2016-2017
GRADUATE CATALOG

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SCHOOL OF ARTS AND SCIENCES

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

GAINEY SCHOOL OF BUSINESS

Master of Business Administration
Master of Arts in Management and Organizational Leadership

SCHOOL OF EDUCATION

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

SCHOOL OF HUMAN SERVICES

Master of Arts in Counseling
Master of Arts in Family Studies
Master of Science in Nursing
Master of Social Work
Nonprofit Leadership and Administration Endorsement

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

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

**LETTER FROM THE PROVOST AND CHIEF ACADEMIC OFFICER**

Welcome to Spring Arbor University's graduate degree programs. We are delighted that you are a member of our 140-year-old Community of Learners. Together we will study and learn to apply the Liberal Arts to build our ability to be life-long learners, always embracing and upholding Jesus Christ as the perspective for that learning, with the intention to be critical participants in the contemporary world.

As a graduate student, you are preparing to contribute significantly to the thought and practice of your chosen profession. Our courses, programs and degrees are designed with the intention of giving you knowledge and skills to aid you in that contribution.

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

More information is available to you through our web site, www.arbor.edu, and through your "MySAU" portal. And, please contact faculty, staff and administration if we can be of assistance to you.

Congratulations on your many successes that have brought you to graduate studies at Spring Arbor University. We look forward to helping, seeing, and celebrating your continued success as you grow academically, spiritually and socially during this important and exciting period of your life. And we pray God's guidance and blessing upon you through this and all of your endeavors.
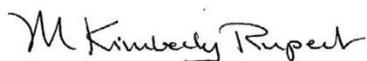
M. Kimberly Rupert

M. Kimberly Rupert
Provost and Chief Academic Officer

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GENERAL INFORMATION

History of Spring Arbor University

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

Spring Arbor University was founded in 1873 by leaders of the Free Methodist Church as a private academy with elementary and secondary grades. It evolved into an institution of higher learning in the 1920s and acquired four-year liberal arts status and accreditation from North Central Association of Colleges and Schools in 1963. Today, Spring Arbor University grants associate and bachelor degrees. The University also grants the following graduate degrees: Master of Arts in strategic communication and leadership, Master of Arts in counseling, Master of Arts in education, Master of Arts in family studies, Master of Arts in reading, Master of Arts in spiritual formation and leadership, Master of Arts in teaching English to speakers of other languages, Master of Business Administration, Master of Special Education, Master of Science in nursing, and Master of Social Work. Graduate programs are available on campus, online, and at regional sites in Battle Creek, Bay City, Flint, Gaylord, Grand Rapids, Jackson, Kalamazoo, Lansing, Metro-Detroit, Metro-Toledo, and Petoskey.

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

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

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

The Graduate Community at Spring Arbor University
Building on a long tradition of scholarly pursuit and academic excellence, Spring Arbor University launched its first graduate program in 1993. Since then the SAU graduate community has come to embrace 12 programs offered on Main Campus, 17 regional centers, and online. The Spring Arbor University graduate community seeks to carry out the mission of the University at highest academic levels, broadening conceptual reach and enhancing individual skills in research and practice. That community effort encompasses:

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A graduate community of learners pursuing truth and wisdom, tying SAU graduate students and faculty leaders within scholarly disciplines among fellow professionals in a community of exemplary scholarship;

A life-long engagement in study and application of liberal arts and sciences, engaging faculty and students in twelve different programs across seven disciplines in research-based inquiry, development of new knowledge and self-directed learning;

A commitment to Jesus Christ as the perspective of learning, seeking God's truth and exercising discernment in research and practice, thus strengthening values, building character, and motivating action;

Critical participation in the contemporary world, encountering contemporary modes of expression, developing alternative approaches, engaging in dialogue, and modeling service.

Recognizing Christ as truth and impelled by his commission to carry that truth to the ends of the world, graduate faculty and students at Spring Arbor University engage in:
- Rigorous inquiry seeking depth of knowledge within a discipline;
- Research-based learning, mastering research tools, conversing with other scholars, and reviewing contemporary findings in the field;
- Development of new knowledge, testing emerging theories, and wisely applying knowledge through best practices;
- Distinctive communication within and across disciplines, using various modes, and reaching diverse audiences;
- Continuous learning through independent study in the subject field.

By quest and praxis, the graduate community at Spring Arbor University seeks to enhance individual skills, expand knowledge, and contribute to the fields of study in which members are engaged.

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

Accreditation
All degrees offered by Spring Arbor University are accredited by the Higher Learning Commission, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602. Both graduate and undergraduate programs offered by the University's School of Education are approved by the Michigan Department of Education and the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue NW, Suite 500, Washington, D.C. 20036; telephone: 202.466.7496. The Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036. The Council for Accreditation of Counseling and Related Educational Programs (CACREP), 1001 North Fairfax St., Ste. 510, Alexandria, VA 22314, has granted accreditation to Spring Arbor University's Master of Arts in Counseling program in both the Clinical Mental Health and School Counselor tracks.

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

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 individual program handbooks for additional information. The University's policies and procedures may not be varied, either in writing or by an oral statement. 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 University determines, and may apply to future students and 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.

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

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

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

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

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

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

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

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

Family Educational Rights and Privacy Act (FERPA)

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

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

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

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

participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

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

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

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

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

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STUDENT SERVICES

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

Library Services
Spring Arbor University has online library services to aid students in their learning. Access the White Library website at www.arbor.edu/whitelibrary. Of our more than 200,000 books in the library collection more than half of them are e-books that can be easily accessed online. We also provide access to numerous online research databases. If you would like to check-out print books from our library, we will ship them to your home, and a postage-paid mailing label will be provided for return shipment. If we do not have the book or article(s) you need for your research, our Inter-librarian loan department will work to obtain the materials for you.

Graduate students can contact a research librarian at the White Library at saulibrary@gmail.com or 517-750-6742. Our librarians are available for a one-on-one consultation with our graduate students. Set up a Skype, Google+, or GoToMeeting session with a librarian. We can provide database instruction, research help, or citation assistance in these meetings. We also have a 24/7 chat service so that you can talk with a librarian anytime of the day or night.

Services for Students with Disabilities
Spring Arbor University, in compliance with Federal regulations and in support of our efforts to enable students to maximize their God-given talents and abilities, provides the Academic

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Student Connections (ASC) office to direct academic services for students with disabilities*. Students with disabilities may request accommodations as provided within federal law. Documentation and requests should be made as early in the semester as possible to prevent delays in accommodation.

To learn more, or for assistance with documentation or requests:
- Students who primarily attend class at a Spring Arbor University off-campus site may contact the site-based Student Services Coordinator.
- Students who primarily attend classes online may contact their SAU Student Support at studentsuccess@arbor.edu
- Students who primarily attend classes on the SAU Main Campus may also contact SAU Student Support at studentsuccess@arbor.edu

Further information regarding policies and guidelines can be found at Academic Student Connections on the SAU website; http://www.arbor.edu/resources/offices/academic-student-connections/

*It is the student's responsibility to secure documentation, contact personnel listed above, come to an agreement about accommodations, and present an SAU prepared VISA (Verified Individualized Services and Accommodations notice) to each instructor. Also, instructors are not under obligation to make accommodations without documentation from the SAU ASC office.

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

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

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

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

GENERAL INFORMATION

1. Federal Unsubsidized Stafford Loans;
2. Federal Subsidized Stafford Loan;
3. Federal Graduate PLUS Loan;
4. Michigan Tuition Grant.

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

Withdrawal Refunds
Refunds for properly authorized withdrawals from the University shall be based upon:

Tuition
Calendar Days 1-7*   100% refund
Through 25% of class   75% refund
Through 60% of class   50% refund
After 60% of class   No refund

*Classes with duration of less than 14 days will be refunded on a pro-rated basis.

**Switching classes will result in an additional charge, based on the applied tuition refund schedule. Please see the Business Office for more details

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

GRADUATE PROGRAM INFORMATION

Admissions

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

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

Expectations

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

Admissions Status

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

Admissions Appeals

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

International Student Admission

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

GRADUATE PROGRAM INFORMATION

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

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

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

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

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

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

Dual Undergraduate/Graduate Enrollment
Dual undergraduate/graduate enrollment may be granted to any SAU senior who has (1) a GPA of 3.0 or higher for at least the last two years of baccalaureate study and (2) no more than 9 credits remaining for completion of the bachelor's degree. A dual enrolled student may enroll in a maximum of 6 graduate credit hours (approved by the program advisor) along with the undergraduate hours required to complete the bachelor's degree.

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

GRADUATE PROGRAM INFORMATION

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

Undergraduate Enrollment

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

Full-time Status

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

Semester Credit Limits

Students may not enroll in more than 30 hours per 12-month period in any Spring Arbor University graduate program or combination of graduate programs, without the permission of the program director. Any schedule exceeding 10 hours per semester (traditional semester calendars) or 15 hours in a six-month period (non-traditional semester calendars) must have permission of the program director. A student wishing to register for more than three hours above these limitations must have the permission of the program director.

Student Academic Responsibility

SAU commits to helping students achieve their academic goals by providing numerous resources and tools, including academic advisors, degree audits, schedules, calendars, and online catalog. Students must assume certain responsibilities that include:
- meeting admission requirements;
- completing courses in an order that meets pre-requisite and core requirements;
- becoming familiar with all academic policies and specific polices of the program to which the student is admitted; and
- preparing work that is representative of the student's own individual efforts.

Standards of Conduct

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

Residency

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

Research

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

GRADUATE PROGRAM INFORMATION

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

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

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

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

The Spring Arbor Graduate
The Graduate Council has defined the ideal Spring Arbor University graduate as one who embodies the Spring Arbor University Concept. Thus, the goal of the Spring Arbor experience is the development of a person who:
- Understands what it means to be a part of a community of professionals –the student must be able to learn, communicate, and participate with others (community of learners).
- Has undergone a rigorous educational experience – the student will study topics that are grounded in theory, practice, and research (lifelong study and application).
- Has encountered the Christian faith from a variety of perspectives, including instructors, staff, students, coursework, and instructional materials – the student will see how the Christian faith impacts character and decision-making (total commitment to Jesus Christ as the perspective for learning).
- Is able to participate in a global society – the student must be able to think critically and demonstrate the ability to take a leadership role in society (critical participation in the contemporary world)

ACADEMIC POLICIES

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

Academic Standards
All graduate students are required to earn a minimum cumulative grade point average of 3.0. The academic policy exists to encourage student success toward that end. Any graduate student is in good standing whenever that student's cumulative grade point average is 3.0 or better.

The cumulative grade point average is reviewed at the end of each semester by the Academic Status Committee. The committee with input from graduate academic advisors and program directors makes the following decisions:

> **Good Standing:** A graduate student is in good standing while the cumulative grade point average is 3.0 or better.

> **Warning:** A student is notified whenever the grade point average for any enrollment period is less than 3.0, but the cumulative is 3.0 or higher.

> **Probation:** When a student's cumulative grade point average falls below 3.0, the student is placed on probation for one semester.

> **Continued on Probation:** When a student's cumulative grade point average has increased during the probationary semester yet remains below a 3.0, the student might be continued on probation for one additional semester.

> **Probation Removed:** When the requirement for good standing is restored, probation is removed.

> **Dismissal:** A student who is admitted to a program on probation and fails to achieve a 3.0 grade point average for that first semester is dismissed. A student who fails to increase the grade point average for a semester after being placed on probation or fails to increase cumulative grade point average to 3.0 or better after being permitted to continue on probation is dismissed.

Students who have been dismissed due to not meeting academic standards are expected to remain out at least one year. Dismissed students may apply for readmission by submitting the Application for Readmission together with supporting rationale/evidence to the appropriate program. The burden of proof remains with the student. Filing the application does not guarantee readmission. The academic program will make the final decision.

Dismissal Appeals: Dismissed students may send a letter of appeal to the program's school dean for a final decision.

ACADEMIC POLICIES

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

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

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

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

Acknowledging the call in the principles above, we challenge ourselves to maintain integrity in all we do academically. There shall be no cheating, misrepresentation, or plagiarism (borrowing ideas, images, facts, stylistic phrasing, or quoted material without credit) on assignments, tests, lectures, handouts or any other written materials. SAU¹s Academic Integrity policy is available electronically on the web site.

Graduation Requirements and Commencement Information
Students must have an overall 3.00 GPA ("B" average) to graduate from any of Spring Arbor University's graduate programs. Degrees are granted on the first of the month following the completion of degree requirements. Transcripts indicating degree conferral will be available once all degree requirements are met and processing is complete. Students who have completed all degree requirements are eligible to participate in commencement on the University's main campus, where diplomas will be awarded. Students must complete a graduation/diploma application approximately three months prior to the ceremony. When applications are received a graduation fee is assessed. If an application for graduation has been made and requirements are not finished as stated, a re-application fee will be charged. Students

ACADEMIC POLICIES

who cannot complete their requirements by the anticipated date should send written notification to their respective program offices.

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

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

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

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

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

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

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

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

ACADEMIC POLICIES

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

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

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

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

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

DISMISSAL POLICY
Program Dismissal
Dismissal from the academic program is possible for disciplinary reasons, including (but not limited to) the following:
- violating standards of academic integrity,
- violating community, behavioral, program, professional expectations,
- unsatisfactory performance in practicum, internship, or clinical courses
- criminal misconduct,
- failure to comply with established SAU or program timelines and/or requirements,
- unethical practices and/or unprofessional conduct,
- actions that obstruct the training process and/or threaten client welfare.

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

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

Step 1: The program director will inform the student in writing of the allegations or circumstances that may affect the student's continuance in the program. These allegations may

ACADEMIC POLICIES

emanate from personnel both within and outside the SAU community. (Note: if the allegation involves an academic integrity issue, current SAU policy will be followed.)

Step 2: At the discretion of the program director, the student may be asked to seek an informal resolution of the allegation with the accusing party. The student will inform the program director of the outcome within 7 days after the program director's request. If resolution is not achieved in this informal process, then the matter will be brought before a disciplinary committee, consisting of the following individuals:

- program director;
- faculty member (chosen by the program director); and
- program staff member (chosen by the student) OR current SAU student (chosen by the student)

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

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

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

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

Appeal Process
The student must commence an appeal within 7 days after receipt of the program director's written notification. The appeal must be typed and submitted to school dean, who will review the appeal and the decision of the disciplinary committee. The dean may request additional information from the student or the disciplinary committee. The dean will make a decision and notify the student in writing within 14 days after receipt of the student's appeal. At all times, the burden of proof is on the student.
NOTE: The appeal process can take up to three months. Because this is a private university administrative hearing, legal counsel or representation is inappropriate.

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

Transfer Credit
Programs may accept a maximum of 9 graduate credits by transfer from a regionally-accredited institution. The transferred course grade(s) must be a "B" or better. An official transcript from the institution must be submitted to the appropriate program office with the initial application. Transfer credits must be no more than 6 years old at the time of admission, but certain

programs may allow exceptions. The program director has the discretion and the right to determine what is accepted and whether the course will substitute for a required course or elective credit. After admission to a Spring Arbor University graduate program, students wishing to complete coursework at another college or university, with the expectation of that coursework being applied toward a Spring Arbor University degree, must seek written advance approval from the program director.

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

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

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

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

A = excellent achievement

B = good work

C = below average work

D = unsatisfactory work

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

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

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

Note: A grade of "I'' must be removed within six weeks after the end of the term in which it is given or by a date officially agreed upon by the instructor and student—when an "I'' is given, the instructor will indicate what grade the student will receive if the completion date is not met—if no grade is received, the "I" grade becomes a grade of "U."

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

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

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

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

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

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

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

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

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

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

Step 3: If the matter remains unresolved, the student may contact the Academic Affairs Office for the appropriate forms. Upon receipt of properly completed forms by the student, the Academic Affairs Office will consider the appeal and render a final (and non-appealable) decision.

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

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

UNIVERSITY ADMINISTRATION

PRESIDENT'S CABINET

Brent D. Ellis, Ph.D.
President

M. Kimberly Rupert, Ph.D.
Provost and Chief Academic Officer

Doug Wilcoxson, Ph.D.
Executive Vice President

Jon Bahr, M.B.A.
Vice President for Enrollment and Marketing

Kimberly Hayworth, Ph.D.
Vice President for Student Success and Calling

Kevin Rose, C.P.A., M.B.A.
Vice President for Finance and Administration

Damon M. Seacott, M.A.
Chief of Staff

OTHER ADMINISTRATION

Donna M. Bergman Ed.D.
Director, Master of Special Education

Robert D. Bolton, M.L.S.
Library Director

K. Caleb Chan, Ph.D.
Dean of the Gainey School of Business

Martin A. Covey, Ph.D., CFLE
Lead Faculty for Family Studies Curriculum and Programs

Gordon M. Eccles B.B.A.
Director of Student Financial Services

Tamara L. Dindoffer, Ph.D.
Dean of the School of Human Services

Janet M. Glaes, Ph.D.
Co-Director of Master of Arts in Counseling

Sherri Hendrix, M.B.A.
University Registrar

Alvin V. Kauffman, M.B.A., M.S.N., Ph.D.
Chair, Department of Nursing

Cheryl A. Lauber, M.S.N., D.P.A
Director, Master of Science in Nursing

Peter H. Lauber, Ph.D.
Director, Master of Social Work

Eric R. Magnusson, D. Min.
Director, Master of Arts in Spiritual Formation and Leadership

Terry L. McClintic, M.A.
Assistant Registrar for Graduate Records

Chad Melton, M.A.
Career Advisor

Wallis C. Metts, Jr., Ph.D.
Director, Master of Arts in Strategic Communication and Leadership

Sharon E. Norris, Ph.D.
Director, Master of Business Administration

Linda Sherrill, Ed.D.
Assistant Provost
Interim Dean of the School of Education

Gary R. Tucker, Ph.D.
Dean, SAU Online

SCHOOL OF ARTS AND SCIENCES

Master of Arts in Strategic Communication and Leadership

FROM THE DIRECTOR

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

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

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

Dr. Wally Metts Jr.
wmetts@arbor.edu

SCHOOL OF ARTS AND SCIENCES

PROGRAM DESCRIPTION:
The Master of Arts in Strategic Communication and Leadership is a 36-credit hour program, which brings both theoretical and Christian perspectives to bear on practical problems and provides a foundational understanding of communication through an interdisciplinary foundation of core courses. The program allows students to design, implement, and evaluate a project which effectively applies an interdisciplinary understanding of communication studies to a real-life situation.

This program pairs students with mentors who are influencers in communication. Mentors share valuable insights, professional development tips and personalized support throughout the program. Working with a mentor, students learn skills most important to communication professionals. Students also individualize their program and develop a sustainable professional growth plan.

Throughout the online master's in strategic communication program, students build a professional ePortfolio. This digital portfolio serves as a place to collect, reflect upon and collate creative assets based on their individual learning experiences at Spring Arbor University Online. Upon graduation, the ePortfolio becomes a powerful and shareable resource for career advancement.

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

Program competencies:
- How to create messages that are well-crafted and audience-tuned
- How new technologies create new ways to serve people
- How to assess you own leadership strengths and weaknesses
- How to build effective teams and expand personal and institutional networks
- How to conduct, analyze and apply communication-related research
- How to articulate a Christian perspective regarding communication principles and practices

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

Objectives
The MSCL program will assist students to:
• Integrate the Christian faith with the field of communication through critical thinking, research, writing, and learning from the normative base of a Christian worldview.
• Experience education in the virtual communication environment.

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• Explore multi-disciplinary approaches for enhancing culture and human development from a values-based perspective that is grounded in communication skills, knowledge and practice.
• Develop and exchange concepts relating to understanding and improving communication and communication-related activities within organizations and industries around the world.
• Experience innovative learning situations, which will enable students to acquire the knowledge, dispositions, and abilities required of leaders in any organizational setting.

ADMISSIONS

MSCL applicants must have:
- A bachelor's degree from a regionally accredited college or university;
- A 3.0 GPA for at least the last two years of the bachelor's degree;
- An official transcript from the institution that granted the bachelor's degree
- Two recommendations from professional/academic individuals;
- One recommendation from a member of the clergy in your faith community
- Recent writing sample (a published magazine, newspaper, or journal article; an undergraduate or graduate research paper; or a work-related proposal);
- Personal Goals Statement of two pages or less, in which you briefly describe your personal or professional goals as they relate to graduate studies in communication at a Christian university;
- Online Computer Literacy Survey (this assesses your current computer skills and the hardware/software configurations necessary for our online program);
- A completed application; and
- Current application fee.

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

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

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

Audits
Students may audit up to two classes in the **MSCL** program. No credit is earned.

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

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

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

CURRICULUM

The Master of Arts in Strategic Communication and Leadership requires:
   Foundations courses: 6 semester credit hours
   Mentoring course: 6 semester credit hours
   Core courses: 24 semester credit hours
   Required for graduation: 36 semester credit hours

The Graduate Certificate in Strategic Communication and Leadership requires the following courses:
   COM 504 (3) Communication Theory and Worldview
   COM 508 (3) Writing for Results
   Plus electives to total 16 hours

COURSE DESCRIPTIONS

COM 060 Orientation to Online Learning (no credit)
Satisfactory completion of this course is required prior to taking the first communication course

FOUNDATIONS COURSES

COM 504 Communication Theory and Worldview (3)
An overview of theoretical frameworks related to various contexts of communication. Theology and ethics of communication are examined in light of a Christian worldview.

