b>		<b>120</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 and Information Science Learning Outcomes

Students in the computer and information 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 and programming languages through the perspective of theory, abstraction, design, and social context. Computer and information science majors will be prepared to enter the information technology business and industry with demonstrated skills in areas of software and applications development, networking, and systems analysis.

## 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 201 Calculus I (4)  
 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 and information 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 and information science major is overseen by the School of Engineering. Courses with the CPS, EGR, and MAT numbers are administered by this school. Questions about the major should be directed to the school dean.

## Criminal Justice (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education below with this notation <sup>π</sup>.</i>		
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
<b>Criminal Justice Major Credit Hours</b>		<b>53</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
<sup>π</sup> SOC 351	Statistics for Sociology (Mathematics Pathway)	4
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
<sup>π</sup> SOC 101	Introduction to Sociology (Social Science Pathway)	3
<b>General Education Credit Hours</b>		<b>55-56</b>
Electives		11-12
<b>Total B.A. in Criminal Justice Credit Hours</b>		<b>120</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.

## 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.

## Data Analytics (B.S.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education below with this notation <sup>π</sup>.</i>		
BUS 107	Foundations of Leadership and Ethics	3
* BUS/HES/MAT/PSY 351	Statistics	3
BUS 351L	Statistical Application for Business	1
CPS 105	Introduction to Linux	1
* ^CPS 201 and CPS 202	Coding I and Coding II	4 and 4
* CPS 303	Data Management	3
* CPS 429	Systems Analysis and Design I	3
* FIN 451	Business Forecasting and Analytics	3
* MAT 352	Linear Algebra	3
MIS 305	Introduction to Data Analytics	3
MIS 403	Presentation of Data Analysis	1
ORM 411 or BUS 426	Project Management or Operations and Supply Chain Mgmt.	3
<i>Choose one of the following</i>		
CPS 312	Collaborative IT Project (repeat three times for credit)	1 each
MIS 385	Practicum	3
ORM 412	Lean Management	3
<i>Choose one of the following</i>		
BUS 403	Argument and Persuasion for Business	3
CPS 203	Web Design and Development	3
WRT 310	Multimedia Writing	3
<b>Data Analytics Major Credit Hours</b>		<b>41</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
*π MAT 201	Calculus I (Mathematics Pathway)	4
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
π ECN 221	Introduction to Microeconomics (Social Science Pathway)	3
<b>General Education Credit Hours</b>		<b>55-56</b>
Electives		23-34
<b>Total B.S. in Data Analytics Credit Hours</b>		<b>120</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.

## Data Analytics Learning Outcomes

Students in the data analytics major will extract, analyze, and present large data sets to demonstrate business intelligence. Students will demonstrate computational and analytical competence. Students will make decisions using data and statistical thinking. The curriculum of the program is designed to prepare students for graduate school and to be leaders who serve as data analysts or data scientists.

## Program Oversight

The data analytics 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.

## Digital Communication and Marketing (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education below with this notation <sup>π</sup>.</i>		
* APR 309	Advertising Strategies	3
* APR 311	Corporate Communication	3
ART 335	Web Design	4
COM 100	Introduction to Communication	3
COM 110	Communication Technology	3
COM 214	Communication Theory	2
COM 317	Digital Influence (may repeat once for credit)	1
* COM 324	Web Content and Management	3
COM 354	Applied Social Media	3
COM 385	Practicum (may take up to 4 credit hours)	1
* COM 399	Communication Portfolio	1
* COM 415	Design Thinking	3
* COM 480	Senior Seminar	1
MKT 221	Marketing Principles	3
* WRT 216	Writing for the Media	3
<b>Digital Communication and Marketing Major Credit Hours</b>		<b>37</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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>^*#</sup> ENG 304	Writing and Research	3
HPR 101	Personal Fitness and Wellness	2
<sup>^*π</sup> COM 212	Rhetoric	3
<b>Liberal Arts Pathways Courses</b>		
Art	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
Social Science	See General Education Section for approved courses	3
<b>General Education Credit Hours</b>		<b>55</b>
Electives		28
<b>B.A. in Digital Communication and Marketing Credit Hours</b>		<b>120</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.

## Digital Communication and Marketing 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 Media and Visual Arts 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 may substitute coursework from the American Studies Washington D.C. semester offered by the Coalition of Christian Colleges and Universities ([www.cccuglobaled.org](http://www.cccuglobaled.org)) or other SAU approved semester programs. Admission to these programs require a separate application process. Consultation with the dean and Office of Registration and Records is required to determine how requirements of the program will be satisfied in a study abroad opportunity.

## Program Oversight

The digital communication and marketing major is overseen by the Department of Communication. Courses with APR, COM, SPE, 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>Early Childhood Education Major Credit Hours</b>		<b>37</b>
<b>Planned Program</b>		
<i>Other planned program courses are listed in General Education below with this notation π.</i>		
^* 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>Planned and Professional Program Credit Hours</b>		<b>52</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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>^</sup> π	ART 152	Art Foundations (Fine Arts Pathway)	2
<sup>^</sup> π	MUS 152	Music Foundations (Fine Arts Pathway)	2
<sup>§</sup> π	SST 200	Human Society: Learning in the Social Studies (History Pathway)	3
<sup>^*</sup> π	ENG 112	World Literature (Literature Pathway)	3
<sup>§*</sup> π	MAT 330	Foundations of School Math I (Mathematics Pathway)	3
	Philosophy	See General Education Section for approved courses	3
<sup>§</sup> π	NSC 200	Elementary Science Survey-Science by Inquiry (Science Pathway)	4
<sup>^</sup> π	PSY 100	Introduction to Psychology (Social Science Pathway)	3
<b>Total General Education Credit Hours</b>			<b>55</b>
<b>Total B.A. in Early Childhood 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> A planned program course that meets General Education requirements.
- <sup>+</sup> 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 Preparation Program 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 has suspended new admissions.*

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>Early Childhood Education Non-Certification Major Credit Hours</b>		<b>35-42</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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**

Art	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
Social Science	See General Education Section for approved courses	3
<b>General Education Credit Hours</b>		<b>54-55</b>
Electives		23-31
<b>Total B.A. in Early Childhood Education Non-Certification Credit Hours</b>		<b>120</b>

**Symbol Key**

<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.

+ 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 below with this notation <sup>π</sup>.</i>		
<sup>^</sup> CPS 201	Coding I	4
* CPS 202	Coding 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
* EGR 4**	Two 400-level Engineering Electives	3 and 3
* MAT 202	Calculus II	4
* MAT 302	Vector Calculus	3
* MAT 311	Differential Equations	3
* MAT 351	Statistics	3
* MAT 352	Linear Algebra	3
<sup>^*</sup> PHY 211	Modern University Physics I	4
<sup>^*</sup> PHY 212	Modern University Physics II	4
<b>Electrical Engineering Major Credit Hours</b>		<b>78</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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 and 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>		
Art	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
<sup>^*π</sup> MAT 201	Calculus I (Mathematics Pathway)	4
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
*π CHE 111	General Chemistry I (Science Pathway)	4
Social Science	See General Education Section for approved courses	3
<b>General Education Credit Hours</b>		<b>55-56</b>
<b>Total B.S. in Electrical Engineering Credit Hours</b>		<b>133-134</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>π</sup> 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 120 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 133 credit hours.

## Program Oversight

The electrical engineering 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.

## English (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
<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 four upper-level ENG courses not already used</i>		12
<b>English Major Credit Hours</b>		<b>36</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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>		
<i>Art</i>	See General Education Section for approved courses	2
<i>History</i>	See General Education Section for approved courses	3
*π ENG 112	World Literature (Literature Pathway)	3
<i>Mathematics</i>	See General Education Section for approved courses	3
<i>Music</i>	See General Education Section for approved courses	2
<i>Philosophy</i>	See General Education Section for approved courses	3
<i>Science with lab</i>	See General Education Section for approved courses	4
<i>Social Science</i>	See General Education Section for approved courses	3
<b>General Education Credit Hours</b>		<b>54-55</b>
Electives		29-30
<b>Total B.A. in English Credit Hours</b>		<b>120</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.

## 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 36 credit hours of upper-level (numbered 300 and above) in their major coursework. However, students are required to complete 36 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 Content Area 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
<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 four upper-level ENG courses not already used</i>		12
<b>English Content Area Credit Hours</b>		<b>36</b>
<b>Secondary Education 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 336	Teaching at the Secondary Level (or minor 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>Secondary Education Professional Program Credit Hours</b>		<b>36</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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>		
Art	See General Education Section for approved courses	2

History	See General Education Section for approved courses	3
<sup>^*</sup> ENG 112	World Literature (Literature Pathway)	3
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
<sup>^Δ</sup> PSY 100	Introduction to Psychology (Social Science Pathway)	3
<b>General Education Credit Hours</b>		<b>55</b>
Choose a certifying minor (see Teacher Education for more information)		20
<b>Total B.A. in English Secondary Education Credit Hours</b>		<b>147</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 below with this notation <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 271	Business Law I	3
CPS 201	Coding 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
<i>Choose one course from the following</i>		
IBS 223	Biblical Foundations of International Business	3
IBS 305	Principles of International Business	3
<b>Finance Major Credit Hours</b>		<b>48</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
*π BUS/HES/MAT/PSY 351	Statistics (Mathematics Pathway)	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
*π ECN 221	Introduction to Microeconomics (Social Science Pathway)	3
<b>General Education Credit Hours</b>		<b>54-55</b>
Electives		17-18
<b>Total B.S. in Finance Credit Hours</b>		<b>120</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.

## 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.

## Financial Planning (B.S.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education below with this notation <sup>π</sup>.</i>		
ACC 221	Principles of Accounting I	3
* ACC 222	Principles of Accounting II	3
* ACC 391	Individual Taxation	3
BUS 107	Foundations of Leadership and Ethics	3
* BUS 351L	Statistical Application for Business	1
* ECN 222	Introduction to Macroeconomics	3
FIN 200	Introduction to Financial Planning	3
FIN 201	Financial Institutions	1
FIN 202	Student Managed Investment (two semesters)	1 each
* FIN 301	Money and Banking	3
* FIN 362	Principles of Finance	3
* FIN 368	Insurance and Risk Management	3
* FIN 418	Investments	3
* FIN 420	Retirement Planning	3
* FIN 425	Estate Planning	3
* FIN 451	Business Forecasting and Analytics	3
* FIN 480	Finance Capstone	3
<b>Financial Planning Major Credit Hours</b>		<b>46</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
*π BUS/HES/MAT/PSY 351	Statistics (Mathematics Pathway)	3
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
*π ECN 221	Introduction to Microeconomics (Social Science Pathway)	3
<b>General Education Credit Hours</b>		<b>54-55</b>
Electives		19-20
<b>Total B.S. in Financial Planning Credit Hours</b>		<b>120</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.

**Financial Planning Learning Outcomes**

Students in the financial planning major will demonstrate competency in all aspects of financial planning and will be prepared to take the CFP Examination. Students will be trained to be servant-minded financial planners who make an impact for Christ. Students will be prepared for employment in the field of financial planning or for entering a graduate program upon graduation.

**Program Oversight**

The financial planning 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	6 credit hours any level, 9 credit hours upper-level	15
<b>Business Concentration</b>		
^ ACC/BUS/ECN/FIN/MKT	6 credit hours any level, 9 credit hours upper-level	15
<b>Criminal Justice Concentration</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 300-499 (x 2)	English courses, except ENG 304 (upper level)	6
<b>Family Life Education Concentration</b>		
^ FLE	6 credit hours any level, 9 credit hours upper-level	15
<b>Fine Arts Concentration</b>		
^ ART/MUS	6 credit hours any level, 9 credit hours upper-level	15
<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	6 credit hours any level, 9 credit hours upper-level	15
<b>Mathematics/Computer Science Concentration</b>		
^ CPS/MAT	6 credit hours any level, 9 credit hours upper-level	15
<b>Natural Science Concentration</b>		
^ BIO/CHE/NSC/PHY	6 credit hours any level, 9 credit hours upper-level	15
<b>Organizational Management Concentration</b>		
^ ORM	6 credit hours any level, 9 credit hours upper-level	15
<b>Ministry/Philosophy/Religion Concentration</b>		
^ CMI/PHI/REL	6 credit hours any level, 9 credit hours upper-level	6
<b>Concentration Credit Hours</b>		<b>15-45</b>
<b>General Education Courses for SAU Global</b>		
<b>Community of Learners 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
+ Cross Cultural Courses	A course in diversity and a non-Western HIS/GEO course	3 and 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 Pathway Courses</b> <i>(some of these requirements may be met with concentration courses)</i>			
	Art or Music	See SAU Global General Education Section for approved courses	Minimum 2
	Humanities	See SAU Global General Education Section for approved courses	Minimum 2
	Mathematics	See SAU Global General Education Section for approved courses	Minimum 2
	Science with lab	See SAU Global General Education Section for approved courses	Minimum 2
	Social Science (x3)	See SAU Global General Education Section for approved courses	Minimum 6
<b>General Education Credit Hours for SAU Global</b>			<b>41</b>
<b>General Education for Main Campus</b>			
<b>Community of Learners Core Courses</b>			
+	COR 100	Life in Community	2
+*	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 (HPR 153 for HHP concentration)	2
^	SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b> <i>(some of these requirements may be met with concentration courses)</i>			
	Art	See General Education Section for approved courses	2
	History	See General Education Section for approved courses	3
	Literature	See General Education Section for approved courses	3
	Mathematics	See General Education Section for approved courses	3
	Music	See General Education Section for approved courses	2
	Philosophy	See General Education Section for approved courses	3
	Science with lab	See General Education Section for approved courses	4
	Social Science	See General Education Section for approved courses	3
<b>General Education Credit Hours for Main Campus</b>			<b>54-55</b>
Electives to complete 120 credit hours total			
<b>Total B.A. in General Studies Credit Hours</b>			<b>120</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.

### Criteria for Consideration

Criteria for admission into this program is as follows:

- A petition must be submitted to the registrar requesting to change from a matriculating SAU major, and factors that may impede the student from completing the current matriculating degree program will be assessed before admitting students to this program. A petition is not a guarantee of approval.
- 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 below with this notation 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
HIS/GEO 3XX	A non-Western History/Geography course	3
HIS/GEO 3XX	A non-Western History/Geography course	3
<b>Global Studies Major Credit Hours</b>		<b>47</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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>		
Art	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
π SOC 351	Statistics for Sociology (Mathematics Pathway)	4
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
π SOC 100	Modern Social Problems (Social Science Pathway)	3
<b>General Education Credit Hours</b>		<b>55-56</b>
Electives		17-18
<b>Total B.A. in Global Studies Credit Hours</b>		<b>120</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.

## 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.

## Graphic Design (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education below with this notation <sup>π</sup>.</i>		
<sup>^</sup> ART 165	Two-Dimensional Design	3
<sup>^</sup> ART 167	Color	2
<sup>^</sup> ART 205	Photography I	4
<sup>^</sup> ART 272	Introduction to Graphic Design	4
<sup>^*</sup> ART 274	Graphic Design I	4
<sup>^*</sup> ART 333	Graphic Design II	4
<sup>^*</sup> ART 334	Graphic Design III	3
<sup>^*</sup> ART 335	Web Design	4
<sup>^</sup> ART 376	Typography	1
COM 324	Web Content and Management	3
COM 385	Practicum (may take up to 4 credit hours)	1
COM 399	Communication Portfolio	1
COM 415	Design Thinking	3
COM 480	Senior Seminar	1
<b>Graphic Design Major Credit Hours</b>		<b>38</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
<sup>+</sup> COR 100	Life in Community	2
<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
<b>Biblical Studies Courses</b>		
<sup>+</sup> BIB 217	Old Testament Survey	3
<sup>+</sup> BIB 218	New Testament Survey	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>^π</sup> ART 162	Drawing I	3
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
Social Science	See General Education Section for approved courses	3
<b>General Education Credit Hours</b>		<b>55-56</b>
Electives		26-27
<b>Total B.A. in Graphic Design Credit Hours</b>		<b>120</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.

## Graphic Design Learning Outcomes

This program prepares students for work as a graphic designer, creative director, web designer, content creator, social media marketer, production designer, multi-media artist, freelancer in 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

The Department of Media and Visual Arts are required to strongly recommends students enter the program with a current MacBook Pro. Students must 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 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, The Arbor, Almost Chapel and the Will Shoot for Credit short film screening. Students may also have opportunities to produce video, audio and graphic content for clients, chapel, and to promote department and campus events.

## Study Abroad

Students may substitute coursework from the American Studies Washington D.C. semesters offered by the Coalition of Christian Colleges and Universities ([www.cccuglobaled.org](http://www.cccuglobaled.org)) or other SAU approved semester programs. Admission to these programs requires a separate application process. Consultation with the dean and Office of Registration and Records is required to determine how requirements of the program will be satisfied in a study abroad opportunity.

## Program Oversight

The graphic design major is overseen by the Department of Media and Visual Arts. Courses with ART, AUD, FAS and VID 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 below with this notation <sup>π</sup>.</i>		
<sup>^*</sup> BIO 263	Human Anatomy and Physiology/Lab	4
<sup>^</sup> CHE 101 or <sup>*</sup> CHE 111	Introductory Chemistry or General Chemistry I	4
<sup>^*</sup> HES 345	Principles of Exercise Prescription	2
<sup>^*</sup> HES 365	Introduction to Pharmacology	3
<sup>^*</sup> HES 381	Nutrition and Energy Metabolism	3
<sup>^*</sup> HES 382	Functional Anatomy and Application	3
<sup>^*</sup> HES 462	Cardiovascular Function and Electrophysiology	3
<sup>^*</sup> HES 473	Biomechanical and Anatomical Analysis of Human Movement	4
<sup>^*</sup> HES 474	Physiology of Exercise	3
<sup>^*</sup> HES 475	Physiology of Exercise Lab	2
<sup>^*</sup> HES 480	Senior Seminar	1
<sup>^</sup> HPR 151	Introduction to Health, Human Performance, and Recreation	3
<sup>^*</sup> HPR 178	Aerobic Activities	2
<sup>^*</sup> HPR 179	Strength and Power Training	2
<b>Health and Exercise Science Major Credit Hours</b>		<b>39</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
<sup>+</sup> COR 100	Life in Community	2
<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
<b>Biblical Studies Courses</b>		
<sup>+</sup> BIB 217	Old Testament Survey	3
<sup>+</sup> BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
<sup>^*</sup> ENG 104	College Writing	3
<sup>^*#</sup> ENG 304	Writing and Research	3
<sup>^π</sup> HPR 153	Foundations of Physical Fitness, Health, and Wellness	3
<sup>^</sup> SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
Art	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
<sup>^*π</sup> HES 351	Statistics	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
<sup>^π</sup> BIO 111	Introductory Biology I	4
Social Science	See General Education Section for approved courses	3
<b>General Education Credit Hours</b>		<b>55-56</b>
Electives		25-26
<b>Total B.S. in Health and Exercise Science Credit Hours</b>		<b>120</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 below with this notation <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 478	History Seminar	3
HIS 480	Philosophy of History	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 334	The Middle East	3
HIS 335	East Asia	3
Choose HIS elective courses not already used		8
<b>History Major Credit Hours</b>		<b>32</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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	See General Education Section for approved courses	2
<sup>π</sup> HIS 121	History of Civilization I	3
Literature	See General Education Section for approved courses	3
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
Social Science	See General Education Section for approved courses	3
<b>General Education Credit Hours</b>		<b>54-55</b>
Electives		33-34
<b>Total B.A. in History Credit Hours</b>		<b>120</b>

## 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
HIS 480	Philosophy of History	3

*Choose courses from the following to total at least 4 credit hours*

HIS 304	Geography and History of Russia and the Former Soviet Union	3
HIS 331	China, India, Japan	3
HIS 332	Africa	3
HIS 334	The Middle East	3
HIS 335	East Asia	3
HIS 390	Independent Study	1-3

**Total History Paired Major Credit Hours** **28<sup>@</sup>**

### 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.

<sup>@</sup> Approved courses from the primary major or other electives may count toward the paired history major to comprise the required 30 credit hours for a major.

### 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, museum administration, law, or seminary.

### Upper-level Course Requirements

Depending on which courses students choose in the history major, they may not acquire 36 credit hours of upper-level (numbered 300 and above) in their major coursework. However, students are required to complete 36 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 Secondary Education (B.A.)

Course Number	Course Title	Credit Hours
<b>Required Support Courses</b>		
GEO 221	Introduction to Geography	3
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 below with this notation <sup>n</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 334	The Middle East	3
^ HIS 335	East Asia	3
Choose HIS elective courses not already used		2
<b>Required Support and History Content Area Credit Hours</b>		<b>35</b>
<b>Secondary Education 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 336	Teaching at the Secondary Level (or minor 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>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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

**Liberal Arts Pathways Courses**

	Art	See General Education Section for approved courses	2
^π	HIS 121	History of Civilization I	3
	Literature	See General Education Section for approved courses	3
	Mathematics	See General Education Section for approved courses	3
	Music	See General Education Section for approved courses	2
	Philosophy	See General Education Section for approved courses	3
	Science with lab	See General Education Section for approved courses	4
^*Δ	PSY 100	Introduction to Psychology	3

**General Education Credit Hours** **55**

Choose a certifying minor (see Teacher Education for more information) 20

**Total B.A. in History Secondary Education Credit Hours** **146**

**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 and GPA**

Students in this program should be aware of the schedule for the Michigan Test for Teacher Certification (MTTC). Students must have a 3.0 cumulative GPA in the major and minor content areas to be eligible for certification.

