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# Spring Arbor UNIVERSITY

## 2018-2019 Undergraduate Catalog

### **THE SPRING ARBOR UNIVERSITY CONCEPT**

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

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## I. GENERAL INFORMATION

### History of Spring Arbor University

#### Early Years

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

#### Development of the University

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

Arbor a four-year college. Under the leadership of President David McKenna, Spring Arbor College launched its four-year program in 1963, graduating its first senior class in 1965.

The College continued its expansion, adding locations and degrees over the subsequent years. In the early 1980s, the College began offering the first of its degree completion programs for adult learners in nearby Jackson. The initial class of students to earn a degree in management of human resources (MHR) graduated in 1983. New programs and new locations soon followed, as the College developed degrees in health-related fields and opened sites in Lansing and Flint. Spring Arbor is a leader in the design of degree completion programs and the University once had a network of 20 affiliate colleges that adopted or adapted the Spring Arbor curriculum. In addition to the main campus, the University operates from regional sites and offers bachelor and graduate programs through those sites at various teaching locations within each region.

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

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

Enthusiasm over a variety of future programs and initiatives is obvious, but there is also a tradition of program innovation. In 1979, Spring Arbor was invited to offer baccalaureate classes at the

State Prison of Southern Michigan. By the time the education program was dropped by the State in 2000, the University's program had grown to serve five different correctional facilities, enrolled close to 3,800 inmates and graduated 400. After serving their time, many of those graduates began working in technical and professional positions, and a substantial number have gone on to graduate school.

Prior to the inauguration of the four-year institution in 1963, the University's 10-watt radio station (WSAE) went on the air. In 1998, WSAE began broadcasting on the internet. Today WSAE broadcasts to most of south-central Michigan with 3900 watts of power and additional translators in Lansing, Kalamazoo, Coldwater, Galesburg, Dexter, Battle Creek and Chelsea. The University's signature commercial station, 106.9 WSAE HOME.fm, is run by a professional and student radio staff - all day. HOME.fm also simulcasts (non-commercially) on 89.3 WJKN-fm in Jackson. An online only streaming signal, called The Message, is used for teaching beginning students - providing an initial experience on the air.

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

The Center for Global Studies and Initiatives provides leadership for the entire University as it seeks to equip the SAU community and its members toward being caring, enlightened, proactive citizens for the Kingdom of God in an increasingly interdependent world.

## **Affiliations, Accreditation and FERPA**

### **Current Affiliations**

Spring Arbor University is affiliated with the Free Methodist Church, though it is nondenominational in its admissions and hiring policies. More than 30 denominations are represented in the student

body and faculty. Faculty members are dedicated Christians, committed to an open atmosphere of investigation, and a life of faith and Christian service.

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

### **Accreditation**

All degrees offered by Spring Arbor University are accredited by the Higher Learning Commission (HLC), 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604. Additionally, the following Spring Arbor University programs are governed by discipline accrediting agencies.

- The music programs are accredited by National Association of Schools of Music (NASM), 11250 Roger Bacon Dr., Suite 21, Reston, VA 20190.
- The School of Education is currently a candidate in good standing for full accreditation with the Council for the Accreditation of Educator Preparation (CAEP) pending the final declaration by the CAEP Accreditation Council in October 2018.
- The Bachelor of Social Work program is accredited through the Council on Social Work Education (CSWE), 1701 Duke Street, Suite 200, Alexandria, VA 22314.
- The undergraduate and graduate nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036.
- Questions regarding accreditation may be directed to the Office of Academic Affairs.

# GENERAL INFORMATION

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## Statement of Faith and The Concept

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

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

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

**We believe** in the Holy Scriptures as the inspired and authoritative Word of God.

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

**We believe** that human families were established by God to perpetuate humankind and to provide a stable community for nurturing children in faith and righteous living. Marriage between one man and one woman is the instruction of Scripture and sexual expression is to be confined to the marriage relationship.