COM 606 Research Methods in Communication (3)
Students develop skills in designing, interpreting, and evaluating research designs by examining and applying both quantitative and qualitative research methods. A thesis or portfolio proposal is prepared. Prerequisites: COM 502, 504 and at least 15 hours in the program.

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CORE COURSES

COM 508 Writing for Results (3)
The art of capturing ideas in words is the basic tool of professional communicators. In this "writing bootcamp," your analytical and narrative writing skills take a big leap forward, as you present a compelling vision of the world to the world in words well-crafted and audience-tuned.

COM 601 Interpersonal Communication (3)
An examination of interpersonal study and analysis of the relationships between interpersonal communication and group, family, gender, and intrapersonal processes. Prerequisite: COM 504 and 508.

COM 603 Group and Public Communication (3)
Examines how personal and professional communication styles impact group dynamics, conflict, team building, leadership and public presentations. Prerequisite: COM 504 and 508.

COM 605 Mass Communication, Culture and Technology (3)
Examines the challenges of and opportunities for living faithfully in mediated societies as new media technologies create new ways to serve people and to oppress them. Prerequisite: COM 504 and 508.

COM 607 Communication Ethics and Moral Reasoning (3)
Case study approach to problems and issues that confront communicators in contemporary culture. Prerequisite: COM 504 and 508.

COM 510 Communication Leadership (3)
Explores effective communication styles of effective leaders through an analysis of research and practice. Prerequisite: COM 504 and 508.

COM 610 Advertising and Public Relations (3)
Considers current research and practice in advertising and public relations. Traditional and nontraditional techniques are explored. Prerequisite: COM 504 and 508.

COM 612 Conflict Resolution (3)
Current theories of conflict resolution, with a special emphasis on biblical peacemaking. Prerequisite: COM 504 and 508.

MENTORING COURSE (6 credits)

COM 503 Communication as Vocation and Calling (1)
Explore your career opportunities and vocational impulses while working with a professional mentor to individualize your program and develop a sustainable professional growth plan. This one-credit course will be taken in subsequent terms until the student has earned a total of six credits.

SCHOOL OF ARTS AND SCIENCES

FACULTY

Wallis C. Metts
B.A., University of Tennessee- Chattanooga
M.S., University of Tennessee-Knoxville
Ph.D., Michigan State University

Robert H. Woods
B.A., University of New Mexico
J.D., Regent University
M.A., (Communication) Regent University
M.A., (Counseling) Regent University
M.A., (Education) Regent University
Ph.D., Regent University

Paul D. Patton
B.A., Spring Arbor University
M.Ed., Wayne State University
M.R.E., Grand Rapids Baptist Seminary
M.A., Regent University
Ph.D., Regent University

ADJUNCT FACULTY

P. Mark Fackler
A.B., Westmont College
M.A., University of Minnesota-Minneapolis St. Paul
M.A., Wheaton College
Ph.D., University of Illinois

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

Debra K. Buenting
B.A., University of Texas at Arlington
M.A., Regent University

Terri L. Cornwell
B.A., University of Delaware
M.A., West Chester University
M.A., University of Maryland
Ph.D., University of Maryland

Paul A. Creasman
B.A., Pepperdine University
M.A., Arizona State University
Ph.D., Regent University

Linwood A. Hagin
B.A., University of Wisconsin-Superior
M.A., University of Minnesota-Minneapolis
Ph.D., University of Tennessee

Jennifer M. Letherer
B.A., Siena Heights University
M.F.A., Boston University

Quentin J. Schultze
B.S., University of Illinois
M.A., University of Illinois
Ph.D., University of Illinois

SCHOOL OF ARTS AND SCIENCES

Master of Arts in Spiritual Formation and Leadership

FROM THE DIRECTOR

Welcome to the Master of Arts in Spiritual Formation and Leadership program (MSFL). We are delighted that you are considering our graduate program!

The MSFL is designed as a cohort-based, hybrid program that allows you to travel through the degree with a group of others who are seeking to bring the life of the mind together with life with God in the world. Combining online classes with face-to-face residencies, we strive to bring together the best of an online program with the interpersonal connections that are vital to holistic spiritual formation.

Our curriculum was developed in intimate dialogue with Richard Foster and continues to be shaped by what he has identified as the six spiritual streams of the Christian tradition. We are thankful for his ongoing involvement with our program, as well as the relationships we have cultivated with other leading figures in the spiritual formation movement, including Dallas Willard, Elaine Heath, Tony Campolo, Phyllis Tickle, Robert Mulholland, and Shane Claiborne. These figures support and supplement the incredible work our regular faculty contributes to the program.

Having witnessed the impact of the program in the lives of our students, I am convinced we offer the most unique and rewarding academic spiritual formation program available today. We cannot begin to express the depth of spiritual transformation that God's Spirit continues to breathe through the program.

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

Grace and peace,

Dr. Eric Magnusson

SCHOOL OF ARTS AND SCIENCES

PROGRAM DESCRIPTION

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

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

The MSFL is a program designed to fit into your life, but will require significant time in your weekly schedule. We say this unapologetically because anything worth doing usually requires prioritizing our time. Time spent in learning and engaging spirituality is no exception.

Mission Statement

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

Goals

- Provide a biblical, theological, and historical framework for understanding spiritual formation and leadership development within a global context

- Foster disciplined habits and skills that promote godly character and effective leadership aimed at renewing the Church, engaging the culture, and transforming society

- Encourage the formation into a Christ-centered way of life, with its habits and virtues

Objectives

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

Knowledge

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

Skills

(Academic)

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

(Leadership)

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

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(Formational)
- Interpret scripture transformational
- Critically practice disciplines that encourage personal and communal spiritual health

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

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

MSFL Key Definitions

Spiritual – By spiritual we mean primarily Christian spirituality. Within the phrase "spiritual formation" the term *spiritual* designates two realities. First and foremost, *spiritual* designates the Spirit of Christ who is the primary agent of formation. Second, *spiritual* designates the very essence of our being. As the French Jesuit, Pierre Teilhard de Chardin, once said "we are not human beings having a spiritual experience, but spiritual beings having a human experience." What is formed is not a disembodied aspect of a person, as if the human person was a dichotomy of body and soul. We believe that a human person is a body/soul unity and thus the whole of our existence, physical, mental, emotional, and relational, is spiritual.

Spiritual Formation - By the phrase *spiritual formation* we mean primarily that the Spirit of Christ is transforming people. The reality is that each and every person is in a constant process of formation, whether cognizant of it or not. Our actions, interactions, and decisions, along with other outside stimuli and information, are shaping who we are as persons. To experience *spiritual formation* is to live in an intimate relationship with the Triune God within the context of our various relationships with other people and with all of creation, so that we more fully bear the image and likeness of God in our lives. We also believe God invites people to partner actively with the Spirit in the *spiritual formation* of his church and world. We participate and help lead others in spiritual formation by tilling the ground for God's gracious work of transformation. Tilling the ground includes but is not limited to removing any obstruction in our lives and communities that hinders the work of God as well as practicing and encouraging others to practice the various disciplines encouraged in the Christian Scriptures and the Christian tradition.

Program Features and Requirements

A hybrid program, MSFL features both online and face-to-face learning.
- Three face-to-face residency courses (Intensive Seminars) are held during the program. These one-week courses have an additional course fee. Personal travel expenses are not included in the tuition or fee. Two of the residencies occur in January. These

residencies feature guest lecturers who are nationally recognized in the field of spiritual formation. The other residency, Social Justice and Christian Spirituality, occurs in Guatemala during the first summer of the program. NOTE: Future locations for the Intensive Seminars may be subject to change.

- Each MSFL course emphasizes practical and experiential learning.
- The program utilizes a cohort group model for interpersonal community and small group formation.
- MSFL students are required to be in a mentor relationship with a spiritual director throughout the duration of their program.
- MSFL students are required to practice the disciplines of silence, guidance, and retreat. Each semester, the student is required to take a personal 24-hour retreat, and a 2 day retreat each summer.

MSFL degree:
12 courses x 3 credits = 36 credits
(9 online courses + 3 face-to-face courses)

ADMISSIONS

The following requirements are mandatory for acceptance into the MSFL. Admission must be approved prior to being considered for financial aid.

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

Please see www.arbor.edu for more information.

*Spring Arbor University is registered as a Private Institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

CURRICULUM

COURSE SEQUENCE
(Example of a Two Year Schedule Starting in Fall)

FALL TERM (Year 1)
　　　　SFL 060 Orientation to Online Learning (no credit/Pass/Fail)
　　　　SFL 600 Introduction to Christian Spirituality (3)
　　　　SFL 602 Disciplines of the Spirit (3)

JANUARY INTENSIVE SEMINAR (Year 1)
　　　　SFL 673 Special Topic in Christian Spirituality (3)

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[SFL 673 will run for ~7 days in January with a travel day at the beginning and at the end. This course will take place in even numbered years at different retreat or learning locations around the country.]

SPRING TERM (Year 1)

SFL 612 Formational Theology (3)
SFL 623 Spiritual Wisdom of the Hebrew Scriptures (3)
SFL 671 Intensive Seminar I: Social Justice and Christian Spirituality (3)
> NOTE: *SFL 671 will run for 7 days with a travel day at the beginning and at the end. This course will take place in Guatemala during the summer after matriculation.*

FALL TERM (Year 2)

SFL 624 Jesus Christ and New Testament Spirituality (3)
SFL 613 The Spirit-Empowered Life (3)

JANUARY INTENSIVE SEMINAR (Year 2)

SFL674 Special Topic in Christian Spirituality (3)
[SFL 674 will run for ~7 days in January with a travel day at the beginning and at the end. This course will take place in odd numbered years at different retreat or learning locations around the country.]

SPRING TERM (Year 2)

SFL 637 Introduction to Spiritual Direction (3)
SFL 611 Christian Spirituality and Everyday Life (3)
SFL 604 History of Christian Spirituality (3)
[SFL 604 will be offered during June and July.]

COURSE DESCRIPTIONS

SFL 060 Orientation to Online Learning (no credit)
Satisfactory completion of this course is required prior to taking the first spiritual formation course (SFL 600). Students with prior experience in online learning may request a waiver.

SFL 600 Introduction to Christian Spirituality (3)
This course explores the biblical and theological aspects of Christian formation. Students examine the goal and nature of formation, as well as the process of holistic spiritual transformation.

SFL 602 Disciplines of the Spirit (3)
This course is an exploration into the nature, dynamics and exercise of classic spiritual disciplines. Spiritual disciplines are a significant means by which we connect to God. Emphasis is upon the practice of various spiritual disciplines such as solitude and silence, listening and guidance, prayer and intercession, study and meditation, repentance and confession, fasting and worship, fellowship and simplicity, service and witness.

SFL 604 History of Christian Spirituality (3)
This course introduces students to the history, traditions, and leaders of the Christian church, which grants a richer understanding of what it means to participate in the Body of Christ.

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Students are exposed to the Patristic, Medieval, Reformation, and Enlightenment periods. This course helps students grow into a greater fullness of Christian maturity and gives them a renewed appreciation for the way the church's past shapes the church's present and future.

SFL 611 Christian Spirituality in Everyday Life (3)
This course assists students in broadening their understanding of spirituality within the Christian tradition and how to connect this understanding to all aspects of their lives. The course goal is intellectual and existential: students are introduced to a wide variety of literature focused on the sacred actions of God within the ordinary rhythms of everyday life; at the same time, students through a variety of learning experiences are also encouraged to grow spiritually through their own choices of prayer, worship, and discipline.

SFL 612 Formational Theology (3)
This course is designed to integrate traditional themes in systematic theology with spiritual formation. Emphasis is given to the study of Christology, Pneumatology, Theological Anthropology, and Ecclesiology. Experiential components are integrated into the course to help strengthen students' love for God and neighbor.

SFL 613 The Spirit-Empowered Life (3)
This course investigates the biblical, theological, historical, and practical foundations of the person and work of the Holy Spirit (pneumatology) and the Spirit-Empowered Life. Specific attention will be given to spiritual renewal movements and spiritual gifts, including the more controversial gifts, especially divine healing of mind, body, will, emotions, spirit, and social relationships. Personal experience in inner healing prayer and practical experience in praying for the healing of others will be a part of the essential learning in this course. It will also require a great deal of trust and vulnerability on the student's part.

SFL 623 Spiritual Wisdom in the Hebrew Scriptures (3)
This course explores the dynamics and power of the Hebrew Scriptures for personal and communal transformation. Special emphasis is given to the wisdom literature in the Hebrew Scriptures. A key aspect of this course is the understanding and development of biblical hermeneutical principles and practices that focus not only on the biblical text's content but also on its potential effect(s) as part of the church's Scripture. Various classical and contemporary methods of contemplative reading of Scripture are explored. This course teaches students to engage the Hebrew Scriptures in ways that grasp and change a community's life.

SFL 624 Jesus Christ and New Testament Spirituality (3)
This course examines the dynamics and power of the New Testament for personal and communal transformation. Special emphasis is given to the life and teaching of Jesus Christ and Paul's theological reflection on the life, death, and resurrection of Christ. In addition to learning about life with God from Scripture, competence in listening to the living Word within the text is gained. This course teaches students to engage the New Testament in ways that grasp and change a community's life.

SFL 637 Introduction to Spiritual Direction (3)
This is an introductory course that explores the meanings, models, and practices of the ministry of spiritual direction. Various traditional and current traditions of spiritual direction are surveyed. Particular attention is given to certain spiritual practices that equip students to come alongside

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others in their spiritual growth. This course includes experiential components as part of learning this valuable ministry of companioning people through their spiritual journey.

SFL 671 Intensive Seminar I: Social Justice and Christian Spirituality (3)
This course explores the connection between being formed into the likeness of Jesus Christ and being involved in intentional justice work. Specific focus is on personal and communal formation in relation to those who Jesus called "the least of these." This course is taught in an intensive face-to-face format in Guatemala, where students experience the serious needs for Biblical justice in the world, in the context of Latin America. Residency at the designated site is mandatory.

SFL 673 Intensive Seminar III: Special Topic in Christian Spirituality (3)
This course gives the student access to nationally known persons and SAU faculty in the area of spiritual formation and leadership. Representatives of the Christian tradition will be sought over a two-year cycle. The intensive seminar will consist of a mixture of lecture, small group discussion, personal examination and reflection, various spiritual exercises, practical experiences in spiritual formation, as well as reading and writing assignments. Residency at the designated site is mandatory. This course is taught in an intensive face-to-face format every other January.

SFL 674 Intensive Seminar IV: Special Topic in Christian Spirituality (3)
This course will explore a specific aspect of Christian spirituality. Topics will vary year to year. It will consist of a mixture of lecture, small group discussion, personal examination and reflection, various spiritual exercises, practical experiences in spiritual formation, as well as reading and writing assignments. Residency at the designated site is mandatory. This course is taught in an intensive face-to-face format every other January.

FACULTY

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

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

Mary Albert Darling
B.A., Spring Arbor University
M.A., Western Michigan University

Valerie E. Hess
B.A., Metropolitan State College
M.M., Valparaiso University

Thomas J. Holsinger-Friesen
B.A., Oral Roberts University
B.S., Oral Roberts University
M.Div., Asbury Theological Seminary
M.A., Asbury Theological Seminary
Ph.D., University of Aberdeen

Eric R. Magnusson
B.A., Harding University
M.A., Oklahoma Christian University
M.Div., Abilene Christian University
D.Min., Abilene Christian University

Robert Moore-Jumonville
B.A., Seattle Pacific University
M.Div., Princeton Theological Seminary
Ph.D., University of Iowa

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MSFL FACULTY PRESENTERS / RETREAT LEADERS / FACILITATORS (2007-2015)

Juanita Rasmus
Pastor, Spiritual Director
Founder and Creative Director, The Art Project Houston
Co-Pastor, St John's United Methodist Church, Houston
"To Love and to Serve: Activated Contemplations and Contemplated Action" (Michindoh Conference Center, Hillsdale, MI – May 2013)

Margaret Benefiel
Author, Spiritual Director, Consultant and Professor
Executive Officer, Executive Soul, LLC
Adjunct Faculty, Andover Newton Theological School, Boston, MA
Visiting Lecturer, All Hollows College, Dublin, Ireland
Ph.D. in Christian Spirituality, Catholic University of America
"Leading from Within: Exploring the Soul of Leadership" (Michindoh Conference Center, Hillsdale, MI – May 2013)

Paul Nemecek
Assistant Professor of Sociology, Spring Arbor University
Director of Guatemala Semester Abroad Program, Spring Arbor University
SFL 672: World Christian Spirituality (Antigua, Guatemala 2012-2013)

Wil Hernandez
Lecturer, Spiritual Director and Retreat Leader
Adjunct Professor, Fuller Theological Seminary, Spring Arbor University, Loyola Marymount University
Founder, Nouwen Legacy: A Ministry of the Leadership Institute
Ph.D. in Practical Theology (Spirituality), Fuller Theological Seminary
"The Life and Work of Henri Nouwen"

John Michael Talbot
Musician, Author and Speaker
Founder of "The Brothers and Sisters of Charity" at Little Portion Heritage and Troubadour for the Lord
"On Being a Monk in the World: The Way of the New Monasticism" (Michindoh Conference Center, Hillsdale, MI – May 2012)

L. Paul Jensen
Founder and Executive Director, The Leadership Institute
Adjunct Assistant Professor of Leadership and Christian Formation and Spirituality in Contemporary Culture, Fuller Theological Seminary
Ph.D. in Intercultural Studies, Fuller Theological Seminary
"Spirituality, Leadership, and the Collapse of Space and Time" (Michindoh Conference Center, Hillsdale, MI – May 2012)

M. Robert Mulholland Jr.
Professor Emeritus of New Testament Studies, Asbury Theological Seminary
Th. D. in New Testament and Christian Origins, Harvard University
"Scripture and Vital Piety" (Serra Retreat Center, Malibu, CA – January 2011)

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Mindy Caliguire
Transformation Ministry Director at Willow Creek Association
Founder and President at Soul Care
B.A., Cornell University
"Embedding the Culture of Transformation in Your Church and Ministry" (Michindoh Conference Center, Hillsdale, MI – January 2010)

Rev. Bernie Owens
Catholic Priest of the Society of Jesus (Jesuits) and Director of Internship in Ignatian Spirituality, Manresa Jesuit Retreat House, Bloomfield Hills, MI
Ph.D. in Christian Spirituality, Graduate Theological Union, Berkeley, CA
"Finding God Where You Are At, Serving God with All You Have and Are" (Michindoh Conference Center, Hillsdale, MI – January 2010)

Tony Campolo
Professor Emeritus of Sociology, Eastern University
Ph.D., Temple University
"Spirituality and Social Justice" (Malvern Retreat House, Malvern, PA – January 2009)

Shane Claiborne
Activist, Author and Recovering Sinner
Honorary Doctorate, Eastern University
"Spirituality and Social Justice" (Malvern Retreat House, Malvern, PA – January 2009)

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

Dallas Willard
Professor of Philosophy, University of Southern California
Ph.D., University of Wisconsin
"Intensive Seminar in Spiritual Formation" (Mater Dolorosa Retreat Center, Sierra Madre, CA – January 2008)

Richard Foster
Distinguished University Professor of Spiritual Formation
D.Th., P. Fuller Theological Seminary
"Intensive Seminar in Spiritual Formation" (Spring Arbor University – January 2007)

GAINEY SCHOOL OF BUSINESS

Master of Business Administration
Master of Arts in Management and Organizational Leadership

FROM THE DEAN

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

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

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

Blessings on you,

Dr. K. Caleb Chan, Dean

GAINEY SCHOOL OF BUSINESS

GAINEY SCHOOL OF BUSINESS GRADUATE STUDENT COMMUNITY AND CULTURE
Graduate business students in Spring Arbor University's Gainey School of Business degree programs engage in:

- **Depth of Inquiry:** Rigorous inquiry seeking depth of knowledge within a discipline.
- **Research-based Learning:** Research-based learning, mastering research tools, conversing with other scholars, and reviewing contemporary findings in the field.
- **Continuous learning:** Continuous learning through independent study in the fields of management, organizational leadership, and business administration.
- **Development of New Knowledge:** Development of new knowledge, testing emerging theories, and wisely applying knowledge through best practices.
- **Distinctive Communication:** Distinctive communication within and across discipline using various modes and research diverse audiences

By quest and praxis, the graduate community at Spring Arbor University seeks to enhance individual skills, expand knowledge, and contribute to the fields of study in which members are engaged.

ACADEMIC PROGRAMS

MASTER OF BUSINESS ADMINISTRATION (MBA)

MBA MISSION
To develop successful professionals through the study and application of theories, concepts, principles, and methods of business administration informed by an ethical worldview.

MBA PROGRAM OBJECTIVES
The MBA program is designed to help students understand and live out the SAU Concept through active participation in business and organizations. Students will integrate the Christian perspective and the discipline of business administration with an emphasis on stewardship and service. Students will gain mastery in business area knowledge, recognize the impact of culture and diversity on global business, and demonstrate skills in effective communication, professional collaboration, teamwork, critical thinking, ethical reasoning, and problem solving. Program objectives are categorized into eight specific areas: knowledge, skills, scholarship, application, innovation, personal development, ethical perspective, and global awareness.