**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>Human Services Major Credit Hours</b>		<b>30</b>
<b>General Education</b>		
<b>Community of Learners 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
+ Cross Cultural Course	A non-Western HIS/GEO course ( <i>satisfies ½ cross cultural requirement</i> )	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 Pathway Courses</b>		
Art or Music	See SAU Global General Education Section for approved courses	Minimum 2
Humanities	See SAU Global General Education Section for approved courses	Minimum 2
Mathematics	See SAU Global General Education Section for approved courses	Minimum 2
Science with lab	See SAU Global General Education Section for approved courses	Minimum 2
Social Science (x3)	See SAU Global General Education Section for approved courses	Minimum 2
PSY 100	Introduction to Psychology (Social Science 1)	3
SOC 101 or SWK 281	Intro. to Sociology or Intro. to Social Work (Social Science 2)	3
<b>General Education Credit Hours</b>		<b>40</b>
Possible Electives		50
<b>Total B.S. in Human Services Credit Hours</b>		<b>120</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> An upper-level (300-499) social science course may substitute upon approval

## 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 36 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 36. 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 major subject area courses listed in General Education below with this notation <sup>π</sup>.</i>		
<sup>^</sup> BIO 111	Introductory Biology I	4
<sup>^</sup> BIO 206	Genes and Speciation	3
<sup>^</sup> BIO 263 or BIO 281	Human Anatomy and Physiology or Environmental Science	4
<sup>^</sup> CHE 111	General Chemistry I	4
<sup>^</sup> CHE 112	General Chemistry II	4
<sup>^</sup> MAT 112	Precalculus	3
<sup>^</sup> NSC 200	Elementary Science Survey-Science by Inquiry	4
<sup>^</sup> PHY 120	Introduction to Earth Science	4
<sup>^</sup> PHY 131	Meteorology and Planetary Science	4
<sup>^*</sup> PHY 201	General Physics I	4
<b>Integrated Science Major Subject Area Credit Hours</b>		<b>38</b>
<b>Planned Program</b>		
<i>Other planned program courses are listed in General Education below with this notation <sup>‡</sup>.</i>		
<sup>^*</sup> EDU 252	Teaching the Arts	1
<sup>^*</sup> EDU 376	Children's Literature	3
<sup>^</sup> HPR 201	Teaching Elementary Health/PE	2
<sup>^*</sup> MAT 331	Foundations of School Math II	3
<b>Professional Program</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>^*</sup> EDU 242	Psychology Applied to Teaching and Learning	2
<sup>^*</sup> EDU 271	The Diverse Learner	4
<sup>§*</sup> EDU 350	Teaching Reading and Language Arts in Elementary School	5
<sup>§*</sup> EDU 352	Teaching Social Studies Methods in K-8 Schools	2
<sup>§*</sup> EDU 353	Teaching Science and Math STEM in K-8 Schools	4
<sup>^*</sup> EDU 360	Integrating Technology in Education	3
<sup>^*</sup> EDU 424	Elementary and Middle School Reading Problems	3
<sup>^*</sup> EDU 429	Effective Classroom Management, Assessment, and Instruction	3
<sup>§*</sup> EDU 430E	Seminar in Teaching	3
<sup>^*</sup> EDU 450E	Direct Teaching-Elementary	9
<b>Planned and Professional Program Credit Hours</b>		<b>52</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
<sup>+</sup> COR 100	Life in Community	2
<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
<b>Biblical Studies Courses</b>		
<sup>+</sup> BIB 217	Old Testament Survey	3
<sup>+</sup> BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
<sup>§*‡</sup> ENG 104	College Writing	3
<sup>^*#</sup> ENG 304	Writing and Research	3
<sup>^‡</sup> HPR 101	Personal Fitness and Wellness	2
<sup>^‡</sup> SPE 212	Fundamentals of Speech	3
<b>Liberal Arts Pathways Courses</b>		
<sup>^‡</sup> ART 152	Art Foundations (Fine Arts Pathway)	2
<sup>^‡</sup> MUS 152	Music Foundations (Fine Arts Pathway)	2

<sup>^*‡</sup> ENG 112	World Literature (Literature Pathway)	3
<sup>§‡</sup> SST 200	Human Society: Learning in the Social Studies (History Pathway)	3
<sup>^*‡</sup> MAT 330	Foundations of School Math I (Mathematics Pathway)	3
Philosophy	See General Education Section for approved courses	3
<sup>^π</sup> NSC 200	Elementary Science Survey-Science by Inquiry (Science Pathway)	See major
<sup>^‡</sup> PSY 100	Introduction to Psychology (Social Science Pathway)	3
<b>General Education Credit Hours</b>		<b>51</b>
<b>Total B.A. in Integrated Science Elementary Education Credit Hours</b>		<b>141</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> A Subject Area course that meets a General Education requirement.
- <sup>‡</sup> A planned program 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 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. 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 Preparation Program 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 major subject area courses listed in General Education below with this notation π.</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 and II	4 and 5
^* CHE 201	Organic Chemistry I and II	4 and 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 and PHY 212	Modern University Physics I and II	4 and 4
<b>Integrated Science Major Subject Area Credit Hours</b>		<b>52</b>
<b>Secondary Education 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 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>Secondary Education Professional Program Courses</b>		<b>36</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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 and 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>		
Art	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
^*Δ MAT 201	Calculus I (Mathematics Pathway)	4
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
^*π BIO 111	Introductory Biology I (Science Pathway)	See major
^Δ PSY 100	Introduction to Psychology (Social Science Pathway)	3
<b>General Education Credit Hours</b>		<b>52</b>
<b>Total B.A. in Integrated Science Secondary Education – Comp. Credit Hours</b>		<b>140</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 A major 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. 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 major subject area courses listed in General Education below with this notation <sup>π</sup>.</i>		
<sup>^*</sup> BIO 111	Introductory Biology I	4
<sup>^</sup> BIO 206	Genes and Speciation	3
<sup>^*</sup> BIO 263 or BIO 281	Human Anatomy and Physiology or Environmental Science	4
<sup>^*</sup> CHE 111 and CHE 112	General Chemistry I and II	4 and 5
<sup>^*</sup> CHE 201	Organic Chemistry I	4
<sup>^</sup> NSC 200	Elementary Science Survey-Science by Inquiry	4
<sup>^</sup> PHY 120 and PHY 131	Introduction to Earth Science and Meteorology and Planetary Science	4 and 4
<sup>^*</sup> PHY 211	Modern University Physics I	4
<b>Integrated Science Major Subject Area Credit Hours</b>		<b>40</b>
<b>Secondary Education Professional Program</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>^*</sup> EDU 242	Psychology Applied to Teaching and Learning	2
<sup>^*</sup> EDU 271	The Diverse Learner	4
<sup>§*</sup> EDU 336	Teaching at the Secondary Level (or minor methods course)	2
<sup>§*</sup> EDU 343	Teaching Science at the Secondary Level	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	9
<b>Secondary Education Professional Program Courses</b>		<b>36</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
<sup>+</sup> COR 100 and COR 200	Life in Community and Community, Place and Responsibility	2 and 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
<b>Biblical Studies Courses</b>		
<sup>+</sup> BIB 217 and BIB 218	Old Testament Survey and New Testament Survey	3 and 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>^Δ</sup> SPE 212	Fundamentals of Speech	3
<b>Liberal Arts Pathways Courses</b>		
Art and Music	See General Education Section for approved courses	2 and 2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
<sup>^*Δ</sup> MAT 201	Calculus I (Mathematics Pathway)	4
Philosophy	See General Education Section for approved courses	3
<sup>^*π</sup> BIO 111	Introductory Biology I (Science Pathway)	See major
Science with lab	See General Education Section for approved courses	4
<sup>^Δ</sup> PSY 100	Introduction to Psychology	3
<b>General Education Credit Hours</b>		<b>52</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>148</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 A major 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 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. 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.S.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education below with this notation <sup>π</sup>.</i>		
ACC 221	Principles of Accounting I	3
BUS 271	Business Law I	3
BUS 107	Foundations of Leadership and Ethics	3
BUS 162 and BUS 232	Business Computer Applications and Business Seminar	1 and 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 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>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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 and 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	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
*π BUS/HES/MAT/PSY 351	Statistics (Mathematics Pathway)	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
*π ECN 221	Introduction to Microeconomics (Social Science Pathway)	3
<b>General Education Credit Hours</b>		<b>54-55</b>
Electives		9-10
<b>Total B.A. in International Business Credit Hours</b>		<b>120</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 Content Area 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	Persuasion	3
^π SPE 212	Fundamentals of Speech (see Gen. Ed.)	0
^ 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	Creative Nonfiction	3
^* ENG 311	Poetry Writing	3
^ ENG 313	Fiction Writing	3
^* ENG/VID 314	Scriptwriting	3
^ WRT 306	Writing for Children	3
^* WRT 373	Feature Writing	3
<b>Language Arts Major Content Area Credit Hours</b>		<b>36</b>
<b>Planned Program Courses</b>		
<i>Other planned program courses are listed in General Education below with this notation π.</i>		
^* 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>Planned and Professional Program Credit Hours</b>		<b>52</b>

**General Education****Community of Learners Core Courses**

+ COR 100	Life in Community	2
+* 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	6

**Biblical Studies Courses**

+ BIB 217	Old Testament Survey	3
+ BIB 218	New Testament Survey	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 (Fine Arts Pathway)	2
^π MUS 152	Music Foundations (Fine Arts Pathway)	2
§π SST 200	Human Society: Learning in the Social Studies (History Pathway)	3
^*π ENG 112	World Literature (Literature Pathway)	3
^*π MAT 330	Foundations of School Math I (Math Pathway)	3
Philosophy	See General Education for approved courses	3
§π NSC 200	Elementary Science Survey-Science by Inquiry (Science Pathway)	4
^π PSY 100	Introduction to Psychology (Social Science Pathway)	3

**General Education Credit Hours** **55**

**Total B.A. in Language Arts Education Credit Hours** **143**

**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 planned program 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 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 portion of this degree program is overseen by the School of Education. For additional teacher education policies and requirements, please refer to the Teacher Preparation Program section.

## Marketing (B.S.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education below with this notation <sup>π</sup>.</i>		
ACC 221 and ACC 222	Principles of Accounting I and *Principles of Accounting II	3 and 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 207	Advertising	3
MKT 221	Marketing Principles	3
MKT 275	Sales	3
MKT 340	Consumer Relations	3
MKT 341	Retailing	3
MKT 347	Public Relations	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	Advertising Strategies	3
* APR 311	Corporate Communication	3
BUS 403 or *COM 404	Argument and Persuasion for Business or 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>Marketing Major Credit Hours</b>		<b>52-53</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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 and 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>		
Art	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
<sup>π</sup> BUS/HES/MAT/PSY 351	Statistics (Mathematics Pathway)	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
<sup>π</sup> ECN 221	Introduction to Microeconomics (Social Science Pathway)	3
<b>General Education Credit Hours</b>		<b>54-55</b>
Electives		13-14
<b>Total B.S. in Marketing Credit Hours</b>		<b>120</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.

## 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 below with this notation <sup>π</sup>.</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 one option from the following</i>		
* MAT 300-499	Two MAT courses (excluding courses listed above or MAT 330, 331, and 342)	6-8
* CPS 200-499	Two CPS courses	6-8
* PHY 200-499	Two PHY courses	6-8
<b>Mathematics Major Credit Hours</b>		<b>30-32</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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>		
Art	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
^* <sup>π</sup> MAT 201	Calculus I (Mathematics Pathway)	4
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
Social Science	See General Education Section for approved courses	3
<b>General Education Credit Hours</b>		<b>55-56</b>
Electives		32-35
<b>Total B.A. in Mathematics Credit Hours</b>		<b>120</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.

## 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 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 Subject Area 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>Mathematics Major Subject Area Credit Hours</b>		<b>30</b>
<b>Planned Program Courses</b>		
<i>Other planned program courses are listed in General Education below with * notation.</i>		
^* 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>Planned and Professional Program Credit Hours</b>		<b>52</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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>^</sup> π	ART 152	Art Foundations (Fine Arts Pathway)	2
<sup>^</sup> π	MUS 152	Music Foundations (Fine Arts Pathway)	2
<sup>§</sup> π	SST 200	Human Society: Learning in the Social Studies (History Pathway)	3
<sup>^*</sup> π	ENG 112	World Literature (Literature Pathway)	3
<sup>^*</sup> π	MAT 330	Foundations of School Math I (Mathematics Pathway)	3
	Philosophy	See General Education Section for approved courses	3
<sup>§</sup> π	NSC 200	Elementary Science Survey-Science by Inquiry (Science Pathway)	4
<sup>^</sup> π	PSY 100	Introduction to Psychology (Social Science Pathway)	3
	<b>General Education Credit Hours</b>		<b>55</b>
	<b>Total B.A. in Mathematics Elementary Education Credit Hours</b>		<b>137</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> A Planned Program 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 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 portion of this degree program is overseen by the School of Education. For additional teacher education policies and requirements, please refer to the Teacher Preparation Program section of this catalog.

## Mathematics Secondary Education (B.A.)

Course Number	Course Title	Credit Hours
<b>Subject Area Courses</b>		
<i>Other major courses listed in General Education below with this notation <sup>π</sup>.</i>		
<sup>^*</sup> MAT 202 and MAT 302	Calculus II and Vector Calculus	4 and 3
<sup>^*</sup> MAT 232	Proof and Discrete Mathematics	4
<sup>^*</sup> MAT 311	Differential Equations	3
<sup>^*</sup> MAT 321 and MAT 352	Abstract Algebra I and Linear Algebra	3 and 3
<sup>§*</sup> MAT/EDU 342	Foundations of Secondary School Math (EDU methods course)	3
<sup>^*</sup> MAT 351	Statistics	3
<sup>^*</sup> MAT 401	Real Analysis	3
<sup>^*</sup> MAT 421	Modern Geometry	3
<b>Mathematics Major Subject Area Credit Hours</b>		<b>32</b>
<b>Secondary Education Professional Program</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>^*</sup> EDU 242	Psychology Applied to Teaching and Learning	2
<sup>^*</sup> EDU 271	The Diverse Learner	4
<sup>§*</sup> EDU 336	Teaching at the Secondary Level (or minor 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	9
<b>Secondary Education Professional Credit Hours</b>		<b>34</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
<sup>+</sup> COR 100	Life in Community	2
<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
<b>Biblical Studies Courses</b>		
<sup>+</sup> BIB 217	Old Testament Survey	3
<sup>+</sup> BIB 218	New Testament Survey	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>^Δ</sup> SPE 212	Fundamentals of Speech	3
<b>Liberal Arts Pathways Courses</b>		
Art	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
<sup>*Δ</sup> ENG 112	World Literature (Literature Pathway)	3
<sup>^*π</sup> MAT 201	Calculus I (Mathematics Pathway)	4
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
<sup>*Δ</sup> PSY 100	Introduction to Psychology	3
<b>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 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.

## Mechanical Engineering (B.S.)

Course Number	Course Title	Credit Hours
<b>Required Support Courses</b>		
<i>Other required support courses listed in General Education below with this notation <sup>Δ</sup>.</i>		
* 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 and PHY 212	Modern University Physics I and Modern University Physics II	4 and 4
<b>Major Courses</b>		
<sup>^</sup> CPS 201	Coding I	4
<sup>^</sup> EGR 100	Introduction to Engineering I	3
<sup>^*</sup> EGR 110	Basics of Engineering Design	1
<sup>^*</sup> EGR 112	Introduction to Engineering II	1
<sup>^*</sup> EGR 203	Electric Circuits	4
<sup>^*</sup> EGR 206	Statics	3
<sup>^*</sup> EGR 326	Mechatronics	3
<sup>^*</sup> EGR 216	Dynamics w/ Lab	4
<sup>^*</sup> EGR 331	Mechanics of Materials	3
<sup>^*</sup> EGR 332	Thermodynamics	3
<sup>^*</sup> EGR 401	Senior Design I	4
<sup>^*</sup> EGR 402	Senior Design II	4
<sup>^*</sup> EGR 418	Fluid Dynamics	4
<sup>^*</sup> EGR 419	Vibrations	3
<sup>^*</sup> EGR 4** (x 3)	Three Engineering elective courses	3 each
<b>Mechanical Engineering Major Credit Hours</b>		<b>77</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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 and 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>		
Art	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
<sup>^*Δ</sup> MAT 201	Calculus I (Mathematics Pathway)	4
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
<sup>*Δ</sup> CHE 111	General Chemistry I (Science Pathway)	4
Social Science	See General Education Section for approved courses	3
<b>General Education Credit Hours</b>		<b>55-56</b>
<b>Total B.S. in Mechanical Engineering Credit Hours</b>		<b>132-133</b>

## Symbol Key

- ^ 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.

## Mechanical Engineering Learning Outcomes

Students in mechanical 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 mechanical engineering program may finish the program with fewer than the stated 132-133 credit hours, 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 120 credits required for graduation.

## Admissions Criteria

Students will not be able to declare a major in mechanical 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 mechanical engineering major may take longer than a cumulative of four years to complete the major, and they will likely have more than 133 credit hours.

## Program Oversight

The mechanical engineering major is overseen by the School of Engineering. Courses with CPS, EGR, and MAT prefixes are administered by this school.

## Music (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education below with this notation <sup>π</sup>.</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>Music Major Credit Hours</b>		<b>32</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
Mathematics	See General Education Section for approved courses	3
<sup>π</sup> MUS 230 or MUS 240	Instrumental or Choral Ensemble (2 semesters) (Fine Arts Pathway)	1 and 1
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
Social Science	See General Education Section for approved courses	3
<b>Total General Education Credit Hours</b>		<b>54-55</b>
Electives (may use electives to acquire optional concentrations below)		33-34
<b>Total B.A. in Music Credit Hours</b>		<b>120</b>

## Optional Music Concentrations (for music majors only)

### **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 36 credit hours of upper-level (numbered 300 and above) in their major coursework. However, students are required to complete 36 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 Subject Area Courses</b>		
<i>Other major courses listed in General Education below with this notation <sup>π</sup>.</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)	1 and 1
^* MUS 310	Applied Lessons w/Lab (primary instrument/voice; 8 semesters)	2 each
^* MUS 310	Applied Lessons w/Lab (secondary instrument; 1-2 semesters)	1 each or 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	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>Music Major Subject Area Credit Hours</b>		<b>61-62</b>
<b>Secondary Education 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 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>Secondary Education Professional Program Credit Hours</b>		<b>32</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4

## MUSIC EDUCATION

* 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>		
Art	See General Education Section for approved courses	2
^π MUS 230 or MUS 240	Ensemble (instrumental or choral) (2 semesters) (Fine Arts Pathway)	2
History	See General Education Section for approved courses	3
*Δ ENG 112	World Literature (Literature Pathway)	3
Mathematics	See General Education Section for approved courses	3
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
*Δ PSY 100	Introduction to Psychology	3
<b>General Education Credit Hours</b>		<b>55</b>
<b>Total B.A. in Music 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.
- 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 below with this notation <sup>π</sup>.</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	5
§ NUR 329	Pediatric Theory/Clinical	5
§ 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>Nursing Pre-licensure Major Credit Hours</b>		<b>73</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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>		
FAS 152	Fine Arts for Nurses (Fine Arts Pathway)	3
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
*π HES/MAT 351	Statistics (Mathematics Pathway)	3
Philosophy	See General Education Section for approved courses	3
§π BIO 264	Human Anatomy and Physiology for Nursing I (Science Pathway)	3
π PSY 100	Introduction to Psychology (Social Science Pathway)	3
<b>General Education Credit Hours</b>		<b>53-54</b>
<b>Total B.S. in Nursing Pre-licensure Track Credit Hours</b>		<b>126-127</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.

## Nursing Pre-licensure for Second Bachelor's Degree

The pre-licensure program is available online in an accelerated format for students who have already completed a bachelor's degree. Requirements for this second bachelor's degree consists of:

- the major courses listed in the pre-licensure program curriculum.
- courses in the General Education section of the pre-licensure curriculum noted with the "§" symbol.
- IDS 300 Biblical Perspectives.

Certain transfer courses to meet the requirements for the accelerated program will be evaluated by the nursing department to determine applicability to program requirements based on factors, including but not limited to content of the course, interval of time between when the course was taken and application to the pre-licensure program, and use of course content in professional experience.

## 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 nursing program. Students are permitted to declare a nursing major upon acceptance into Spring Arbor University (SAU), but will make a formal application to the official nursing program in the spring semester of the freshman year. Students who wish to apply for admission the 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**

- 2.67 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.

### **Minimum GPA Requirement**

Once students have been officially admitted to the nursing major, students must maintain a 2.67 cumulative GPA throughout the program to continue in the major.

### **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.



## 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 below with this notation <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.)	Minimum 2
<b>Required Support Credit Hours</b>		<b>16+</b>
<b>Major Courses</b>		
<i>Other major courses listed in General Education below with this notation <sup>π</sup>.</i>		
^ NUR 321	Professionalism/Professional Values	3
^ NUR 341	Patient Centered Care I	3
^ NUR 344	Clinical Prevention/Population Health	3
^* NUR 360	Information Management/Patient Care Technologies	3
^* NUR 422	Spiritual Dimensions of Health Care	3
^ NUR 434	Quality Leadership	3
^ NUR 442	Patient Centered Care II	3
^ NUR 452A, B, C	Evidence-based Practice I	3
§* NUR 494	Senior Nursing Project	2
<b>Nursing Post-licensure Track Major Credit Hours</b>		<b>26</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
IDS 300	Biblical Perspectives	3
IDS 400	Values: Personal And Social	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>		
Fine Arts	See SAU Global General Education Section for approved courses	Minimum 2
Humanities	See SAU Global General Education Section for approved courses	Minimum 2
^π NUR 453A, B, C	Evidence-based Practice II (Mathematics Pathway)	3
§πΔ BIO 264	Anatomy and Physiology for Nurses (Science Pathway)	3
Social Science	See SAU Global General Education Section for approved courses	Minimum 2
Social Science	See SAU Global General Education Section for approved courses	Minimum 2
Social Science	See SAU Global General Education Section for approved courses	Minimum 2
<b>General Education Credit Hours</b>		<b>31+</b>
Possible electives		63
<b>Total B.S. in Nursing-Post Licensure Track Credit Hours</b>		<b>120</b>

### Symbol Key

- ^ Grade of "C" or better required.
- § Grade of "C+" or better required.
- \* This course has a prerequisite.
- # Possible waiver by exam or prior learning assessment.
- π A major course that meets General Education requirements.
- @ Possible waiver with prior high school course credit.
- Δ 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 encouraged 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.

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<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>Organizational Management Major Credit Hours</b>		<b>30</b>
<b>General Education</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
+ Cross Cultural Course	A course in diversity (SOC 311 is recommended)	3
+ Cross Cultural Courses	A 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>		
Art or Music	See General Education Section for approved courses	Minimum 2
Humanities	See General Education Section for approved courses	Minimum 2
Mathematics	See General Education Section for approved courses	Minimum 2
Science with lab	See General Education Section for approved courses	Minimum 2
Social Science	See General Education Section for approved courses	Minimum 2
Social Science	See General Education Section for approved courses	Minimum 2
Social Science	See General Education Section for approved courses	Minimum 2
<b>General Education Credit Hours</b>		<b>41</b>
Possible Additional Electives		49
<b>Total B.S. in Organizational Management Credit Hours</b>		<b>120</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 36 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 36. 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.