**We believe** that God not only counts believers as righteous, but that he makes them righteous;

freeing them of sin's dominion at conversion, purifying their hearts by faith and perfecting them in love by his Spirit, and providing for their growth in grace through their faithful participation in the body of Christ at every stage of their spiritual life, enabling them through the presence and power of the Holy Spirit to live a victorious life of righteousness, justice, and practical usefulness.

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

## 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.

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

Spring Arbor University is an evangelical Christian University affiliated with the Free Methodist Church, and is committed to excellence in liberal arts. Through the influence of an affirming academic community where a faculty of Christian scholars integrates faith with experiential learning, students develop intellectually, grow as persons and are challenged by the call to vibrant Christian service.

## Values

Spring Arbor University is committed to:

- being a community of lifelong learners.
- creating an environment where learning and excellence can flourish.
- promoting justice, diversity, and inclusion
- that reflect the Kingdom of God.
- fostering a commitment to Christian service, and stewarding our resources.



## Distinctives

Spring Arbor University's uniqueness is rooted in the Concept and expressed in these distinctive traits:

- Integration of faith, living, and learning in a liberal arts framework.
- experiential education.
- globalization and cross cultural studies.

## Outcomes

We believe achieving our mission results in students who:

- possess the knowledge and abilities to contribute effectively to society.
- display personal compassion and integrity.
- think critically as Christians across disciplinary and cultural boundaries and are committed to serving God and others.

## The Concept in Action

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

The Concept also reflects the Wesleyan emphasis on application and experience, rather than simply on cognition and analysis. Experiential learning has long been a feature of the curriculum. At advanced levels, students may get hands-on experience in the University's sports labs, radio station and TV studio, or conduct chemistry research here or at major Midwestern laboratories. Several disciplines

challenge students to undertake practica or honors theses that keep them involved in the "contemporary world."

As it affirms the importance of participation in contemporary society, the Concept also stresses that applied learning needs to be anchored in the liberal arts. The general education requirements offer breadth and balance, acquainting students with the methodologies used by several disciplines to pursue knowledge. With an interdisciplinary core program, the general education curricula attempts to link learning to prior knowledge and experience; it also encourages students to think critically and creatively, and to communicate with precision and empathy. Designed originally for a small, residential Christian college in a rural setting, the Concept underscored the value of learning within a community. On the central campus, that community has been defined by its common traditions, its campus-wide gatherings, and its core curricula. Chapels, "Community of Learners" lecture series and "Focus Series" provide opportunities for the full community to gather for worship and learning. Several interdisciplinary, issue-oriented core courses explore the ideals of the Concept. The Christian Perspective in the Liberal Arts (CPLA) Committee oversees efforts to make Christian values pervasive in the academic programs and the total campus environment.

As the University expanded to off-campus sites, the Concept provided the spark for innovation. At the regional centers and sites, cohort groups bring students together in "communities of learners." A single class remains together as a team throughout its full program of study. Strong identification with one's cohort group results in a high level of support, encouragement and collaboration. Although off-campus students focus upon a single program of study, those programs are interdisciplinary in design, blending theories and methodologies from several of the liberal arts—humanities, natural sciences and social sciences. The Biblical Perspectives and Values modules provide a foundation, allowing the adult students to discuss the relevance of the Christian faith for life and learning.

# GENERAL INFORMATION

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## Assessment

The faculty and staff of Spring Arbor University have set forth learning and development goals for its students. The University is dedicated to helping every student meet the ultimate, long-term outcomes expressed as the Ideal Spring Arbor University Student and achieving learning outcomes identified by the University and each department or discipline. It is not sufficient, however, only to state these expectations concerning student learning and personal development. The University must determine whether it is achieving those goals, and the levels of learning and personal development that students have mastered, as well as the practices that have contributed to that mastery. The resulting feedback combined with information gained from multiple sources can then be used to improve teaching and learning. The process of planning, collecting learning outcomes data, analyzing findings and making improvements is incorporated into an assessment system at Spring Arbor University.