MBA PROGRAM DESCRIPTION
The MBA degree prepares students for successful participation in business and other organizations competing in domestic and international markets. Through the MBA curriculum, students gain knowledge of functional areas of business within a framework of service and stewardship and develop skills in critical thinking, ethical reasoning, analytical problem solving, effective communication, and decision making.

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MBA Curriculum

MBA Core Courses – 24 hours

MBA060   MBA Orientation (0)
MBA 617   Leadership in Business (4)
MBA 631   Accounting for Managers (4)
MBA 622   Statistics for Business Managers (4)
MBA 661   Marketing for Managers (4)
MBA 607   International Business (NYC trip) (4) OR
MBA 607A   International Business (no trip) (4)
MBA 688   MBA Capstone Study (4)

MBA Concentration Courses – 12 hours

Healthcare Administration Concentration
MBA 641   Trends in Healthcare Administration and Management (4)
MBA 642   Managerial Finance in Healthcare (4)
MBA 643   Managing Quality in Healthcare (4)

Human Resource Management Concentration
MBA 647   Workplace Learning and Professional Development (4)
MBA 648   Human Resource Development (4)
MBA 651   Management of Organizational Behavior (4)

Management Concentration
MBA 654   Strategic Planning and Management (4)
MBA 648   Human Resource Development (4)
MBA 651   Management of Organizational Behavior (4)

Organizational Consulting Concentration
MBA 647   Workplace Learning and Professional Development (4)
MBA 657   Strategic Leadership (4)
MBA 658   Organizational Consulting (4)

Strategic Leadership Concentration
MBA 654   Strategic Planning and Management (4)
MBA 657   Strategic Leadership (4)
MBA 651   Management of Organizational Behavior (4)

CURRICULUM COURSE DESCRIPTIONS

MBA Core Courses

MBA060   MBA Orientation (0)
Provides an introduction to the MBA program and familiarizes students with the online learning environment using Blackboard as the learning management system.

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MBA 617   Leadership in Business (4)
Introduces students to leadership in business administration as a foundation for effective management of the organization. Explores leadership from the perspective of the practicing manager and focuses on individual, group, and organizational leadership. Covers the nature of leadership, leading change, leadership effectiveness, leadership development, and traditional and emerging leadership theories. Special emphasis is placed upon self-leadership and professional leadership assessment of personal strengths and weaknesses in handling specific managerial issues and responsibilities.

MBA 631   Accounting for Managers (4)
Introduces students to the fundamental concepts and principles of accounting as a discipline to support managerial decision making in businesses. Examines the use of information for data-driven decision making including organizational level performance measurements. Covers financial ratio calculations and analysis, preparation of financial statements, taxes, accounting liquidity, contribution margin, budgeting, and auditing issues.

MBA 622   Statistics for Business Managers (4)
Introduces students to data driven decision making using a statistical thinking framework. Emphasis placed upon the use of statistical data for identifying, understanding, interpreting, and solving business scenarios and issues. Develops skill necessary to identify business problems, collect data following appropriate protocols and methods, and analyze data using statistical techniques.

MBA 661   Marketing for Managers (4)
Introduces the principles of service and stewardship through marketing management. Focuses on developing an understanding of the role of markets and marketing from an economic thinking perspective including an analysis of product markets and developing marketing strategies that will provide sustainable competitive advantage. Special emphasis is placed upon the integration of concepts, principles, and techniques of marketing through application within client organizations. Topics include customer value and satisfaction, market research and surveys, marketing segmentation differentiation, positioning, and the development and execution of marketing plans.

MBA 607   International Business (NYC trip) (4)
Introduces key aspects of contemporary international business management and implications of international business on organizational strategy, structure, and function. Coverage includes ethics in business, country differences, trade and investments, global monetary systems, and competition in a global marketplace. Topics include Poverty Cure, human rights, global human resource development, and conference environment papers and group presentations. As a part of the MBA 607 courses, students attend an International Business Summit as a part of a four-day trip to New York City. The university covers the costs of accommodations (i.e. hotel, food) to participate in the summit. Students are responsible for travel arrangements and expenses.

MBA 607A   International Business (no trip) (4)
Introduces key aspects of contemporary international business management and implications of international business on organizational strategy, structure, and function. Coverage includes ethics in business, country differences, trade and investments, global monetary systems, and competition in a global marketplace. Topics include Poverty Cure, human rights, global human

resource development, and conference environment individual presentations, peer reviews, and critiques.

MBA 688   MBA Capstone Study (4)
The MBA capstone experience emphasizes the integration and application of acquired knowledge and skills from the MBA core and concentration curriculum. Focuses on the identification of a group/work unit/ team or organizational level issue, problem, or opportunity. As well as the proposed solution to improve organizational performance. Students will conduct an organizational assessment, review of the literature, explain the issues using appropriate concepts and theories, create a proposal to address the problem, and develop a final business consultancy report and presentation. The student works with a real organization/client, and the client provides an assessment of the student's performance and contribution to the organization.

MBA Concentration Courses – Delivered Entirely Online
Students in the hybrid learning and the e-learning MBA will take the concentration courses in the entirely online format.

Healthcare Administration Concentration
Develops management knowledge and skills necessary for healthcare professionals and builds business acumen required for effective health care leadership. The concentration courses focus on the complexities and trends in the healthcare industry by focusing on contemporary issues in healthcare administration, policy, economics, quality, and strategy in healthcare management.

MBA 641   Trends in Healthcare Administration and Management (4)
Addresses contemporary issues in the field of healthcare and the factors influencing the structure, delivery, and financing within health care systems. Examines the roles of various health care institutions and professional groups providing health services. Covers emerging trends that impact healthcare in the U.S. as well as leadership challenges associated with healthcare administration. Special emphasis on making informed decision related to healthcare administration and management topics that concern modern healthcare administrators.

MBA 642   Managerial Finance in Healthcare (4)
Examines the fundamentals of financial management in the healthcare sectors. Prepares non-financial healthcare professionals with skills necessary to manage and control costs while simultaneously investing resources in strategic opportunities. Focuses on the use of financial analysis techniques, financial reasoning, and financial tools for effective decision making and planning in a healthcare setting. Special emphasis on financial liquidity, solvency, and measuring efficiency of healthcare organizations using key ratio information.

MBA 643   Managing Quality in Healthcare (4)
Identifies the principles of quality improvement necessary for creating a quality culture in healthcare. Examine tools and methods of planning and implementing quality improvement initiatives in healthcare. Addresses both clinical improvements related to the delivery of quality patient care and process improvements related to the processes necessary in supporting the delivery of quality patient care. Special emphasis on methodology for improving quality in healthcare organizations, process improvement tools and measurement systems, Six Sigma, lean management techniques, and medical informatics.

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HUMAN RESOURCE MANAGEMENT CONCENTRATION
Develops knowledge and skills necessary to leverage organizational human resources to improve individual performance and enhance organizational effectiveness. Strengthen skills in problem-solving, strategic thinking, and critical analysis necessary for identifying and solving human related issues within an organization. Prepares students to promote employee and organizational growth through individual and organizational learning.

MBA 647   Workplace Learning and Professional Development (4)
Explores the major issues relevant to workplace learning and development. Develop skills in needs analysis, learning and development methods, method selection, development plans, and assessment. Covers adult learning theory, knowledge, and development. Emphasizes principles of traditional and contemporary approaches to workplace learning and development in organizations. Special emphasis on the practical application of learning development methods and assessments to ascertain factors influencing effective workplace learning strategies.

MBA 648   Human Resource Development (4)
Explores major issues of managing human resources. Develops skill in assessing human resource needs for career development and organizational effectiveness. Covers principles of adult learning through designing practical applications in diverse work settings. Special emphasis on current topics in the field of human resource development, including the assessment, design, implementation, and evaluation of human resource development programs; personal, professional, and organizational development; and application of human resource development in diverse contexts. Various types of training programs will be examined, including onboarding, skills and technical, performance management, employee wellness, career management, organization and management development, and diversity.

MBA 651   Management of Organizational Behavior (4)
Introduction to the management of behavior in organizations, the field of industrial and organizational psychology, and various aspects of people in the workplace. Covers issues related to employee development through training and learning, employee productivity, well-being, attitudes, behaviors, motivation, and leadership. Explores principles of organizational behavior and management such as how people work, where they work, and how the workplace operates. Emphasizes the complexity of organizational functioning and importance of the management of organizational behavior.

MANAGEMENT CONCENTRATION
Develops skills necessary for effective traditional management in organizations. The concentration is designed for individual interested in strengthening traditional business administration and management knowledge and skills.

MBA 654   Strategic Planning and Management (4)
Introduces the concepts of strategic planning and management and considers the vision, mission, and goals of organization. Provides students with a framework for conducting strategic planning in the organizational environment. Examines the balanced scorecard approach to planning and management for translating strategy to action. Special emphasis is placed upon the cyclical development of pertinent information necessary for strategic planning and management.

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MBA 648   Human Resource Development (4)
Explores major issues of managing human resources. Develops skill in assessing human resource needs for career development and organizational effectiveness. Covers principles of adult learning through designing practical applications in diverse work settings. Special emphasis on current topics in the field of human resource development, including the assessment, design, implementation, and evaluation of human resource development programs; personal, professional, and organizational development; and application of human resource development in diverse contexts. Various types of training programs will be examined, including onboarding, skills and technical, performance management, employee wellness, career management, organization and management development, and diversity.

MBA 651   Management of Organizational Behavior (4)
Introduction to the management of behavior in organizations, the field of industrial and organizational psychology, and various aspects of people in the workplace. Covers issues related to employee development through training and learning, employee productivity, well-being, attitudes, behaviors, motivation, and leadership. Explores principles of organizational behavior and management such as how people work, where they work, and how the workplace operates. Emphasizes the complexity of organizational functioning and importance of the management of organizational behavior.

ORGANIZATIONAL CONSULTING CONCENTRATION
Develops a strong foundation in assessing, researching, and finding possible solutions to personnel, group/team/work unit and organizational problems. Develops requisite skills necessary for understanding, predicting, and influencing individual and group behavior in organizations as the foundation for leading effective organizational development and change initiatives. Organizational consultants apply behavioral science and organizational leadership principles in the work context to positively influence individuals, groups, and organizations.

MBA 647   Workplace Learning and Professional Development (4)
Explores the major issues relevant to workplace learning and development. Develop skills in needs analysis, learning and development methods, method selection, development plans, and assessment. Covers adult learning theory, knowledge, and development. Emphasizes principles of traditional and contemporary approaches to workplace learning and development in organizations. Special emphasis on the practical application of learning development methods and assessments to ascertain factors influencing effective workplace learning strategies.

MBA 657   Strategic Leadership (4)
Examines characteristics and skills that allow leaders to make positive and strategic contributions to their organizations. Focuses on the development of strategic leadership skills including the development of strategic thinking and strategic actions for superior organizational performance. Emphasizes the analysis of leader traits, skill, styles, and characteristics and the influence on the strategic leadership of organizations.

MBA 658   Organizational Consulting (4)
Examination of best consulting practices for internal and external change agents. In depth exploration and practice on contracting, assessment and diagnosis, data collection, feedback techniques, implementation of planned change initiatives, resistance to change and other psychodynamics in the organization related to change. Emphasizes the collaborative consulting

GAINEY SCHOOL OF BUSINESS

approach and the collaborative consulting cycle as well as change management models and effective change management consulting techniques.

STRATEGIC LEADERSHIP CONCENTRATION

Prepared business professionals to predict and influence individual and group behavior through strategic leadership. The concentration is designed for organizational professional already proficient in administrative management. Broadens knowledge and skills through strategic leadership, strategic planning, and advanced management focus.

MBA 654   Strategic Planning and Management (4)

Introduces the concepts of strategic planning and management and considers the vision, mission, and goals of organization. Provides students with a framework for conducting strategic planning in the organizational environment. Examines the balanced scorecard approach to planning and management for translating strategy to action. Special emphasis is placed upon the cyclical development of pertinent information necessary for strategic planning and management.

MBA 657   Strategic Leadership (4)

Examines characteristics and skills that allow leaders to make positive and strategic contributions to their organizations. Focuses on the development of strategic leadership skills including the development of strategic thinking and strategic actions for superior organizational performance. Emphasizes the analysis of leader traits, skill, styles, and characteristics and the influence on the strategic leadership of organizations.

MBA 651   Management of Organizational Behavior (4)

Introduction to the management of behavior in organizations, the field of industrial and organizational psychology, and various aspects of people in the workplace. Covers issues related to employee development through training and learning, employee productivity, well-being, attitudes, behaviors, motivation, and leadership. Explores principles of organizational behavior and management such as how people work, where they work, and how the workplace operates. Emphasizes the complexity of organizational functioning and importance of the management of organizational behavior.

MASTER OF ARTS IN MANAGEMENT AND ORGANIZATIONAL LEADERSHIP

MML PROGRAM MISSION AND GOALS

- Foster an environment that supports adult learners from diverse academic and professional backgrounds
- Provide an ethical framework for management and leadership development within a competitive, global context
- Develop the knowledge, skills, and abilities of students to manage human capital, manage the task environment, and lead effectively in organizations
- Prepare students for critical participation as effective team players, managers, and leaders within organizational environments

GAINEY SCHOOL OF BUSINESS

MML Program Objectives
The Master of Arts in management and organizational leadership program is designed to help students understand and live out the SAU Concept through active participation in management and leadership within organizational environments. The curriculum emphasizes current and emerging organizational leadership and management theories along with best practices in order to prepare learners who are interested in advancing into higher levels within their organizations or taking on greater responsibility as leaders. The program objectives are categorized into six specific areas: critical thinking, decision making, effective communication, ethical perspective, leadership development, and problem solving.

MML Program Description
The Master of Arts in management and organizational leadership program will prepare graduates for professional management and organizational leadership within for-profit and not-for-profit organizations, enhance opportunities to expand management related employment options toward the middle management level, and provide a values-based option for students seeking a specialized business master's degree in management and organizational leadership.

MML Curriculum
MML Core Courses – 36 hours

MML 610   Leadership for Personal and Professional Success (4)
MML 611   Introduction to Contemporary Management Issues (4)
MML 615   Organizational Change Management (4)
MML 614   Foundations of Organizational Leadership (4)
MML 619   Managing the Organization: Culture and Strategy Issues (4)
MML 623   Applied Managerial Research (4)
MML 618   Organizational Behavior: Leading People (4)
MML 622   Groups, Teams and Motivation: Leading Organizations (4)
MML 650   Leadership Portfolio (2)
MML 651   Management Capstone (2)

MML Curriculum Course Descriptions

MML 610   Leadership for Personal and Professional Success (4)
Introduces students to self-leadership and the psychology of self-motivation as a foundation for personal and professional leadership development. Explores the importance of self-awareness, self-responsibility, self-regulation, and self-influence to achieve personal and professional effectiveness. Special emphasis is [placed upon positive attitudes, proactivity, self-efficacy, empowerment, mental and behavioral strategies, and authenticity.

MML 611   Introduction to Contemporary Management Issues (4)
Introduces students to the professional field of management and management issues in contemporary organizations. Covers essential topics such as organizational design, structure, and processes as well as complexities within organizational life such as power, politics, conflict, ethics, and decision making. Special emphasis is placed upon sense-making, coaching, knowledge creation and learning in organizations.

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MML 615   Organizational Change Management (4)
Introduces students to theories, processes and practices related to change using creativity and innovation within the work environment to enhance organizational effectiveness. Provides students with practical models and techniques useful for managing planned as well as emergent change. Examines personal and organizational management approaches for overcoming resistance and facilitating positive organizational change. Develops skills for designing, implementing and managing strategic change and transformation in organizations to foster resulting change in collective behavior.

MML 614   Foundations of Organizational Leadership (4)
Introduces the concepts, theories, practices, and fundamental principles of leadership within work and organizational environments. Provides practical strategies for developing the knowledge and skills necessary for effectively serving in the leader role in an organizational setting.

MML 619   Managing the Organization: Culture and Strategy Issues (4)
Introduces students to the culture of an organization as the system of shared values, belies, and assumptions that govern the development of attitudes, formation of intentions, and behaviors is organizations. Examines how the culture and strategy of an organization influences organizational effectiveness and performance.

MML 623   Applied Managerial Research (4)
Introduces students to theoretical, philosophical, and practical insights regarding management and business research. Cover writing the research proposal, reviewing literature, ethical issues in research, designing research, and communicating research findings.

MML 618   Organizational Behavior: Leading People (4)
Introduces students to the foundational aspects of organizational behavior through the examination of workplace issues. Covers the influence of diversity and individual differences, the impact of emotions, attitudes, and stress, perceptions, conflict, leadership, and change on organizational behavior within organizations. Special emphasis is placed on developing skills necessary for leading people and fostering an environment of positive organizational behavior.

MML 622   Groups, Teams and Motivation: Leading Organizations (4)
Examines management and motivation of individuals within groups and teams. Develops skills necessary for creating and effectively managing groups and teams. Covers job design in groups and team development, conflict management, team building, decision making in groups and teams, and approaches for improving productivity and organizational effectiveness.

MML 650   Leadership Portfolio (2)
Students will enroll in MML650 and MML651 concurrently in the final semester of the program. The leadership portfolio will contain the organizational leadership lessons learned throughout the program. Student will construct a portfolio of leadership accomplishments and will reflect upon the personal and professional growth and development while in the MML program.

MML 651   Management Capstone (2)
Students will enroll in MML650 and MML651 concurrently in the final semester of the program. The management capstone is a project that involves applying management learning within a real organization. Students will articulate a management problem based upon a diagnosis,

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explain the problem using management concepts and theories, and recommend a solution to the problem. Student will present their research to the client organization, and the client will complete an assessment of the student's work.

FACULTY

K. Caleb Chan
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Ph.D., Georgia State University

David P. Globig
B.A., Cedarville College
M.B.A., University of Akron
D.B.A., Anderson University

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SCHOOL OF EDUCATION

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

FROM THE DEAN

Thank you for choosing to undertake a graduate program in Spring Arbor University's School of Education. You join a rich and talented group of current students and alumni that includes missionary and international teachers, public and private school teachers, principals, superintendents, and educators serving in the business and government sectors. Our hope and prayer is that your graduate education helps you to make a positive impact in the learning and dispositions of K-12 students, and feeds your motivation to care for and inspire them.

We are committed to maintaining an excellent School of Education. Our faculty consists of dedicated educators who are respected by their peers for their subject matter expertise. Our administrators are known throughout our State for their active involvement in improving the quality of teacher education. Our staff is savvy at helping graduate students understand and complete their program. They have all chosen to be at an institution that frees them to bring their faith perspective and experience into their work, and to that end you can expect to experience a rigorous and rewarding graduate experience within the context of integrating faith and learning.

Our graduate programs focus upon the professional development needs and interests of K-12 teachers. As educators, you serve an increasingly diverse student population, and it is our intention that any program you choose will provide a strong foundation for you to develop and enhance your professional skills and strategies to better serve that population. Each graduate curriculum provides contemporary perspectives and ideas to support the kind of educational quality that is necessary for today's classrooms.

Welcome to the School of Education. I encourage you to experience every class to the fullest. Get involved with each other, participate fully with your professors in discussions and assignments, challenge your own assumptions about education and assess your classroom success, and reflect upon the ethical bases of your teaching. "Get wisdom and get understanding" (Proverbs 4) so that your educational success becomes your students' learning success.

Best wishes for excellence, academic success, and professional growth,

Linda Sherrill

Dr. Linda Sherrill
Interim Dean, School of Education

SCHOOL OF EDUCATION

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

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

Graduate Programs in the School of Education
Graduate Program and course goals are based on the conceptual framework of the effective teaching model of the School of Education of Spring Arbor University. The School of Education's Effective Teaching Model contains six integrated elements centered on the integration of faith and learning. The elements are designed to enhance four overarching professional goals, as illustrated in the logo below.
The domains of the knowledge base used for this model are as follows:

Content Knowledge
SOE graduate students acquire advanced content knowledge in educational practice through an MAE in Instruction and Curriculum, an MA in Reading, an MSE in Learning Disabilities, or an MA in TESOL, Teaching English to Speakers of Other Languages. Students in all SOE graduate programs examine and strengthen the basis for their personal and professional worldview and think critically to respond to critical issues in education, including ethical dilemmas and conflicting worldviews.

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Management and Organization

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

Pedagogy

Graduate educators demonstrate methods of instruction that apply various theories of learning and human growth and development to the educational context and incorporate appropriate use of instructional technologies in the classroom. Graduate students create meaningful instruction based on knowledge of the subject matter, the prior knowledge and experiences of the students, the values of the community, and curriculum goals of the school district.

Collaboration with Stakeholders

The primary focus of this domain is engaging with families and other stakeholders in the instructional process. Students are expected to interact effectively with colleagues, families, students, administrators, counselors, support personnel, and other constituencies to benefit students and advance their own professional development. For educational professionals, collaboration extends to professional organizations and legislative actions as well.

Diversity

Graduate educators understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse populations of learners. Graduate students understand that culture, language, race, ethnicity, gender, religion, cognitive and physical abilities, and socioeconomic status impact learning and development in important ways. Students learn about issues of equity and how to develop an inclusive environment. The concept of diversity in a global society is a special focus of graduate education at SAU.