## Philosophy (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education below with this notation <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>Philosophy Major Credit Hours</b>		<b>30</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* COR 200	Community Place and Responsibility	3
+* COR 274/275	Community Across Cultures	4
* COR 300 or CMI 361	Community and Christian Tradition or Christian Spirituality & Formation	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	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
<sup>π</sup> PHI 200	Introduction to Philosophy	3
Science with lab	See General Education Section for approved courses	4
Social Science	See General Education Section for approved courses	3
<b>General Education Credit Hours</b>		<b>54-55</b>
Electives		35-36
<b>Total B.A. in Philosophy Credit Hours</b>		<b>120</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, and THE 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 below with this notation <math>\pi</math>.</i>		
<sup>^</sup> CPS 201	Coding I	4
* CPS 202	Coding II	4
* PHY 212	Modern University Physics II	4
* MAT 202	Calculus II	4
* MAT 302	Vector Calculus	3
* MAT 311	Differential Equations	3
<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
<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>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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 and 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>		
Art	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
<sup>^</sup> * $\pi$ MAT 201	Calculus I (Mathematics Pathway)	4
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
<sup>^</sup> * $\pi$ PHY 211	Modern University Physics I (Science Pathway)	4
Social Science	See General Education Section for approved courses	3
<b>General Education Credit Hours</b>		<b>55-56</b>
Electives		28-29
<b>Total B.A. in Physics-Mathematics Credit Hours</b>		<b>120</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.

## 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.

## 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 120 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 Science (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education below with this notation <sup>π</sup>.</i>		
POL 213	American National Government	3
POL 230	Contemporary World Affairs	3
POL 311	Comparative Government	3
POL 312	International Relations	3
POL 313 or POL 368	America in the 60s or Diplomatic History	3
POL 334 or POL 335	The Middle East or East Asia	3
* POL 352	Research Design	4
POL 385	Practicum	6
POL 412 or POL 484	Constitutional Law or Spirituality, Faith, and Justice	3
<b>Political Science Major Credit Hours</b>		<b>31</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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	3
<b>Liberal Arts Pathways Courses</b>		
Art	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
<sup>π</sup> POL/MAT 351	Statistics (Mathematics Pathway)	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
ECN 221	Introduction to Microeconomics (Social Science Pathway)	3
<b>General Education Credit Hours</b>		<b>54-55</b>
Electives		34-35
<b>Total B.A. in Political Science Credit Hours</b>		<b>120</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.

## Political Science Learning Outcomes

Students in the political science major will articulate basic theories and practices of the political world. Students will apply political concepts to real political action. Students will evaluate political forces in the global environment. Students will be prepared to enter careers in government, international relations, business, or law or to embark in graduate studies.

## Upper-level Course Requirements

Depending on which courses students choose in the major, they may not acquire 36 credit hours of upper-level (numbered 300 and above) in their major coursework. However, students are required to complete 36 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 below with this notation <sup>π</sup>.</i>		
COM 100	Introduction to Communication	3
COM 110	Communication Technology	3
COM 214	Communication Theory	2
COM 312	Design Tools: InDesign	1
COM 317	Digital Influence (may repeat once)	1
COM 324	Web Content and Management	3
COM 354	Applied Social Media	3
COM 385	Practicum (may take up to 4 credit hours)	1
* COM 399	Communication Portfolio	1
* COM 415	Design Thinking	3
* COM 480	Senior Seminar	1
WRT 216	Writing for the Media	3
WRT 310	Multimedia Reporting	3
WRT 316	Copy Editing	3
* WRT 373 or VID 314	Feature Writing or Script Writing	3
<b>Professional Writing Major Credit Hours</b>		<b>34</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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 (Fine Arts Pathway)	3
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
Social Science	See General Education Section for approved courses	3
<b>General Education Credit Hours</b>		<b>56</b>
Electives		30
<b>Total B.A. in Professional Writing Credit Hours</b>		<b>120</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.

## 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 rapidly changing professional writing opportunities that still rely on excellent storytelling 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). Admission to the program requires a separate application process. Information can be found at [www.cccuglobaled.org](http://www.cccuglobaled.org). Students should consult their academic advisor before proceeding with the application process and to determine which requirements can be satisfied with the study abroad experience.

## 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 and professional clients.

## Program Oversight

The professional writing major is overseen by the Department of Communication. Courses with APR, COM, SPE, 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 below with this notation <sup>π</sup>.</i>		
* PSY 103	Psychology Seminar I	1
* PSY 203	Psychology Seminar II	1
* PSY 303	Psychology Seminar III	1
* 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 and 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>Psychology Major Credit Hours</b>		<b>30</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
* <sup>π</sup> PSY 351	Statistics for Behavioral Sciences (Mathematics Pathway)	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses or PSY 403	4
* <sup>π</sup> PSY 100	Introduction to Psychology (Social Science Pathway)	3
<b>Total General Education Credit Hours</b>		<b>54-55</b>
Electives		35-36
<b>Total B.A. in Psychology Credit Hours</b>		<b>120</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.

## 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 103, 203, and 303 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>Social Studies Major Credit Hours</b>		<b>36</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
Social Science	See General Education Section for approved courses	3
<b>Total General Education Credit Hours</b>		<b>54-55</b>
Electives		29-30
<b>Total B.A. in Social Studies Credit Hours</b>		<b>120</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 36 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 Subject Area 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
^ HIS 331 or 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>Social Studies Major Subject Area Credit Hours</b>		<b>36</b>
<b>Planned Program</b>		
<i>Other planned program courses are listed in General Education below with this notation π.</i>		
^* 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>Planned and Professional Program Credit Hours</b>		<b>52</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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
<b>Liberal Arts Pathways Courses</b>		
^π ART 152	Art Foundations (Fine Arts Pathway)	2
^π MUS 152	Music Foundations (Fine Arts Pathway)	2

§π SST 200	Human Society: Learning in the Social Studies (History Pathway)	3
^*π ENG 112	World Literature (Literature Pathway)	3
^*π MAT 330	Foundations of School Math I (Mathematics Pathway)	3
Philosophy	See General Education Section for approved courses	3
§π NSC 200	Elementary Science Survey-Science by Inquiry (Science Pathway)	4
^π PSY 100	Introduction to Psychology (Social Science Pathway)	3
<b>General Education Credit Hours</b>		<b>55</b>
<b>Total B.A. in Social Studies Elementary 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 planned program 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 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 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
---------------	--------------	--------------

**Major Subject Area Courses**

*Other major courses listed in General Education below with this notation <sup>π</sup>.*

<sup>^</sup> ECN 221	Introduction to Microeconomics	3
<sup>^*</sup> ECN 222	Introduction to Macroeconomics	3
<sup>^</sup> GEO 221	Introduction to Geography	3
<sup>^</sup> HIS 331 or HIS 335	China, India, Japan or History of East Asia	3
HIS 122	History of Civilization II	3
<sup>^</sup> HIS 141	United States to 1877	3
<sup>^</sup> HIS 142	United States since 1877	3
<sup>^</sup> HIS 361	Michigan History	3
<sup>^</sup> HIS 480	Philosophy of History	3
<sup>^</sup> POL 213	American National Government	3
<sup>^</sup> POL 311	Comparative Government	3
<sup>^</sup> POL Elective	Any POL course not already used	3
<sup>^</sup> SST 300	Teaching Social Studies Standards	3

*Choose one course from the following*

<sup>^</sup> HIS 307 or HIS 308	Colonial America 1492-1760 or The American Revolution	3
<sup>^</sup> HIS 309	Civil War and Reconstruction	3
<sup>^</sup> HIS 310	20 <sup>th</sup> Century America	3
<sup>^</sup> HIS 313	America in the 1960s	3
<sup>^</sup> HIS 340	Women in American History	3
<sup>^</sup> HIS 368	Diplomatic History	3

*Choose one course from the following*

<sup>^</sup> HIS 302 or HIS 303	19 <sup>th</sup> Century Europe or 20 <sup>th</sup> Century Europe	3
<sup>^</sup> HIS 306	The Makings of Modern Europe	4
<sup>^</sup> HIS 403	History of Biblical Interpretation and Criticism	3

*Choose one course from the following*

<sup>^</sup> HIS 304	Geography and History of Russia and the Former Soviet Union	3
<sup>^</sup> HIS 331	China, India, Japan	3
<sup>^</sup> HIS 332	Africa	3
<sup>^</sup> HIS 333	Latin America	3
<sup>^</sup> HIS 334	The Middle East	3

**Social Studies Major Subject Area Credit Hours** **48-49**

**Secondary Education Professional Program**

<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 271	The Diverse Learner	4
<sup>§*</sup> EDU 336	Teaching at the Secondary Level	2
<sup>§*</sup> EDU 344	Teaching History and Social Studies at the Secondary Level	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	9

**Secondary Education Professional Program Credit Hours** **36**

**General Education**

**Community of Learners Core Courses**

<sup>+</sup> COR 100	Life in Community	2
<sup>†*</sup> COR 200	Community Place and Responsibility	3
<sup>†*</sup> 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**

Art	See General Education Section for approved courses	2
^π HIS 121	History of Civilization I (History Pathway)	3
Literature	See General Education Section for approved courses	3
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
*Δ PSY 100	Introduction to Psychology (Social Science Pathway)	3

**Total General Education Credit Hours** **55**

**Total B.A. in Social Studies Secondary Ed.-Comprehensive Credit Hours** **139-140**

## Social Studies Secondary Education-Group (B.A.)

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
----------------------	---------------------	---------------------

**Major Subject Area Courses**

*Other major courses listed in General Education below with this notation π.*

^ ECN 221	Introduction to Microeconomics	3
^* ECN 222	Introduction to Macroeconomics	3
^ GEO 221	Introduction to Geography	3
^ HIS 331 or 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

**Social Studies Major Subject Area Credit Hours** **33**

**Secondary Education Professional Program**

§ 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

**Secondary Education Professional Program Credit Hours** **36**

## SOCIAL STUDIES SECONDARY EDUCATION

### General Education

#### Community of Learners Core Courses

+ COR 100	Life in Community	2
+* 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

Art	See General Education Section for approved courses	2
^π HIS 121	History of Civilization I (History Pathway)	3
Literature	See General Education Section for approved courses	3
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
*Δ PSY 100	Introduction to Psychology (Social Science Pathway)	3
^π HIS 121	History of Civilization I	3
*Δ PSY 100	Introduction to Psychology	3

#### 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

145

### 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 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.

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>Major Courses</b>		
<i>Other major courses listed in General Education below with this notation <sup>π</sup>.</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 Ethnic Relations	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	Introduction to Economics	3
ECN 101 or ECN 221	Introduction to Economics or Introduction to Microeconomics	3
* ECN 222	Introduction to Macroeconomics	3
<b>Social Work Major Credit Hours</b>		<b>48</b>
<b>General Education for Main Campus</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
*π SWK/PSY 351	Statistics for Behavioral Sciences (Mathematics Pathway)	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
*π BIO 100	Principals of Biology (or PSY 403 with permission) (Science Pathway)	4
*π PSY 100	Introduction to Psychology (Social Science Pathway)	3
<b>General Education Credit Hours for Main Campus</b>		<b>54-55</b>
Electives for Main Campus		17-18

**General Education for the SAU Global Programs (Site, Video Conference and Online)****Community of Learners 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
+ Cross Cultural course	A non-western history/geography course (½ cross cultural requirement)	3
Cross Cultural course	A course in diversity (met with SOC 311) (½ cross cultural requirement)	See major

**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**

Art or Music	See SAU Global General Education Section for approved courses	Minimum 2
Humanities	See SAU Global General Education Section for approved courses	Minimum 2
π SWK 351	Statistics for Behavioral Sciences (Mathematics Pathway)	3
Mathematics	See SAU Global General Education Section for approved courses	Minimum 2
π BIO 101	Principles of Human Biology (Science Pathway)	3
*π PSY 100	Introduction to Psychology (Social Science 1)	3
π SOC 101	Introduction to Sociology (Social Science 2)	See major
*π ECN 222	Introduction to Macroeconomics (Social Science 3)	See major

**General Education Credit Hours for SAU Global****39+**

Possible Electives for SAU Global

33

**Total B.S.W. Credit Hours** (all delivery methods)**120****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.

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**

A student who receives a grade below a "C" in any major course indicated with a ^ in the program listing above must repeat the course even if the cumulative GPA in the major is 2.5 or above. The exception to this is SWK 281, which is the introductory course for entrance into the social work program and requires a "C+" or above. For more information about special grading policies of the program, please refer to the social work program guide available from the social work department.

## **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**

No life-learning credit will be granted for social work major 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.)**

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>Major Courses</b>		
<i>Other major courses listed in General Education below with this notation <sup>π</sup>.</i>		
SOC 100	Modern Social Problems	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>Sociology Major Credit Hours</b>		<b>26</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
<sup>π</sup> SOC 351	Statistics for Sociology (Mathematics Pathway)	4
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
<sup>π</sup> SOC 101	Introduction to Sociology (Social Science Pathway)	3
<b>General Education Credit Hours</b>		<b>55-56</b>
Electives		38-39
<b>Total B.A. in Sociology Credit Hours</b>		<b>120</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 36 credit hours of upper-level (numbered 300 and above) in their major coursework. However, students are required to complete 36 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, 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> (these courses count as electives)		
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>Spanish Major Credit Hours</b>		<b>30</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
Social Science	See General Education Section for approved courses	3
<b>General Education Credit Hours</b>		<b>54-55</b>
Electives ( <i>including prerequisite Spanish courses</i> )		35-36
<b>Total B.A. in Spanish Credit Hours</b>		<b>120</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.

## 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 or through SAU online courses.

## Immersion Experience

Spanish majors are encouraged to register for up to 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 all 300-level or above Spanish courses offered at SAU each semester in order to complete the Spanish major in a timely manner.

## Upper-level Course Requirements

Depending on which courses students choose in the Spanish major, they may not acquire 36 credit hours of upper-level (numbered 300 and above) in their major coursework. However, students are required to complete 36 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> (these courses count as electives)		
SPA 101 and SPA 102*	Elementary Spanish I and Elementary Spanish II	3 and 3
* SPA 201 and SPA 202	Intermediate Spanish I and Intermediate Spanish II	3 and 3
<b>Major Subject 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>Spanish Major Subject Area Credit Hours</b>		<b>30</b>
<b>Planned Program</b>		
<i>Other planned program courses are listed in General Education below with this notation π.</i>		
^* EDU 252 and EDU 376	Teaching the Arts and Children's Literature	1 and 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	Directed Teaching-Elementary	9
<b>Planned and Professional Program Credit Hours</b>		<b>52</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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 and 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 and MUS 152	Art Foundations and Music Foundations (Fine Arts Pathway)	2 and 2
§π SST 200	Human Society: Learning in the Social Studies (History Pathway)	3
^*π ENG 112	World Literature (Literature Pathway)	3
^*π MAT 330	Foundations of School Math I (Mathematics Pathway)	3
Philosophy	See General Education Section for approved courses	3
§π NSC 200	Elementary Science Survey-Science by Inquiry (Science Pathway)	4
^π PSY 100	Introduction to Psychology (Social Science Pathway)	3
<b>General Education Credit Hours</b>		<b>55</b>
<b>Total B.A. in Spanish Elementary Education Credit Hours</b>		<b>137</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 A planned program course that meets General Education requirements.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

## Spanish Elementary Education Learning Outcomes

Students in the Spanish elementary education 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 or through SAU online courses.

## Immersion Experience

Spanish elementary education majors are encouraged to register for up to 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 all 300-level or above Spanish courses offered at SAU each semester in order to complete the Spanish major in a timely manner.

## 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) and the required reading course.

## 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 elementary 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 Preparation Program section of this catalog.



## Spanish Secondary Education (B.A.)

Course Number	Course Title	Credit Hours
<b>Prerequisite Courses</b> (these courses count as electives)		
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 Subject 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>Spanish Major Subject Area Credit Hours</b>		<b>30</b>
<b>Secondary Education 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 336	Teaching at the Secondary Level (or minor 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>Secondary Education Professional Program Credit Hours</b>		<b>36</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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>		
Art	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
*Δ PSY 100	Introduction to Psychology (Social Science Pathway)	3
<b>General Education Credit Hours</b>		<b>55</b>
Choose a certifying minor (see Teacher Education for more information)		20
<b>Total B.A. in Spanish Secondary Education Credit Hours</b>		<b>141</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.

## 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 or through SAU online courses.

## Immersion Experience

Spanish secondary education majors are encouraged to register for up to 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 all 300-level or above Spanish courses offered at SAU each semester in order to complete the Spanish major in a timely manner.

## 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
<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 430	Internship Seminar	1
^* SED 450	Internship Site-Based Experience	6
<b>Non-teaching Track Courses</b>		
^* SED 385	Practicum with Special Needs Population ( <i>highly recommended</i> )	1-8
<b>Special Education-Elementary: Learning Disabilities Major Credit Hours</b>		<b>31-38</b>
<b>Planned Program</b>		
<i>Other planned program courses are listed in General Education below with this notation <sup>π</sup>.</i>		
^* 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 and EDU 450E	Seminar in Teaching	3
^* EDU 450E	Directed Teaching-Elementary	9
<b>Planned and Professional Program Credit Hours</b>		<b>52</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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>π</sup> 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 (Fine Arts Pathway)	2
^π	MUS 152	Music Foundations (Fine Arts Pathway)	2
§π	SST 200	Human Society: Learning in the Social Studies (History Pathway)	3
^*π	ENG 112	World Literature (Literature Pathway)	3
^*π	MAT 330	Foundations of School Math I (Mathematics Pathway)	3
	Philosophy	See General Education Section for approved courses	3
§π	NSC 200	Elementary Science Survey-Science by Inquiry (Science Pathway)	4
^π	PSY 100	Introduction to Psychology (Social Science Pathway)	3

**General Education Credit Hours** **55**

**Total B.A. in Special Ed.-Elementary: Learning Disabilities Credit Hours** **137-144**

**See Special Education Secondary for more information.**

## Special Education-Secondary: Learning Disabilities (B.A.)

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
----------------------	---------------------	---------------------

**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 430S	Seminar in Teaching Special Education: Learning Disabilities	1
^*	SED 450S	Mentored Experience in Teaching Special Education: LD	6

**Non-Teaching Track Courses**

^*	SED 385	Practicum (by permission) ( <i>not required, but highly recommended</i> )	1-8
----	---------	---	-----

**Special Education-Secondary: Learning Disabilities Major Credit Hours** **31-38**

**Secondary Education Professional Program**

§	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 336 or EDU XXX	Teaching at the Secondary Level (or minor 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	3

**Secondary Education Professional Program Credit Hours** **26**

**General Education**

## SPECIAL EDUCATION-SECONDARY: LEARNING DISABILITIES

### Community of Learners Core Courses

+ COR 100	Life in Community	2
+* 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

Art	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
*Δ PSY 100	Introduction to Psychology (Social Science Pathway)	3

### General Education Credit Hours **55**

Choose a certifying minor (see Teacher Education for more information) 20

### **Total B.A. in Special Education-Secondary: LD Credit Hours 132-139**

### 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.
- Δ Required support course that meets General Education requirements.
- + Possible waiver with a specified number of transfer credits upon first-time admission.

### 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, in-depth skills, and practical application for teaching.

### 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 initial certification in special education: LD, spring internships must begin in early January for successful completion. Students should not plan an interim class prior to spring internships. A fall placement with the aforementioned configuration will continue past the fall semester and into the spring semester.

### **Teacher Education Information**

More information about the Teacher Education Program can be found in the Teacher Preparation Program 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 below with this notation <sup>π</sup>.</i>		
COM 100	Introduction to Communication	3
COM 110	Communication Technology	3
COM 214	Communication Theory	2
COM 317	Digital Influence (may repeat once)	1
COM 324	Web Content and Management	3
* COM 404	Persuasion	3
COM 415	Design Thinking	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 317	Digital Influence	1
COM 354	Applied Social Media	3
* COM 368	Intercultural Communication	3
* COM 399	Communication Portfolio	1
* SPE 370	Special Topics	1-3
<b>Speech Major Credit Hours</b>		<b>35</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
+ COR 100	Life in Community	2
+* 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	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
Social Science	See General Education Section for approved courses	3
<b>General Education Credit Hours</b>		<b>55</b>
Electives		30
<b>Total B.A. in Speech Credit Hours</b>		<b>120</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). Admission to the program requires a separate application process. Information can be found at [www.cccuglobaled.org](http://www.cccuglobaled.org). Students should consult their academic advisor before proceeding with the application process and to determine which requirements can be satisfied with the study abroad experience.

## 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. Courses with APR, COM, SPE, 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 below with this notation <sup>π</sup>.</i>		
<sup>**</sup> ACC 221	Principles of Accounting	3
<sup>^</sup> BUS 325	Principles of Management	3
<sup>^</sup> HES 345	Principles of Exercise Prescription	2
<sup>**</sup> HES 381	Nutrition and Energy Metabolism	3
<sup>**</sup> HES 475	Physiology of Exercise Lab	2
<sup>^</sup> HES 450	Internship	6
<sup>**</sup> HES 480	Senior Seminar	1
<sup>^</sup> HPR 151	Introduction to Health, Human Performance, and Recreation	3
<sup>^</sup> HPR 178	Aerobic Activities	2
<sup>^</sup> HPR 179	Strength and Power Training	2
<sup>**</sup> REC 335	Facilities, Planning & Operations for Health, Fitness, Rec. and Sports	3
<sup>**</sup> REC 424	Liability and Risk Management in Recreation and Sport	3
<b>Sports Management Major Credit Hours</b>		<b>33</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
<sup>+</sup> COR 100	Life in Community	2
<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
<b>Biblical Studies Courses</b>		
<sup>+</sup> BIB 217	Old Testament Survey	3
<sup>+</sup> BIB 218	New Testament Survey	3
<b>Liberal Arts Skills Courses</b>		
<sup>**</sup> ENG 104	College Writing	3
<sup>**#</sup> ENG 304	Writing and Research	3
<sup>^π</sup> HPR 153	Foundations of Physical Fitness, Health, and Wellness	3
<sup>^</sup> SPE 100 or SPE 212	Oral Communication or Fundamentals of Speech	2 or 3
<b>Liberal Arts Pathways Courses</b>		
Art	See General Education Section for approved courses	2
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
<sup>**π</sup> HES 351	Statistics (Mathematics Pathway)	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Social Science	See General Education Section for approved courses	3
<i>Choose one science pathway option in consultation with advisor</i>		
<sup>**</sup> BIO 111 and BIO 263	Introductory Biology I and Human Anatomy and Physiology/Lab	4 and 4
BIO 281	Environmental Science	4
<b>General Education Credit Hours</b>		<b>55-59</b>
Electives		28-32
<b>Total B.S. in Sports Management Credit Hours</b>		<b>120</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.