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

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

## Institutional Assessments

The University has identified three institutional assessment areas: writing, critical thinking, spiritual growth. These three are incorporated into all aspects of the curriculum. Assessment measures for these are especially embedded

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

## Departmental/Program Assessment

All departments and programs at SAU must participate in the assessment process. Departments develop an assessment process based on the identical learning outcomes and standards for their discipline and may use a variety of measures in assessing student learning and growth. Students have the opportunity to provide feedback on all courses through the course evaluation process. This feedback is provided to the faculty and departments.

The University uses WEAVEonline, a software program, to collect and store assessment data from across the campus. This software system provides a comprehensive means for considering the collected data, findings and use.

## The Spring Arbor Graduate

Ideal Spring Arbor graduates are persons who embody the Spring Arbor University Concept. As such, Spring Arbor University students are exposed to an academic and spiritual community that enables them to:

- be prepared as life-long learners, capable of self-education, applying relevant knowledge, and making wise judgments by thinking divergently, critically, and productively;
- be well-equipped in one or more disciplines to undertake advanced instruction and fulfill a productive and rewarding role in the global society;
- have developed an understanding of the culture and basis of contemporary social and moral issues, and acquired tools for research, and effective communication;

- have learned the importance and process of self-reflection to comprehend the potential of personal motivation, aspirations, capabilities, and establishing goals for life;
- be persons who appreciate community among all people and are sensitive to community needs, responsive to opportunities to serve, and wise in community participation,
- be well-integrated persons who are prepared to live lives pleasing to the Creator, enriching to others and self.

## Benefits of the Community

Faculty and students share a common faith that gives their lives the sense of community—a bond that affects attitudes, student activities, residence hall life, class sessions and academic programs. Spring Arbor’s faculty and staff attempt to foster an open, caring environment.

The University, located in south central Michigan, just eight miles west of Jackson (population 34,000), benefits from and serves its community in many ways. Campus facilities include a field house with an indoor track, swimming pool and fitness center, offering year-round activities for both the University and community. Students compete in varsity-level competition in basketball, baseball, bowling, soccer, track, cross country, golf, and tennis for men; and in basketball, bowling, softball, volleyball, track, golf, soccer, cross country, and tennis for women.

Students enjoy annual events such as Spiritual Life Retreat, Homecoming, Parents’ Weekend and more. Other activities include concerts, films, drama, athletic events, music recitals and art exhibits. Prominent speakers and performers are brought to campus through Chapel, the Staley Lecture Series, departmental seminars, Focus Series, Guest Scholar Series and cultural life programs. The Student Government Association is active in providing leadership and service roles for both resident and off-campus students. Campus publications and the radio stations also provide opportunities for leadership.

Off-campus study and travel opportunities are sponsored by Spring Arbor University. Foreign study is available in Europe, Asia, Africa, Mexico, Central America and the Caribbean. Specific options are listed under the Cross Cultural Studies Program.

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

## Standards of Conduct

Spring Arbor is a Christian university dedicated to fostering academic, social and spiritual growth for students. While enrolled as active participants in the Spring Arbor University community, students are expected to govern their lives in harmony with its regulations, both on and off campus. The Student Handbook fully outlines standards of conduct, which reflect the ideals of the Spring Arbor University Concept. Because of connotations or associations that do not contribute to the Spring Arbor University Concept, using alcoholic beverages, illegal nonprescription drugs or tobacco products is prohibited.

## Federal Compliance

### Notice of Nondiscrimination

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

## Credit Hour Policy

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

1. One credit hour represents the equivalent to approximately one-clock hour of classroom or direct faculty instruction and two-clock hours of course-related work completed outside of instructional time each week in a 15-week semester. Equivalent work is required for courses that meet fewer meeting times in a semester, such as modular or accelerated courses, and for other academic activities leading to the awarding of credit hours, such as laboratory work, studio work, and other similar academic coursework.