Assessment

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

ACADEMIC PROGRAMS

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

- **The MAE in Curriculum and Instruction** is designed for those who wish to enhance student achievement, obtain a master's degree, meet recertification requirements, or broaden or refresh their knowledge in areas of professional education. Educators completing this degree gain the knowledge and skills to be research-based advocacy leaders in K-12 education. The program is offered both online and face-to-face at four sites.

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- **The MA in Reading** leads to a master's degree and the Reading Specialist (BR) endorsement for certified teachers who complete the program and pass the required Michigan Test for Teacher Certification (MTTC) in Reading. Because reading affects every aspect of student achievement, this degree is highly desirable in K-12 education and for teachers who wish to increase their effectiveness as educators. This degree provides educators with the knowledge and skills to plan, lead, and support K-12 literacy initiatives. This program is offered completely online.

- **The MA in TESOL (K-12)** prepares educators to better serve and teach students for whom English is not the first language. This program is offered completely online.

- **The MA in TESOL (Adolescent and Adult)** prepares candidates with a baccalaureate degree to teach English in non-K-12 settings either in the USA or abroad. This program is offered completely online.

Objectives of the Master of Arts in Education (MAE), Master of Arts in Reading (MAR), and the Master of Arts in Teaching English to Speakers of Other Languages (MATESOL) programs
- To enhance the professional knowledge and skills of educators.
- To enable participants to apply analytic, research, and advocacy skills to the solution of current problems faced by educators.
- To provide educators with the opportunity to develop a sound basis for dealing with questions of ethics and values.
- To provide educators with the opportunity to refresh and expand their liberal arts experiences.
- To provide educators with the opportunity to acquire, refresh, or expand their knowledge of the role of research in education.
- To provide educators with the opportunity to develop the leadership skills necessary for developing collaboration among the constituencies in the local community and with state and national education professionals.
- To equip educators to meet the needs of an increasingly diverse student population.
- To prepare educators for new professional service and leadership roles.

MSE in Learning Disabilities
This special education (MSE) concentration is designed for educators who wish to complete a graduate degree in this field to further enhance their abilities to serve this student population and their families.

Objectives of the Master of Special Education (MSE) program
- To enhance the professional knowledge and skills of special educators.
- To enable the participants to apply analytic and research skills to the solution of current problems faced by special educators.
- To provide special educators with the opportunity to examine and/or strengthen a sound basis for dealing with questions of ethics and values.
- To provide special educators with the opportunity to acquire, refresh, or expand their knowledge of the role of research in education.

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- To provide special educators with the opportunity to acquire the leadership, classroom management, technological, and instructional skills necessary to meet the increasing demands of exceptional students.
- To equip special educators in methods of assessment and instruction to provide appropriate interventions for students struggling in reading, math, and other subject areas.
- To prepare special educators to understand language and behavioral challenges and develop effective strategies and interventions.

The MSE includes the choice of a concentration in Learning Disabilities (LD) or Autism Spectrum Disorder (ASD). Both concentrations lead to an endorsement on an existing Michigan Teaching Certificate when the course requirements are successfully met as well as passing of the appropriate MTTC.

Michigan Department of Education Special Education Endorsements
These endorsements are in compliance with Michigan Administrative Rules for Special Education, **Rules 340.1781, 340.1782, 340.1788, and 340.1799**.

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

Michigan Department of Education Reading Requirement
In compliance with PA 32, the Michigan Department of Education requires an advanced reading course as a requirement for the Professional Certificate. For those holding a Michigan elementary certificate, EDU624 meets this requirement. For those holding a Michigan secondary certificate, EDU 625 meets this requirement.

Endorsements
Teachers seeking additional endorsements in other content areas such as early childhood, special education learning disabilities, elementary education, r specialty programs in the arts and sciences may do so through a planned program of coursework at the bachelor's level arranged with the Certification Officer prior to enrollment in any course. Endorsements can only be added to valid Michigan teaching certificates. Students holding certificates from other states must work with their certifying institution.

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

Enrichment
Students who wish to take occasional courses for enrichment or interest should make initial contact with the Certification Officer. Such coursework does not count towards a master's

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degree at Spring Arbor University unless the student is formally admitted to the graduate program in education.

Master of Arts in Counseling (MAC) with an emphasis in school counseling
(K-12) program (available through the School of Graduate and Professional Studies in conjunction with the School of Education) is designed for students who wish to obtain a master's degree with a concentration in school guidance counseling for the purpose of obtaining a School Counseling License (SCL) from the State of Michigan. See the MAC section of this catalog for more information.

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

Course Description
EDU 060 Orientation to Online Learning (0)
Some of the topics covered include an introduction and overview of online learning, expectations, and tools that online students encounter. This course explores SAUonline's learning management system (LMS), principles of online learning, including student expectations, characteristics related to successful online learning, and an overview of SAUonline courses – their structure, typical learning activities, and interactions. The course seeks to introduce online SOE students to SAU's mission and values and the implications of those values for academic integrity, scholarly inquiry, and collegial behaviors and practices of online students.

MAE in Curriculum and Instruction

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

The required curriculum includes each of the following core courses:
      EDU 503 Elements of Successful Teaching (3)
      EDU 530 Values, Ethics, and Worldview (3)
      EDU 538 Diversity in a Global Society (3)
      EDU 560 Instructional Technology (3)
      EDU 578 Educational Assessment (3)
      EDU 594 Teaching Discouraged Learners/Troubled Youth (3)
      EDU 639 Critical Issues and Advocacy (3)

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EDU 650 Educational Research Methods and Design (4)
EDU 656 Graduate Thesis (4) Prerequisite: 650

Students must choose a 3-credit elective from the following options:
EDU624 Elementary and Middle School Reading or
EDU625 Secondary Reading or
Spring Arbor University graduate education credit EDU 517 workshops (Please see information about allowable Workshop Credit).

TOTAL REQUIRED COURSE HOURS: 32

MA in Reading with a Reading Specialist (BR)
Endorsement

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

The curriculum includes the following required courses:

EDU 530 Values, Ethics, and Worldview (3)
EDU 624 Elementary Reading (3)
RDG 628 Teaching Writing (3)
RDG 656 English Language Learners (3)
RDG 678 Children and Young Adult Literature (3)
EDU 635 Secondary Reading (3)
RDG 680 Content Area Literacies (3)
RDG 682 History and Psychology of Reading (3)
RDG 684 Program Design and Analysis (3)
RDG 689 Literacy Mentoring, Coaching, and Leadership (3)
RDG 692 Literacy Research and Design (4) Prerequisite: all previous RDG courses
RDG 694 Literacy Research Thesis (4) Prerequisite: RDG 692

TOTAL REQUIRED COURSE HOURS: 38

Master of Special Education

The Masters in Special Education is desirable to already certified teachers who work with students with disabilities, as well as non-certified individuals who work in a field where a deep knowledge of the special needs population and enhances their ability to work with that population. The MSE provides the knowledge and skill set to earn a Special Education endorsement for certified teachers who complete the program and then pass the required Michigan Test for Teacher Certification for either Learning Disabilities (SM) or Autism Spectrum Disorder (SV).

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This program prepares individuals to take a leadership role in the field of special education. There are thirteen core credits required and then individuals will choose from either the Learning Disabilities concentration or the Autism Spectrum Disorder concentration. At the completion of the coursework, students choose to complete a research project and student teaching (for certification) or a research project in their field of service.

The required curriculum includes each of the following courses:

CORE COURSES
> SED 500 Current Issues in Special Education (3)
> SED 501 Support and Collaboration - Special and General Education, Parents,
>   Professionals, and Agencies (3)
> SED 502 Human Development for Special Education (1)
> SED 503 Law and Policy for Special Education (3)
> SED 523 Assessment and Evaluation in Special Education (3)

LEARNING DISABILITIES CONCENTRATION
> SED 520 Elementary Methods for Language Arts and Mathematics (3)
> SED 521 Secondary Methods for Content Area Reading, Study Skills, and Transition (3)
> SED 522 Language Development and Instruction (3)
> SED 504 Classroom Management and Development of Social Competencies for Students with
> Special Needs (3)
> SED 524 Assistive Technology for Special Education (3)
> SED 525 Curriculum and Instruction for Student with Learning Disabilities (3)

AUTISM SPECTRUM DISORDER CONCENTRATION
> SED 530 Introduction to Autism Spectrum Disorder (3)
> SED 531 Language and Communication Development (3)
> SED 532 Assessment and Intervention for ASD (3)
> SED 536 Curriculum and Instructional Methods for Students with ASD (3)
> SED 533 Technology for Students with ASD (2)
> SED 534 Collaboration and Transition Planning for Students with ASD (2)
> SED 535 Behavior Programming for Students with ASD (3)

All MSE students will take ONE of the following courses:
> SED 551 Student Teaching and Seminar (5)
> SED 552 Student Teaching and Research (5)
> SED 553 Research Applications with the Special Needs Population (5)

TOTAL REQUIRED COURSE HOURS: 36 for Learning Disabilities
                                   37 for Autism Spectrum Disorder

Master of Arts in TESOL
MA in TESOL in K-12 track

The MA in TESOL (K-5, K-8 or 6-12 education) is a 33-credit program. Michigan teachers seeking the ESL endorsement through this program will also need to pass the MTTC test for ESL (NS), meet English proficiency requirements for oral language and writing, and provide

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evidence of the study of a foreign language (one semester at the undergraduate level, two semesters in high school, or extensive time living or working in a non-English speaking country). The following courses qualify Michigan teachers to sit for the MTTC for the ESL endorsement on a Michigan teacher's certificate and can be applied toward the 33-credit MA in TESOL in K-12 education track.

ESL (NS) Endorsement (the NS endorsement applies to your level of certification whether K-5, K-8 or 6-12)

24 CORE credit hours for the ESL (NS) Endorsement

TSL 500 Linguistics for Teachers of English (3)
TSL 501 Cross Cultural Competence in Communication (3)
TSL 502 TESOL Methods and Materials for Second Language
Acquisition (3) Prerequisite TSL501
TSL 505 Assessment and Evaluation of Language Minority Students and
Programs (3) Prerequisite TSL501
TSL 506 Literacy Instruction for English Language Learners (3)
Prerequisite TSL 502
RDG 656 may be substituted for this course
TSL 508 English Grammar Approaches for English Language
Learners (3)
TSL 509 Sheltered Immersion (SIOP) for Content Area Teachers (3)
Prerequisite TSL 501
TSL 600 Capstone Project, Field Experience, and Portfolio (3)
Prerequisite: all courses in this set (all other CORE courses listed
above).

Add the following required courses for the MA TESOL (K-12) degree.

TSL 503 Methods of Teaching, Speaking, and Listening with
Beginners (3)
TSL 510 Integrity in Teaching English as Mission (3) Prerequisite:
TSL501.

And ONE of the following elective courses
EDU 624 Elementary and Middle School Reading (3)
EDU 625 Secondary Reading (3)
RDG 628 Teaching Writing (3)
RDG 678 Children and Young Adult Literature (3)

TOTAL REQUIRED COURSE HOURS: 33

MA in TESOL in Adolescent and Adult Education (AAE) Track

The MA in TESOL AAE track is suited for students with a BA or BS degree with a major in a wide variety of subjects from accredited institutions but without K-12 teacher certification. Students in this track may be interested in teaching English in universities or community colleges in the US or abroad, in middle schools and high schools in some countries or in after-

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school English Language programs for elementary children in non-English speaking countries. Graduates may also teach in ministry-based settings primarily with adult students in the USA or abroad.

Required courses:

RDG 628 Teaching Writing (3)
RDG 678 Children and Young Adult Literature (3)
TSL 500 Linguistics for Teachers of English (3)
TSL 501 Cross Cultural Competence in Communication (3)
TSL 502 TESOL Methods and Materials for Second Language Acquisition (3)
TSL 503 Methods of Teaching, Speaking, and Listening with Beginners (3)
TSL 505 Assessment and Evaluation of Language Minority Students and Programs (3)
    Prerequisite TSL501
TSL 506 Literacy Instruction for English Language Learners (3) Prerequisite TSL 502
    RDG 656 may be substituted for this course
TSL 508 English Grammar Approaches for English Language Learners (3)
TSL 510 Integrity in Teaching English as Mission (3) Prerequisite: TSL501.
TSL 600 Capstone Project, Field Experience, and Portfolio (3) Prerequisite: TSL506, TSL 508, TSL 503, TSL 502, TSL 500.

TOTAL REQUIRED COURSE HOURS: 33

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

This 60-credit hour MAC degree is fully approved by the Michigan Department of Education. Individuals who complete this program and pass the Michigan Test for Teacher Certification (MTTC) in Guidance Counseling will be able to obtain a School Counselor License (SCL) from the State of Michigan. If the student also holds a valid Michigan teaching certificate, s/he may also add a Guidance and Counseling (NT) endorsement to his/her certificate. (Note: A teaching certificate is not required to earn the SCL)

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

ADMISSIONS

Degree-seeking Programs (MAE, MAR, MSE, MATESOL)
Applicants must submit the following:
- Official transcripts verifying an earned bachelor's degree from a regionally accredited college or university with a cumulative GPA of at least 3.00 for the last two years of the bachelor's degree*
- Contact information for two references
- Copy of valid driver's license or other government-issued photo ID
- Teacher certification information
- Conviction disclosure

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- Completed graduate application

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

MAR applicants must also submit the following:
- a writing sample
- a professional and a personal recommendation

MA TESOL applicants must also submit the following:
- Official transcripts verifying a bachelor's degree from an accredited institution in the United States, England, Canada, or from an institution where the language of instruction was 100% in English
- A minimum GPA of 3.0 on a 4.0 scale
- Oral interview
- Writing sample essay
- Native English speakers must provide evidence of the study of a foreign language (one semester at undergraduate level, two semesters in high school, or extensive time spent living and working in a non-English speaking country
- Non-native English speakers with a degree from an institution in a non-English speaking country must have a TOEFL score of 100 iBT or its equivalent 6.5 within the last six years.

*If significant time has been spent in the United States, England, or Canada, the candidate may request to demonstrate proficiency in English through professor observation of listening and speaking, as well as a college-level reading comprehension assessment and writing assessment.

MA TESOL K-5, K-8, 6-12 Endorsement Information
Copy of Michigan teacher certification is required
To complete the ESL Endorsement program, candidates in Michigan will have to pass the MTTC test for ESL (NS) after taking the 24 required credits in the endorsement track.
If you are certified in a state other than Michigan, you will need to work with that state's requirements for ESL certification

Please see www.arbor.edu for more information.

Classroom Access
Many of the courses in the SOE graduate programs assume that students are currently classroom teachers and have access to K-12 students, classrooms, and schools. Graduate students should be affiliated with a school in some manner (teacher, counselor, administrator, parapro, etc.) to truly get the most that they can from these courses. Many courses include working with K-12 students or teachers to fulfill course assignments, i.e., case studies, demonstrating lessons, surveying teachers, interviewing peers, conferencing with students, and so on. Due to the strong clinical component within our courses, graduate students who do not currently have their own classrooms or are not working within a school setting may find fulfilling assignment requirements challenging. Potential graduate students lacking sufficient access to schools are advised that professors will not necessarily be able to assist them with school placements, find alternative assignments or make modifications to the course work. It is not the responsibility of the course instructor to make such arrangements for graduate students.

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Non-degree Seeking
Applicants must submit the following:
- Official transcripts verifying an earned bachelor's degree from a regionally accredited college or university;
- Copy of valid driver's license or other government-issued photo ID;
- Conviction Disclosure Form;
- Michigan Certification information or a copy of teaching certificate (if issued by a state other than Michigan); and
- A completed application

Please see www.arbor.edu for more information.

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

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

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

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

Transfer Credit
A maximum of nine (9) semester hours of graduate work from a regionally accredited college or university may be reviewed for credit toward the SOE graduate degrees at Spring Arbor University. Credit may not be older than six years. Applicants must provide official transcripts along with course syllabi and/or official catalog course descriptions for each course for which they are requesting transfer credit. This option most often applies to the MAE program, as masters programs leading to new endorsements must adhere to Michigan Department of Education requirements as represented in the MDE-approved program.

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

MAE, MAR, MA TESOL, and MSE GRADUATION REQUIREMENTS
- Successful completion of the required credit hours of approved work for the program;
- Cumulative GPA of at least 3.00;

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- Courses with a grade lower than a C may not be counted toward the degree requirements;
- No more than two courses with a grade of C may be counted toward graduation requirements;
- Successful completion of a minimum of 24 hours of graduate course work at Spring Arbor University; and
- Successful completion of all other requirements for graduation specified in this catalog, the School of Education, and University policy

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

SCHOOL POLICIES

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

Academic Standing
A student is considered to be in good academic standing with a cumulative GPA of 3.00 or better. Students who do not maintain good academic standing will be placed on probation. Students must be in good academic standing in order to graduate.

Course Load
Students in graduate programs may take up to sixteen (16) credit hours per six-month semester. Students may consult with their advisors to inquire about taking additional credits during a given semester.

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

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

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

MAE IN CURRICULUM AND INSTRUCTION
10 REQUIRED courses listed below

EDU 503 Elements of Successful Teaching (3)
This course focuses on the development of teaching skills and strategies based on elements documented in effective teaching research. Students also investigate the impact of legislation on education. Students create plans to apply various techniques and strategies studied to address the needs of their own students.

EDU 530 Values, Ethics, and Worldview (3)
In this study of the influence of Christianity on values and ethics in contemporary society, students gain an understanding of the historical influence of Christianity in the development of values and ethics in our nation. This course provides a foundation for and an understanding of the effects of a Christian worldview. Ethical dilemmas for teachers and students are explored.

EDU 538 Diversity in a Global Society (3)
Students examine the impact of culture, poverty, and globalization on teaching, learning, and community in the American educational system. (Culture includes, but is not limited to race, ethnicity, gender, religion, and nation of origin). The purpose of this course is five-fold: to facilitate greater self-awareness of learners' beliefs and values and how they impact others; to broaden understanding of culture and poverty as each impacts students in an educational setting; to increase understanding of global and international perspectives of education and 21st century skills; and to provide impetus for the development and use of adapted teaching practices that are based upon educational research.

EDU 560 Instructional Technology (3)
Instructional Technology has been defined as "the theory and practice of the design, development, utilization, evaluation, and management of the processes and resources for human learning." The field of Instructional Technology is concerned with the application of technology throughout the educational process. EDU 560 is an introduction to the field and theory of Instructional Technology. The course explores the multiple roles of technology in instruction and management of the learning process, with special emphasis on K-12 education. This course assumes the student has minimum competency in technology.

EDU 578 Educational Assessment (3)
Participants examine the roles of assessment and evaluation in education, explore the principles underlying the assessment process, and develop the skills needed to use assessment and evaluation data wisely. Participants gain skills needed to interpret and use assessment tools and data in classroom settings, schools, and districts to inform instruction and communicate with stakeholders. (Formerly EDU 678).

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EDU 594 Teaching Discouraged Learners/Troubled Youth (3)
Students study the needs and behaviors of discouraged learners with strategies for teaching and reaching these students. Instructional design based on brain research and these principles provides the opportunity for students to translate current research and theory in this field into practice to increase opportunities for student engagement and achievement. (formerly EDU 694).

EDU 639 Critical Issues and Advocacy (3)
Students research and explore current topics and issues in education to create advocacy strategies as they consider the interrelationships of curriculum, educational initiatives, contemporary issues, and instruction. Students explore critical thinking skills and design plans to incorporate those skills in their professional practice. (Formerly EDU 539).

EDU 650 Educational Research Methods and Design (4)
Students in this course examine research approaches to learn more about questions in education. Students acquire a broad understanding of the research process, including the ability to read and understand educational research, and the ability to critique methods and findings of selected research. Teacher-researchers identify their personal research focus, craft research questions, and create a research plan. Students review related literature and draft a literature review. Chapters 1, 2 and 3 and the bibliography and appendices of the thesis are addressed in this course. Prerequisite: All previous required courses in the program. (Offered in fall)

EDU 656 Graduate Thesis (4)
In this course, teacher-researchers present, fine-tune, and implement their research plans. Students conduct data collection, analysis, and interpretations leading to recommendations for action based on findings. Chapters 4, 5, and 6, as well as the abstract, table of contents, and tables and figures of the thesis are produced in this course. Students report their research via a bound thesis and a formal academic presentation to a professional audience. In this course, students put action research in context, exploring paradigms, theories, and the transformative nature of teacher research. Prerequisite: EDU 650. (Offered in spring.)

Plus ELECTIVE COURSES to total three credit hours

EDU 510 Navigating the First Five Years of Teaching (2 credits)
Open to SAU-certified teachers, this year-long on-line course provides an on-line mentored networking opportunity for new teachers in the early stages in their career.

EDU 517 Workshop--Special Topics (1-3 credits)
To obtain graduate credit from Spring Arbor University for workshops or conferences partnering with SAU, students must complete the School of Education registration form and pay related fees and the published tuition rate for the graduate credit being offered for the workshop by the first day of class. Once students register and pay for graduate credit in conjunction with the workshop(s), Spring Arbor University will not honor withdrawals, drops or tuition refunds under any circumstances. Students who wish to receive graduate credit in conjunction with the affiliated conference or workshop must complete all assignments described in the syllabus by the time specified. Transcripts will be available through Spring Arbor University three weeks after the instructor of record has submitted grades. EDU 517 workshops on many educational topics are offered at many sites across Michigan.