## Studio Art (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education below with this notation <sup>π</sup>.</i>		
<sup>^</sup> ART 165	Two-Dimensional Design	3
<sup>^</sup> ART 166	Three-Dimensional Design	4
<sup>^</sup> ART 167	Color	2
<sup>^*</sup> ART 213	Painting I	4
<sup>^*</sup> ART 263	Drawing II	4
<sup>^</sup> ART 314	Painting II	4
<sup>^</sup> ART 320	History of Modern Art	3
<sup>^</sup> ART 326	History of Art: Renaissance to 19 <sup>th</sup> Century Western Art	3
<sup>^*</sup> ART 415	Advanced Practice	3
<sup>^*</sup> ART 470	Senior Seminar	1
<sup>^*</sup> ART 471	Senior Art Exhibition	3
<b>Studio Art Major Credit Hours</b>		<b>34</b>
<b>General Education</b>		
<b>Community of Learners Core Courses</b>		
<sup>+</sup> COR 100	Life in Community	2
<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
<b>Biblical Studies Courses</b>		
<sup>+</sup> BIB 217	Old Testament Survey	3
<sup>+</sup> BIB 218	New Testament Survey	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	2-3
<b>Liberal Arts Pathways Courses</b>		
<sup>^π</sup> ART 162	Drawing I (Fine Arts Pathway)	3
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
Social Science	See General Education Section for approved courses	3
<b>Total General Education Credit Hours</b>		<b>55-56</b>
Electives		30-31
<b>B.A. in Studio Art Credit Hours</b>		<b>120</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.

## Studio Art Learning Outcomes

Students in the studio 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 studio art must pass all major courses with a grade of "C" or better, including courses in the General Education that double-count with the major.

## Art Transfer and Post-Baccalaureate Students

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

- Portfolio review by the 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 Advanced Practice
- 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 student is fully prepared for a career. Students meet individually with departmental 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, prepare a paper on their philosophy, and present a senior art exhibit. Details concerning the exhibition requirement are available from the department. The exhibition must be presented within one semester of completing ART 470 Art Seminar. The department reserves the right to require additional advanced courses, i.e., ART 415 Advanced Practice, when deemed necessary.

## Scholarships

Scholarships for studio art majors are available through portfolio review and are also awarded at annual semester competitions.

## Program Oversight

The studio art major is overseen by the Department of Media and Visual Arts. Courses with ART, AUD, FAS, and VID numbers are administered by this department. Questions about the major should be directed to the department chair.

## Video/Film Production (B.A.)

Course Number	Course Title	Credit Hours
<b>Major Courses</b>		
<i>Other major courses listed in General Education below with this notation <sup>π</sup>.</i>		
COM 100	Introduction to Communication	3
COM 110	Communication Technology	3
* COM 324	Web Content and Management	3
COM 385	Practicum	1
* COM 399	Communication Portfolio	1
* COM 480	Senior Seminar	1
VID 202	Video Production	4
* VID 306	Advanced Video Production	4
VID 314 or WRT 216	Script Writing or WRT 216 Writing for the Media	3
* VID 376	Editing	3
* VID 410	Producing and Directing	2
VID 324	Introduction to Film	3
<b>Video/Film Production Major Credit Hours</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	2
+* 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 205	Photography I (Fine Arts Pathway)	4
History	See General Education Section for approved courses	3
Literature	See General Education Section for approved courses	3
Mathematics	See General Education Section for approved courses	3
Music	See General Education Section for approved courses	2
Philosophy	See General Education Section for approved courses	3
Science with lab	See General Education Section for approved courses	4
Social Science	See General Education Section for approved courses	3
<b>General Education Credit Hours</b>		<b>57</b>
Electives		32
<b>Total B.A. in Video/Film Production Credit Hours</b>		<b>120</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.

## Video/Film Production Learning Outcomes

This award-winning program prepares students for careers in radio, television, 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 teamwork 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 Media and Visual Arts 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 may substitute coursework from the American Studies Washington D.C. semester offered by the Coalition of Christian Colleges and Universities ([www.cccuglobaled.org](http://www.cccuglobaled.org)) or other SAU approved semester programs. Admission to these programs require a separate application process. Consultation with the dean and Office of Registration and Records is required to determine how requirements of the program will be satisfied in a study abroad opportunity.

## Program Oversight

The video/film production major is overseen by the Department of Media and Visual Arts. Courses with ART, AUD, FAS, and VID numbers are administered by this department. Questions about the major should be directed to the department chair.

# MINOR PROGRAMS

Accounting  
Arabic  
Art  
Biblical Studies  
Biblical and Theological Studies  
Biology  
Business Administration  
Chemistry  
Chemistry Secondary Education  
Communication Studies  
Computer Science  
Criminal Justice  
Early Childhood Education  
English  
English Secondary Education  
English Writing  
Entrepreneurship  
Finance  
Freelance and Personal Branding  
French  
French Education  
Global Studies  
Graphic Design  
History  
History Secondary Education  
Integrated Science Education  
International Business  
Language Arts Education  
Management  
Marketing  
Mathematics  
Mathematics Elementary Education  
Mathematics Secondary Education  
Military Science and Leadership  
Music  
Philosophy  
Political Science  
Political Science Secondary Education  
Pre-law  
Psychology  
Psychology Secondary Education  
Reading  
Sociology  
Spanish  
Spanish Education  
Teaching English as a Second Language  
Technology Tools  
Theological Studies  
Urban Studies

## Accounting Minor

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 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
<b>Total Accounting Minor Credit Hours</b>		<b>24</b>

## Arabic Minor

Department of World Languages

Course Number	Course Title	Credit Hours
<b>Required Courses (Kelsey Language Institute)</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
* ARA 300-499	Advanced Arabic and Culture Courses	3
* ARA 300-499	Advanced Arabic and Culture Courses	3
* ARA 300-499	Advanced Arabic and Culture Courses	3
* ARA 300-499	Advanced Arabic and Culture Courses	3
<b>Total Arabic Minor Credit Hours</b>		<b>24</b>

### Highly Recommended Prerequisite Courses (SAU)

HIS 334	The Middle East	3
REL 394	World Religions	3

**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. COR 274 and 275 are met with this minor.

## Art Minor

Department of Media and Visual Arts

Course Number	Course Title	Credit Hours
^ ART 162	Drawing I	3
^ ART 165	Two-Dimensional Design	3
^ ART 166	Three-Dimensional Design	3
^ ART 167	Color	2
*^ ART 263	Drawing II	4
^ ART XXX	ART electives	6
<b>Total Art Minor Credit Hours</b>		<b>21</b>

## Biblical and Theological Studies Minor

Department of Theology

Course Number	Course Title	Credit Hours
BIB 220	Biblical Interpretation	3
BIB/PHI/THE 300-499 (x5)	Bible, philosophy, or theology course	3 each
<b>Total Biblical and Theological Studies Minor Credit Hours</b>		<b>18</b>

## Biblical Studies Minor

Department of Theology

Course Number	Course Title	Credit Hours
BIB 220	Biblical Interpretation	3
BIB 300-499 (x5)	Bible course	3 each
<b>Total Biblical Studies Minor Credit Hours</b>		<b>18</b>

## Biology Minor

Department of Biology

Course Number	Course Title	Credit Hours
BIO 111	Introductory Biology I	4
BIO 112	Introductory Biology II	4
* BIO 263	Human Anatomy and Physiology	4
* BIO 305	Principles of Genetics	4
* BIO 362	Principles of Ecology	4
* CHE 101 or CHE 111	Introductory Chemistry or General Chemistry I	4
<b>Total Biology Minor Credit Hours</b>		<b>24</b>

## Biology Secondary Education Minor

Department of Biology and School of Education

Course Number	Course Title	Credit Hours
<sup>^</sup> $\pi$ BIO 111	Introductory Biology I	4
<sup>^</sup> BIO 112	Introductory Biology II	4
<sup>^</sup> $\wedge$ BIO 263	Human Anatomy and Physiology	4
<sup>^</sup> $\wedge$ BIO 305	Principles of Genetics	4
<sup>^</sup> $\wedge$ BIO 362	Principles of Ecology	4
<sup>^</sup> $\wedge$ CHE 101 or CHE 111	Introductory Chemistry or General Chemistry I	4
<b>Total Biology Minor Credit Hours</b>		<b>24</b>

*Secondary Professional Courses are required for certification (see Teacher Education section).*

## Business Administration Minor

Gainey School of Business

Course Number	Course Title	Credit Hours
ACC 221	Principles of Accounting I and II	3
* ACC 222	Principles of Accounting II	3
BUS 107	Foundations of Leadership and Ethics	3
$\pi$ ECN 221	Introduction to Microeconomics	3
* $\pi$ ECN 222	Introduction to Macroeconomics	3
MKT 221	Marketing Principles	3
BUS 325 or BUS	Principles of Mgmt. or Operations & Supply Chain Mgmt.	3
<b>Total Business Administration Minor Credit Hours</b>		<b>21</b>

## Chemistry Minor

Department of Chemistry

Course Number	Course Title	Credit Hours
* CHE 111	General Chemistry I	4
* CHE 201	Organic Chemistry I	4
* CHE 202	Organic Chemistry II	4
* CHE 301	Analytical Chemistry	4
* CHE 440	Research in Biology and Chemistry	3
* CHE 411 and CHE 472	Physical Chemistry or Biological Chemistry I	4 or 5
<b>Total Chemistry Minor Credit Hours</b>		<b>23-24</b>

## Chemistry Secondary Education Minor

Department of Chemistry and School of Education

Course Number	Course Title	Credit Hours
** CHE 111 and CHE 112	General Chemistry I and General Chemistry II	4 and 4
** CHE 201 and CHE 202	Organic Chemistry I and Organic Chemistry II	4 and 4
** CHE 301	Analytical Chemistry	4
** CHE 440	Research in Biology and Chemistry	3
<b>Total Chemistry Minor Credit Hours</b>		<b>23</b>

*Secondary Professional Courses are required for certification (see Teacher Education section).*

## Christian Ministry Minor

Department of Theology

Course Number	Course Title	Credit Hours
CMI 127	Exploring Ministry	2
CMI 310	Communication in Ministry	3
CMI 316	Church Planting/Growth	3
CMI 361	Christian Spirituality and Formation	3
CMI 375	Supervised Ministry (2 semesters)	1 and 1
CMI 401	Biblical Theology of Mission	3
CMI 410	Foundations and Practices in Ministry	3
<b>Total Christian Ministry Minor Credit Hours</b>		<b>19</b>

## Computer Science Minor

School of Engineering

Course Number	Course Title	Credit Hours
^ CPS 201 and ^CPS 202	Coding I and Coding II	4 and 4
* CPS 301	Data Structures and Algorithms	3
<i>Choose 9 credit hours of CPS courses numbered 200 or above</i>		9
<b>Total Computer Science Minor Credit Hours</b>		<b>20</b>

## Criminal Justice Minor

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, 327 or 360	Racial and Ethnic Relations or Social Stratification or Gender & Society	3
<b>Total Criminal Justice Minor Credit Hours</b>		<b>21</b>

## Early Childhood Education Minor

School of Education

Course Number	Course Title	Credit Hours
** 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 Ed.	2
** ECE 340	Emergent and Beginning Literacy	3
** ECE 365	Curriculum and Methods of Early Childhood Education	4
** ECE 368	Young Children with Special Needs	3
** ECE 378	Assessment & Intervention Strategies in Early Childhood Ed.	3

## MINORS

^* 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
<b>Total Early Childhood Education Minor Credit Hours</b>		<b>30</b>

### *Education Courses (See Teacher Preparation Program section of the catalog)*

**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 and at the time of recommendation for certification.

**Early Childhood Teacher Certification Eligibility:** Students completing this minor will be eligible to earn certification in grades K-5 all subjects and an early childhood general and special education endorsement ZS. Students must complete a second minor and the education courses for certification eligibility.

## English Minor

Department of English

Course Number	Course Title	Credit Hours
* ENG 220	Introduction to Literary Study	3
* ENG 361	English Language	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	19 <sup>th</sup> Century British Literature	3
ENG 362	20 <sup>th</sup> Century British Literature	3
ENG 420	Major Authors	3
<b>Total English Minor Credit Hours</b>		<b>21</b>

## English Secondary Education Minor

All grades in the English minor must be "C" or better. Secondary Professional Courses are also required. (See Teacher Education section.)

## English Writing Minor

Department of English

Course Number	Course Title	Credit Hours
* ENG 208	Creative Writing	3
* ENG 220	Introduction to Literary Study	3
* ENG 361	English Language	3
<i>Choose one course from the following</i>		
ENG 322, 350 or 352	An American literature course	3
ENG 329, 360 or 362	A British literature course	3
ENG 315	Shakespeare	3
ENG 333	The Bible as Literature	3
ENG 420	Major Authors	3
<i>Choose three courses from the following</i>		
* ENG 309	Creative Nonfiction	3
* ENG 311	Poetry Writing	3
ENG 313	Fiction Writing	3
* ENG/VID 314	Scriptwriting	3
<b>Total English Writing Minor Credit Hours</b>		<b>21</b>

## Entrepreneurship Minor

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 or 4
<b>Total Entrepreneurship Minor Credit Hours</b>		<b>24-25</b>

## Finance Minor

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 and 3
<sup>π</sup> ECN 221 and *ECN 222	Introduction to Microeconomics and Introduction to Macroeconomics	3 and 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>

## Financial Planning Minor

Gainey School of Business

Course Number	Course Title	Credit Hours
* ACC 391	Individual Taxation	3
FIN 200	Introduction to Financial Planning	3
FIN 202	Student Management Investments	1
FIN 301	Money and Banking	3
* FIN 362	Principles of Finance	3
* FIN 368	Insurance and Risk Management	3
* FIN 418	Investments	3
* FIN 420	Retirement Planning	3
* FIN 425	Estate Planning	3
FIN 480	Finance Capstone	3
<b>Total Financial Planning Minor Credit Hours</b>		<b>28</b>

**Prerequisite Courses Required for the Financial Planning Minor:** ACC 221 and ACC 222 are prerequisite to ACC 391, which could add 6 credit hours to the program for students who have not already taken these courses.

## Freelance and Personal Branding Minor

Department of Communication

Course Number	Course Title	Credit Hours
COM 110 or ART 335	Communication Technology or Web Design	3 or 4
COM 317	Digital Influence	1
COM 324	Web Content and Management	3
COM 354	Applied Social Media	3
COM 415	Design Thinking	3
COM 416	Principles and Practices of Freelancing	3
ENT 311	Entrepreneurship and Planning for Success	3
<b>Total Freelance and Personal Branding Minor Credit Hours</b>		<b>19-20</b>

## French Minor

*This program is closed to new enrollment until further notice.*

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 and 3
* FRE 201 and FRE 202	Intermediate French I and II	3 and 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

*This program is closed to new enrollment until further notice.*

Department of World Languages and 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 and 3
^^ FRE 201 and FRE 202	Intermediate French I and II	3 and 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

*Elementary or Secondary Education Courses required for certification (see Teacher Education)*

**Prerequisite French Courses for French Minors:** 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 CLEP or AP exams, or four years of high school language courses with a grade of "B" or better, or by taking FRE 101, 102, 201 and 202 courses at SAU, which will increase the minor 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 one of the French language minors must take at least 50% of the 300-level or above French course requirements on the SAU campus or SAU online courses. It is recommended that students register for all 300-level or above French courses 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.

**Immersion Experience and Cross Cultural Requirement for French Minors:** French minors are encouraged to register for up to 9 credit hours of upper-level French courses (300-499) with a Department of World Languages approved semester abroad program. French Education Minors are encouraged to register for up to 12 credit hours of upper-level French courses (330-499) with a Department of World Languages approved semester abroad program. Students must complete FRE 306 Introduction to French Literature and Civilization with a grade of "B-" or better prior to registration for a semester abroad experience.

## Global Studies Minor

Department of Sociology

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	International Relations	3
POL 322	Globalization: International Economics	3
REL 394	World Religions	3
SOC 282	Introduction to International Development	3
SOC 314	Cultural Anthropology	3
SOC 382	International Human Rights	3
* Language	2 semesters of any non-English language at the 200-level or higher	6
<b>Total Global Studies Minor Credit Hours</b>		<b>27</b>

**Prerequisite and Language Courses for the Global Studies Minor:** The 100-level language course prerequisites to 200-level may increase course requirements by 6 credit hours. Students may register for the prerequisite and language courses at SAU or satisfy the 100-level and 200-level requirements through one of the following alternative ways: credit by CLEP or AP exam, or waiver with four years of high school language courses with a grade of "B" or better.

## Graphic Design Minor

Department of Media and Visual Arts

Course Number	Course Title	Credit Hours
ART 165 and ART 167	Two-Dimensional Design and Color	3 and 2
ART 272 and ART 274	Introduction to Graphic Design and Graphic Design I	4 and 4
* ART 333	Graphic Design II	4
ART 376	Typography	1
<b>Total Graphic Design Minor Credit Hours</b>		<b>18</b>

## History Minor

Department of History, Geography and Politics

Course Number	Course Title	Credit Hours
<sup>π</sup> HIS 121 and HIS 122	History of Civilization I and History of Civilization II	3 and 3
<sup>π</sup> HIS 141 and HIS 142	United States to 1877 and United States since 1877	3 and 3
HIS XXX (x4)	Four History electives	3 each
<b>Total History Minor Credit Hours</b>		<b>24</b>

## History Secondary Education Minor

Department of History, Geography and Politics and School of Education

Course Number	Course Title	Credit Hours
<b>Minor Courses</b>		
<sup>^π</sup> HIS 121	History of Civilization I	3
<sup>^π</sup> HIS 122	History of Civilization II	3
<sup>^π</sup> HIS 141	United States to 1877	3
<sup>^π</sup> HIS 142	United States since 1877	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

School of Natural Science and School of Education

Course Number	Course Title	Credit Hours
^ BIO 100 or BIO 111	Principles of Biology or Introductory Biology I	4 or 4
^ CHE 101 or *CHE 111	Introductory Chemistry or General Chemistry I	4 or 4
^ PHY 102	Conceptual Physics	4
^ PHY 120	Introduction to Earth Science	4
^ PHY 131	Meteorology and Planetary Science	4
^ Electives	BIO, CHE or PHY elective course	4
<b>Total Integrated Science Elementary Education Minor Credit Hours</b>		<b>24</b>

*Education Courses for certification (See Teacher Education Section)*

## Intercultural Communication Minor

Department of Communication

Course Number	Course Title	Credit Hours
COM 100	Introduction to Communication	3
* COM 214	Communication Theory	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 334	The Middle East	3
HIS 303	Twentieth Century Europe	3
<b>Total Intercultural Communication Minor Credit Hours</b>		<b>23</b>

**Prerequisite and Language Courses for the Intercultural Communication Minor:** The 100-level language course prerequisites to 200-level may increase course requirements by 6 credit hours. Students may register for the prerequisite and language courses at SAU or satisfy the 100-level and 200-level requirements through one of the following alternative ways: credit by CLEP or AP exam, or waiver with four years of high school language courses with a grade of "B" or better.

## International Business Minor

Gainey School of Business

Course Number	Course Title	Credit Hours
π ECN 221	Introduction to Microeconomics	3
π* 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
* Language 2XX or elective	Any non-English language or GSB elective	3
Choose two courses from COM 368, POL 312, POL 322, SOC 311		3 and 3
<b>Total International Business Minor Credit Hours</b>		<b>24</b>

**Prerequisite and Language Courses for the International Business Minor:** The 100-level language course prerequisites to 200-level may increase course requirements by 3 credit hours. Students may register for the prerequisite and language courses at SAU or satisfy the 100-level and 200-level requirements through one of the following alternative ways: credit by CLEP or AP exam, or waiver with four years of high school language courses with a grade of "B" or better.

## Language Arts Education Minor

Department of English, the Department of Communication and School of Education

Course Number	Course Title	Credit Hours
^* ENG 208	Creative Writing	3
^* ENG 220	Introduction to Literary Study	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
	Choose one American literature course from ENG 322, ENG 350 or ENG 352		3
	Choose one British literature course from ENG 329, ENG 360 or ENG 362		3
	Choose one additional American or British Literature course		3
	Choose one from ^*ENG 309, ^*ENG 311, ^ENG 313, ^WRT 306 or ^*WRT 373		3
	<b>Total Language Arts Education Minor Credit Hours</b>		<b>27</b>

*Education Courses (See Teacher Preparation Program section of the catalog)*

## Management Minor

Gainey School of Business

Course Number	Course Title	Credit Hours
BUS 107	Foundations of Leadership and Ethics	3
BUS 310 and BUS 325	Organizational Theory and Principles of Management	3 and 3
BUS 371	Organizational Behavior Management	3
<i>Choose four courses from the following (two must be numbered 300 and above)</i>		
* 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	Principles in Human Resources	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
	<b>Total Management Minor Credit Hours</b>	<b>24</b>

*Prerequisites:* 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.

## Marketing Minor

Gainey School of Business

Course Number	Course Title	Credit Hours
MKT 207 or MKT 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	Marketing Principles	3
MKT 275	Sales	3
MKT 340 or MKT 341	Consumer Relations or Retailing	3
*MKT 452 or MKT 461	Marketing Research and Design or Marketing Strategy	3
	<b>Total Marketing Minor Credit Hours</b>	<b>24</b>

## Mathematics Minor

Department of Mathematics

Course Prefix	Course Title	Credit Hours
* MAT 201	Calculus I	4
* MAT 202	Calculus II	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
	<b>Total Mathematics Minor Credit Hours</b>	<b>20</b>

## Mathematics Elementary Education Minor

Department of Mathematics and School of Education

Course Number	Course Title	Credit Hours
^* MAT 201	Calculus I	4
^* MAT 202	Calculus II	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
<b>Total Mathematics Elementary Education Minor Credit Hours</b>		<b>23</b>

*Education Courses (See Teacher Education Section)*

**Residency Requirement for the Mathematics Elementary Education Minors:** Students in this minor must take MAT 342 and at least one other upper-level (300-499) MAT course at SAU.

## Mathematics Secondary Education Minor

All grades in the mathematics minor must be "C" or better. Secondary Professional Courses are also required. (See Teacher Education section.) Students in this minor must take MAT 342 and at least one other upper-level (300-499) MAT course at SAU.