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2. Practica and internships require at least 40-clock hours of documented work in the field along with other academic requirements for each credit hour awarded.
3. Courses that do not require classroom or direct faculty instruction as specified in paragraph (1) must meet at least one of the following criteria for credit hour consideration.
  - a. The course materials and rigor are the same as the face-to-face version of the course as determined by the department.
  - b. The course content and rigor have been evaluated and approved by the department and/or college and have been deemed eligible for the awarding of the designated number of credit hour units. The evaluation and approval of credit must be documented.

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

## Family Educational Rights and Privacy Act

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

Students have the right to file complaints with the FERPA Office concerning alleged failures by the institution to comply with the Act. FERPA permits the University to release, without student consent, directory information. Directory information includes the student's name, address (including email), telephone number, date and place of birth, major field of study, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most previous educational agency or institution attended.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which educational records and personally identifiable information (PII) contained

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 records and PII without 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 consent PII from educational records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

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

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

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

## **Students with Disabilities**

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

## **Title IX - Sexual Discrimination**

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

## **Alcohol, Tobacco, and Illegal Drug Use Policies**

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

## **Sexual Misconduct Policies**

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

## **University Grievance Policies**

From time-to-time, students may find themselves in disagreement with the University over the administration of various policies. SAU provides pathways for formal grievances to be filed. For academic grievances, such as grades, graduation requirements, academic integrity, etc., information can be found in various locations of the Academic Policies section of this catalog.

For non-academic grievances, information can be found in the student handbook.

## **Copyright Policies**

The copyright law of the United States (Title 17, United States Code) governs the making of photo copies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

## II. ADMISSION

The University admits students who are committed to personal, intellectual and spiritual growth. Applicants must evidence appreciation for the standards and spirit of the University and exhibit moral character in harmony with its purpose. The University encourages applications from students who will contribute to, as well as benefit from, the Spring Arbor University Concept.

Spring Arbor University offers a strong academic program that prepares students for graduate study and a variety of careers. Students entering the University should come prepared to take full advantage of the educational offerings by having the appropriate preparation during high school. The following lists the recommended study prior to entering Spring Arbor University. This list represents minimum expectations; students are encouraged to be prepared beyond these courses.

### High School Course Expectations

1. Four years of college preparatory English courses.
2. At least three years of mathematics courses including Geometry and Algebra I and II.
3. At least three social science or history courses (such as American History, Economics, Geography, Government, Psychology and World History).
4. At least three lab science courses.
5. Physical Education or other health-related courses.

Our students find that having two years of a foreign language and a computer science course also contribute to their success at the University.

Spring Arbor University welcomes applications from all persons without regard to race, color, creed, national origin, gender, age or handicap. Applications are accepted from those who provide evidence of potential academic success at the university level and who will contribute to the Christian ideals of Spring Arbor University.

### Procedures for Admission

An application may be submitted by any high school student, high school graduate or equivalent, including students in attendance at another institution of higher education. Applications for admission will be sent upon request or may be found online by visiting [www.arbor.edu/applynow](http://www.arbor.edu/applynow).

Anyone applying for financial aid should submit the Free Application for Federal Student Aid Form (FAFSA) by November 1 to receive maximum aid the following September.

**Freshmen:** Freshman applicants should submit the completed application online or directly to the Office of Admissions. An official high school transcript should be sent to the Office of Admissions directly from the high school. ACT or SAT scores should be sent to the Office of Admissions from the testing service. A counselor's form should be submitted from the student's high school counselor.

**Transfers:** Transfer applicants should submit the completed application online or directly to the Office of Admissions. Official transcripts from all institutions of higher education previously attended should be sent to the Office of Admissions directly from other institutions attended. Students transferring fewer than 26 semester hours should also request that official high school transcripts and ACT or SAT scores be mailed to the Office of Admissions. Please note that it is recommended that an official high school transcript including ACT or SAT scores be sent from all transfer students. The Release of Information form should be completed by the Dean of Students (or similar official) at the most recent college attended, and should be mailed to the SAU Office of Admissions. Accepted transfer students entering the junior year will be given a writing assessment to determine writing proficiency and possible course placement.