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EDU 624 Elementary and Middle School Reading (3)
This course for pre-K through 6th-grade teachers includes field experiences in the diagnosis and remediation of reading disabilities and provides the educator opportunity to engage with one reader to discover student strengths and needs and develop a case study. Course focuses include interest inventories, English language learning screening, visual and auditory discrimination tools, language expression and processing screening, phonemics, phonics, vocabulary, fluency, comprehension, spelling and writing assessment tools, and instructional strategies. Students will explore current models of reading assessment and support, as well as classroom applications designed to develop effective reading skills and dispositions, including differentiated instruction in response to student needs. For those holding an elementary certificate, this course satisfies the Michigan Department of Education reading requirement for new professional certificates issued after July 1, 2009, per 2007 PA 32, MCL 380.1531(4) (previously PA118). (Offered online)

EDU 625 Secondary Reading (3)
This course for 6-12 grade teachers investigates issues in secondary reading and skill development. Focuses include differentiated instruction, interest inventories, fluency, comprehension, spelling and writing assessment tools, and instructional strategies. The course explores the skills and complexities of the reading process through classroom field experiences. Students will investigate a variety of instructional techniques to facilitate the development of effective readers and learners. The emphasis will be on practical research-based classroom applications. For those holding a secondary certificate, this course satisfies the Michigan Department of Education reading requirement for new professional certificates issued after July 1, 2009, per 2007 PA 32, MCL 380.1531(4) (previously PA118). (Offered online).

EDU 690 Individual Advanced Research (1-3)
This course is designed to allow a student to research a topic of interest on an individualized basis. The instructor must approve planning for the topic and for the final project and/or paper before the student may register for the class. This course may be taken more than once.

MA IN READING (with BR Endorsement)
12 REQUIRED courses listed below

EDU 530 Values, Ethics, and Worldview (3)
In this study of the influence of Christianity on values and ethics in contemporary society, students gain an understanding of the historical influence of Christianity in the development of values and ethics in our nation. This course provides a foundation for and an understanding of the effects of a Christian worldview. Ethical dilemmas for teachers and students are explored.

EDU 624 Elementary and Middle School Reading (3)
This course for pre-K through 6th-grade teachers includes field experiences in the diagnosis and remediation of reading disabilities and provides the educator opportunity to engage with one reader to discover student strengths and needs and develop a case study. Course focuses include interest inventories, English language learning screening, visual and auditory discrimination tools, language expression and processing screening, phonemics, phonics, vocabulary, fluency, comprehension, spelling and writing assessment tools, and instructional strategies. Students will explore current models of reading assessment and support, as well as classroom applications designed to develop effective reading skills and dispositions, including differentiated instruction in response to student needs. For those holding an elementary

certificate, this course satisfies the Michigan Department of Education reading requirement for new professional certificates issued after July 1, 2009, per 2007 PA 32, MCL 380.1531(4) (previously PA118). (Offered online).

EDU 625 Secondary Reading (3)
This course for 6-12 grade teachers investigates issues in secondary reading and skill development. Focuses include differentiated instruction, interest inventories, fluency, comprehension, spelling and writing assessment tools, and instructional strategies. The course explores the skills and complexities of the reading process through classroom field experiences. Students will investigate a variety of instructional techniques to facilitate the development of effective readers and learners. The emphasis will be on practical research-based classroom applications. For those holding a secondary certificate, this course satisfies the Michigan Department of Education reading requirement for new professional certificates issued after July 1, 2009, per 2007 PA 32, MCL 380.1531(4) (previously PA118). (Offered online).

RDG 628 Teaching Writing (3)
Teachers investigate writing development and applications across the curriculum as they design, facilitate, and assess writing experiences and assignments in all subjects. Teachers develop methods and materials for writing process approaches, investigate instructional strategies for teaching genre and writing conventions, and explore the implications of standardized testing for writing instruction. Course focuses include workshop approaches, current research, experiential learning, and classroom applications of research and theory.

RDG 656 English Language Learners (3)
This course offers an overview of the role of language and cultural identity on English language acquisition. Current research in best practices for teaching reading and writing to English Language Learners will be explored. Teachers use a case study to investigate issues, strategies, and programs designed to assist English Language Learners. (Formerly EDU 696).

RDG 678 Children and Young Adult Literature (3)
A study of literature and its uses for K-12 students, including the most recently published materials, the role of children and young adult literature in developing literacy, standards for selection and evaluation of materials, and strategies for involving students in particular types of literature comprise this course. Teachers apply criteria for selecting and evaluating literature from a historical perspective and in conjunction with critical theory. Teachers investigate research in the field and explore strategies to incorporate literature, including multicultural literature, into the curriculum in all subjects.

RDG 680 Content Area Literacies (3)
This course addresses reading and writing processes and pedagogy, genre study, elements of effective oral and written communication, and the integrated nature of literacy skills instruction and use across the curriculum. Issues of motivation, developmental needs, and literacy teaching strategies are also explored.

RDG 682 History and Psychology of Reading (3)
Teachers explore the acquisition and operation of reading processes beginning with emergent literacy and the history and influences on the teaching of reading and reading practices from colonial to contemporary times. Course work focuses on basic research in reading and reading research methods in cognitive and developmental psychology. Teachers examine the influences

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of psychology on reading theory and topics in the psychology of reading. Teachers investigate how theory has influenced reading assessment tools and development.

RDG 684 Program Design and Analysis (3)
Teachers examine contemporary and historical models for literacy learning and reading. Investigations into family literacy strategies and programs, research of reading programs and literacy research, policies at the national, state and local levels, staff and program development, text selection, and interpretation of student assessment data for reading and language arts, with special attention to advocacy, are course focuses. Prerequisites: EDU 624

RDG 689 Literacy Mentoring, Coaching and Leadership (3)
This course addresses essential leadership qualities, contextual factors, and needs of students and adult learners while initiating and implementing literacy policies and programs. Students will analyze literacy initiatives and the change process using a variety of theoretical lenses, including cultural, sociological, and psychological. This course will highlight pragmatic and pedagogical considerations for literacy leaders, as well as the need for collaboration among all stakeholders to enhance sustainability and student achievement. Prerequisites: EDU 624

RDG 692 Literacy Research Methods and Thesis Proposal (4)
This course focuses on the elements and processes of literacy research, action research, and academic writing. Teachers study literacy research methods, existing literacy research studies, and their own literacy concerns to design an action research study. Students develop chapters 1, 2 and 3, of their action research proposal, the bibliography, and the appendices of their proposal within this course.

RDG 694 Literacy Research Thesis (4)
In this course, teacher-researchers implement their action research literacy plans developed in RDG 692. Teachers conduct data collection, analysis, and interpretations leading to recommendations for actions, based on their findings. Students complete Chapters 4, 5, and 6, as well as the abstract, table of contents, and tables and figures of their action research thesis. Prerequisites: All MAR coursework completed.

MA IN TESOL

TSL 500 Linguistics for Teachers of English (3)
This course provides a study of English as a system, the components of the language system: phonology, orthography, phonics morphology, syntax, and the relatedness of language systems for those preparing to teach English to speakers of other languages. The coursework will compare different theories of language variation, social and academic language registers, the benefits of bilingualism, and how knowledge of sentence structure instruction fits into current practices in language teaching.

TSL 501 Cross Cultural Competence in Communication (3)
This course is designed to assist students in exploring personal biases and methods of overcoming them and the basic principles underlying multicultural education. This course provides an opportunity to develop appropriate teaching strategies, activities and materials and to adapt and evaluate curricula for use in culturally diverse, as well as homogeneous classrooms. Ten hours of lab experiences, which will help students apply the concepts, are included in the course requirements.

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TSL 502 TESOL Methods and Materials for Second Language Acquisitions (3)
This course focuses on the pedagogical aspects of teaching English and the preparation of teaching materials for classroom use. Integrated methods and strategies will be explored for teaching listening, speaking, reading, and writing to ELLs of diverse backgrounds and levels. This course requires highly constructive class participation and responsible out of class lesson assignment preparation for the lab setting. The goals of this course are to develop students' knowledge in the following areas: theories of second language acquisition, research based pedagogy for ELLs, how to manage instruction for different levels of learners with diverse abilities, appropriate interactions with students and parents from diverse cultural backgrounds. Prerequisite: TSL 501

TSL 503 Methods of Teaching Speaking and Listening with Beginners (3)
The course focuses on the pedagogical and teaching materials for classroom use when teaching children and adults as beginning speakers of English. Integrated methods and strategies will be explored for developing listening and speaking skills of ELLs of diverse backgrounds and levels. This course requires highly constructive class participation and responsible out of class lesson assignment preparation.

TSL 505 Assessment and Evaluation of Language Minority Students (3)
This course explores theoretical and practical aspects of language assessment and evaluation, particularly in measuring English language skills of students in ESL programs. The students will use the Michigan English Language Proficiency Assessment to assess listening, speaking, reading, and writing. WIDA and DIBELS_ ELD standards will be reviewed and compared. Performance based and standardized assessment tools will be developed, used and evaluated in light of issues related to bias, social, political, and psychological factors. Prerequisite: TSL 501.

TSL 506 Literacy Instruction for English Language Learners (3)
This course is a general overview of the interconnectedness of culture and reading and writing skill development. Students will review the developmental aspects of second language acquisition, as well as the developmental aspects of reading and writing, providing insights for the creation of programs for literacy development for English language learners. The course aims to develop an understanding of learners who intermediate language acquisition and learning to read and write in English in the ESL and general education classroom. Students will assess the oral language proficiency, reading comprehension, vocabulary knowledge, and writing skills of a case study student or small group. Reading comprehension and writing skill development strategies will be implemented with the case study individual or group. Challenges for developing phonemic awareness, spelling, vocabulary, and comprehension with English Language Learners will be explored. Students will review current research into best practices for teaching reading and writing. Prerequisite: TSL501 and TSL 502. RDG 656 may be substituted for this course.

TSL 508 English Grammar Approaches for English Language Learners (3)
This course will enhance the classroom instruction of teachers of English language learners by blending classroom strategies with a study of the most important grammatical structures of the language. Students will become familiar with the meta-language and key concepts of English grammar. Students will develop lessons for the production of English in speaking and writing activities, with a focus on communicative competence. The course will target the most useful grammatical skills needed for beginning and intermediate level English language learners.

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Students will analyze spoken and written English of native and non-native speakers in order to understand and explain the most frequent error types of learners from different language groups.

TSL 509 Sheltered Immersion (SIOP) for Content Area Teachers (3)
This course is built around the SIOP model for teaching content and language in mixed ability classrooms in K-12 settings. Students will develop an understanding of how to plan a supportive classroom learning environment for ELL students. Candidates will plan for multi-levels of diverse students using standards-based ESL and content curriculum. Candidates will design integrated activities that focus on listening, speaking, reading, and writing goals which also address content objectives. Ten hours of observation and participation in a science, social studies or math classroom with ELLs are required. Prerequisite: TSL 501.

TSL 510 Integrity in Teaching English as Mission (3)
This course provides a study of integrity in effective English language programs in the States and overseas. The coursework will consist of critically examining issues such as linguistic imperialism, teaching English as professionals in creative access countries, the need for integrity, and the importance of adequate teacher training. Prerequisite: TSL 501.

TSL 600 Capstone Research Project, Field Experience, and e-Portfolio (3)
Teachers will build a web-based portfolio which demonstrates how they have met the criteria for selected National Board for Professional Teaching Standards, NCATE/TESOL, and the Michigan ESL Endorsement standards. Knowledge of research in the field of Applied Linguistics will be demonstrated in a comprehensive literature review of an issue related to any one of the domains addressed in the standards. The topic will be pre-approved by the professor. Documentation of teaching competence and reflection will be part of the portfolio. The portfolio contents are a collection of the videos, screencasts, unit plans, article analyses, webliographies, article reflections, case studies, etc. that the student has produced as part of the TESOL course work or during the field experience. Prerequisites: required courses in the 24 CORE required set for ESL endorsement in K-12 track TSL 502, TSL 503, TSL 505, TSL 508, TSL 506, TSL 509.

TOTAL REQUIRED COURSE HOURS: 33

Master of Special Education

CORE courses

SED 500 Current Issues in Special Education (3)
This course offers an introductory overview of the special education field. The focus will be the needs of students with disabilities: knowledge of handicapping conditions, educational implications, legal considerations, procedures for identification and placement of students with disabilities, due process and privacy requirements, historical and philosophical background of special education, and the instructional strategies applied in educational settings.

SED 501 Support and Collaboration - Special and General Education, Parents, Professionals, and Agencies (3)
This course provides information on identifying and accessing resources relevant to persons with disabilities. These resources may be within the school setting or from outside agencies. The course will also address factors that impede the use of these resources. Instruction will be

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provided on the development of interpersonal skills needed to effectively communicate with parents, colleagues, and outside agencies. Instruction will also be provided in methods used to teach cooperatively with regular educators, methods used in participation on teams within the school, and methods used to supervise classroom aides, volunteers, and paraprofessionals.

SED 502 Human Development for Special Education (1)
This course complements an educational psychology course with emphasis on the exceptional development of special education students. Common mental, emotional, neurological, environmental, and psychological conditions that affect learning will be explored.

SED 503 Law and Policy for Special Education (3)
This course includes a study of the history of special education laws, each law's intent, and the working state and federal laws. Special emphasis is placed on IDEA and the evolution of the Reauthorization of IDEA 2004. The learner will also be able to effectively communicate the needs and rights of persons with disabilities. Knowledge of institutional and administrative factors, which facilitate or impede delivery of services, will be studied. An understanding will be gained of the roles and organizational structures that regular and special education play in providing total service for the students.

SED 504 Classroom Management and Development of Social Competencies for Students with Special Needs (3)
This course is designed to provide students with a practical foundation in the principles of individual and group management structures. The course will enable students to not only understand basic behavioral management concepts but also demonstrate their ability to develop, implement, and incorporate appropriate behavioral management techniques. The maintenance of appropriate academic and social behaviors in the special education classroom will be emphasized as well as the development of strategies in the areas of prevention, assessment, identification, and intervention. These strategies will be used to help the Learning Disabilities (LD) or Autism Spectrum Disorder (ASD) student develop the self-management skills required for constructive social participation and independent learning. Many students with learning disabilities face challenges in the area of socialization therefore this class will include developing appropriate social behavior.

CONCENTRATION IN LEARNING DISABILITIES COURSES

SED 520 Elementary Methods for Language Arts and Mathematics (3)
This course focuses on the educational methods and strategies to meet the needs of the student with learning disabilities at the elementary level. Emphasis will be placed on the understanding of remedial techniques for reading, mathematics, and written expression. Prerequisite: SED 523.

SED 521 Secondary Methods for Content Area Reading, Study Skills, and Transition (3)
This course focuses on the educational methods and strategies to meet the needs of the student with learning disabilities at the secondary level. This course will also provide skills in making adaptations and modifications in lesson plans and tests. Prerequisite: SED 523.

SED 522 Language Development and Instruction (3)
This course provides skills and techniques in understanding learning problems by focusing on the development of language as it relates to reasoning, thinking, listening, speaking, reading,

writing, and spelling. Emphasis will be placed on understanding the components of language, knowing how the assessment of these skills is conducted and what effect disorders in listening, speaking, and thinking have on learning to read, write, and spell. Finally, instruction will be provided on teaching strategies to help the language learning disabled student and additional information will be provided on resources the teacher can utilize to become a more effective teacher. Prerequisites: undergraduate or graduate introductory course in Special Education and undergraduate or graduate course in human development for students with disabilities.

SED 523 Assessment and Evaluation in Special Education (3)
This course provides instruction in appropriate procedures for the assessment and reporting of student's reading, writing, mathematical, and social skills. Emphasis will be placed on assessment methods that lead directly to diagnosing skill deficits and determining current level of functioning, which can be translated into goals and objectives and statements of progress on the student's IEP. Methods of evaluating instructional outcomes will be explored so that an ongoing instructional plan can be adjusted to meet the student's needs. Prerequisite: undergraduate or graduate introductory course in Special Education.

SED 524 Assistive Technology for Special Education (3)
This course provides an understanding of how adaptive technology may be used to enhance the education of handicapped students. It teaches a framework for assessing special needs students' abilities, environment, required tasks, and assistive tools. Students will investigate high tech, mid tech, low tech, and no tech responses to the needs of students with disabilities.

SED 525 Curriculum and Instruction for Students with Learning Disabilities (3)
This course includes a study of research based curriculum designs and strategies for the student with learning disabilities. Topics include preplanning, principals of curriculum decision making, effective school research, and participatory strategies for the curriculum and instruction. The types of learning disabilities and the characteristics of each is discussed in light of curriculum design. Emphasis is placed on differentiating instruction for the child with learning disabilities. Educators will acquire skills that will enhance student learning.

CONCENTRATION IN AUTISM SPECTRUM DISORDER

SED 530 Introduction to Autism Spectrum Disorder (3)
This course focuses provides students with an overview of Autism Spectrum Disorder (ASD). It addresses the process and methods of identification. Social issues and the implications of Autism Spectrum Disorder on an individual's life will be introduced. Current treatments and research will be introduced with a focus on evidence based practices for students with ASD.

SED 531 Language and Communication Development (3)
This course examines procedures for assessment of communication, language, and speech of students with Autism Spectrum Disorder and it will review strategies for promoting language and communication skills across the different environments. Prerequisite: SED 530.

SED 532 Assessment and Intervention for ASD (3)
This course will cover diagnosis criteria in the identification of students with Autism Spectrum Disorder. Students will understand the importance of early diagnosis and become familiar with recommended screening instruments for autism. Particular focus is placed on linking

assessment data to implementation of meaningful interventions in all educational settings. Prerequisite: SED 530 and SED 531.

SED 536 Curriculum and Instructional Methods for Students with ASD (3)
This course will examine the most recent topics in the education of students with Autism Spectrum Disorders (ASD). Participants in this course will examine evidence-based practices and effective interventions for students with ASD throughout the educational system. Research-based practices will be examined in this course along with the effective implementation of techniques and strategies in a variety of educational settings. In addition, the collaboration of all team members, including parents and guardians of students with autism, will be explored. This course will be a blended learning environment which will include course materials and lectures online in addition to pre-determined campus meetings with participants. The primary objective of this course is to prepare course participants to meet the educational needs of their students with autism and to collaborate effectively with all team members. Prerequisite: SED 530 and SED 531.

SED 533 Technology for Students with ASD (2)
This course will cover assistive technology applications for students with Autism Spectrum Disorders. Emphasis will be placed on proper assessment, informed choices of equipment, training and implementation in the use of assistive technology devices, and progress monitoring of the impact of the use of assistive technology. Prerequisite: SED 530 and SED 531.

SED 534 Collaboration and Transition Planning for Students with ASD (2)
This course introduces students to the idea of collaboration as a special education professional. Prevocational and vocational planning as well as transitional issues will be discussed. Using supported employment, community-based instruction, and skillful assessment of a young person's goals, strength, and skills. Prerequisite: SED 530 and SED 531.

SED 535 Behavior Programming for Students with ASD (3)
In this course, students will review legal and ethical guidelines affecting behavior planning, as well as learning evidence-based practices for behavior interventions as related to students with Autism Spectrum Disorder. Focus will be placed on collaboration to determine impact of multiple variables upon student behavior, to develop interventions based upon group consensus, and to review and modify interventions based upon data. Prerequisite: SED 530 and SED 531.

SED 551 Student Teaching and Seminar (5)
In this course, the student teacher will have opportunities to manage the classroom and learning activities of special education pupils. The student teacher assumes responsibility for directing the classroom. The seminar portion of the course will focus on topics specific to the special education field. The student teacher will be required to use the knowledge gained in their program and apply it in the classroom. He will collect artifact for a portfolio which demonstrate an understanding of the unique needs of the student population and the practice of behavior analysis and the practice of behavior analysis and interventions, assessment, collaboration, delivery of intense interventions, curriculum planning and implementation, assistive technology, and adherence to all legal requirements of IDEA.

SED 552 Student Teaching and Research (5)
In this course, teacher-researchers develop and implement their special education research plans in a mentored special education teaching assignment in a K-12 setting. The teacher-

researcher will have opportunities to manage the classroom and learning activities of special education pupils. The teacher-researcher assumes responsibility for directing the classroom. The seminar portion of the course will focus on the research topics specific to the special education field. Teacher-researchers develop and implement a research plan created from a review of literature which establishes the theoretical context. The teacher-researcher conducts data collection, analysis and interpretations leading to recommendations for action, based on their findings.

SED 553 Research Applications with the Special Needs Population (5)
Systematic study, using action research methodology on a significant issue in their profession working with students with disabilities. Their project is to be relevant to their local community or school with regard to students with special needs. Researchers develop and implement a research plan created from a review of the literature which establishes the theoretical context. The researcher conducts data collection, analysis and interpretations leading to recommendations for action, based on their findings. Their findings will be presented in a formal paper according to the guidelines given in this course and APA style.