## Military Science and Leadership Minor

Course Number	Course Title	Credit Hours
MSL 101	Introduction to the Army	2
MSL 102	Foundations of Agile and Adaptive Leadership	2
MSL 201	Leadership and Decision Making	3
MSL 202	Army Doctrine and Team Development	3
MSL 301	Training Management/Warfighting Functions	4
MSL 302	Applied Leadership in Small Unit Operations	4
MSL 401 and MSL 402	The Army Officer and Company Grade Leadership	4 and 4
<b>Total Military Science and Leadership Minor Credit Hours</b>		<b>26</b>

**Information about MSL Minor:** (See ROTC) For Army ROTC students. Credits from MSL courses may be used as minor or elective credits and will appear on SAU transcripts. Students will need to regularly travel to Eastern Michigan University in order to fulfill requirements for MSL courses. Details about Army ROTC at Department of Military Science, Eastern Michigan University, 18 Roosevelt, Ypsilanti, Michigan 48197, Phone: 734.487.0354, Email: [cot\\_armyrotc@emich.edu](mailto:cot_armyrotc@emich.edu)

## Music Minor

Department of Music

Course Number	Course Title	Credit Hours
MUS 105	Music Theory I: Literacy	3
* MUS 106	Music Theory II: Harmony	3
π MUS 230/240	Instrumental or Vocal Ensemble (2 or 4 semesters)	1 or 2 each
MUS 310	Private Lessons (2 or 4 semesters)	1 or 2 each
* 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>

**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.

## Philosophy Minor

Department of Theology

Course Number	Course Title	Credit Hours
<sup>π</sup> PHI 200	Introduction to Philosophy	3
* PHI 301	Great Thinkers of the Western World	3
* PHI 300-499 (x 3)	Three Philosophy Upper-level Electives	3 each
* THE 300-499 (x 2)	Two Theology Upper-level Elective	3 each
<b>Total Philosophy Minor Credit Hours</b>		<b>21</b>

## Political Science Minor

Department of History, Geography and Politics

Course Number	Course Title	Credit Hours
POL 213	American National Government	3
POL 236	Christianity and Politics	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

All grades in the political science minor must be "C" or better. Secondary Professional Courses are also required. (See Teacher Education section.)

### Support Courses for Political Science Certification Test Preparation

GEO 221	Introduction to Geography	3
<sup>π</sup> HIS 141 or HIS 142	United States to 1877 or United States from 1877	3

Choose one course from the following

<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

## Pre-law Minor

Department of Theology

Course Number	Course Title	Credit Hours
BUS 271	Business Law I	3
* COM 404	Oral and Digital Persuasion	3
* PHI 301 and PHI 334	Great Thinkers of the Western World and Critical Thinking	3 and 3
POL 213	American National Government	3
SOC 382	International Human Rights	3
HIS/PHI/SOC 390	Independent Study in History, Philosophy or Sociology	3
<b>Total Pre-law Minor Credit Hours</b>		<b>21</b>

## Psychology Minor

Department of Psychology

Course Number	Course Title	Credit Hours
* <sup>π</sup> PSY 100	Introduction to Psychology	3
* PSY Elective x2	Two PSY electives	3 (x 2)
* PSY 382 or PSY 403	Learning and Thinking or Physiological Psychology	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 Minor Credit Hours</b>		<b>19</b>

## Psychology Secondary Education Minor

Department of Psychology and School of Education

Course Number	Course Title	Credit Hours
*π PSY 100	Introduction to Psychology	3
* PSY 382	Learning and Thinking	4
* PSY 403	Physiological Psychology	4
* PSY 305 or PSY 422	Abnormal Psychology or Methods and Procedures of Counseling	3
* PSY elective	Psychology elective	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

School of Education

Course Number	Course Title	Credit Hours
§*◇ EDU 350	Teaching Reading and Language Arts in Elementary School	5
^*◇ EDU 360	Integrating Technology in Education	3
^*◇ 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
^*◇ 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>

**Education Courses (See Teacher Preparation Program section of the catalog.)**

**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.

## Sociology Minor

Department of Sociology

Course Number	Course Title	Credit Hours
SOC 100	Modern Social Problems	3
π SOC 101	Introduction to Sociology	3
SOC 311	Racial and Ethnic Relations	3
SOC 327	Social Stratification	3
SOC 360	Gender and Society	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

Department of World Languages

Course Number	Course Title	Credit Hours
§* SPA 306	Introduction to Spanish Literature and Civilization	3
* SPA 355G	Advanced Conversation	3
* SPA 300-499	Upper-level Spanish course	3
* SPA 300-499	Upper-level Spanish course	3
* SPA 300-499	Upper-level Spanish course	3
* SPA 300-499	Upper-level Spanish course	3
<b>Total Spanish Minor Credit Hours</b>		<b>18</b>

See information below Spanish Education Minor.

## Spanish Education Minor

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	3
^* SPA 300-499 (x 6)	Six upper-level Spanish courses	3 (x 6)
<b>Total Spanish Education Minor Credit Hours</b>		<b>24</b>

**Education courses are required for certification (see Teacher Education section).**

**Prerequisite Spanish Courses for Spanish Minors:** SPA 100- and 200-level courses are prerequisite to SPA 306. Students may satisfy these prerequisite requirements by taking the courses, through CLEP or AP exams, or by waiver with four years of the same language in high school with a grade of "B" or better.

**Residency Requirement and Registration Recommendation for Spanish Minors:** Students must take 50% of the required 300-499 Spanish courses on campus and through SAU online. It is recommended that students register for all 300-level Spanish courses offered at SAU each semester to complete the minor in a timely manner.

**Immersion Experience:** Spanish minors are encouraged to register for up to 9 credit hours of upper-level Spanish courses (300-499) and Spanish Education Minors are encouraged to register for up to 12 credit hours of upper-level Spanish courses (330-499) 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.

**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.

## Teaching English as a Second Language Minor

School of Education

Course Number	Course Title	Credit Hours
^ TSL 311	Cross Cultural Communication	4
^ TSL 321	Essential Linguistics for Teachers of English Language Learners	2
§* TSL 326	Methods and Materials for Teachers of English Language Learners	4
§* TSL 327	Teaching Grammar for English Language Learners	2
^* TSL 411	Sheltered Immersion (SIOP) for Content Area Teachers	4
^* TSL 420	Assessment and Eval. of English Language Learners and Programs	3
§* TSL 421	Methods for Teaching Literacy for English Language Learners	4
^* TSL 430E or 430S	Seminar in Teaching English Language Learners	1
^ Foreign Language	2 semesters non-English language (See note above)	6
<b>Total TSL Minor Credit Hours</b>		<b>24-30</b>

**Education courses are required for certification (See Teacher 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

## MINORS

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.

**High School Language:** The 6 credit hours of language may be fulfilled 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.

### Technology Tools Minor

School of Engineering

Course Number	Course Title	Credit Hours
BUS 162	Business Computer Applications	1
CPS 150	Introduction to Computers	3
CPS 201	Coding I	4
* CPS 202	Coding II	4
* CPS 203	Web Design and Development	3
* CPS 315	Web Service, API and Data Services	3
<b>Total Technology Tools Minor Credit Hours</b>		<b>18</b>

### Theological Studies Minor

Department of Theology

Course Number	Course Title	Credit Hours
THE 206	Doctrines of the Christian Faith	3
* THE 300-499	Theology course	3
* THE 300-499	Theology course	3
* THE 300-499	Theology course	3
* PHI 300-499	Philosophy course	3
* PHI 300-499	Philosophy course	3
<b>Total Theological Studies Minor Credit Hours</b>		<b>18</b>

### Urban Studies Minor

Department of Sociology

Course Number	Course Title	Credit Hours
CMI 320	Urban Ministry	3
* PSY 305	Abnormal Psychology	3
* 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>

**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.

## Symbol Key for All Minors

- <sup>§</sup> Grade of "B-" or better required.
- <sup>^</sup> Grade of "C" or better required.
- <sup>\*</sup> This course has a prerequisite.
- <sup>π</sup> Meets a General Education requirement.
- <sup>◊</sup> Meets a Teacher Education requirement.

# INSTITUTIONAL AND OTHER ENDORSEMENTS

Accounting  
Advertising and Public Relations  
Arabic  
Audio Production  
Biblical Languages  
Business Administration  
Child Welfare (MDHHS Recognized)  
Communication  
Corporate Finance  
Digital Influence  
Economics  
Entrepreneurship  
Ethical Decision Making  
Finance  
Financial Planning  
Freelance and Personal Branding

Graphic Design  
Information Systems  
International Business  
International Education Leadership  
Management  
Management Information Systems  
Management of Health Care Systems  
Marketing  
Photography  
Professional Writing  
Speech  
Teacher Education (MDE Recognized)  
Teaching English as a Second Language  
Urban Education Leadership  
Video Production

## Accounting Institutional Endorsement

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 and 3
* ACC 317 and ACC 318	Intermediate Accounting I and Intermediate Accounting II	3 and 3
<b>Total Credit Hours</b>		<b>12</b>

## Advertising and Public Relations Institutional Endorsement

Department of Communication

Course Number	Course Title	Credit Hours
APR 311* or ENT 311	Corporate Comm. or Entrepreneurship Planning for Success	3
APR 347	Public Relations	3
COM 404* or BUS 403	Persuasion or Argument and Persuasion for Business	3
<i>Choose one of the following</i>		
APR 207	Advertising	3
* APR 309	Advertising Strategies	3
COM 301	Communication, Spirituality & Service	3
<b>Total Credit Hours</b>		<b>12</b>

*Prerequisites:* COM 214 Communication Theory, WRT 216 Writing for the Media

## Arabic Institutional Endorsement

Department of World Languages

Course Number	Course Title	Credit Hours
<b>Required Courses (Kelsey Language Institute Semester Abroad)</b>		
ARA 155A and *ARA 155B	Elementary Arabic I and Elementary Arabic II	3 and 3
* ARA 255A and ARA 255B	Intermediate Arabic I and Intermediate Arabic II	3 and 3
<b>Total Credit Hours</b>		<b>12</b>

### Highly Recommended Prerequisite Courses (SAU)

HIS 334 and REL 394	The Middle East and World Religions	3 and 3
---------------------	-------------------------------------	---------

*Language courses obtained in a study abroad experience in Amman, Jordan at the Kelsey Institute (See Study Abroad).*

## Audio Production Institutional Endorsement

Department of Media and Visual Arts

Course Number	Course Title	Credit Hours
AUD 174	Radio Production	3
AUD 321	Sound Design	3
AUD 302	Podcasting	1
<i>Choose one of the following</i>		
MUS 212	Music Production	2
VID 202	Video Production	4
VID 372	Short Film Production	3
<b>Total Credit Hours</b>		<b>9-11</b>

## Biblical Languages Institutional Endorsement

Department of Theology

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

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

Department of Social Work

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>

*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.*

### Communication Institutional Endorsement

Department of Communication

Course Number	Course Title	Credit Hours
* COM 214	Communication Theory	2
COM 301 or COM 368	Comm., Spirituality & Service or Intercultural Communication	3
* COM 404	Persuasion	3
COM 415	Design Thinking	3
<b>Total Credit Hours</b>		<b>11</b>

### Corporate Finance Institutional Endorsement

Gainey School of Business

Course Number	Course Title	Credit Hours
* ACC 392	Organizational Taxation	3
* BUS 372	Business Law II	3
FIN 201	Financial Institutions	1
FIN 202	Student Managed Investments (two semesters)	1 and 1
* APR 311	Corporate Communication	3
<b>Total Credit Hours</b>		<b>12</b>

#### Prerequisite Courses Outside Gainey School of Business

Students outside of a Gainey School of Business major will need to take the following prerequisite courses: ACC 221 Principles of Accounting I, ACC 222 Principles of Accounting II, BUS 271 Business Law I, ACC 391 Individual Accounting

### Digital Influence Institutional Endorsement

Department of Communication

Course Number	Course Title	Credit Hours
COM 110	Communication Technology	3
COM 317	Digital Influence (2 semesters)	1 and 1
COM 324	Web Content and Management	3
COM 354	Applied Social Media	3
COM 415	Design Thinking	3
<b>Total Credit Hours</b>		<b>14</b>

## Economics Institutional Endorsement

Gainey School of Business

Course Number	Course Title	Credit Hours
<sup>π</sup> ECN 221 and *ECN 222	Introduction to Microeconomics and Introduction to Macroeconomics	3 and 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

Gainey School of Business

Course Number	Course Title	Credit Hours
ENT 201 and ENT 311	Small Business Management and Entrepreneurship and Planning	3 and 3
ENT 401	Social Entrepreneurship	3
MKT 221	Marketing Principles	3
<b>Total Credit Hours</b>		<b>12</b>

## Ethical Decision Making Institutional Endorsement

Department of Theology

Course Number	Course Title	Credit Hours
PHI 314 and PHI 318	Ethics and War and Peace	3 and 3
* PHI 334 and PHI 402	Critical Thinking and Environmental Ethics	3 and 3
<b>Total Credit Hours</b>		<b>12</b>

## Finance Institutional Endorsement

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

Gainey School of Business

Course Number	Course Title	Credit Hours
ACC 221	Principles of Accounting I	3
FIN 200	Introduction to Financial Planning	3
* FIN 420	Retirement Planning	3
* FIN 425	Estate Planning	3
<b>Total Credit Hours</b>		<b>12</b>

*Prerequisite Course:* FIN 362 Principles of Finance (3 credit hours)

## Freelance and Personal Branding Institutional Endorsement

Department of Communication

Course Number	Course Title	Credit Hours
COM 354 and COM 415	Applied Social Media and Design Thinking	3 and 3
COM 416	Principles and Practices of Freelancing	3
ENT 311	Entrepreneurship and Planning for Success	3
<b>Total Credit Hours</b>		<b>12</b>

*It is strongly recommended that students take COM 110 Communication Technology to support the learning in this endorsement.*

## INSTITUTIONAL AND OTHER ENDORSEMENTS

### Graphic Design Institutional Endorsement

Department of Media and Visual Arts

Course Number	Course Title	Credit Hours
ART 165 and ART 167	Two-Dimensional Design and Color	3 and 2
ART 272 and ART 274	Introduction to Graphic Design and Graphic Design I	4 and 4
<b>Total Credit Hours</b>		<b>13</b>

### Information Systems Institutional Endorsement

School of Engineering

Course Number	Course Title	Credit Hours
BUS 162	Business Computer Applications	1
^ CPS 201	Coding I	4
* CPS 202	Coding II	4
* CPS 303	Data Management	3
* MIS 301	Information Technology Management	3
<b>Total Credit Hours</b>		<b>15</b>

### International Business Institutional Endorsement

Gainey School of Business

Course Number	Course Title	Credit Hours
COM 368	Intercultural Communication	3
IBS 223	Biblical Foundations of International Business	3
IBS 305	Principles of International Business	3
<i>Choose one of the following</i>		
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

School of Education

*This endorsement is not recognized by MDE and is available only in conjunction with teacher education programs.*

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
<b>Total Credit Hours</b>		<b>11-14</b>

#### Cross Cultural Study

Students may embed coursework for this institutional endorsement in the COR 275 experience.

### Management Institutional Endorsement

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 of Health Care Systems Institutional Endorsement

Department of Nursing

*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

Gainey School of Business

Course Number	Course Title	Credit Hours
APR/MKT 207	Advertising	3
MKT 221 and MKT 275	Marketing Principles and Sales	3 and 3
MKT 340 or MKT 341	Consumer Relations or Retailing	3
<b>Total Credit Hours</b>		<b>12</b>

## Photography Institutional Endorsement

Department of Media and Visual Arts

Course Number	Course Title	Credit Hours
ART 205	Photography I	4
* ART 306	Photography II	4
* ART 406	Photography III	3
& COM 390	Independent Study (Pulse)	1
<b>Total Credit Hours</b>		<b>12</b>

& Mandatory for majors in the communication and/or media and visual arts depts. Optional or petition to waive for other majors.

## Professional Writing Institutional Endorsement

Department of Communication

Course Number	Course Title	Credit Hours
& COM 390	Independent Study (Pulse)	1
WRT 310 and WRT 316	Multimedia Reporting and Copy Editing	3 and 3
<i>Choose one of the following</i>		
VID 314	Scriptwriting	3
WRT 306	Writing for Children	3
* WRT 373	Feature Writing	3
<i>Choose one of the following</i>		
AUD 302	Podcasting	1
COM 312	Design Tools: InDesign	1
COM 313	Design Tools: Photoshop	1
<b>Total Credit Hours</b>		<b>10-11</b>

& Mandatory for majors in the communication and/or media and visual arts depts. Optional or petition to waive for other majors.

**Prerequisite:** WRT 216 Writing for the Media

## Speech Institutional Endorsement

Department of Communication

Course Number	Course Title	Credit Hours
BUS 403 or COM 404	Argument and Persuasion for Business or Persuasion	3
SPE 242	Story Telling	3
SPE 265 or SPE 342	Acting Techniques or Oral Interpretation and Voice	3
<b>Total Speech Minor Credit Hours</b>		<b>9</b>

## Teaching Endorsements

See Teacher Education section of this catalog.

### Teaching English as a Second Language Institutional Endorsement

School of Education

*This endorsement is not recognized by the MDE and is available to any and all majors.*

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>

**Field Participation Hours:** Students in the TESL endorsement must complete 27 clock hours of field work in a preapproved community program.

### Urban Education Leadership Institutional Endorsement

School of Education

*This endorsement is not recognized by the MDE and is available only in conjunction with teacher education programs.*

Course Number	Course Title	Credit Hours
<sup>^</sup> EDU 290 and EDU 390	Independent Study courses, one with field-based content	2 and 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>

**Urban Visit Days and Field Participation Hours:** Students in the urban education leadership 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.

### Video Production Institutional Endorsement

Department of Media and Visual Arts

Course Number	Course Title	Credit Hours
VID 202	Video Production	4
VID 306	Advanced Video Production	4
VID 315 or COM 313	Design Tools: Premiere Pro or Design Tools: Photoshop	1
VID 372 or VID 376	Short Film Production or Editing	3
<b>Total Credit Hours</b>		<b>12</b>

**Recommended Support Course:** ART 205 Photography I. ART 205 meets the General Education Fine Arts Pathway requirement.

## Symbol Key for All Endorsements

<sup>§</sup> Grade of "B-" or better required.

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

\* This course has a prerequisite.

# Meets a General Education requirement.

# COURSE INFORMATION

The University reserves the right to cancel or reschedule any course(s) or sections without notice due to insufficient enrollment or unavailability of faculty.

## Course Codes

### Course Prefix

To identify the department that administers each course, a prefix, or series of alpha characters, are assigned to each course. The alpha characters are closely related to the course's general discipline area.

### Course Numbering

All courses are given a series of numbers after the prefix. The first number identifies the level of academic rigor students can expect from the course and, in general, who should be taking the course.

- Courses numbered 1## are lower-level, introductory courses (primarily freshmen).
- Courses numbered 2## are lower-level, introductory/intermediate courses (primarily sophomores).
- Courses numbered 3## are upper-level, intermediate/advanced courses (primarily juniors).
- Courses numbered 4## are upper-level, advanced courses (primarily seniors).

The second and third numbers carry no meaning except to distinguish them from other courses.

## Course Equivalencies

Course equivalencies are evaluated by the Office of Registration and Records on a case-by-case basis at the point of transfer or through the petition process. Course equivalencies are typically assigned to transfer courses or to replacement courses when there are changes to SAU curriculum. To be equivalent, the description and content or objectives of the two courses must show significant similarity. Equivalent courses are taught at the same level.

## Course Substitutions

Course substitutions are evaluated by the Office of Registration and Records on a case-by-case basis at the point of transfer or through the petition process and in consultation with or by recommendation of academic program faculty. Course substitutions may be approved when an equivalent course is not available or upon transfer of a course that meets academic requirements of the program, such as a curriculum elective. If a required course is being replaced, the substitution course must be the same or closely related academic discipline as the required course, and strong justification must be provided for the substitution to be approved.

Upper-level courses may be substituted with courses numbered 200-299, but in general, courses numbered 100-199 may not substitute for upper-level courses unless they are part of the statewide transfer agreement or as approved by department and registrar. Credit hours of lower-level courses substituting for upper-level courses do not calculate into the upper-level credit hour requirement.

## Course Waivers

Certain courses in the SAU curriculum have standing waiver policies (see program information). Other courses without a policy may be waived by petition as recommended by discipline faculty and approved by the registrar. Course waivers do not carry credit hours, so students may need to take elective courses to fulfill credit hour requirements of the academic program or for graduation. Waivers are not granted in cases where the student has non-course experience or existing knowledge of course content. In these cases,

## COURSE INFORMATION

students may opt for credit by exam or participation in prior learning assessment to validate their learning or competence.

For a course with no standing waiver policy to be eligible for a waiver, there must be no equivalent or substitution course available, or the course is being eliminated from the program and shortages in resources make it impossible to teach the course by tutorial. The integrity and rigor of the academic program will be strongly considered in the approval of waivers. Course equivalencies, substitutions and tutorials are preferred over waivers.

### Credit Hours

In the course descriptions, the number in parentheses following the title of the course indicates the number of semester credit hours allotted for the course. For example, (3) would indicate three semester credit hours.

### Course Rotation and Location

In the course descriptions, 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 rotation and location.

- Fall, Interim, Spring or Summer inside parentheses identifies the term of offering.
- Odd and Even identifies the calendar semester the course is offered (e.g., a course labeled "Odd Falls" is offered fall 2021, 2023, 2025, etc.; "Even Springs" is offered spring 2022, 2024, 2026, etc.)
- Sites, Online – courses are offered at locations other than main campus. These locations typically, do not have a semester offering listed with them. Courses listed without Sites or Online are offered on main campus only.

### 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. Instructors or departments have the latitude to permit students to take a course with unmet prerequisites by making a request to the Office of Registration and Records.

### Corequisites

Corequisites are courses that are taken simultaneously with another course. Corequisite requirements appear immediately following course descriptions or prerequisites if applicable. Students must be given permission by the academic department and registrar's office for registration exceptions for corequisites.

# COURSE DESCRIPTIONS

## Courses for All Disciplines

The following offerings with no course prefix are individualized opportunities for students to pursue fields of interest under the guidance of an instructor. Course prefixes will be added upon registration using the chosen discipline code.

### 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. Students are expected to evaluate the experience in light of coursework, career plans and/or personal growth. One credit hour per 40 clock hours of non-repetitive experience may be earned. The student must have a sponsoring instructor. All paperwork for registration must be processed prior to the activity and will not be accepted after the fact. Graded "S"/"U."

### 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

Primarily an unpaid, observational learning opportunity in a discipline-related work environment with approval from an academic department. Approval will be given only if there is evidence of significant new learning opportunities related to the student's discipline. One credit hour per 40 clock hours of non-repetitive experience may be earned. A work site supervisor and an academic supervisor are required. Registration paperwork for a practicum must be processed prior to the activity. A limit of two practica and maximum of 12 credit hours with no more than 8 credit hours counting toward the major unless required by the academic program. 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 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 "S"/"U" or 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.*

### 450 Internship

Internships mimic a conventional job in the discipline and must be significantly related to the student's major and/or concentration within the major. May be paid or unpaid. One credit hour per 40 clock hours of non-repetitive experience may be earned. A work site supervisor/evaluator and faculty advisor/supervisor are required. 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. Registration paperwork must be processed prior to the activity. 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 during the interim in that same academic year. Graded "S"/"U."