**Re-applicants:** If you have previously applied to Spring Arbor University, but have never attended, please complete the Application to Re-apply form. It is an online form, available at [arbor.edu/applynow](http://arbor.edu/applynow).

**Readmits:** Former Spring Arbor University students

who have withdrawn for one or more semesters must submit the brief application for readmission. Official transcripts from all institutions attended since leaving Spring Arbor should be mailed directly to the Office of Admissions. When a student is not enrolled for two consecutive semesters, and is later readmitted, the student must meet the graduation requirements current at the time of readmission.

**Transition Students:** Students who wish to become a main campus student and have attended or are currently attending a Spring Arbor University program off the main campus should complete the transition admission application form.

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

**Dual Enrollees:** Qualified high school juniors and seniors may take classes at Spring Arbor University. The official high school transcript and ACT or SAT scores are required.

**Homeschooled Students:** We welcome applications from students who have completed their high school studies in a homeschool setting. Homeschooled students should follow the process of freshman or transfer applicants as outlined above. In place of the Counselor's form, a letter of recommendation should be submitted by the parent responsible for the majority of instruction. More information for homeschool families is available online at [www.arbor.edu/homeschool](http://www.arbor.edu/homeschool).

## Admission Requirements

**Freshmen:** An ACT composite score of 20 or an SAT of 1020 (English Writing and Math) and a high school GPA of 2.60 are recommended as minimum criteria. Applicants whose scores and GPA are below these recommendations may be admitted probationally. Freshmen admitted probationally are guided carefully in course selection and are given individual academic assistance from Academic Student Connections during the freshman year. Certain courses will be required based on individual test scores.

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

**Transfers:** A GPA of at least 2.00 is recommended. Applicants whose GPA is less than 2.00 may be admitted probationally.

**Dual Enrollees:** High school students with junior or senior standing and a cumulative GPA of 3.2 or an ACT score of 21 (or SAT score of 1060 - English, Reading and Math) or higher, may take classes at Spring Arbor University.

## Admission Deposit

A \$200 deposit for resident students (\$50 for commuting students) is due May 1. The deposit is nonrefundable after May 1 for the Fall semester, and after December 1 for Interim and Spring semester.

## Types of Admission

After review of the applicants materials an admission decision will be made. The following defines the different admission decisions:

- *Regular Admission:* An applicant who meets all requirements and submitted all paperwork may be granted regular admission.
- *Probationary Admission:* An applicant who does not meet the academic qualifications for regular admission.
- *Conditional Admission:* An applicant who is accepted, but is missing a required document for admission.
- *Denied Admission:* An applicant who fails to meet the academic requirements or social expectations and is not granted probationary admission.

## Questions?

If you have questions, contact the Office of Admissions at 800.968.0011 or e-mail [admissions@arbor.edu](mailto:admissions@arbor.edu).

## International Student Admission

# ADMISSION

## International Students

### International Application for Admission

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

### Financial Forms

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

### Letters of Recommendation

Two of the following should be asked to write a letter of recommendation: teacher, counselor, minister or coach.

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

### English Language Proficiency Requirement

International applicants must possess written and oral proficiency in the English language. Therefore, official test scores are required from TOEFL, IELTS, MELAB, or MELICET. Scores should be no more than two years old.

### Exception for English Language Proficiency Tests

If students earned the high school diploma or certificate where all formal instruction was in English, an English language proficiency test is not required. However, students must submit SAT or ACT scores. For regular admission, the SAT Critical Reading score must be 480 or higher and the SAT Writing score must be 380 or higher. After March 2016 Evidence based reading and writing score of

480. The ACT Reading score and the ACT English/Writing score must be 16 or higher for regular admission. Students will be considered for Regular Admission or ESL (English as a Second Language) Conditional Admission as described below.