FACULTY

Dr. Linda Sherrill
B.S., Greenville College
M.S., Southeast Missouri State University
Ed.D., St. Louis University

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B.A., Michigan State University
M.A., Michigan State University
Ph.D., Michigan State University

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Ph.D., Michigan State University

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M.A., Oakland University
Ph.D., Wayne State University

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M.A., Western Michigan University
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Ph.D., Michigan State University

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Ed.S., Walden University

SCHOOL OF EDUCATION

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M.A., Biola University
Ed.D., University of Toronto

Heather Sims
MATESOL, University of Michigan

Karen Woods
B.A., Saginaw Valley State University
M.A., Michigan State University

Distinguished Visiting Faculty
Denise Acevado • Ann Anderson • Kim Bowen • Marlena Bravender
Kevin Coleman • Michelle Ewald • Jennifer Frazier • Timothy Frusti
• Catherine Glei • Laura Hamilton-Wagner • Dana LaMantia
Gail Johnston • Deborah Kerr • • Carol Mowen • Barbara Rose
Luman Strong • Jared Vickers • Sue Will • Alyssa Williams • Elizabeth Valente
Robin Hall • Deborah Dufour • Tami Heinonen

SCHOOL OF HUMAN SERVICES

Master of Arts in Counseling

Master of Arts in Family Studies

Master of Science in Nursing

Master of Social Work

**Nonprofit Leadership and
Administration Endorsement**

FROM THE DEAN

Welcome to the School of Human Services. Our graduate programs are designed to offer our students an outstanding educational experience with an integration of faith and learning. We believe in service to our greater communities as well as to each other.

We currently offer degrees in Counseling, Family Studies, Social Work, and Nursing. Our programs are offered online and at SAU sites across the State of Michigan. Please contact Spring Arbor University at www.arbor.edu or a site near your hometown for more information or to enroll in one of our dynamic professional degrees.

Tamara Dindoffer, Ph.D.
Dean
School of Human Services

SCHOOL OF HUMAN SERVICES

MASTER OF ARTS IN COUNSELING

PROGRAM DESCRIPTION

The Master of Arts in Counseling (MAC) is a Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited. MAC provides a comprehensive academic instruction and clinical experience for students interested in helping others in a counseling setting. The MAC program is a 60-credit hour degree program, which includes a 100-hour practicum and a 600-hour internship. This program helps students integrate professional ethics, multiculturalism, interpersonal skills, and counseling theory and practice within a Christian perspective.

Mission Statement

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

Integration Statement

With Jesus Christ as the foundation and focus of learning and practice, the Master of Arts in Counseling program encourages the development of its students toward ethical, competent, and professional practice with the individuals, families, and communities they serve.

The learning regimen and educational objectives of this program are crafted with the intent of preparing the student to fully engage the many and varied facets of responsibility and opportunity which exist in the field of counseling., fully contained and supported by a clear and compelling Christian witness.

The program is supervised and supported by faculty and staff who share and demonstrate Spring Arbor University's Christian perspective to produce a learning environment in which students are able to gain counseling knowledge, experience, and competence required for professional status and practice.

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The over-arching vision of this program incorporates a clear understanding of the identity of Jesus Christ and a desire to follow Biblical mandate to imitate His life and share His witness. The foundational motivation supporting the program design and delivery comes from the admonition to honor Jesus Christ in the process.

Program Objectives
The Master of Arts in Counseling program will prepare students who can:
1. Integrate a Christian faith perspective for personal and professional development as counselors. **Faith.**
2. Demonstrate foundational knowledge of the history, philosophy, appropriate ethical standards, and current and future trends in the counseling profession, and who use this knowledge to develop a professional counseling identity. **Professional Orientation and Identity.**
3. Recognize, understand, and respond to multicultural issues in the context of theories of multicultural counseling, attitudes, beliefs, and acculturative experiences, relationships, social justice issues, and pluralistic trends in a multicultural society. **Social and Cultural Diversity.**
4. Demonstrate foundational knowledge of theories of human development, including normal and abnormal development across the life span, and who can use this knowledge to design, implement, and evaluate developmentally appropriate counseling interventions and programs. **Human Growth and Development.**
5. Demonstrate an understanding of the major career development theories, models, and careers assessment instruments and techniques, and who can use this knowledge to effectively assist clients in career planning and decision making in both academic and clinical environments. **Career Development.**
6. Apply their knowledge and understanding of counseling theories, counseling techniques, a consultation framework, crisis intervention methods, and wellness and prevention approaches to work effectively with clients in a variety of modalities (individual, group, family). **Helping Relationships.**
7. Demonstrate effective group leadership techniques, based upon knowledge of group theory, dynamics, and developmental tasks with diverse clients (clinical mental health setting) and students (school setting). **Group Work.**
8. Demonstrate knowledge and skill in selecting, administering, interpreting, and reporting results of standardized and non-standardized assessments for individuals and groups while recognizing issues of diversity. **Assessment.**
9. Read, critique, and utilize professional research literature to inform evidence-based practices with client (clinical mental health setting) or student (school setting) interventions, and for program development, evaluation, and modification. **Research and Program Evaluation.**
10. Meet additional curricular objectives specific to their specialization area in the areas of prevention, intervention and treatment, diversity and advocacy issues, assessment, research and evaluation, and program development and management. **Specific Program Area Students.**

Tracks
The MAC program offers two tracks: Clinical Mental Health Counseling and School Counseling. Both tracks have a common core curriculum (60 credits). The School Counseling Track requires an additional 9 credits for non-teachers or an additional 6 credits for certified teachers. The Clinical Mental Health Counseling track is designed to help students with preparation for

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Michigan licensure as a Licensed Professional Counselor (LPC). LPCs may be employed in mental health settings, churches, clinics, other agencies, or a private practice setting. The School Counseling track is designed to assist students with preparation for becoming a K-12 Licensed or Endorsed School Counselor in Michigan. Current certified teachers are eligible to pursue the K-12 school counselor endorsement to their teacher certification in the State of Michigan. Non-teachers are eligible to pursue the school counseling license in the State of Michigan. Licensed or Endorsed School Counselors may be employed in local school districts, career centers, or intermediate school districts to work with K-12 students. The school counseling track is also intended to assist students with preparation for Michigan licensure as an LPC.

Licensure
Students desiring to become LPCs must first apply for licensure as a Limited Licensed Professional Counselor (LLPC), complete the necessary 3,000 post-degree hours supervised by an LPC, and pass a licensing exam. This must occur in not less than two (2) years and not more than ten (10) years from the issue of the LLPC. Please refer to the MAC Student Handbook for specific Michigan licensure requirements. Students who are considering licensure in other states are encouraged to contact the Board of Counseling or State Education Department of that state to learn about the requirements for licensure. This should be done prior to enrolling in the MAC program.

Ohio Licensure
As a CACREP program, our students are eligible for licensure in Ohio.

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

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

Admission Requirements
General Admission Requirements (see also the general admissions portion of this catalog):
- A bachelor's degree from a regionally accredited college or university;
- 3.0 cumulative GPA for the bachelor's degree;
- An official transcript from all previous institutions attended;
- At least two recommendations from professional/academic sources using the provided recommendation forms;
- Successful interview with the Director of the MAC Program and/or designees;
- Successful completion of an on-site writing assessment, demonstrating proficient computer, reading and writing skills;
- Misdemeanor and Felony Disclosure Form;
- A criminal background check will be completed on each student early in the program, and again just prior to the Clinical Experience. Criminal findings may result in dismissal from the MAC program.

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- Submission of a Statement of Purpose (1-2 pages) detailing the reasons for pursuing this counseling degree, relevant career goals, and the track to which the individual is applying – School Counseling applicants should include relevant experience with school-aged youth
- (e.g., Scouts, 4-H, youth group); and
- A completed application.

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

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

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

Students should understand that depending on their legal status, their ability to be admitted to practicum or internship experiences, licensed by certain state agencies or employed in certain capacities may be at risk. Spring Arbor reserves the right to deny admission to or dismiss current students who have been convicted of a felony, certain other misdemeanors or who have been required to register with certain databases such as those pertaining to sex offenses or child abuse and neglect.

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

POLICIES
Expectations of a SAU MAC Student
- Demonstrates professional ethics and personal integrity;
- Actively contributes to the learning environment of the class and takes ownership for his/her own educational experience;
- Remains open to self-awareness, personal reflection, personal and professional growth;
- Receives feedback from other students, instructors, and site supervisor;
- Maintains a high level of respect for self and others - appropriate language in all verbal and written communication, tone of voice, and attitude;
- Demonstrates appropriate interpersonal interactions with site personnel, instructors, fellow students, clients, supervisor, and colleagues at clinical site;

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- Refrains from the use of substances – not coming to class or clinical site under the influence of drugs or alcohol;
- Handles conflict in an appropriate manner;
- Takes responsibility for one's own thoughts, actions, and words;
- Values the client from a holistic perspective – mind, body, spirit;
- Shows effective communication skills – listening, speaking, writing;
- Manages the inherent stress of the program and demonstrates positive self-care;
- Values content of learning more than a grade point average;
- Demonstrates responsibility in completion of all course requirements.

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

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

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

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

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

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Graduation Requirements
- Successful completion of the 60 credit-hour program, including a 100-hour practicum and a 600-hour internship
- A 3.0 minimum cumulative GPA
- Demonstration of professional competencies as assessed on the PCP
- Completion of the Counselor Preparation Comprehension Examination (CPCE)

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

Comprehensive Practice Counselor Exam
Each student is required to take the Comprehensive Practice Counselor Exam (CPCE) in order to successfully complete the requirements for the Master of Arts in Counseling program. This test serves as an excellent practice test for the National Counselor Exam. Students receive subject area scores as well as a composite score, indicating which subject areas require additional study.

National Counselor Exam
Upon completion of the MAC program students are encouraged to complete the National Counselor Exam (NCE) as soon as possible. Spring Arbor University is an authorized test site for our students. As such, the NCE is offered (at our main campus only but open to all MAC graduating students) on the Saturday closest to April 15th and the Saturday closest to October 15th. Students have the opportunity to make application for the NCE in December prior to his/her graduation for the April test date and in May for the October test date. Students who choose not to take the NCE through Spring Arbor University must wait until they have graduated to take the exam, and will make application for the same through the State of Michigan. The application form is included in the license application packet through the State of Michigan. Students who are seeking Ohio licensure are encouraged to schedule the NCE through the State of Ohio.

CURRICULUM

The required 60 credit courses for both Clinical Mental Health and School Counseling tracks are:

CNS 603 Introduction to Counseling: The Counselor and Diversity (3)
This course introduces graduate students to the field of counseling. Students will begin to develop a professional identity as a counselor by obtaining an overview of the history of the profession; current roles, functions, and practices of the counselor; basics of entry into the profession; and skills necessary to advocate both for the profession and for diverse clients. Students will also engage in self-exploration to better understand their values as they relate to the counseling profession and diversity issues.

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CNS 611 Legal Issues and Ethics in Counseling (3) (online)
The emphasis of this course will be on the major legal and ethical issues in the field of counseling including familiarization with the ethical principles of relevant professional organizations. Case studies will be used to highlight current legal and ethical areas such as confidentiality, dual relationships, testing, and multicultural competence.

CNS 605 Research in Counseling (3)
This course provides an overview of basic statistics and research designs/ techniques utilized in the field of counseling. Primary emphasis will be on analyzing and interpreting research. Students will also be expected to develop and submit a research proposal.

CNS 621 Counseling Theory in Multi-Cultural Contexts (3)
This course will detail the rationale, background, and research that underlie selected theories of counseling. Emphasis is placed on the implication of each theory for counseling practice. Students will develop a theoretical basis for their own counseling practice.

CNS 622 Counseling Techniques in Multi-Cultural Settings (3)
This course will focus on developing basic counseling skills and techniques. Special attention will be given to various topics relevant to the counseling setting, including gender, age, culture, and ethnicity. Videotaping of simulated counseling sessions will be used to provide specific feedback to students. *Prerequisite: CNS 621*

CNS 636 Assessment and Testing (3)
This course will help students to develop skills in using qualitative and quantitative assessment methods. The course will also involve training in administering, scoring, and interpreting standardized tests.

CNS 645 Developmental Issues in Counseling (3)
This course emphasizes counseling implications for assessing and enhancing human development across the life span. Particular focus will be on theories of human development and the predictable stages and tasks at various points in the developmental process.

CNS 672 Clinical Psychopathology (3)
This course emphasizes current models of abnormality, assessment of mental disorders using the DSM-5 classification system, and treatment approaches for various disorders. *Prerequisite: Abnormal Psychology.*

CNS 664 Career Counseling (3) (online)
This course emphasizes career development theory and its application to counseling, including identifying possible resources related to career choice and exploring the career needs and concerns of clients from differing cultural backgrounds.

CNS 641 Group Process and Counseling (3)
This course focuses on learning group process and skill development in leading group counseling sessions. Practical experience as a group member will also be involved. *Prerequisite: CNS 621 and CNS 622*.

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CNS 614 Crisis Intervention (3)
This course introduces graduate students to the history, theory, and practices of crisis intervention. The course is an overview of the basic skills needed to respond to various crises as a helping professional. The course will train students in mental health and school counseling programs to gain a functional knowledge and basic skills relevant to crisis intervention. Students will learn techniques to use in response to crisis involving child abuse, suicide, homicide, sexual assault, domestic violence, psychiatric issues, substance abuse, and school related issues. The students will also learn how to access and refer individuals to community resources to assist in crisis. The ethical issues for counselors regarding crisis intervention will also be examined.

CNS 615 Addictions (3)
This is a course that will provide students with a basic overview of the process of treatment and addictions. Students taking this course will develop a theoretical knowledge and practical skills regarding the diagnosis and treatment of addictions.

CNS 654 Conceptualization and Treatment in Counseling (3)
Students will bring together the knowledge and skills learned in previous coursework. Emphasis will be placed on conducting diagnostic interviews, developing case conceptualizations, writing intake summaries, and developing treatment plans. Students must demonstrate competencies in the basic counseling skills. The role of supervision is also discussed. This course prepares student for the clinical experience. *Prerequisites: All courses in the core curriculum with the exception of CNS 606, CNS 607, and CNS 623.*

CNS 613 Social and Cultural Diversity (3) (online)
This course is designed to engage students in the multi-faceted dimensions of working with diverse clients. Through various teaching methods and experiential activities, this course will establish a foundation for building multicultural counseling competence in counseling students.

CNS 658 Practicum in Counseling (3)
This course emphasizes practical application of counseling principles. Counseling experiences are provided in a clinical setting providing the opportunity for students to apply previously acquired knowledge and skills. A total of 100 hours is required with a minimum of 40 hours direct client contact. A student must file application and receive approval to begin the clinical experience. *Prerequisites: All courses in the core curriculum with the exception of CNS 606, CNS 607, and CNS 623. For School track students, CNS 673 and CNS 683 are also required.*

CNS 680 Internship (3)
This is an intensive, 300-hour, field-based experience in which students will apply counseling knowledge and professional competencies in an approved setting. Possible internship sites include schools, colleges, and community agencies. With the exception of students seeking Ohio licensure, internship placements must be completed in the State of Michigan. During the second semester of Internship, each student is required to take the *Counselor Preparation Comprehensive Examination (CPCE)* as scheduled during this course. This comprehensive exam is needed to complete course requirements and serves as an excellent practice text for the NCE. *This is a repeatable course.* ***A student must complete this course two times for a total of 600 hours and 6 credits.*** *Prerequisite: CNS 658.*

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CNS 668 Consulting in the Helping Professions (2)
Course content emphasizes the process of consultation with a primary focus on methods and strategies commonly used in both agencies and schools.

CNS 606 Advanced Clinical Psychopathology and Abnormal Behavior (3)
This course will provide students with an in depth examination of the various classes of disorders as outlined in the DSM-5. Emphasis will be given to the identification, etiology, and current best practices treatment of these disorders. Case studies will be used to investigate the developmental issues in abnormal behavior across the life span. Consideration will also be given to how this developmental perspective is applied to counseling practice. A thorough knowledge of the DSM-5 is expected.

CNS607 Evaluation of Psychopathology (2)
This course will focus on the administration, scoring and interpretation of personality and psychopathology assessment tools with a primary focus on the MMPI-2. Students will be introduced to the concept of personality and psychopathology assessment for purposes of diagnosis and treatment planning using objective assessment.

CNS 678 Capstone in Christian Counseling (2)
This course will focus on integrating a Christian perspective into one's counseling practice. It consists of two one-day seminars, the first in April of the first year of the program and the second in September of the second year of the program.

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Students in this track are required to complete the 60-credit counseling core, CNS 673, and CNS 683. These credits will fulfill the elective requirement for completion of the degree. Students without a teaching certificate are also required to take CNS 643. This course should be taken in the spring of the first year of the program. A student may petition to waive this course if s/he possesses or has possessed a teaching certificate. If a prerequisite is waived, credit is not earned. This course is a prerequisite for this track only. Refer to the MAC Student Handbook for more information.

A passing score on the Michigan Test for Teacher Certification (MTTC) is also required for licensure or certification as a school counselor. When coursework is completed and a minimum of 300 hours of internship are completed, the student will be required to take the MTTC #51. When the exam is successfully completed, the student must apply to the Michigan Department of Education for the license/certification. The Certification Officer in the School of Education will be available to assist with this process.

CNS 643 Introduction to Classroom Dynamics (3)
This course is designed as a prerequisite for non-teachers to the school counseling track. Students study classroom dynamics such as teacher responsibilities, effective teaching strategies, classroom management practices, learning theories, and unit planning. Legislative and reform movement influences on K-12 education are explored, as are the influences of educational theorists and movements. Students observe in K-12 classroom/school settings for a minimum of 12 hours. Due to the strong educational focus of this course it is a prerequisite for the school counseling track only. Students with a teaching certificate may petition to waive this course.

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CNS 673 Development and Administration of School Counseling Programs (3)
This course investigates the systematic development and administration of K-12 comprehensive guidance programs. Knowledge and skill competencies emphasized will include the understanding and application of program development, implementation, and evaluation. The role and responsibility of the school counselor is explored within the context of the Michigan Comprehensive Guidance and Counseling Program and the ASCA National Model. Ethical and legal responsibilities within these frameworks will also be examined. *Prerequisites: CNS 603, 611, 621 622, and 643.*

CNS 683 Mental Health Within the Schools (3)
Students in this course will investigate methodologies used by the school counselor in dealing effectively with elementary and secondary school students whose physical, social, mental, or emotional needs preclude academic achievement. Knowledge and skill competencies emphasized will include early detection, intervention, and referral strategies appropriate for dealing with special populations within the school setting. Relational dynamics among parent, teacher, and agency resources are examined to encourage placement of proactive measures within the system. *Prerequisites: CNS 603, 611, 621, 622, 672, 641 and 673.*

School Counseling Clinical Experience
Students are required to complete their practicum and internship in a traditional K-12 school setting during normal school hours of the traditional school year. Students may spend a maximum of 100 secondary hours at an alternative high school setting. Because students will be receiving a K-12 license, students must complete hours in two of three school sites (elementary school, middle school, and high school). Refer to the MAC Student Handbook and the Master of Arts in Counseling Student Clinical Manual: School Counseling for more information. CNS 673 and CNS 683 are prerequisites for admission to school track clinical experience.

FACULTY

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M.A., Western Michigan University
Ph.D., Western Michigan University

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M.A. University of Toledo

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M.A., Liberty University

Andrew R. Wichterman
B.A., Taylor University
M.A., Grand Rapids Theological Seminary

SCHOOL OF HUMAN SERVICES

MASTER OF ARTS IN FAMILY STUDIES
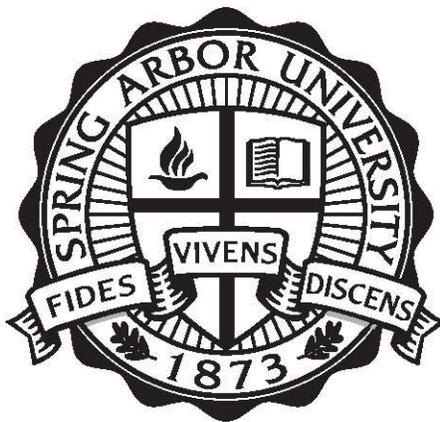
PROGRAM DESCRIPTION

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

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

The Master of Arts in Family Studies program has Approved Program status through the National Council on Family Relations. Students who successfully complete all program requirements are eligible to receive the designation of Certified Family Life Educator (application required).

ADMISSIONS

Requirements for Admissions
- A bachelor's degree from a regionally accredited college or university;

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- A 3.0 GPA for at least the last two years of the bachelor's degree;
- An official transcript from all previous institutions attended;
- At least two recommendations from professional individuals;
- Demonstrated competency in a writing sample;
- Completion of an online computer skills/knowledge assessment;
- A letter of purpose in pursuing the degree;
- A photo ID; and
- A completed application.

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

Please see www.arbor.edu for more information.

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

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

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

POLICIES

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

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

CURRICULUM

Required for graduation: 36 semester credit hours
Required Courses

FST 526 Changing Families (2)
Bronfenbrenner's ecological theory will provide the theoretical framework that guides student inquiry as to how families have changed throughout time and the role technology has played in that change. Students will discover the socioeconomic forces that influenced families throughout the history of the U.S. A model will be presented to guide readings and discussions regarding specific areas of family life that have been, and continue to be, influenced by similar socioeconomic forces. Student exploration will also include consideration of how technology has impacted families, communities, and culture. Students will be encouraged to focus on how families have embraced, adapted to, used, transformed, and applied technology for their survival and sustenance. The Framework for Life Span Family Life Education will guide student inquiry.