*Prerequisite: a minimum of 18 credit hours already completed in the discipline*

## COURSE DESCRIPTIONS

### **460 Senior Research Project**

Design and complete a research project in the student's major area of study. A thesis is required. Seniors only.

### **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*

## **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 a math over MAT 100.*

### **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. Focus 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.

### **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. 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)**

A continuation of ACC 442. Students will be studying the audit engagement, beginning with the planning of the engagement and risk assessment; the processes of auditing the revenue, conversion, financing and investing cycles; and special reports, compilation and review engagements. The course concludes with the completion of the audit engagement and reporting on audited financial statements.

*Prerequisite: ACC 442 Auditing Principles I.*

**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.*

**AERO (Air Force ROTC)**

AERO 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.

## COURSE DESCRIPTIONS

### **AERO 101 Air Force Today I (1)**

Examines the growth and development of the United States Air Force; covers Presidential, Secretary of Defense and JCS roles in the defense posture, and the national and U.S. military strategic concepts; studies the Air Force contribution to strategic offensive and defensive and General Purpose Forces and Air Force supporting forces. Compares the dynamics and interaction of all U.S. military forces in the General Purpose role and their cooperative efforts in the national security posture.

### **AERO 102 Air Force Today II (1)**

A continuation of the study of the growth and development of the U.S. Air Force begun in AERO 101. The course relates the mission and responsibilities of the various Air Force major commands to the U.S. defense posture and the U.S. military strategy. Emphasis is placed on the Air Force contribution to General Purpose forces and the dynamics, interactions, and cooperative efforts of all the Services in the General Purpose role for the national security posture.  
*Prerequisite: AERO 101.*

### **AERO 201 U.S. Aviation History and Its Development into Air Power I (1)**

This course traces the development of aviation from the 18th century — a time of balloons and dirigibles — to the present, and examines how technology has affected the growth and development of air power. In addition, this course traces the use and development of air power through World War I and World War II, the Korean and Vietnamese conflicts, employment in relief missions and civic action programs in the late 1960s, and employment in military actions concluding with Desert Shield/Desert Storm.  
*Prerequisite: AERO 102.*

### **AERO 202 U.S. Aviation History & Its Development into Air Power II (1)**

Examines the development of aviation from the 18th century, from balloons and dirigibles to the present, and how technology has affected growth and development of air power; traces use and development of air power through WW's I and II, the Korean and Vietnamese conflicts, employment in relief missions and civic action programs in the late 1960s, and employment in military actions concluding with Desert Shield/Desert Storm.  
*Prerequisite: AERO 201.*

### **AERO 310 Air Force Leadership and Management (3)**

Concepts, principles and techniques of leadership are presented within the framework of behavioral theories. Emphasis on the leader, group, situation and their interaction as dynamic factors in an organizational environment. Historical overview of managerial development with emphasis on the social and physical setting in which the manager operates. The curriculum includes effective communications, decision making, planning and strategic management.  
*Prerequisite: AERO 202.*

### **AERO 311 Management and Air Force Application (3)**

An integrated management course emphasizing the concepts and skills required by the successful manager and leader. Organizational and personal values (ethics), management of change, organizational power, politics, and managerial strategy and tactics are discussed within the context of the military organization. Actual Air Force case studies are used throughout the course to enhance the learning and communication process (lecture and seminar).  
*Prerequisite: AERO 310.*

### **AERO 410 National Security Forces in Contemporary American Society I (3)**

Focuses on the Armed Forces as an integral element of society. Provides examination of a broad range of American civil-military relations, and the environmental context in which defense policy is formulated. Special themes include: societal attitudes toward the military; the role of the professional military leader-manager in a democratic society; the fundamental values and socialization processes associated with the Armed Services; the requisites for maintaining adequate national security forces; policy, economic, and social constraints on the national defense structure; the impact of technological and international developments on strategic preparedness; the manifold variables involved in the formulation and implementation of national security policy.  
*Prerequisite: AERO 311.*

### **AERO 411 National Security Forces in Contemporary American Society II (3)**

This course is a continuation of AERO 410 which examines the role of the military in contemporary American society. The course covers current issues affecting the military in the aftermath of the end of the Cold War and the lessons

learned from the recent war in the Persian Gulf. Finally, AERO 411 prepares officer cadets for future active duty services by explaining what is expected of them as professional military officers and how to prepare for the transition into the Air Force. Instruction is conducted via lecture and discussion.

*Prerequisite: AERO 410.*

## 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 Advertising Strategies (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.

### **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, Gen. Ed. oral communication course (COM 212, SPE 100 or SPE 212).*

### **APR 347 Public Relations (3) (Fall)**

Analysis of public relations principles, including public opinion, image creation, maintenance of press, and community and constituency relations; 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 Advanced Arabic and Culture Courses (3)**

Taught at the Kelsey Language School in Jordan. May be repeated.

*Prerequisite: ARA 255B Intermediate Arabic II.*

## ART (Art)

### **ART 152 Art Foundations (2)** (Fall, interim, spring, online, occasional sites)

Introduces art ideas, basic concepts, skills and materials used by artists in visual and tactile perception. Examines art in its historic relationship to religion; visual media's influence on contemporary living; and the need for critical thinking and analysis for enrichment of art and life. Not applicable to major or minor.

### **ART 162 Drawing I (3)** (Fall)

Introduces drawing principles and techniques, including contour, gesture, modeling and shading, are used to explore forms of still life, landscape and architecture. Minimum grade of "C" for media and visual arts department 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 media and visual arts department 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 with special attention to developing personal creativity. Works are executed in clay, plaster, wood, and mixed media. Minimum grade of "C" for media and visual arts majors.

### **ART 167 Color (2)** (Spring)

Explores the visual element and concepts of color used in the visual arts. Emphasis on color theories, color manipulation and color organization used in both graphic 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 205 Photography I (4)** (Fall)

Introduces the basic elements of design in picture taking and darkroom techniques for black and white photography. A 35mm single lens reflex camera is required. Minimum grade of "C" for media and visual arts department majors.

### **ART 213 Painting I (4)**

Introduces major techniques of painting and a full-range of painting media and stylistic modes. Focuses on oil-based media. Minimum grade of "C" for media and visual arts department majors.

*Prerequisites: ART 162 Drawing I, ART 165 Two-Dimensional Design, ART 167 Color.*

### **ART 263 Drawing II (4)** (Spring)

Introduces principles of figure drawing with emphasis on anatomy, structure, form and articulation while working with different human subjects. Minimum grade of "C" for media and visual arts department majors.

### **ART 272 Introduction to Graphic Design (4)** (Fall)

Introduces the art of graphic design and its historical development and basic styles. Exposure to current software in relation to basic layout construction and design. Minimum grade of "C" for media and visual arts department majors.

### **ART 274 Graphic Design I (4)** (Spring)

Focuses on developing aptitude in graphic design work using current graphic design software. Explores basic terms, concepts, processes and tools in contemporary design. Instruction in preparing art for reproduction, visual problem solving and communication. Minimum grade of "C" for media and visual arts department majors.

*Prerequisite: ART 272 Introduction to Graphic Design.*

### **ART 306 Photography II (4)** (Spring)

Examines digital photographic image acquisition, manipulation and processing. Includes application of visual competency in exploration of artistic and editorial creation and preparation of images for prepress (print) and screen (computer). Requires digital camera 6MB or higher. Min. grade of "C" for media and visual arts department majors.

*Prerequisites: ART 205 Introduction to Photography.*

**ART 314 Painting II (4)**

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 media and visual arts department majors.

*Prerequisite: ART 213 Painting I.*

**ART 320 History of Modern Art (3) (Fall)**

Examines major changes in the art world during the Modern and Post-Modern eras in relation to the primary artists, art pieces and movements. Explores the major Modern art movements such as Cubism, Futurism, Surrealism, Abstract Expressionism and Pop Art, among others, as well as significant artists of the Modern era such as Pablo Picasso and Andy Warhol. Focuses on philosophical and theological changes reflected in modern art.

**ART 326 History of Art: Renaissance to 19<sup>th</sup> Century Western Art (3) (Even Springs)**

Explores the history of art from the 14th century through the 19th century.

**ART 333 Graphic Design II (4) (Fall)**

Analyzes advanced problems in layout and design technique for advertising art using current design software as a tool to prepare work for publication, and photo manipulation and retouching. Emphasis on the importance of qualitative and aesthetic standards in the graphic arts. Minimum grade of "C" for media and visual arts department majors.

*Prerequisite: ART 274 Graphic Design I.*

**ART 334 Graphic Design III (3) (Spring)**

Design and preparation of a graphic design/artwork portfolio to present as a career tool. Emphasis on visual problem solving for artistic and commercial applications. Min. grade of "C" for media and visual arts department majors.

*Prerequisite: ART 333 Graphic Design II.*

**ART 335 Web Design (4) (Even Springs)**

A comprehensive study of Web design and multimedia, including the evolution of the Internet and its corresponding terms in relation to visual presentation. Application of design elements from concept and design to preparation and production. Explores techniques for Web functionality and Web animation. Min. grade of "C" for media and visual arts department majors.

*Prerequisites: ART 162 Drawing I, ART 165 Two-Dimensional Design and ART 167 Color.*

**ART 364 Drawing III (3) (Limited)**

Examines various philosophies, techniques and medias used in drawing by today's contemporary artist. Students creatively explore possibilities of various styles and manners of representation, resulting in a dynamic aesthetic personal expression. Min. grade of "C" for media and visual arts department majors.

*Prerequisite: ART 263 Drawing II.*

**ART 376 Typography (1) (Even Interims)**

Training in type design and layout, including the study of rules and conventions of design and a brief history of type styles in use today.

**ART 406 Photography III (3) (Limited Falls)**

A continuation of ART 306. Focus on expansion of knowledge of photographic tools and techniques, both traditional and digital. Minimum grade of "C" for media and visual arts department majors.

*Prerequisite: ART 306 Photography II.*

**ART 414 Painting III (3) (Limited)**

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. Min. grade of "C" for art and design majors.

*Prerequisite: ART 314 Painting II.*

## COURSE DESCRIPTIONS

### **ART 415 Advanced Practice (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 in a major in the Department of Media and Visual Arts.

### **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. Minimum grade of "C" for media and visual arts department majors.

*Prerequisite: ART 415 Advanced Practice.*

### **ART 470 Art Seminar (1) (Spring)**

Requires resume preparation; evidence of submission in a regional and national competition; a digital portfolio; and an 8- to 10-page paper covering the student's philosophy of art. Includes job interviews or application to graduate schools relative to pursuing work in art or furthering one's education. Graded "S"/"U." Seniors only.

### **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.

## **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, including an introduction to limnology and investigation of representative lakes, streams, and wetlands of the region. Compares the North American Great Lakes and their stewardship with other great lakes of the world.

*Recommended: one year of general biology and one year of general chemistry.*

### **ASI 303 Ecological Agriculture (4) (Pacific Rim, Summer II)**

Focus on development of agricultural systems to better resemble natural ecosystems to achieve food for communities, a vibrant economy and healthy ecosystems; agricultural principles applied in rural, urban, temperate, and tropical settings; and issues of justice, public policy and other difficult, practical and ethical issues.

### **ASI 304 International Development and Environmental Sustainability (4) (Pacific Rim, Summer II)**

Principles of sustainable development, examining ecological sustainability and sustainable society in the context of various factors that are bringing environmental degradation and impoverishment to people and cultures. Addresses problems associated with tropical agriculture, hunger, poverty, international debt, appropriate technology, relief programs, missionary earth-keeping, conservation of wild nature, land tenure, and land stewardship and the resolution of practical and ethical issues associated with these problems, employing a discussion format both in classroom and field settings.

### **ASI 310 Environmental Law and Policy (4) (Great Lakes or Online, 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.

**ASI 311 Field Botany (4)** (Great Lakes, Summer I)

Field and lab identification, systematics, natural history, and ecology of vascular plants as components of natural communities and their relationships to ecological features, including stratification, history, plant zonation, adaptation, and animal interactions are examined. Taxonomic relationships of plant families and higher groups are covered. Project or plant collection required.

*Prerequisite: one year of general biology or one semester of botany.*

**ASI 318 Marine Biology (4)** (Pacific Rim, Summer II)

Biology of marine plants and animals in the field. The focus of the course is on intertidal life and marine ecology in oceanic and geophysical context. Includes 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 examined in all course components.

**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 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 342 Fish Ecology and Management (4)** (Great Lakes, Summer II)

Introduction to the relation of freshwater fish species and their environments in lakes and streams with concurrent examination of techniques and technologies employed to manage populations and species for conservation, recreational use, and commercial harvest. This course will provide understanding of freshwater fish taxonomy and phylogenetic relationships, habitat requirements of major fish species by life stages, stream habitat assessment, population measuring and monitoring, and strategies for management of recreational and commercial species and conservation of threatened and endangered species.

**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 techniques are also covered in the context of agricultural employment and economy. Includes several trips to different ecosystem regions of Costa Rica.

**ASI 345 Wildlife Ecology (4)** (Great Lakes, Summer II)

Covers the ecology, conservation, and stewardship of wildlife species and their habitats, including growth and structure of natural and managed populations, environmental and human social factors affecting wildlife communities, and wildlife conservation. Examines the historical development of the field from management, to

## COURSE DESCRIPTIONS

ecology, to the land ethic of Leopold. Includes discussions of 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 tools developed by the US Army Corps of Engineers and MI Dept. 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 marine mammals' conservation. 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. Aims to develop a stewardship perspective rooted in biological principles and directed at the global conservation of marine mammals and their ecosystems. Special attention to use by cultures of the region in order to understand current issues.

*Prerequisites: BIO 263 Anatomy and Physiology recommended.*

### **ASI 361 Field Biology in Spring (4)** (Great Lakes, May)

A field-based introduction to the natural history of northern Michigan and its plants and animals, including field identification, field biology, behavior and landscape context. Provides prospective teachers and naturalists with an opportunity to investigate the natural history in spring activity of biological communities.

### **ASI 362 Environmental Applications for GIS (4)** (Great Lakes, Summer II)

Theory and application of spatial analysis for applied social and ecological problem solving. 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. 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 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 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. This course studies the abiotic environment, species interactions, and ecosystem processes in these contrasting forest ecosystems. Research approaches relevant to forest systems will be introduced. Emphasis on quantitative skills including data collection, management and basic analysis.

*Prerequisites: BIO 111 Introductory Biology I and BIO 112 Introductory Biology II.*

### **ASI 371 Forest Management (4)** (Great Lakes, May)

Introduction to site-level, landscape and multi-stakeholder approaches to forest management, including strategies of climate change adaptation and mitigation; theory, application, and techniques of forest management for specified values and objectives, including instrumental (economic/utilitarian and life support such as wood production, habitat and watershed protection and climate moderation) and non-instrumental values (such as aesthetic, moral/spiritual values e.g. recreation); and evolution of forest management and some specific practices, methods and techniques of growing trees and the development and care of forests (silviculture) as applied to natural forests.

### **ASI 471 Conservation Biology (4)** (Great Lakes, Summer I)

Conservation biology principles 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. 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.*

**ASI 478 Alpine Ecology (4)** (Pacific Rim, Summer II)

Ecology of the 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. Field work includes on-site studies in the Olympic Mountains of the Olympic Peninsula.

**ASI 482 Restoration Ecology (4)** (Great Lakes, 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)

Examines day-to-day operations of a radio station. Introduces principles of station management and promotion, and techniques used to write, produce and perform various types of programming for live and voice-tracked broadcasts.

**AUD 302 Introduction to Podcasting (1)** (Interims)

Students will create and distribute a podcast. Emphasis on identifying theme, writing dynamic copy, interviewing and using mechanics of production including audio editing and mixing. Required access to audio editing software.

**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.

## 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. Examines the Old Testament as a collection of sacred Jewish and Christian texts, as divine revelation, and as a source for spiritual formation and ministry. Introduces critical approaches to the interpretation of the Old Testament. Challenges students 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 New Testament, focusing on the presentation of Jesus Christ, his life, his message and his church. Examines 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. Introduces critical approaches to the interpretation of the New Testament. Challenges students to consider how to faithfully embody these texts today.

**BIB 220 Biblical Interpretation (3)** (Spring)

Introduces interpretation of the Bible as the Church's Scriptures using a variety of ecclesial lenses (encompassing patristic, medieval, Reformation, critical, and post-critical contributions). Students 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.

## COURSE DESCRIPTIONS

### **BIB 302 Old Testament Historical Books (3) (Even Interims)**

An exegetical study of Joshua through Esther as part of the Church's Scriptures. Specific emphasis on the development of interpretation skills of these predominantly narrative materials; critical issues that arise from this particular genre; and the role of these biblical texts in the Church's ongoing theological reflection.

### **BIB 303 Prophets and Politics (3) (Even Springs)**

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 on interpretation skills of these biblical texts; critical issues that arise from this particular genre; and the role of these texts in the Church's ongoing theological reflection and Christian witness.

### **BIB 304 Genesis: Creation and Fall (3) (Odd Springs)**

Focuses on the book of Genesis as part of the Church's Scripture. Attention given to presuppositions and interpretative methodologies (such as historical, literary, and canonical criticism). Emphasis 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)**

Examines the production and transmission of written materials in the ancient world. Special attention on the strengths and weaknesses of Hebrew, Aramaic and Greek as vehicles of written communication. Students will evaluate and compare the various theories of canonization and examine the historical process by which it occurred. Students will master the principles of text criticism and will be able to assess 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 be exposed to 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). Analyzes the unique nature and character of each Gospel while affirming the unity of their presentation of Christ. Emphasis on current critical approaches and the role of these texts in the Church's on-going theological reflection, preaching, teaching and practice. Addresses critical issues arising out of 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 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)**

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.

### **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)**

Addresses key issues in contemporary readings of the Bible drawing upon hermeneutical and theological tools. Explores biblical interpretation and theological development of the church in Africa, Asia, Latin America and among minority communities in the West. 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 completion of a significant project of scholarly productivity and/or research. 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. Includes lab.

**BIO 111 Introductory Biology I (4) (Fall)**

A survey of organismal biology, anatomy, physiology, energetics, cell structure, phylogeny, ecology and environmental biology. Includes lab.

**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)**

Explores the vast and incredible realms of science and technology in a seminar format using discussions, demonstrations, presentations, performances, and writing. Exposes students to diverse, illuminating scientific and technological topics of historical, contemporary, and/or futuristic natures. Emphasizes 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)**

Introduces possible vocations available to biology majors. Emphasizes, through guest speakers and seminars, course selection for success in a chosen field of interest and sacrifices needed secure a place in the field of choice.

**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.

## COURSE DESCRIPTIONS

### **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 and 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)**

Provides an introduction to the principles of pharmacology, including pharmacokinetics, pharmacodynamics, mediation interactions and potential adverse medications reactions. Emphasis is placed on drug classifications and nursing care relate to the safe administration of medication to patients across the lifespan. Grade of "B-" required.

### **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. Includes lab and 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.*

**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 human organism survival in its environment. Includes study of 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.*

## COURSE DESCRIPTIONS

### **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.*

### **BIO 440 Research in Biology and Chemistry (3)**

See CHE 440.

### **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)**

Application of team building, communication and leadership skills through participation in outreach projects in the community. Examines servant leadership and acquisition of project management skills. Spring enrollees 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 107 Foundations of Leadership and Ethics (3) (Fall, Spring)**

Examines the lives of great leaders (including biblical figures) through reading leadership literature and practicing leadership skills. 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." Business ethics is a key component of the course.

### **BUS 162 Business Computer Applications (1) (Fall, Spring)**

Introduces business computer applications which include, but are not limited to, Excel and PowerPoint to enhance students' analytical and presentation skills.

### **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 325 Principles of Management (3) (Fall)**

The general nature and functions of organization and management in society.

**BUS 351 Statistics (3) (Fall)**

Introduces 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-solving, diagnosis and decision making through careful collection, organization and interpretation of appropriate data will be surveyed. The secondary focus will be on design. Covers issues pertaining to business research methods such as the research process, research methodology, various techniques in data collection, design of instruments and sampling techniques. *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 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)**

See Courses for All Disciplines.

**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 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 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 (3) (Spring, Sites)**

Analyzes and applies principles and practices related to human resource planning, recruitment, selection, utilization and labor relations. Special attention on the legal environment and management and human resources supervisory issues. Covers human resource management functions in organizations of various sizes.

### **BUS 435 Business and Government (3) (Spring)**

Explores the sometimes stormy relationship between business and government. Includes study of 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 470 Seminar in Special Topics (1-3) (Limited)**

Senior-level seminar, focusing on a special topic relevant to the field of business. Topics 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.*

### **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 (4) (Limited)**

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 (4) (Fall)**

Orbital hybridization, acid-base reactions, electron flow diagrams and functional group reactivity is tied together by organic chemistry mechanisms. Laboratory experience develops hands-on technique and supports classroom topics.  
*Prerequisite: CHE 101 Introductory Chemistry or CHE 111 General Chemistry I.*

**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 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 202 General Physics II or PHY 212 Modern University Physics II.*

**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 202 General Physics II or 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.*

## COURSE DESCRIPTIONS

### **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 440 Research in Biology and Chemistry (3) (Fall)**

A thorough, introduction to aspects of STEM-based research. A focus on special topics in chemical, biological, and biochemical research. Set-up, design, control, and optimization of experimental protocols. Data acquisition and analysis. Statistical methods. Communication of the results of scientific research through a variety of media.

*Prerequisite: CHE 111 General Chemistry or BIO 111 Introductory Biology I*

### **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.

### **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.*

## **CMI (Christian Ministry)**

### **CMI 127 Exploring Ministry (2) (Spring)**

Explores the meaning of Christian life as ministry, as well as varied areas of special ministry in modern society.

### **CMI 222 Introduction to Missions (3) (Limited)**

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 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 310 Communication in Ministry (3) (Even 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.

**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) (Limited)**

Under the direction of an on-campus instructor, urban ministry professionals introduce students to the unique problems, methods, and rewards of urban ministry. Focuses on various facets of ministering in urban settings.

**CMI 361 Christian Spirituality and Formation (3) (Even Falls)**

Cultivates an inclusive concept of Christian discipleship, exploring the range of topics from personal piety to social responsibility. Surveys the theological foundations and practical implications of the Christian disciplines of prayer, Scripture study, fellowship, witness and life style. Emphasis on the developmental process from Christian conversion to redemptive involvement in the life of the world. Substitutes for COR 300 for majors in the Department of Theology.

**CMI 401 Biblical Theology of Mission (3) (Odd Falls)**

A seminar course. Incorporates the study of biblical descriptions of mission and the implications for the understanding and practice of evangelism and Christian missions. Includes a brief overview of scholarly debate regarding Christian mission(s) and a focus on the thematic and textual study of key instances of expression of the mission of God in both the Old and New Testaments. Students will hone interpretive skills while learning from Scripture: (1) God as a missionary God; (2) the Bible as the product of the mission of God; (3) the church as a people for the mission of God; and (4) the world as the arena for the mission of God.