### Regular Admission

Regular admission to Spring Arbor University allows students to enroll for a full academic course load with no ESL classes required. Students must earn minimum scores and sub-scores to be admitted on Regular Admission, based on one of the following English language proficiency tests:

TOEFL	iBT	79	no sub-score lower than 17
TOEFL	PBT	550	no sub-score lower than 52, writing score 4
IELTS		6.5	no band score lower than 6.0
MELAB		77	composition sub-test score of 77
MELICET		>85	include a writing sample

### ESL Probational Admission

Probational admission is for students who are not proficient in the English language. Conditional admission enables students to enroll for a full course load of college-level courses, including ESL classes during the first and second semesters. Students will also enroll for one or two general education courses. A full time course load is required for students with F-1 status. Selection of ESL classes will be based on placement tests, sub-scores or total scores achieved on the TOEFL, IELTS, MELAB, MELICET or SAT or ACT Reading and English/Writing sub-scores. ESL courses are available for academic credit and are calculated into the grade point average.

Students with minimum scores or sub-scores in one of the following categories will be considered for ESL Conditional Admission:

TOEFL	iBT	69	no sub-score lower than 15
TOEFL	PBT	525	no sub-score lower than 50, writing score 3
IELTS		6.0	no band score lower than 5.5
MELICET		75-85	include a writing sample



## English Language Proficiency Tests

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

### Test of English as a Foreign Language (TOEFL)

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

For TOEFL scores to be sent to Spring Arbor University, enter our code, 1732, on your registration form.

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

For IELTS score to be sent to Spring Arbor University, include our address on your registration form.

Spring Arbor University  
Office of Admissions  
106 E. Main Street  
Spring Arbor, MI 49283

### Michigan English Language Assessment Battery (MELAB) [lsa.umich.edu/eli/testing/melab](http://lsa.umich.edu/eli/testing/melab)

For MELAB scores to be sent to SAU, please include our address (above) on your registration form.

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

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

## Costs and Financial Aid

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

**Questions?** For further information about admission to Spring Arbor University, contact the Office of Admissions by email at [admissions@arbor.edu](mailto:admissions@arbor.edu) or visit our website, [www.arbor.edu](http://www.arbor.edu).

## Financial Aid

A full-time student is defined as a student who is enrolled in 12 hours or more each semester. A resident student is one who lives in University housing, while a student in the "other" category could be one living in campus family housing or an off-campus apartment. When calculating full-time

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

Spring Arbor University offers many opportunities to meet financial need through grants, scholarships, loans and work opportunities. Aid may be received from the federal and state governments as well as from University funds. Financial aid is available to supplement the student's resources in meeting the costs of a college education.

Part-time students may receive financial aid from federal and state governments. Full-time enrollment (a minimum of 12 hours per semester) is required to be eligible for University grants and scholarships.

The standards of satisfactory academic progress must be met in order for a student to receive federal (Title IV funds) and/or state aid. The Satisfactory Academic Progress Standards are further explained under Academic Progress.

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

The Supplemental Aid Application for continuing students must be on file in the Office of Financial Aid by the date on the form to apply for University-funded aid.

For information and a copy of our financial aid brochure, contact the Office of Financial Aid, Spring Arbor University, Spring Arbor, MI 49283, call 800.968.0011 or email [financialaid@arbor.edu](mailto:financialaid@arbor.edu).

# ADMISSION

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## Expenses and Fees

### Expenses for 2018-2019

The University reserves the right to make adjustments in charges, if necessary, with proper notification to those affected.

#### Tuition\*

Per year.....	\$28,210
Per Semester (12-16 hours).....	\$14,105

A per-hour tuition charge is assessed for students enrolled for less than 12 hours per semester. Students enrolled for more than 16 hours for fall or spring, or more than four hours for interim will also pay a per-hour charge for each hour over the limit. financial aid.