FST 602 Human Development Across the Life Span (3)
Students will explore a multifaceted approach to human growth and development that spans the lifetime from conception to death. The focus of readings and discussions will be on factors and processes influencing normal development, however students will also discuss how families adjust to developmental delays, disabilities, and loss at any stage of the life cycle. Multiple theories of development will be considered, along with an exploration of current research and classic literature on the human lifespan. The goal of this course is to deepen students' understanding of human development and to equip students to apply new knowledge in program development and family life education efforts.

FST 612/613 Family Studies Methodologies I and II (2, 2)
Students will learn the nature of family studies, its history as a field of formal study, and the future of family studies and family life education. The learning needs of students of various ages will be discussed, but adult students will be the primary focus of the course. Students will become familiar with Bloom's taxonomy. Students will also consider the effects of learning style and Gardner's theory of multiple intelligences in the delivery of family life education interventions.

FST 624 Human Sexuality (2)
Students will consider topics of sexuality that include sexuality throughout the life span, communicating about sexuality, responsible sexual behavior, and varying societal beliefs about sexuality.

FST 633 Family Resource Management (2)
Students will learn the systems concepts of space, time, and energy. They will discover how these process elements are utilized in family decision-making and management of family resources.

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FST 637 Group Dynamics (2)
Students will learn elements of group process in such situations as focus groups, formal educational settings, non-formal educational settings, and discussion groups. Implications for professional practice for the family life educator will be emphasized.

FST 643 Cultural Issues in Family Life (3)
Affective and instrumental functions of families across the life span in different cultures will be examined. Topics include: the importance of routines, rituals, and traditions to families of different cultures; family forms in different cultures; and the influence of the ecology on families in different cultures.

FST 645 Parenting in Context (2)
Students will explore the interactional and multidimensional contexts that impinge on the mothering and fathering roles. Students will explore how the characteristics of parents affect child development and outcomes, how the characteristics of the child influence parents, and how the contextual issues such as marriage, work, community/neighborhood, and socioeconomics impact both parenting and child outcomes.

FST 647 Christian Perspectives in Family Studies (1)
This course will review literature about Christian perspectives on family studies and enable the student to effectively develop authentic and sensitive methods for integrating faith issues with instruction and intervention with family issues.

FST 654 Research Methods (3)
Methods of problem definition, research design and analysis of issues in families will form the basis of study.

FST 652 Marriage, Divorce, and Remarriage (2)
Intimacy, love, and romance will be some of the issues discussed as they relate to the development of intimate relationships. Dissolution of intimate relationships and the reestablishment of intimate relationships will be considered. Educational interventions in intimate relationships for the family life educator will be emphasized.

FST 663 Mental Illness and Families (3)
This course provides the theory and research on dynamics of mental illness and its impact on families. Focus is on preparing family life professionals to help families with individuals with mental illness to understand how the illness affects the family.

FST 664 Ethics in Family Life Education (2)
Ethics and laws affecting the professional family life educator will be examined. Focus will be on developing a professional identity, including establishing and maintaining a consulting service.

FST 668 Public Policy and the Family Professional (2)
Students will explore the role of the family professional in understanding, evaluating, and influencing public policy from a family perspective. Specifically, they will learn the rationale for family policy work, learn to analyze current policy using a family perspective, and explore strategies for being involved in family policy making.

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FST 680 Family Studies Program Project (3)
Students will develop and present a family life education program that includes a thorough literature review. The program project will require a minimum of 300 hours of development and presentation time. A program notebook of professional quality will be the final product. Students work on this project throughout the entire program.

FACULTY

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

Martin Covey
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M.A., Michigan State University
Ph.D., Michigan State University

Linda Gutierrez
B.A., Spring Arbor University
M.A., Michigan State University

Gloria Thomas
B.S., Michigan State University
M.A., University of Minnesota
Ph.D., University of Minnesota

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MASTER OF SCIENCE IN NURSING

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

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

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

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

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

The MSN program requires 26 credit hours of core graduate nursing education that comprise the first 3 semesters. The MSN program offers three areas of specialization:

Master of Science in Nursing: Concentration in Education (MSN/Ed) – A 38-credit hour, two-year degree program that includes a 3-credit hour educational practicum in both traditional and distance teaching methodologies, as well as a 3-credit hour capstone project. The concentration prepares graduates for nurse educator roles in a school of nursing, in-service education, community health, and other nursing education roles. Courses focus on core nursing concepts, teaching and learning theories and principles, and practical application of curriculum design, assessment, and instruction using a variety of delivery approaches.

Master of Science in Nursing and Master of Business Administration (MSN/MBA) – A 62-credit, three-year program that leads to a dual degree and includes a 9-credit hour MBA research project. The concentration prepares graduates for roles in nursing administration and other health care management roles.

Master of Science in Nursing, Adult-Gerontology Primary Care Nurse Practitioner (MSN/NP) – A 49-credit, two-and-a-half-year program designed for working nurses that includes 8-credit hours of clinical practice (2 credits = 125 clinical hours for a total of 500 clinical hours) in a preceptored format with a capstone project. The program prepares graduates to take the American Nurses Credentialing Center Nurses certification examinations as an Adult Geriatric Nurse Practitioner in Primary Care. (Note: Graduation does not guarantee certification).

ADMISSION REQUIREMENTS

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

The MSN specific program requirements are:

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1. A BSN degree from a regionally accredited institution and nursing program (CCNE or NLN);
2. Official transcripts from all institutions of higher education attended;
3. A 3.0 GPA calculated from the most recent 60 academic credits;
4. An unrestricted, unencumbered RN license from the state or country in which the nurse practices (Note: License must remain current throughout program);
5. Two letters of recommendation (one from nursing professional; one either character or academic related);
6. Provide a 2-3 page Goal Statement;
7. A conference call interview may be required at the discretion of the Admission Committee.

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

Program Specific Requirements
Courses or documented knowledge in the following areas:
- Research – Nursing related e.g. NUR 452 (SAU course)
- Statistics – 300 level or above

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

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

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- Communicate with colleagues and faculty in an effective manner that supports positive learning outcomes;
- Display a caring, compassionate approach to all within the learning and practice environment.

Practicum or Clinical Experience

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

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

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

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

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

CURRICULUM

All students in the MSN program complete the core course requirements over the first three semesters. The cohort curriculum design promotes engagement with students from various practice backgrounds along with integration of the three area concentrations in an interactive learning environment. The cohort design facilitates learning and provides support in an online learning environment.

Core Courses
First Year

NUR 510 - Moral and Ethical Decision Making (3)
NUR 522 - Theoretical Perspectives for Advanced Practice (3)

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NUR 532 - Role Development and Leadership (3)
NUR 551 – Applied Research Methods (3)
NUR 612 - Advanced Pathophysiology (3)
NUR 618- Advanced Pharmacology (3)

Second Year
NUR 602- Advanced History and Physical Exam (residency) (3)
NUR 683- Health Policy and Politics (3)
NUR 693- Population Health (3)

Concentration Courses
Master of Science in Nursing/Master of Business Administration
The MSN/MBA students enter the School of Business the second semester of their second year.

Master of Science in Nursing: Concentration in Education
Second Year
NUR 625 – Educational Theory and Curriculum Design (3)
NUR 635 – Instructional Strategies (3)
NUR 650 - Education Practicum for Adult Learners (3)
NUR 690 - Capstone Project (3)

Master of Science in Nursing/Adult-Gerontology Nurse Practitioner in Primary Care
Second Year
NUR 680 Clinical Practicum (2)*
NUR 602 Advanced History and Physical Exam (3)
NUR 632 Health Promotion and Disease Prevention (3)
NUR 685 Advanced Practice in Primary Care I (3)

Third Year
NUR 693- Population Health (3)
NUR 686 Advanced Practice in Primary Care II (3)
NUR 680 Clinical Practicum (2)
NUR 683 Health Policy (3)
NUR 642 Chronic Disease and Complex Problems in Older Adults (3)
NUR 680 Clinical Practicum (2)
NUR 680 Clinical Practicum (2)
NUR 681 Capstone Project (3)

*NUR 680 Clinical Practicum (2 credits = 110-125 hours, max. 8 cr.) A minimum of 500 preceptored clinical practice hours are required for graduation and certification eligibility. Students may re-register as needed to complete clinical hours. Maximum of 8-credit hours granted.

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

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

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- Maintain a 3.0 cumulative GPA;
- A minimum letter grade of B- is required as a passing grade for all NUR courses. A grade of C+ or below is considered unsatisfactory for NUR courses and does not count towards the MSN degree. If a student receives a grade of C+ or lower in a nursing course, it must be repeated. Students in the MSN/MBA program should consult the MBA handbook regarding MBA courses;
- Courses may be repeated one time. However, an accumulation of two letter grades less than B- in the same course results in dismissal from the program;
- Because clinical experience is an essential component of nursing education, a student must complete all clinical requirements in a satisfactory manner to receive a passing grade for the program;
- If a student receives a letter grade of less than B- in a clinical course, it may be repeated once. However, an accumulation of two course grades less than B- in clinical nursing courses, or a combination of one classroom course and one clinical course will result in dismissal from the program;
- Any student who temporarily leaves the nursing program must meet requirements of the catalog at the time of re-admission.

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

All Residency courses - NUR 510 and 602
NUR 522 Theoretical Perspectives
NUR 551 Applied Statistical Research

Within the MSN/ED concentration:
NUR625 Andragogical Curriculum Design and Assessment
NUR 650 Educational Practicum for Adult Learners
NUR 690 Thesis/Practicum Project

Within the MSN/NP concentration:
NUR 612 Advanced Pathophysiology
NUR 618 Advanced Pharmacology
NUR 680 Clinical
NUR 681 Capstone Project

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

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COURSE DESCRIPTIONS

CORE Courses
The first course, August and February is a campus residency for MSN students.

NUR 601 Context for Advanced Professional Nursing (campus residency/orientation) (3)
This course introduces students to the online environment and expectations. It also provides an overview of the core masters courses, writing, accountability, and communication skills. Students initiate collaboration between colleagues, faculty, and staff.

NUR 510 Moral and Ethical Decision Making (3)
This course provides a meta-cognitive foundational approach to advanced nursing practice in the contemporary world. It explores worldview presuppositions, with an emphasis on a Christian perspective and development of a consistent, conscious framework for making ethical choices.

NUR 522 Theoretical Perspectives for Advanced Practice (3)
This course promotes examination, analysis, and synthesis of a variety of conceptual frameworks, models, and theories that provide a foundation for research and applied practice in nursing. Philosophical ideation, beliefs, scope, and assumptions of select theories and models will be explored.

NUR 532 Role Development and Leadership (3)
The focus is on understanding the professional role of the advanced professional nurse. The processes associated with role development, socialization, and effective collaboration with diverse interdisciplinary partnerships will be examined. Practical leadership roles will be identified and interpreted in a nursing practice context.

NUR 551 Applied Research Methods (3)
This course focuses on the significance of research to the development of a profession and the practical application of statistics to evidence based outcomes. Emphasis will be placed on data collection, analysis, and interpretation of clinical research in designing an evidence based project, preparing the student to use translational science in clinical decision making to improve patient outcomes. Specific aspects of the research process, quantitative and qualitative research, and systematic reviews will be studied.

NUR 612 Advanced Pathophysiology (3)
This course provides advanced knowledge and clinical application of normal and pathophysiologic mechanisms related to altered health status and disease processes.

NUR 602 Advanced History and Physical Exam (3)
The course focuses on advanced health/physical assessment of the client where the client is defined as the individual and includes the individual's context within the family and/or community. The course also emphasizes comprehensive history, physical/psychological assessment, pathophysiology, and health promotion needs assessment.

NUR 618 Advanced Pharmacology (3)
This course will provide the masters prepared nurse with the knowledge and skills necessary to assess and integrate pharmacologic agents, alternatives to pharmacological interventions, and therapeutic modalities in the advanced practice of nursing.

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NUR 683 Health Policy (3)
The focus is on knowledge of professional responsibility to support policy issues associated with humane health care that promotes dignity, respect, and justice. Practical skills such as working with legislators, program and service evaluation, advocating for the health care needs of vulnerable populations will be addressed.

MSN/Education Concentration Curriculum

NUR 625 Educational Theory and Curriculum Design (3)
This course utilizes learning theories to design a teaching/learning project. Strategic planning steps such as needs assessment, behavioral objectives, instructional design, and delivery for non-traditional learners will be explored.

NUR 635 Innovative Strategies (3)
Students will delve into the selection and application of instructional strategies for traditional and online learning environments. A variety of approaches for learning experiences in higher education, professional/staff development, and community programs for individuals or groups will be used.

NUR 650 Education Practicum for Adult Learners (3)
The practicum provides individually supervised field experience in online and traditional settings that integrates adult learning theory with practical teaching situations.

NUR 690 Capstone Project (2)
Individually designed teaching/learning capstone project. Students may elect to complete a thesis and register for additional credit as needed to complete.

MSN/Adult-Gerontology Nurse Practitioner in Primary Care Curriculum

NUR 632 Health Promotion and Disease Prevention (3)
This course is designed to prepare the student to apply evidence-based principles of wellness, disease prevention, and health risk in individuals, families, communities, and aggregate/clinical populations. Diversity is examined relative to social and communication patterns, roles, and value/beliefs underlying health-illness behaviors.

NUR 685 Advanced Practice in Primary Care I (3)
This course will present critical concepts the advanced practice nurse can use in delivering evidence-based nursing for the adult population. Using a holistic approach, students will apply theory to practice.

NUR 686 Advanced Practice in Primary Care II (3)
This course prepares students with the skills to function as an advanced practice nurse in addressing chronic and complex alterations in health experienced by the older adult. Gerontology concepts will be applied in meeting the biological, psychosocial, mental, and spiritual needs of the older adult. Students will combine history taking, physical examination techniques, and diagnostic interpretation with problem-solving and clinical strategies.

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NUR 603 Diagnostic Reasoning and Advanced Assessment (campus residency) (3)
This laboratory based course uses critical thinking and clinical reasoning skills to perform comprehensive and holistic health assessments in preparation for the advanced practice nurse role. There will be opportunity for students to practice application of theories and skills necessary to perform a comprehensive health history and examination with expansion on screening and diagnostic reasoning.

NUR 642 Chronic Disease and Complex Problems in Older Adults (3)
The focus of this course is on management of chronic disease and complex care needs of older adults. Emphasis will be on case management and interdisciplinary collaboration to arrange and evaluate care for the most health-compromised clients.

NUR 693 Population Health (3)
This course helps the student acquire the skills and knowledge necessary to provide population-based care that promotes health, reduces the risk of chronic illness, and prevents disease. The master's-prepared nurse applies and integrates broad, organizational, patient-centered, and culturally responsive concepts based on a variety of theories to design and deliver (planning, management, and evaluation) evidence-based clinical prevention and population care to individuals, families, communities, and aggregates/clinical populations nationally and globally.

NUR 680 Clinical Practicum ((8) = Minimum of 500 hours)
The clinical practicum is arranged with a local preceptor (either a certified NP or physician) with the approval of the program faculty. Students have regular contact with SAU clinical faculty, who also provide oversight of the preceptor-led experience.

NUR 681 Capstone Project (3)
Students will examine the evidence base for resolving a current health problem, design and implement a project that applies the evidence-based treatment/solution, and evaluate the change that occurs in the target group. This project is not designed as a thesis but an application of concepts and learning throughout the graduate program.

MSN/MBA Dual Degree

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

FACULTY

Mary Ann Broda
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Ph.D., The University of Texas at Austin

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Ph.D., Fielding Institute

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MASTER OF SOCIAL WORK

FROM THE PROGRAM DIRECTOR

Welcome to the Master of Social Work (MSW) program. We are pleased to offer this new opportunity to pursue graduate studies in the context of Christian higher education. Social Work is a dynamic profession that takes on the challenge of promoting human and community protection and well-being. The professional practice opportunities include child welfare, individual psychotherapy, family and small group therapy, community organization, and public policy at the local, national, and international level.

We welcome your questions as you consider whether you are being called to serve people as an advanced practice social worker.

Peter Lauber, Director of the MSW Program

Bonnie Holiday, Social Work Department Chair

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ACCREDITATION

The MSW program is fully accredited by the Council on Social Work Education (CSWE).

MISSION AND GOALS

Program Mission Statement
The mission of the MSW program in the Department of Social Work at Spring Arbor University is to produce professional social workers who apply the competencies of the social work profession and advanced practice knowledge and skills to promote human and community protection and well-being. Teaching and learning in the MSW is guided by the professional code of ethics, the integration of faith and learning, knowledge based on research, an understanding of humans from a global, environmental and cultural perspective, and a dedication to social and economic justice, protection, empowerment, human and universal rights, and enhancement of individual and social development.

The goals of the MSW Program are:
1. To prepare MSW graduates to practice at the highest professional level of practice informed by theoretical perspectives and knowledge based on research.
2. To engage in teaching and learning guided by the social work competencies, the code of ethics and the integration of Christian values in their application to social work practice.
3. To provide graduate students with the foundation and advanced social work knowledge, skills, and values that will teach critical thinking needed for advanced social work practice.
4. To prepare graduates to promote human and community protection and well-being through respect for diversity, human and universal rights, and social and economic justice for populations at risk.

Program Description and Concentrations
The MSW is a 60 credit hour program that is offered in a two year full-time format. The first year is a foundation program and the second year is a concentration in clinical social work practice. Applicants with an accredited Baccalaureate degree in social work can apply for advanced placement into the concentration year. The foundation year and the micro concentration year are being offered at several off-campus sites in the cohort model of weekly evening classes. There are concurrent field practicum placements for both years in appropriate agencies

Licensure
Graduates with the MSW degree are eligible to apply for licensure in the State of Michigan as a Licensed Master Social Worker (LMSW), Micro (Clinical). Detailed information regarding the application process, the two-years of supervision, and the licensing exams are available through the Department of Licensing and Regulation. They are also able to apply for licensure in Ohio and other states. Virtually all states have some form of licensing or regulation of social work practice and information can be obtained from the appropriate state agencies.

Admission Criteria
The Spring Arbor University (SAU) Master of Social Work (MSW) admission criteria are divided into four sections: academic preparation, completion of the prerequisites, personal qualities, and professional readiness.

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Academic Preparation
Each applicant will submit official transcripts from all previously attended colleges and universities in which baccalaureate coursework was taken. In order to be considered for admission to the two-year 60-credit program or the advanced standing 30-credit program, applicants must have earned a bachelor's degree from a college or university that is accredited by a recognized regional or national accrediting association in the United States or proof of equivalent education at an international institution of higher learning. In addition, they need to have earned a Grade Point Average (GPA) of at least a 3.0 (on a 4-point scale) during the last 60 completed credit hours. Applicants with a GPA less than 3.0 may be considered for probationary acceptance on an individual basis.

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

Completion of the prerequisites
The transcripts submitted by students are used to evaluate their completion of the following courses:
- Introduction to Psychology
- Introduction to Sociology
- Statistics
- Political Science (State and Local or National Government)
- Economics (Introductory, Micro, or Macro Economics)
- Human Biology

Personal qualities
When the criteria for academic preparation are met, the student's personal statement submitted with the application is evaluated for writing skills, personal characteristics and professional readiness for graduate study and advanced social work practice.

References
Using the Social Work MSW program's form, applicants are required to submit three strong professional references who can attest to the applicant's ability in the following: intellectual competence, potential for academic success, the ability to work with people around sensitive issues including people from a range of diverse backgrounds, possession of critical thinking and communication skills, a demonstrated sense of ethics and values, and potential success as a professional social worker. If possible, two references should have direct knowledge of the applicant's academic work, and for applicants with a Bachelor of Social Work (BSW) degree it is strongly recommended that the field instructor be one of the references. References from family members or fellow students will not be accepted.

Personal Statement
Applicants are required to submit a personal statement (6-10 pages, double spaced, APA format) and include attention to each of the following:

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- Motivation for pursuing MSW education, including relevant background experiences and professional goals.
- Discussion of learning and growth that has taken place through professional work and volunteer experiences.
- Expectations regarding attending a Christian university for the MSW program, and approach to faith integration in scholarship and service. Although no admissions requirements exist regarding faith orientation, Christian and other religious perspectives will be presented and discussed in classes.
- Discussion of a social problem of interest to you, including your perceptions of the causes of and potential solutions to the problem.
- Discussion of an ethical challenge you have encountered in professional, field, or volunteer work, and how you resolved it.
- Recognition that Social work is a challenging and stressful profession, and a discussion of how you set and maintain appropriate boundaries and handle stress in your life.

PROFESSIONAL READINESS

Fitness for Professional Practice
Applicants will submit a self-statement that there is no pre-existing past or pending criminal record or mental impairment which would preclude licensure as a professional social worker. (Form provided)

Computer Skills and Access
Applicants will possess skill, or be willing to develop skill prior to the start of the first class, in the use of computers for word processing, research, communication tasks, and the SAU Blackboard system. In addition, they will have ready access to a computer with a camera and high speed internet access for online assignments. All computers will meet the minimum standards set by the SAU Office of Academic Technology (OAT). There is a computer readiness check available through the OAT connection.