**CMI 410 Foundations and Practices in Ministry (3) (Odd Springs)**

This course integrates theological reflection with the practical matters of leading and serving in ministry. It will explore such practical ministry issues as the call to ministry and ordination, the pastoral office, worship leading, preaching and teaching, administration, pastoral care, and compassionate ministries. Attention will be given to why and how the minister baptizes, celebrates the Eucharist, officiates at weddings and funerals, among other ministry practices. The example of Jesus and the Classic Tradition will serve as models for ministry in the 21st century.

**CMI 422 Counseling in Ministry (3) (Limited)**

Designed to give students basic skills to interact with various human needs encountered in ministry. Includes basic counseling theories and applied techniques/methods essential in the general counseling by Christian workers. Focuses on the needs of the general population rather than 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.*

## 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

## COURSE DESCRIPTIONS

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.

### **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 and the connections among communication concepts and biblically-informed spiritual principles and practices for affecting personal, local and global change. 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 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. May be repeated.

### **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.

### **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 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 312 Design Tools: InDesign (1) (Interims)**

This course focuses on the development of print layout and compositing skills, manipulating type and images, using Adobe InDesign, the industry leading software for page layout construction and desktop publishing. Must have access to Adobe InDesign Software.

**COM 313 Design Tools: PhotoShop (1) (Interims)**

The course includes an overview of Photoshop interface, features and editing capabilities of the software Adobe Photoshop. Access to Adobe Photoshop is required.

**COM 415 Design Thinking (3) (Fall)**

This course helps students envision, explain, and evaluate innovative and simple solutions to a wide range of human problems. Students will explore user-centered research, ideation, prototyping, and testing. Students will work as a member of a team with shared goals through specific problems within the framework of realistic constraints.

*Prerequisite: junior standing.*

**COM 416 Principles and Practices of Freelancing (3) (Odd Springs)**

Students will explore how to develop their brand and how to start a successful freelance career using writing, design, artistic or technical skills.

**COM 480 Senior Seminar (1) (Fall)**

Capstone Course. 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 (2) (Fall, Spring)**

Welcomes students into the SAU community of learners. Explores virtues of hospitality, fortitude, kindness, and perseverance. Introduces students to the academic rigor of a university. Investigates what it means to be members in the SAU community, distinguished by a commitment to Christ as the perspective for learning. Explores the study and application of the liberal arts as the fullest way of knowing and critical participation in the contemporary world. An experiential weekend at Cedar Bend is a highlight. 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.

## COURSE DESCRIPTIONS

### **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.

*Prerequisite: 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.

### **COR 374 Advanced Community Across Cultures Orientation (1) (Limited)**

Prepares students to gain an understanding of basic cross cultural theory, adaptation skills, basic conversational skills in the language of and knowledge 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 standing.*

## **CPS (Computer Science)**

### **CPS 105 Introduction to Linux (1) (Fall)**

Linux coding methods and applications.

### **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 Coding I (4) (Fall)**

Examines approaches to computing solutions for problems in multiple subject areas. Emphasis on efficient algorithm design and program structure. Introduces data structures, software engineering and object-oriented programming.

### **CPS 202 Coding II (4) (Spring)**

This course builds on CPS 201 Coding I by emphasizing object-oriented programming. Additional topics include source code versioning, unit testing, and code refactoring.

*Prerequisite: grade of "C" or better in CPS 201 Coding I.*

### **CPS 203 Web Design and Development (3) (Spring)**

A study of how to deliver interactive webpages through a web browser and develop single page applications. Students

will learn to represent the data structurally with HTML, design the presentation with CSS, and use open-source design frameworks. Basic concepts of UX, networking, Internet Protocols, DNS, URL, web services will be introduced. Modern web technologies including HTML5, CSS3, DOM manipulation, responsive and adaptive design, JavaScript front-end frameworks (e.g. VUE and React), design patterns, search engine optimization, typography, etc. will be explored.

*Prerequisite: CPS 202 Coding II.*

**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. Introduces basic GIS concepts and GIS tools. Frames spatial research questions which students implement in a project applied to their area of interest.

*Prerequisite: CPS 150 Introduction to Computers or CPS 201 Coding I or high school computer applications course.*

**CPS 210 Data Communications and Networking (3) (Even Springs)**

Introduces students to several network protocols; industry communications standards; the physical and architectural elements and information layers of a communication network; diagnostic, design, operational and performance measurement tools; and network security, reliability and maintenance. Experience with network installation.

*Prerequisite: CPS 202 Coding II.*

**CPS 212 Computer Systems Security (3) (Odd Springs)**

Introduces 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. Examines security concepts through case studies.

*Prerequisite: CPS 201 Coding I.*

**CPS 232 Proof and Discrete Structures (3)**

See MAT 232.

**CPS 301 Data Structures and Algorithms (3) (Fall)**

Examines major structures used for data storage and processing, including arrays, lists, stacks, queues, graphs and trees. Algorithms for searching, sorting and updating structures are developed and analyzed. Individually and in groups, students gain experience with larger software systems by developing and modifying larger programs.

*Prerequisite: CPS 202 Coding 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 Coding II.*

**CPS 303 Data Management (3) (Even Falls)**

A study of contemporary models and methodologies for representing, storing and retrieving large quantities of information stored on external devices including virtual storage.

*Prerequisite: CPS 202 Coding II.*

**CPS 307 Mobile Application Programming (3) (Fall)**

Study and application of the concepts, principles, tools, and constraints related to developing mobile applications. Students will develop and deploy mobile applications, and as a result gain significant experience using current software development tools, asynchronous programming techniques, and common design patterns.

*Prerequisite: CPS 202 Coding II.*

**CPS 310 Operating Systems (3) (Even Springs)**

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 Coding II.*

## COURSE DESCRIPTIONS

### **CPS 312 Collaborative IT Project (1)** (Interim, Spring)

A collaborative, open-ended software development project or experimental laboratory project, solving a real-life problem or contributing to the community. Project depends on student and faculty interest. Repeat up to 3 times.

### **CPS 314 Operating Systems and Cloud Computing (2)** (Fall)

A study of the design considerations of computer operating systems and their interaction with hardware features. Introduces public cloud infrastructure to build technology solutions using virtual servers, cloud-based database services, software defined infrastructure, cloud-based utility services and serverless computing.

*Prerequisite: CPS 202 Coding II.*

### **CPS 315 Web Services, API and Data Services (3)** (Spring)

Explores development and management of a complete web application in a modern web server architecture. Introduces server side-programming languages to build and use web services. Includes web security, database server, web design patterns, social network integration, XML, JSON, Web server administration and virtualization.

*Prerequisite: CPS 202 Coding II.*

### **CPS 318 Introduction to Data Science (3)** (Fall)

Examines the use of industry tools/technologies and statistical techniques to solve complex data science processes, such as statistical inference, data analysis and visualization.

*Prerequisite: CPS 202 Coding II.*

### **CPS 320 Topics in Expert Systems (1)** (Odd Springs)

Surveys key concepts of artificial intelligence with a focus on expert systems. Introduces the theoretical basis of expert systems including knowledge representation, logic and inference; and the differences between imperative and functional programming languages with hands-on experience with an expert systems tool.

*Prerequisite: CPS 202 Coding II.*

### **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 430 Systems Analysis and Design I.*

### **CPS 403 Information Assurance and Security (3)** (Fall)

Covers cyber operations and best practices for securing technology infrastructures, protecting digital assets, and minimizing related risks. Includes basic security concepts, security policy, access control, authentication and key control, cryptography, offensive cyber operations, cyber-related legal precedents and regulations, wired and wireless network security, and intrusion detection and prevention systems.

*Prerequisite: CPS 202 Coding II.*

### **CPS 404 IT Service Management (3)** (Spring)

Reviews best practice models for delivering IT Services to manage risk, strengthen customer service, and establish cost-effective services. Includes the review of activities performed by an organization to design, plan, deliver, operate, and control information technology services offered to customers.

*Prerequisite: CPS 202 Coding II.*

### **CPS 410 Algorithms and Formal Language (3)** (Odd Falls)

Studies formal models of computation such as finite state automata, pushdown automata, and Turing machines, along with the corresponding elements of formal languages. Uses models to provide a mathematical basis for the study of computability. Church's thesis and the universal Turing machine lead to the study of undecidable problems.

*Prerequisites: MAT 232 Proof and Discrete Structures and junior status.*

### **CPS 429 Systems Analysis and Design I (3)** (Fall)

Introduces systems development methodologies. Emphasis on the systems development life-cycle: planning, analysis, design, implementation, testing, operation and support. Application of systems analysis concepts using case studies.

*Prerequisite: CPS 202 Coding II.*

**CPS 431 IT Systems Analysis and Design II (3) (Spring)**

Capstone course in which students apply system analysis and design concepts from CPS 429. Students gain system development experiences from working with real customers and strengthen collaboration skills as they work in teams.  
*Prerequisite: CPS 429 IT Systems Analysis and Design I.*

**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)**

Exposes students to careers in criminal justice and 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 with special emphasis on social process, structure and 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.

**CRJ 342 Criminal Law and Court Procedures (3) (Odd Springs)**

An introduction to criminal law and procedures; the roles of prosecution and defense attorneys; court procedures and decision-making processes; 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. Includes 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)**

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)**

Explores basic principles of restorative justice and 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.*

## COURSE DESCRIPTIONS

### **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 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, grade of B- in EDU 140 and EDU 140L.*

### **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 includes 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. Covers the basic curricular areas in preschool and early elementary grades. Emphasis on methods and techniques. Requires 2 hours weekly in a site approved by the instructor. Grade of "B-" or better required.

*Prerequisites: SOE admission, ECE 266 Early Child Growth and Developm't, and EDU 267 Early Adolescent Developm't.*

### **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.

**ECE 416 Early Childhood Policy and Standards (2) (Spring)**

Focuses on policies and regulations specific to early childhood care and educational settings. 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 ECE professionals. To be taken the semester 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, 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)**

Introduces microeconomics and the influences that determine prices; functions of prices in a free market economy; distributions of income; and various market structures.

**ECN 222 Introduction to Macroeconomics (3) (Spring)**

Introduces macroeconomics and 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.

## 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)**

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)**

An economic survey of traditional societies, their transition to modernity, parameters of economic growth and dynamics of the world economic system. Surveys key theories of economic development and their relationship to the economic realities of the Third World. Compares operational approaches to development by international financial institutions, bilateral aid agencies and non-governmental organizations. Cross-listed GEO 323 and POL 323.

## **EDU (Education)**

### **EDU 140 Exploring Critical Skills for the Professional Educator (3) (Fall, Spring)**

Identifies 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 SOE'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: "B-" or better in ENG 104 College Writing or SAT evidence-based reading and writing score of 480.*

*Corequisite: EDU 140L Professional Skills Lab.*

### **EDU 140L Professional Skills Lab (PSL)**

The PSL serves as an interview process in which the SOE evaluates 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 as an opportunity to demonstrate proficiency in a 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)**

Examines historical and contemporary educational ideas, 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 grade of 2.67 ("B-") is required to advance in the SOE.

*Prerequisites: "B-" or better in EDU 140 Exploring Critical Skills for the Professional Educator and EDU 140L.*

### **EDU 242 Psychology Applied to Teaching and Learning (2) (Fall, Spring)**

Explores concepts about how students learn, to understand and apply general principles of instruction, classroom management, and assessment to increase student learning. Reviews major developmental and learning theories from the framework of educational psychology. Introduces taxonomies of educational objectives along with unit- and lesson-planning frameworks. Provides skill development and practical application activities to implement instructional approaches and strategies for integrating technology into planned lessons. ECE students take ECE 266 Early Child Growth and Development and EDU 267 Early Adolescent Development in place of this course. Min. grade of "C".

*Prerequisite: "B-" or better in EDU 140 Exploring Critical Skills and EDU 140L, and "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 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)

Focuses on the development of children ages 9-13 and their physical, cognitive, emotional and social development, and techniques to sustain them in attaining their potential. Required field assignment: two clock hours weekly, individually arranged. Grade of "C" or better required.

*Prerequisite: EDU 140L Professional Skills Lab, "C" or better in PSY 100 Introduction to Psychology*

*Corequisite: ECE Early Child Growth and Development.*

**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 on the teacher's role in creating an inclusive learning environment, including the use of IEPs. Includes off-campus field experience with diverse student populations.

*Prerequisites: "B-" in EDU 140 Exploring Critical Skills for the Professional Educator and EDU 140L, 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: "B-" or better in EDU 140 Exploring Critical Skills for the Professional Educator and EDU 140L.*

**EDU 319 Methods and Materials for Teaching Music in the Elementary School (2)**

See MUS 319.

**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, "C" or better in EDU 242 Psychology Applied to Teaching and Learning, 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 math curriculum developments 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.*

## COURSE DESCRIPTIONS

### **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 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 schools. 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 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). Provides support for student teachers during the professional semester. Acquaints them with issues of importance to new teachers. A major emphasis is placed on preparing student teachers for future job interviews. 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, completion of all required education courses, 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/S Directed Teaching Elementary/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)

Introduces 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.*

### **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)**

Includes modeling and analyzing electrical and mechanical systems and their interconnectedness; integration of mechanical, electronics, control and computer engineering in the design of mechatronic systems; complete design, building, interfacing and actuation of mechatronics systems to a set of specifications; and the use of data acquisition software and microcontroller programming.

*Prerequisites: EGR 203 Electric Circuits, EGR 206 Statics, and MAT 352 Linear Algebra.*

**EGR 401 Senior Design I (4) (Fall)**

Application of design principles to a capstone engineering project. Team-based projects include developing design specifications, conceptual designs and final designs, as well as significant oral and written communication components. Project examples 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 standing, 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.*

**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.*

## COURSE DESCRIPTIONS

### **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 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 library research and writing for university courses. 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, Odd Interims, Online)**

Selections from the great literary masterpieces of world literature (classical to Renaissance periods), stressing analysis of genre. Cannot be used as a substitution in English or language arts majors or minors.

*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.*

### **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. A grade of "C" is required to pass this course. Counts as General Education requirement only. Waiver options available (See General Education).

*Prerequisite: grade of "C" or better in ENG 104 College Writing.*

### **ENG 309 Creative Nonfiction (3) (Odd Springs)**

Study and application of forms, theories and formal techniques behind "the fourth genre." Includes writing the different genre styles of history, science, travel, political, memoir and biography. Addresses ethical aspects that exist within creative non-fiction through study of 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 theme, characterization, plot, conflict, dialogue, complication, scenes of movement, climax and denouement of novels and short stories, with writing exercises to cultivate the art and skill of fiction writing.

*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)**

Examines the Bible as one of the foundational texts for Western literature and why its content and form have so deeply influenced literary artists. Explores biblical narrative, poetry and features of key biblical genres. Exposes students to the aesthetic unity of the Bible.

**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) (Limited)**

The examination of one or more literary figures in depth, such as G. K. Chesterton, Dostoevsky, C.S. Lewis, and Wendell Berry.

## 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.

## COURSE DESCRIPTIONS

### **ENT 311 Entrepreneurship and Planning for Success (3) (Odd Springs)**

Provides 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)**

See Courses for All Disciplines.

### **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 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 200 Introduction to Financial Planning (3) (Spring)**

Provides general principles of financial planning, professional ethics, regulation, and planning. Assists in understanding the financial planning process and working with clients to set goals and assess risk. Other topics include processing and analyzing information, constructing personal financial statements, developing debt management plans, recommending financing strategies, understanding basic components of a comprehensive financial plan, the time value of money, and economic principles.

### **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. It is strongly recommended that students take ECN 222 Introduction to Macroeconomics before taking this course to acquire prerequisite knowledge needed for course success. Cross-listed BUS 301 and ECN 301.

**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.*

**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 on 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. It is strongly recommended that students take a Statistics course before taking this course to acquire prerequisite knowledge needed for course success.

**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 420 Retirement Planning (3) (Even Falls)**

Covers retirement planning for the business, business owner and individual; qualified plans, nonqualified plans and IRAs; the practical knowledge needed for choosing the best retirement plan; and designing a plan that will meet clients' needs based on their tax situation and other considerations.

*Prerequisite: FIN 362 Principles of Finance.*

**FIN 425 Estate Planning (3) (Odd Falls)**

Includes aspects of estate and gift tax planning, transfer, administration, and taxation of property; basic understanding of the unified estate and gift tax system; transfers of property outright or with trusts, wills and powers of appointment; federal estate and gift taxation; the marital deduction; various estate planning devices used in the estate planning process; the interview process; ethical standards; and development of appropriate estate plans.

*Prerequisite: FIN 362 Principles of Finance.*

**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 focusing 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. Prepares students to complete the Qualification Examination for General Securities Registered Representative (Series 7 Exam).

*Prerequisite: FIN 362 Principles of Finance.*

## COURSE DESCRIPTIONS

### **FIN 480 Finance Capstone (3) (Odd Springs)**

An advanced comprehensive course in corporate finance with focus on financial management. Covers 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)**

Overview of the elements of French grammar, vocabulary acquisition, pronunciation patterns and practice in conversation, and introduces 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.*

**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.

**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)**

Designed for students who want more opportunity to develop their writing skills. A process-oriented class in which writing and rewriting of all papers is expected. 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.

*Prerequisite: by permission from the Academic Support Center 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 Academic Support Center permission.*

### **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 analysis 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.

**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 146 ESL Current Issues in the Global Village (3) (Limited)**

Provides 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.

## **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.*

**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 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)**

Studies 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.

### **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. 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.

**HIS 333 Latin America (3)**

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

## COURSE DESCRIPTIONS

### **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)**

Designed to disclose the significant achievements of women in major fields of endeavor and surveys 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) (Spring 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.

### **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. Examines the initial challenges to traditional scripture by Reimarus and Michaelis through the Second Quest of Bultmann, Kaesemann and others. 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)**

Introduces logic, philosophy of science, and traditional and contemporary answers to the problems of knowledge, reality, and morality through various primary source readings ranging from the pre-Socratics to Derrida.

### **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)

Covers 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)

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 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. Reviews the biblical foundation along with examples from the Scriptures and the global economy.

### **IBS 305 Principles of International Business (3)** (Spring)

Explores key aspects of contemporary international business. Includes topics of international trade theory, trading patterns, foreign exchange rates and markets, strategic alliances, direct foreign investments, regional business issues, cultural, political and economic influences, and management practices. May include special topics in 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)

Introduces students to the life and philosophy of Spring Arbor University, The Concept, the process of becoming an educated person with the objectives. 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).

### **IDS 200 Christian Faith: Issues and Cultures** (3) (Online)

Identifies some of the social and ethical issues foundational for critical participation in the contemporary world. 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) (Online)

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. 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) (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. Examines ethical theories and personal values through readings, analysis of the workplace, and classroom discussion.

## MAT (Mathematics)

### **MAT 100 Introductory Algebra** (3) (Fall)

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. Does not count toward General Education mathematics pathway.

### **MAT 101 Intermediate Algebra** (3) (Fall, Spring)

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: "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)**

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)**

Examines 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)**

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.

## COURSE DESCRIPTIONS

### **MHS 342 Health Care Systems (3) (Online)**

Examines delivery and evaluation of health care within a variety of structures, such as inpatient and outpatient facilities, long term care, and managed care utilizing a systems approach. Focus on the health care professional and basic health care components of 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 Coding II*

### **MIS 305 Introduction to Data Analytics (3) (Odd Springs)**

Provides an overview of data science and business analytics. Emphasizes theories and applications, and introduces different technical and nontechnical tools available to conduct big data analysis to support decisions.

*Prerequisite: sophomore standing.*

### **MIS 403 Presentation of Data Analysis (1) (Even Springs)**

Provides the tools and practice for students to communicate to prospective clients and other constituents in organizations in nontechnical terms the findings and insights gathered from data analyses. Emphasis will be on developing effective written and verbal presentation skills built on previous communication coursework.

*Prerequisite: junior standing.*

### **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)**

### **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 Advertising Strategies (3)**

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)**

**MSL 101 Introduction to the Army (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, time management, stress management, group dynamics and briefing skills.

**MSL 102 Foundations of Agile and Adaptive 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, an introduction to counseling, additional physical fitness training and time management training.

*Prerequisite: MSL 101.*

**MSL 201 Leadership and Decision Making (3) (Fall)**

Students identify successful leadership characteristics through observation of others and self through experiential learning. 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.

*Prerequisite: MSL 102.*

**MSL 202 Army Doctrine and Team Development (3) (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.

*Prerequisite: MSL 201.*

## COURSE DESCRIPTIONS

### **MSL 301 Training Management and the Warfighting Functions (4) (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.

*Prerequisite: MSL 202.*

### **MSL 302 Applied Leadership in the Small Unit Operations (4) (Spring)**

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.

*Prerequisite: MSL 301.*

### **MSL 401 The Army Officer (4) (Fall)**

Develops student 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.

*Prerequisite: MSL 302.*

### **MSL 402 Company Grade Leadership (4) (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, i.e. U.S. Army History.

*Prerequisite: MSL 401.*

## **MUS (Music)**

### **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 empathy toward others. 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) (Odd Falls)**

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)** (Even Springs)

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 in a master class format and presentations by guest artists. All students registered for MUS210 Applied Lessons are required to be enrolled in this lab class. Attendance at music labs can count towards the additional event attendance requirement. Students can perform in these labs with permission of their private instructor. Graded "S"/"U."

**MUS 212 Music Production I (2)** (Spring)

Explores the complex software of digital audio workstations through exercises and projects designed to strengthen technical understanding and heighten creative abilities in music production. Examines sound recording and playback, multichannel recording, sound synthesis, mixing, and digital sound effects.

**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)**

## COURSE DESCRIPTIONS

### ***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 that performs a variety of literature, both sacred and secular. Two on-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)**

The "student teaching" segment of the piano or vocal pedagogy courses in the A.P.P. program or vocal pedagogy concentration in the music major. Includes instruction and record-keeping of lessons with one or two students and observation by and follow-up meetings with supervising faculty throughout the semester. A final paper is required. *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 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) (Odd 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 in a master class format and presentations by guest artist. All students registered for MUS 310 Applied Lessons are required to be enrolled in this lab class. Attendance at all music labs is required, and students must perform in at least two 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) (Odd Falls)**

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) (Odd Springs)**

Focus on aesthetics, terminology, procedures and technical aspects of film scoring. Application of these 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) (Odd Springs)**

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) (Even Falls)**

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.*

## COURSE DESCRIPTIONS

### **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 Falls)**

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 Falls)**

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) (Even Falls)**

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, Spring)**

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) (Even Falls)**

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: 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 200 Medical Terminology (3) (Interim)**

Introduces medical terminology as the study of principles of medical word building to help students develop the extensive medical vocabulary used in health care occupations. Provides a thorough grounding in basic medical terminology through a study of root words, prefixes, and suffixes. Focuses on correct pronunciation, spelling, and use of medical terms. Anatomy, physiology, and pathology of disease will also be discussed.