Language Proficiency
For students whose native language is not English, an official copy of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) must be submitted. A minimum TOEFL test score of 550 (paper based), 213 (computer based) or 80 (Internet based) or a minimum IELTS test score of 6.5 is required for admission in order to ensure a student's ability to participate successfully in the SAU MSW program

CRITERIA FOR EVALUATING APPLICATIONS
Applicants' academic records, applications, personal statements, statements of fitness for professional practice, and references are evaluated on the basis of the following criteria:
- **Emotional stability** - Social work is not a field for individuals who desire to solve their own emotional needs or problems by working in a helping role. Individuals entering advanced social work practice need to maintain emotional stability and be able to cope with the emotional stress that is common in this demanding profession.
- **Self-confidence and assertiveness** - These characteristics are necessary in working with client systems, colleagues, professionals from other disciplines, and supervisors, especially in order to work actively as a case and cause advocate for the rights of clients.

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- **Ability to accept constructive criticism** - As lifelong learners, individuals need to accept that there is room for improvement in their personal and professional behavior. Once individuals accept this need for improvement, they can constructively use the insights regarding their behavior provided by colleagues, supervisors, administrators, or governing boards and work towards change.
- **Interest in and motivation for the social work profession** - Social workers entering graduate study in their profession need to be motivated both as students and as professionals. This motivation and interest in the field should come from a strong desire to serve others in society, especially the poor in urban, rural, and other communities.
- **Intellectual ability** - Problem-solving and critical analysis skills are fundamental for effective social work practice. Complex individual, group, family, organization, and community problems require advanced practitioners to think clearly and logically in a systematic manner if problems are to be alleviated or resolved.
- **Communication skills** - Both oral and written communication skills are vital in the social work profession. Fluency in a foreign language is a definite asset in the profession.
- **Ability to form and maintain positive relationships** - Social work is a people-oriented profession, and relationship building is foundational to effective practice. There needs to be the capacity to empathize and establish effective interpersonal relationships with diverse client populations.
- **Ability to work with diverse groups** - Social workers need to be aware of their own prejudices and actively work to address these attitudes and actions using the feedback provided by client systems, colleagues, and supervisors. Advanced practitioners need to be able to work with diverse client populations in a non-judgmental manner, accepting individuals' rights to differing perspectives.
- **Leadership qualities** - The ability to work effectively in a leadership role is necessary for advanced practitioners. Social workers assume positions of leadership with client systems as well as roles in agencies as supervisors, administrators, and consultants.
- **Social work values and ethics consistent with profession's code of ethics** - Social workers can be influential upon client systems. Therefore, it is essential that advanced practitioners be of good moral character. Social workers should be aware of their own values and have respect for others' values, which may be different. Their own values should have some consistency with the Judeo-Christian heritage and with the values reflected in the profession's Code of Ethics.

If, after the review process described above, additional questions remain, then the Admissions Committee may request a personal interview that will be conducted in person or via Skype or conference call with one or more members of the committee or other faculty. The results of the interview will be considered as part of the overall admissions decision.

ADDITIONAL POLICIES

Notification of Admission Decisions
The Social Work admissions committee is responsible for making the final decision regarding all applicants for admission to the SAU MSW program. The committee will be chaired by a member of the SAU Social Work faculty and will include at least two other members. The committee will adhere to all of the Spring Arbor University and the SAU Social Work Department policies regarding non-discrimination in all decisions.

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Applicants will receive notification of the decision of the admissions committee once all admission requirements are met. The Committee recommends one of the following: full acceptance, probationary acceptance or non-acceptance.

Policy regarding previously mastered social work content:
In accordance with Council on Social Work Education (CSWE) policy, the SAU Social Work Program policy is that students with a CSWE accredited BSW degree will not be required to repeat any content that has been mastered in their BSW programs. Transcripts will be evaluated in light of this requirement.

POLICY REGARDING THE AWARDING OF ADVANCED STANDING

Advanced Standing Program Admission Criteria
To avoid duplication and redundancy for BSW graduates, the Program offers a one year (30 credit) Advanced Standing Program. In order to be considered for admission to the advanced standing program students must have been granted a baccalaureate degree in social work from an undergraduate social work program that was accredited, at the time the degree was granted, by the Council on Social Work Education, those programs recognized through its International Social Work Degree Recognition and Evaluation Service, or those programs covered under a memorandum of understanding with international social work accreditors.

To be eligible for advanced standing, the applicant must have a BSW that has been granted within five years of enrollment in the SAU MSW program. This five-year limit may be extended to eight years if the student has post BSW social work practice experience (such experience to be approved by the Admissions Committee). For each two years of acceptable practice experience, applicants may be granted credit of one year toward the extension of the time limit. For example, an applicant with a BSW received seven years prior to the time of enrollment in the MSW program may be granted advanced standing admission if he/she has completed four years of acceptable social work practice experience.

Transfer Credit
The Social Work Graduate Program Director may approve up to a maximum of nine graduate credits by transfer from another institution for inclusion into the MSW standard degree requirements. No credit will be given toward required MSW courses unless the following conditions apply:
- The courses were taken in a graduate institution whose MSW program is accredited by the Council on Social Work Education.
- A course description and syllabus is available and the Program Director determines the course to be an appropriate substitution for a specific course in the graduate program.

When the Program Director has advised the student concerning which courses are approved for transfer credit, the student prepares a letter of petition specifying how the courses will be applied to the degree plan. A petition for transfer of credit must fulfill the following conditions:
- The school from which the credits are transferred must be accredited by a regional accreditation agency.
- The work must have been done while the student was enrolled in good standing as a graduate student.
- The transferred course grade(s) must be a "B" (3.0) or better.

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- None of the transfer coursework can consist of extension or workshop courses.
- An official transcript from the institution must be submitted to the program office with the initial application
- Transfer credits must be no more than six years old at the time of admission, but the program may allow exceptions, depending on the course.
- The Program Director has the discretion and the right to determine what is accepted and whether the course will substitute for a required course or elective credit.

After admission to a Spring Arbor University graduate program, students wishing to complete coursework at another college or university, with the expectation of that coursework being applied toward a Spring Arbor University degree, must seek written advance approval from the Program Director. All such coursework must be earned at a CSWE accredited institution.

This policy is clearly spelled out in the SAU Catalog and also in the MSW Handbook which are made available to prospective students. Recruiters and admissions personnel are informed of this policy and convey it to prospective students.

Life or Previous Work Experience Credit Policy
In accordance with CSWE policy, it is the policy of the SAU Social Work Department to not grant social work course credit for life experience or previous work experience. Previous work experiences and relevant volunteer activities may be taken into consideration in a student's application for admission to the MSW Program; however, no course credit will be awarded or accepted as fulfillment of any part of the MSW curriculum.

This policy is clearly stated in all descriptions of the MSW program whether in academic catalogs, recruitment materials, or other admissions related materials, in print, on line, or any other electronic form. Recruiters and admission personnel are informed of this policy and convey it to prospective students.

Minimum GPA
Applicants must have earned at least an overall GPA of 3.0 on a 4-point scale. An applicant with a GPA of less than 3.0 may be evaluated on an individual basis for provisional admission. Recommendations, personal statement, and personal interview must demonstrate readiness to begin at the advanced level of graduate education and advanced social work practice.

CURRICULUM

MSW Foundation Year

Foundation Courses (30 credit hours)

Semester # 1 (15 credit hours)
SWK 510 Social Welfare Policy and Services (3)
SWK 512 Human Behavior in the Social Environment I (3)
SWK 513 Human Behavior in the Social Environment II (3)
SWK 518 Social and Cultural Diversity (2)
SWK 551 Foundation Field Practicum I (3)
SWK 581 Foundation Field Practicum Seminar I (1)

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Semester # 2 (15 credit hours)
SWK 520 Social Work Practice I – Individuals and Families (3)
SWK 521 Social Work Practice II – Groups, Communities, and Organizations (3)
SWK 525 Research in Social Work Practice (3)
SWK 528 Ethics and Christianity (2)
SWK 552 Foundation Field Practicum II (3)
SWK 582 Foundation Field Practicum Seminar II (1)

MSW Concentration Year

Micro Concentration Track Courses: Clinical Practice with Individuals, Families and Groups (30 credit hours)

Semester # 1 (15 credit hours)
SWK 618 Psychopathology/ Advanced Multi-Dimensional Assessment in Advanced Social Work Practice I (3)
SWK 628 Psychopathology/ Advanced Multi-Dimensional Assessment in Advanced Social Work Practice II (3)

SWK 619 Clinical Social Work and Theory I (3)
SWK 617 Advanced Applied Social Policy (1)
SWK 651 Advanced Micro Field Practicum I (4)
SWK 681 Advanced Field Practicum Seminar (1)

Semester # 2 (15 credit hours)
SWK 629 Clinical Social Work Practice and Theory II (3)
SWK 625 Clinical Social Work Practice and Theory with Families (3)
SWK 621 Advanced Practice: Physical and Mental Health (3)
SWK 627 Advanced Applied Social Research (1)
SWK 652 Advanced Micro Field Practicum II (4)
SWK 682 Advanced Micro Field Practicum Seminar II (1)

COURSE DESCRIPTIONS

FOUNDATION YEAR: SEMESTER ONE

SWK 510 Social Welfare Policy and Services (3)
This course is an introduction to the field of social work and the specific areas in which social workers practice. Knowledge will be gained of various practice settings, the history of social work and social welfare, social welfare policies, and the purposes and values that guide social work practice, and the social issues and vulnerable populations with which social work is concerned. Students begin to identify as a professional social worker through personal reflection and class activities.

SWK 512 Human Behavior in the Social Environment I (3)
This course gives the advanced level social work student the opportunity to increase their knowledge of human behavior across the life span. Students will develop competency in applying theories of biological, social, cultural psychological, and spiritual development, and

what promotes or deters people from achieving health and well-being, to social work practice. They will develop competency to utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. They will advance their understanding and learn to apply knowledge of person-in-environment and the impact of systems on individuals, families, groups, organizations, and communities. Human Behavior in the Social Environment I (HBSE I) is the first of two courses covering the entire life span.

SWK 513 Human Behavior in the Social Environment II (3)

Human Behavior in the Social Environment II gives the foundation level social work student the opportunity to build on their learning from SWK 512, and to increase their knowledge of human behavior across the life span. Students will develop advanced competency in applying theories of biological, social, cultural psychological, and spiritual development, and what promotes or deters people from achieving health and well-being, to social work practice. They will develop advanced competency to utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. They will build on previous learning to advance their understanding and learn to apply knowledge of person-in-environment and the impact of systems on individuals, families, groups, organizations, and communities. HBSE II is the second of two courses covering the entire life span.

SWK 518 Social and Cultural Diversity (2)

In this course students will gain competency in working with individuals, groups, families, communities, and organizations from diverse cultures. With the Spring Arbor University Concept providing the model for learning, students will gain competence in applying social work values to their work with vulnerable individuals, families, groups, communities, and organizations. In addition theoretical concepts of oppression and discrimination will be used to understand social work practice.

SWK 551 Foundation Field Practicum I (3)

Students will participate in a 200-hour advanced foundation level field practicum, split between two semesters, concurrently with course work to allow the direct application of theory to practice. Students will advance their knowledge of the profession and refine their skills in working with individuals, families, groups, communities, and organizations under the educational direction of social work professionals and university faculty. A minimum of 400 hours for SWK 551 and SWK 552 combined is required. *Must be taken with SWK 581*

SWK 581 Foundation Field Practicum Integrative Seminar I (1)

This seminar is designed to integrate the concepts, knowledge, and values learned in course work with agency experience. This will provide opportunities for students to share their unique learning experiences from the agency placement and to demonstrate their competencies through a series of integration assignments. Students achieve a beginning level of competency in applying theories and concepts learned in the classroom to the practical world of the practice setting. *Must be taken with SWK 551*

FOUNDATION YEAR SEMESTER TWO

SWK 520 Social Work Practice I: Individuals and Families (3)

Students in Social Work Practice I will develop competency in applying theories of human behavior and the social environment to work with individuals and families. Assessment, goal-setting, intervention, termination, and practice evaluation are the focus of this course. Special

attention is given to intervention with diverse and vulnerable populations. Case materials and role-playing will be used. Students will have the opportunity to apply the social work problem solving process to work with individuals and families.

SWK 521 Social Work Practice II: Groups, Communities, and Organizations (3)
Students in Social Work Practice II will build on learning from SWK 520 and develop advanced competency in applying theories of human behavior and the social environment to work with groups, communities, and organizations. Assessment, goal-setting, intervention, termination, and practice evaluation as it applies to work with groups, communities, and organizations are the focus of this course. Special attention is given to intervention with diverse and vulnerable populations with an emphasis on understanding how to engage in practices and advocate for human rights and social and economic justice. Theories of group work and the impact on vulnerable populations are covered. How to apply systems theory and the problem solving process to advance understanding of groups are emphasized in this course. *This is the second half of SWK 520. The two are intended to be taken in sequence.*

SWK 525 Research in Social Work Practice (3)
Students will use opportunities presented in their internship to build competency in using research to inform their practice. Using evidence based interventions, evaluating their own practice, and using research findings to improve practice, policy development, and social service delivery to individuals, families, groups, communities, and organizations is the focus of SWK 525 - Research in Social Work Practice. Social work values and theories will provide the lens used as students design a research study.

SWK 528 Ethics and Christianity (2)
The Spring Arbor University Concept and the National Association of Social Workers Code of Ethics provide the foundation for the study of ethics in social work practice. Students will gain competence in recognizing and managing their personal values in a way that allows professional values to guide their practice. They will gain the skills to tolerate ambiguity in resolving ethical conflicts and apply strategies of ethical reasoning to arrive at principled decisions and will explore personal spiritual formation topics

SWK 552 Foundation Field Practicum II (3)
Students will participate in a 200-hour advanced foundation level field practicum, split between two semesters, concurrently with course work to allow the direct application of theory to practice. Students will advance their knowledge of the profession and refine their skills in working with individuals, families, groups, communities, and organizations under the educational direction of social work professionals and university faculty. A minimum of 400 hours for SWK 551 and SWK 552 combined is required. Must be taken with SWK 582

SWK 582 Foundation Field Practicum Integrative Seminar II (1)
This seminar is designed to integrate the concepts, knowledge, and values learned in course work with agency experience. This will provide opportunities for students to share their unique learning experiences from the agency placement and to demonstrate their competencies through a series of integration assignments. Students achieve a beginning level of competency in applying theories and concepts learned in the classroom to the practical world of the practice setting. Must be taken with SWK 552

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CONCENTRATION YEAR (ADVANCED PLACEMENT) SEMESTER ONE

SWK 618 Psychopathology/ Advanced Multi-Dimensional Assessment in Advanced Social Work Practice I (3)
This course is part one of a two-part series that provides and understanding of Mental Disorders described in the Diagnostic and Statistical Manual published by the American Psychiatric Association that social work clients in mental health and other settings may experience. It helps students to define the clinical entities, to explore their etiology and natural course, and to learn how to link diagnosis, assessment and intervention. Emphasis is placed on how to employ evidence-based treatment approaches with clients who present with symptomatology from these disorders. The complexity of the intersection between the person in the environment and mental/emotional and physical selves is explored. Working as a multidisciplinary team is emphasized.

SWK 628 Psychopathology/ Advanced Multi-Dimensional Assessment in Advanced Social Work Practice (3)
This course is part two of a two-part series that provides and understanding of Mental Disorders described in the Diagnostic and Statistical Manual published by the American Psychiatric Association that social work clients in mental health and other settings may experience. It helps students to define the clinical entities, to explore their etiology and natural course, and to learn how to link diagnosis, assessment and intervention. Emphasis is placed on how to employ evidence-based treatment approaches with clients who present with symptomatology from these disorders. The complexity of the intersection between the person in the environment and mental/emotional and physical selves is explored. Working as a multidisciplinary team is emphasized.

SWK 619 Clinical Social Work Practice and Theory I (3)
This course is part one of a two-part series that provides an understanding of a historical overview of mental health theories and their evolution beginning with Freud's psychodynamic approach and evolving through modern day theories. This first course in the series, SWK 619, cover Ego Psychology, Object Relations, Self-Psychology, and Relational and Intersubjective Theories. Each theory will be viewed through the lens of major contributors to the theory, the basic theoretical principles, goals, interventions, research findings and limitations. Practice methods and case studies are integrated along with social work values and ethics.

SWK 617 – Advanced Applied Social Policy (1)
In this seminar style course the student will apply the foundation knowledge of social policy to one or more social policy issues that are encountered in the field placement agency. Must be taken with SWK 651.

SWK 651 Advanced Micro Field Practicum I (4)
This course is the first part of the advanced practice supervised field experience. The purpose of the experience is to enable the student to apply advanced social work knowledge, values, and skills in a micro field setting in their concentration. A minimum of 500 hours for SWK 651 and SWK 652 combined is required. Must be taken with SWK 681.

SWK 681 Advanced Field Practicum Integrative Seminar I (1)
This seminar is designed to integrate the concepts, knowledge, and values learned in course work with agency experience. This will provide opportunities for students to share their unique

learning experiences from the agency placement and to demonstrate their competencies through a series of integration assignments. Students achieve an advanced level of competency in applying theories and concepts learned in the classroom to the practical world of the practice setting. Must be taken with SWK 651

CONCENTRATION YEAR (ADVANCED PLACEMENT) SEMESTER TWO

SWK 629 Clinical Social Work Practice and Theory II (3)
This course is part two of a two-part series that provides an understanding of a historical overview of mental health theories and their evolution beginning with Freud's psychodynamic approach and evolving through modern day theories. This second course in the series, SWK 629, covers Cognitive, Behavioral, Motivational Interviewing, Dialectical Behavior Therapy (DBT), Trauma Therapy, Crisis Theory, Solution Focused Theory, Narrative Theory, and Play Therapy. Each theory will be viewed through the lens of major contributors to the theory, the basic theoretical principles, goals, interventions, research findings and limitations. Practice methods and case studies are integrated along with social work values and ethics.

SWK 625 Clinical Social Work Practice and Theory with Families (3)
This class introduces students to a range of theories and models of social work practice within an ecological systems framework. The empirical bases of each theory and model are examined, along with applications to advanced social work practice with various size systems. Attention is given to how theories and models incorporate working with populations at risk.

SWK 621 Advance Practice: Physical and Mental Health (3)
This course considers the physiological, psychological, and social components of various illnesses/conditions encountered in physical and mental health care settings. Themes include: the effect of these components on social functioning or rehabilitative processes, the common psychological reactions of people to treatment, the inter-disciplinary team's respective roles and value orientations, and the impact of these on the patient and his/her family. Health care policy and issues of loss and death will be explored. Special attention is given to interventions specific to health-care settings versus those of traditional agencies, and to methods appropriate to interdisciplinary practice and the impact of health care on specific population groups.

SWK 627 Advanced Applied Social Research (1)
In this seminar style course the student will apply the knowledge of research to one or more research questions that arise out of the context of the field placement agency. It is designed to support students in conducting evidence-based practice in an agency setting by evaluation practice and planning for change. Case material will be drawn from real world practice situations students encounter in their field placements. Must be taken with SWK 652 and 682.

SWK 652 Advanced Micro Field Practicum II (4)
This course is the second part of the advanced practice supervised field experience giving the student an opportunity to apply advanced social work knowledge, values, and skills in a micro field setting in their concentration. A minimum of 500 hours for SWK 651 and SWK652 combined is required. Must be taken with SWK 682.

SWK 682 Advanced Micro Field Practicum Integrative Seminar II (1)
This seminar is designed to integrate the concepts, knowledge and values learned in course work with agency experience. This will provide opportunities for students to share their unique

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learning experiences from the agency placement and to demonstrate their competencies through a series of integration assignments. Students achieve an advanced level of competency in applying theories and concepts learned in the classroom to the practical world of the practice setting. Must be taken with SWK 652.

FACULTY

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NONPROFIT LEADERSHIP AND ADMINISTRATION ENDORSEMENT

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

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

Courses

NPL 541 Nonprofit Governance (3)
This course examines the various approaches to governance. Each approach emphasizes different dimensions of the roles and responsibilities of the nonprofit boards and each arises out of a different relationship between board members and staff. They also reflect differences in the size, purpose, and history of the organization. This course considers the issue of which model is the right one and how an organization effects change in governance.

NPL 543 Human Resources for Nonprofit Organizations (3)
This course offers an overview of the functions of human resources activities as they relate to the broad objectives of the organization. Emphasis is upon the fundaments of job design, employment techniques, performance appraisals, pay compensation practices, benefit options, employee relations, and termination practices.

NPL 545 Grant Writing for Nonprofit Organizations (3)
This course is designed to teach the basics of grant writing. It provides a comprehensive overview of effective grant development techniques, finding funding sources, program planning and funding sustainability. The emphasis is on writing a grant proposal and examining the relationships between sections of a proposal through a variety of interactive exercises.

NPL 548 Budget Development and Accounting for Nonprofit Organizations (3)
This course will examine procedures for projecting revenues and the process for developing operating budgets. The extent that tax policies affect private contributions to nonprofits is discussed. Line item and alternative budget formats, including zero-based and performance budgeting, will be considered. It is recommended that the student have familiarization with electronic spreadsheets.

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