### **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.

### **NUR 203 Physical and Health Assessment (3) (Fall)**

Provides the framework for preparing students to perform comprehensive health assessments on patients across the lifespan. Presents the theoretical foundation for basic assessment and nursing skills. Emphasis placed on nursing history; performing physiological, psychological, sociological cultural, and spiritual assessment; and identifying stressors and health risks. Laboratory experiences 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)**

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.*

## COURSE DESCRIPTIONS

### **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 (5) (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 (5) (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 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 (1, 1, 1) (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: Practice with Excel for statistical equations in preparation for the utilization of nursing research and data to make evidence-based practice changes. 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 findings in a poster presentation. A grade of "C+" is required.

## 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.

## COURSE DESCRIPTIONS

### **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 versus 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)

### **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 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.*

## COURSE DESCRIPTIONS

### **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)

Surveys 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 and 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.

*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 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 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 placed on geography and history as vital factors in the understanding of politics. Explores 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.

## COURSE DESCRIPTIONS

### **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. *Prerequisite: POL 351.*

### **POL 368 Diplomatic History (3)**

HIS 368.

### **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 103 Psychology Seminar I (1) (Spring)**

The goal of this course is to introduce students to psychology as a science and professional discipline and the particulars of the psychology major. Students will navigate a variety of methods to access scholarly resources needed for study in the field of psychology, and the relationship between psychology and the Christian faith will be explored.

**PSY 203 Psychology Seminar II (1) (Fall)**

A continuation of PSY 103 Psychology Seminar I with the addition of activities that are designed to sharpen verbal and written communication, engage critical and creative thinking skills, increase self and other awareness, and focus on career plans.

**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)**

Prepares 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)**

Examines the scientific areas of the study and application of that which is good in people. Includes study of positive subjective experiences such as happiness, well-being, optimism, gratitude, forgiveness, and hopefulness. Examines character traits such as altruism and resilience.

*Prerequisite: grade of "C" or better in PSY 100 Introduction to Psychology.*

**PSY 303 Psychology Seminar III (1) (Spring)**

A continuation of PSY 203 Psychology Seminar II with additional activities focused on ethical thinking. Students will also explore opportunities for internships and/or eventual plans after graduation.

**PSY 305 Abnormal Psychology (3) (Fall)**

Introduces students to the major psychological disorders with a primary focus on diagnosis, etiology, and treatment of abnormal behavior.

*Prerequisite: PSY 100 Introduction to Psychology.*

## COURSE DESCRIPTIONS

### **PSY 306 Adolescent and Early Adult Development (3) (Odd Springs)**

Focuses on the psychological, social, and physical development of the adolescent through adulthood. Explores 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 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)**

Provides 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)** (Fall, Spring; by Application)

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. 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 303 Psychology Seminar III 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 303 Psychology Seminar III.*

**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)** (Fall, Spring)

See Courses for All Disciplines. Additionally, psychology internship must be approved by the department. Requires a minimum of 26 credit hours completed in the major. 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." Application required.

**PSY 460 Senior Research Project (3-6)** (Fall, Spring)

Information and guidelines are available in the Psychology Department. Application required.

**PSY 480 Thesis Prospectus (1)** (Fall, Spring)

Provides students 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. Taken the semester before the student expects to do an Honors Thesis, ideally 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 with application.*

**PSY 490 Honors Thesis (3-6)** (Fall, Spring; by Application)

Provides an opportunity for students to do a significant project of scholarly productivity and/or research in the student's major area of study. 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, senior standing, 3.5 major GPA, application*

## COURSE DESCRIPTIONS

### **PSY 490H Honors Thesis** (with honors) (4-6) (Fall, Spring; by Application)

A may be given an H designation on their Honors Thesis by successfully completing PSY 490 (3 credit hours) and 1) presenting their research at an undergraduate research conference, 2) submitting their research to an appropriate undergraduate journal for publication, or 3) 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.

### **PSY 498 Capstone: Integration and Preparation** (4) (Fall)

Designed to help psychology majors transition from undergraduate students to either graduate school or a career in the field of psychology. Interactive seminar class focuses on the interface between Christianity and the field of psychology. Emphasizes a review of psychological content, strong critical thinking skills, and dynamic communication skills. 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, "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, "B-" or better in EDU 350 Teaching Reading and Language Arts in Elementary School.*

### **RDG 361 Information Literacy** (1) (Even Springs)

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 evaluate and select 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 "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, "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 "B-" or better in EDU 350 Teaching Reading & 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) (Limited)****REC 165 Basic Rock Climbing (1) (Fall, Spring)****REC 166 Bicycling (1) (Limited)****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.

## COURSE DESCRIPTIONS

### **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 231 Introduction to Apologetics (1) (Interims)**

Explores the purpose and practice of apologetics and traditional and recent answers to questions concerning Christian credenda, most particularly including God (existence, character), Jesus (life, divinity, resurrection) and the Bible (canon, textual criticism, veracity, authority).

### **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) (Even Falls)**

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.*

**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, dispute resolution and 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

## COURSE DESCRIPTIONS

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-" required.

*Prerequisites: SOE admission, completion of all SED coursework, and approved to student teach.*

*Corequisite: SED 450 Internship Site-based Experience.*

### **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. Explores skills necessary to become an effective Christian Leader. Students have the opportunity to discover and develop their own skills/gift repertoire, and 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)**

Introduces 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 and other available opportunities based on student need. Open to all students considering a career related to sociology and/or global studies.

## COURSE DESCRIPTIONS

### **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)**

Examines the institution of marriage and the family with emphasis on the changes in their structures and family roles. Traces the family through the life-cycle and analyzes its interaction with social class, ethnic, race and other variations. Explores 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.

### **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 in modern society such as prisons, corporations, hospitals and universities. 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. Minimum grade of "C" for social work majors.

### **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; 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)**

Explores 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. Examines problems dealing with the unequal distribution of wealth, power and natural resources in the context of international organizations, nations and people groups. Examines international organizations, multilateral and bilateral treaties, and country reports/histories. Analyzes conflicts including the Congo, Nazi Germany, Cambodia, Bosnia, Kosovo, Rwanda, Chechnya, and the Sudan, among others. Explores human rights issues including sex trafficking, forced prostitution, bonded slavery, domestic/sexual abuse, the HIV/AIDS crisis, genocide, ethnic cleansing, systematic rape, and other problems. Emphasizes expanding perspectives outside of immediate surroundings to a more global perspective. Focuses on the sanctity of the human life, not profit, conquest or expansion. Cross-listed HIS 382 and SWK 382.

**SOC 450 Internship in Clinical Sociology (7-12)**

Ideally taken 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 (1) (Fall)**

The senior seminar course will cover advanced studies in selected sociological, criminological, and global topics. Course design relates the concepts in these disciplines to contemporary, historical, technological, and social issues. Lectures, student presentations, and discussion will aid in further developing inquiry techniques and critical thinking skills. Students will also be encouraged to prepare graduate school and/or employment applications in order to prepare them for life after graduation.

*Prerequisite: senior standing.*

## COURSE DESCRIPTIONS

### **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)**

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, and 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)**

Prepares candidates to teach social studies content directly aligned with 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. Minimum grade of "C+" for social work majors.

*Prerequisite: sophomore standing.*

### **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. Addresses issues of gender and other current social problems associated with the family life-cycle. 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. Minimum grade of "C" for social work majors.

### **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) (Limited)**

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.

### **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. Minimum grade of "C" for social work majors.

*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. Minimum grade of "C" for social work majors.

*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. Minimum grade of "C" for social work majors.

**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. Minimum grade of "C" for social work majors.

**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. Minimum grade of "C" for social work majors.

**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. Minimum grade of "C" for social work majors.

*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.*

## COURSE DESCRIPTIONS

### **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. Minimum grade of "C" for social work majors.

*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. Minimum grade of "C" for social work majors.

*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. Minimum grade of "C" for social work majors.

*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) (Odd Falls)**

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 standing 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.

## COURSE DESCRIPTIONS

### **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)**

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 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 315 Design Tools: Premiere Pro (1) (Interims)**

Students will edit video using the tools of Adobe Premiere Pro. Must have access to Adobe Premiere Pro software.

**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) (Spring)**

Produce and direct television programs or films. May be repeated one time.

*Prerequisites: VID 306 Advanced Video Production.*

## WRT (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.

## COURSE DESCRIPTIONS

**WRT 310 Multimedia Reporting (3) (Even Falls)**

Explores 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) (Limited)**

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 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.*

# 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

**Tamara J. Bailey**, *Secretary/Treasurer*

Partner/CFO, Richard Harrison Bailey/The Agency  
Indianapolis, IN

### 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 CFO, Lloyd Ganton Retirement Centers  
Spring Arbor, MI

**Ira Combs**

Bishop/Exec. 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

**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

Ret. Executive, Berean Book Stores/Ret. 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  
M.Div., Asbury Theological Seminary  
Ed.D., Indiana University

### Dawn I. Schnitkey

*Vice President for Finance and Administration/CFO*  
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*  
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

*V.P., Academic Affairs and Chief Academic Officer*

### Diane L. Kurtz

*Director, Cross Cultural Studies*

### Sharon Norris

*Associate Vice President, Academic Affairs*

### Robert Bolton

*University Librarian*

### Sherri Hendrix

*University Registrar*

### Tom Holsinger-Friesen

*Director, Christian Perspective in the Liberal Arts*

### Tom P. Korman

*Director, Institutional Research*

## Academic Deans

### K. Caleb Chan, Ph.D.

Gainey School of Business

### Kim Bowen, M.A.

School of Humanities

### Dorie Shelby, M.A.

School of Communication, Media and Fine Arts

### Michael Nydegger, Ph.D.

School of Natural Sciences

### John Williams, IV, M.A.

School of Education

### Alvin Kauffman, Ph.D.

School of Nursing and Health Sciences

### Ron DeLap, Ph.D.

School of Engineering

### Terry W. Darling, Ed.D.

School of Social Sciences

## Faculty

As of May 1, 2021 (Year indicates appointment to 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

**Sarah Bartzan** (2018)

*Assistant Professor of Social Work*

B.A., Spring Arbor University

M.S.W., University of Michigan

D.S.W., University of Southern California

**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

**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

**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)

*Professor of Nursing*

B.S.N., Spring Arbor University

M.S.N., Indiana Wesleyan University

Ed.D., Walden University

**Ron DeLap** (2018)

*Professor of Engineering*

B.S., Michigan Technological University

M.S., Michigan Technological University

Ph.D., University of Michigan

**Emily Dixon** (2011)

*Associate Professor of Social Work*

B.S. Western Michigan University

M.S. Grand Valley State University

## DIRECTORIES

**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

**Andrew Graham (2021)**

*Associate Professor of Counseling*

B.A., Hobe Sound Bible College

M.A., Asbury Theological Seminary

Ph.D., Liberty University

**Carol Green (2017)**

*VPAA/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 Communication*

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)**

*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

**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

**Victor Karthik (2020)**

*Assistant Professor of Engineering*

B.S., University of Peradeniya, Sri Lanka

Ph.D., Michigan State 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

**Laura Kellicut (2021)**

*Assistant Professor of Counseling*  
 B.S., Great Lakes Christian College  
 M.A., East Tennessee State University

**Amanda Kelly (2019)**

*Instructor of Student Development*  
 B.A., Spring Arbor University  
 M.S., Concordia University

**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

**Ama K. Larsen (2014)**

*Associate Professor of Social Work*  
 B.A., University of Akron  
 M.S.W., Michigan State University  
 D.S.W., University of Southern California

**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  
 Ph.D., Liberty University

**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

**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

**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

## DIRECTORIES

**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

**Mindy Rice (2017)**

*Assistant Professor of Nursing*  
B.S.N., Spring Arbor University  
M.S.N., Spring Arbor University  
D.N.P., Samford University

**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

**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

**Debra L. Thompson (1989)**

*Assistant Professor of Health, Human Performance and Recreation*  
B.A., Spring Arbor University  
M.A., Western Michigan 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)**

*Associate Professor of Health, Human Performance and Recreation*  
B.A., Olivet Nazarene University  
M.A., Olivet Nazarene University  
D.S.C., Rocky Mountain University

**Ashley VanBemmelen (2021)**

*Assistant Professor of Counseling*  
B.A., Cornerstone University  
M.A., Western Michigan University  
Ph.D., Regent 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

**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 of Education*  
 B.A., Hillsdale College  
 M.Ed., Our Lady of the Lake University

## 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

**Kennistan Bauman (1970-1995)**

*Professor of Music*  
 B.M.E., Central Michigan University  
 M.M., Central Michigan University

**William A. Bippes (1970-2012)**

*Professor of Art*  
 B.M.E., Central Michigan University  
 M.M., Central Michigan University

**Karen Bockwitz (1996-2005)**

*Assistant Professor of Education*  
 B.A., Spring Arbor University  
 M.A.E., Spring Arbor University

**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

**J. Bruce Brown (1984-2018)**

*Professor of Music*  
 B.A., Central Michigan University  
 M.M., University of Hawaii  
 D.M.A., University of North Texas

**Juanita M. Burge (1984-1990)**

*Assistant Professor of Education*  
 B.A., Greenville College  
 M.S., Southern Illinois University  
 Ed.Sp., Southern Illinois University

**Brianne D. Witt (2015)**

*Assistant Professor of Art*  
 B.A., Spring Arbor University  
 M.F.A., Azusa Pacific 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

**Charles R. Carey (1964-2013)**

*Professor of Mathematics*  
 A.B., Greenville College  
 M.A., Central Michigan 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

**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

**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

**E. Kathleen Dunckel (1972-2003)**

*Associate Professor of Exercise and Sport Science*  
 B.A., Seattle Pacific University  
 M.S., Eastern Michigan 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

## FACILITIES

**Carl V. Jacobson** (1964)

*Broadcasting Director, Assoc. Prof. of Communication*  
B.S., Roberts Wesleyan College  
M.A., Michigan State University

**Sharon C. Joplin** (1987-2021)

*Professor of Education*  
B.A., Spring Arbor University  
M.A., Eastern Michigan University  
Ph.D., Capella University

**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

**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

### Flint/Bay City

5406 Gateway Centre Dr., Ste. A  
Flint, MI 48507  
810.234.0658  
FAX 810.234.3090

### 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

### Lansing

3405 Belle Chase Blvd.  
Lansing, MI 48911  
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 48182  
734.854.6100  
FAX 734.854.6203

### Petoskey

North Central Michigan College Admin. Bldg., Rm. 40  
1515 Howard St.  
Petoskey, MI 49770-8717  
231.439.6203  
FAX 231.439.6333

## 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, including 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 the art gallery, art and engineering labs, classrooms and faculty offices.

**Hugh and Edna White Library** is a three-story facility which houses campus library resources which 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.

**The Jaworski Nursing Simulation Center** is furnished with equipment that simulates real-life medical scenarios to train and prepare pre-licensure nursing program students for clinical practice.

**Kresge Student Center** houses on the main level Ogle Dining Commons, food service offices, Ralph Carey Forum, Office of the President, Office of Academic Affairs, and University Bookstore. On the lower level is the Cougar Den, Holton Health Services, student game room, Office of Student Development, Center for Innovation, Office of Intercultural Relations, counseling, career services and student government.

**Ormston Hall** was renovated from a residence hall to an office building where many of the Department of Nursing offices are currently housed.

**Mailing and Duplicating (M&D)** houses the mailing and duplicating services for the University.

## FACILITIES

The **McDonald Athletic Center (Fieldhouse)** provides multiuse possibilities with three basketball courts, indoor track, tennis courts, badminton courts, volleyball courts, fitness center and locker facilities. 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, True Community Trading Center, Hosmer Center for Entrepreneurship, the School of Social Sciences, classrooms, two collaborative learning areas, Ada's Kitchen, lounge area, faculty offices, a faculty lounge and conference rooms.

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 which 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 for computer science, mathematics, all sciences and theology, classrooms, two large lecture halls and science and computer science laboratories.

## Residence Facilities

**Andrews Hall** is a male residence hall located on the northeast corner of College and Second Streets. The four-story building has a grand entry, multiple lounge spaces, a computer lab, a fireplace and a game room.

**Gainey Hall** houses women on the southeast corner of College and Second Streets. The three-story residence hall has two large student lounges, a grand entry way, laundry, a computer lab, and a top-floor fitness room.

**Koinonia Houses** (or K-Houses) are homes located throughout the campus area, each housing four to 11 upper-division students.

**Lowell Hall Complex** is an all-female hall with four wings (Alpha, Beta, Gamma, and Delta), two common lounges, a kitchen, laundry facilities, a prayer chapel, a computer lab, and a fitness room.

**Ogle Village and Post Village** are upper-division halls that accommodate up to 36 students each in suites where four students in two bedrooms share a bathroom. Each of the seven villages provides two large lounges with kitchen and laundry facilities.

**Parks Drive Apartments** is a seven-building complex of 56 apartments for married students and employee families.

# Index

Academic Calendar .....	29	DSST .....	19
Academic Dismissal and Appeal .....	34	Dual Enrollees .....	13
Academic Honors .....	33	Early Childhood Education .....	100
Academic Integrity .....	29	East Asia Institute .....	46
Academic Probation .....	34	Electrical Engineering .....	104, 148
Academic Terminology .....	39	Elementary Ed. Requirements .....	42
Academic Warning .....	33	English .....	106
Accès Strasbourg, France .....	46	English Secondary Education .....	108
Accounting .....	62	Entrepreneurship .....	229
ADA Accommodations .....	7	Experimental Courses .....	235
Admission Appeal .....	37	Exploratory Experience .....	235
Admission Requirements .....	12	Faculty .....	327
Advanced Cross Cultural Studies .....	53	FERPA .....	8
Advanced Placement .....	19	Final Exams .....	31
Affiliations .....	5	Finance .....	110, 112, 215
Alpha Kappa Sigma .....	33	Financial Aid Policies .....	37
American Studies Program .....	45	Financial Planning .....	229
Arabic .....	211	General Education .....	19, 40, 51
Associate of Arts .....	39, 58	General Studies .....	114
Associate of Piano Pedagogy .....	60	Global Studies .....	118
Auditing a Course .....	20	Good Standing .....	33
Biblical Studies .....	64	Grading System and Appeals .....	30
Biblical Studies Requirements .....	48	Health and Exercise Science .....	122
Biochemistry .....	66, 68	History .....	124
Biology .....	70, 72	History Secondary Education .....	126
Biology Secondary Education .....	74	Homeschooled Students .....	13
Business Administration .....	78	Honors Program .....	43
Campus Facilities .....	333	Independent Study .....	235
Chemistry .....	80, 82	Individualized Registration .....	22
Chemistry Secondary Education .....	84	Information Systems .....	230
Chicago Semester .....	45	Institutional Endorsement .....	40
Child Welfare .....	228	International Baccalaureate .....	19
Christian Ministry .....	86, 213	International Business .....	136
Classification of Students .....	32	International Ed. Leadership .....	230
CLEP .....	19	International Programs .....	45
Clinical Sociology .....	88	International Student .....	14
Communication Studies .....	90	Japan Semester .....	46
Computer & Information Science .....	92	Jordan Semester .....	46
Concept .....	4	Language Arts Education .....	138
Conditional Admission .....	14	Liberal Arts Pathways .....	49, 51
Contemporary Music Center .....	45	Liberal Arts Skills .....	49, 51
Continued on Probation .....	34	Management .....	230
Copyright .....	9	Managmt. of Health Care Syst. ....	231
Core Curriculum .....	48	Marketing .....	140
Corporate Finance .....	228	Mathematics .....	142
Course Information .....	233	Mathematics Elementary Ed. ....	144
Courses for All Disciplines .....	234	Mathematics Secondary Ed. ....	146
Credit by Examination .....	19	Mechanical Engineering .....	148
Credit Hour Load .....	32	Middle East Studies Program .....	47
Criminal Justice .....	94	Military Leave of Absence .....	10
Cross Cultural Requirement .....	52	Military Science and Leadership .....	220
Dean's List .....	33	Music .....	150
Denied Admission .....	14	Music Education .....	153
Departmental Honors .....	33	Non-Degree Seeking .....	13
Digital Influence .....	228	Nondiscrimination .....	8
Disciplinary Withdrawal .....	23	Non-SAU Semester Programs .....	46
Dismissal .....	23	Nursing Licensure .....	158
Domestic Programs .....	44	Nursing Pre-licensure Track .....	156
Dropping .....	22, 37	Oregon Extension .....	45

## INDEX

Organizational Management .....	162	Spanish .....	188
Oxford Summer Programme .....	47	Spanish Elementary Education .....	190
Payment Plans.....	17	Spanish Secondary Education.....	194
Philosophy.....	164	Special Education-Elementary.....	198
Physics-Mathematics .....	166	Special Education-Secondary .....	199
Post-baccalaureate Ed. Programs .....	43	Speech.....	202
Pre-law .....	221	Sports Management.....	204
President's Cabinet .....	326	Standards of Conduct .....	7
Prior Learning.....	20	Statement of Faith.....	4
Probationary Admission .....	14	Students with Disabilities .....	9
Professional Writing.....	170	Studio Art .....	206
Psychology .....	172	Study Abroad.....	44, 46
Reading .....	222	Taking a Course for Honors Credit .....	21
Readmission.....	10, 13, 35	Teacher Preparation Program .....	41
Reapplying to SAU.....	13	Teaching Endorsements .....	43
Regular Admission .....	14	TESL .....	224
Repeat Courses .....	21	Technology Tools.....	224
Residence Facilities .....	334	The Scholar's Semester in Oxford .....	47
Restored to Probation.....	34	Title IX .....	5, 8, 9
Reverse Transfer Dual Degree .....	167	Tobacco .....	9
ROTC .....	44	Tokyo Christian University .....	46
Satisfactory Academic Progress .....	16	Track .....	40
Satisfactory/Unsatisfactory Grade .....	21	Transcripts.....	18
Secondary Professional Program .....	43	Transfer .....	14, 18, 38
Sexual Discrimination.....	9	Transfer Students .....	13
Smith Music Center.....	334	Transition Students .....	13
Social Studies .....	174	Tuition and Fees .....	37
Social Studies Elementary Ed. ....	176	Tuition, Fees and Expenses .....	17
Social Studies Secondary Ed.....	178	Uganda Studies Program.....	47
Social Work .....	182	Veterans Benefits .....	16
Sociology.....	186	Withdrawal from the University.....	23