#### Room and Board\*

Per Year.....	\$ 10,700
Per Semester.....	\$ 5,350

\*These figures reflect the rates for tuition and standard room and board charges that were in place at the time of printing of this catalog and are subject to change. For the current rates for full or part-time students, contact the Business Office at 517.750.6400 or e-mail [geccles@arbor.edu](mailto:geccles@arbor.edu).

### Terms of Payment

In July and December, an official billing is sent to each student for the subsequent semester. Payment of billed expenses is due by August 1 for the fall semester and by January 15th for the spring semester.

### CASHNet Payment Plans

Students may make arrangements in advance for installment payments through the CASHNet payment system on the student portal, [mysau.arbor.edu](http://mysau.arbor.edu). Payment plans can be set up on a semester, by semester basis. An enrollment fee of \$30 for each semester is paid online at the time of enrollment. The final payment for the fall semester will be on or before December 1 and the final spring semester payment will be on or before May 1. If multiple parties are making payments to a student's account, a separate payment plan should be set up for each of the paying parties. Electronic payments are required for payment plans. Electronic payments can be made from checking, savings, or credit card

accounts. Credit/debit card payments are charged a 2.75% convenience fee for each payment. There is no convenience fee for ACH transactions from checking or savings accounts.

Alternatively, the student may choose to arrange private financing for educational expenses through one of several private lenders. The Office of Financial Aid may provide information about such lenders.

Financial aid payments are credited to student accounts each semester by the Business Office. Federal student aid (Pell, SEOG, Perkins), University grants and scholarships, and outside aid are automatically credited to your account. Stafford Loans, parent loans and alternative loans are credited to your account upon receipt of the loan check or EFT confirmation.

Transcripts and diplomas will not be issued until all financial obligations have been cleared.

### Fees

Course fees, in addition to tuition, are listed on the current class schedule.

## Special Fees:

Admission/Housing Deposit .....	\$ 200
Admission/Commuter Deposit .....	\$ 50
Application (waived if applying online) .....	\$ 30
Auditing (per semester hour if not full-time) .....	\$ 60
Campus Services Fee (per semester) .....	\$ 50
Credit by Examination (per semester hour) .....	\$ 30
Health Services (per semester).....	\$ 50
Michigan Professional Readiness Exam .....	\$ 49
Michigan Subject Area Test .....	\$ 74
Registration (per semester) .....	\$ 40
Student Program Fee (per semester).....	\$ 55
Student Teaching .....	\$ 60
Technology Fee (per semester) .....	\$ 105
Transcript .....	\$ 10
Tutorial (per semester hour in addition to other charges) .....	\$ 150
Validated College Level Learning .....	\$ 40

Note: These figures reflect the fees that were in place at the time of printing of this catalog and are subject to change. For current fees, contact the Business Office at 517.750.6400 or e-mail Gordon Eccles at [geccles@arbor.edu](mailto:geccles@arbor.edu).

## Withdrawal Refunds

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

### Tuition

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

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

No reduction will be made for private music lessons missed by students. In case of sickness or other unavoidable circumstances, lessons may be made up at the discretion of the instructor. No refunds will be made for lessons discontinued after the eighth week of the semester. Lessons missed due to vacation days will be made up at the convenience of the instructor.

### Room and Board

Prorated for the first six weeks with no refunds after the sixth week.

### Return of Federal Funds Policy

The Office of Financial Aid recalculates federal\* financial aid eligibility for students who withdraw,

drop out or are dismissed prior to completing 50 percent of a semester.

For programs offered in modules, a student who drops a course during a semester may have to be treated as having withdrawn for financial aid purposes even if the student is registered for future courses in the same semester. Please contact the Financial Aid office with questions regarding dropped courses in modular programs.

Percent earned is equal to the number of days completed up to the withdrawal date - divided by the total days in the courses for which a student is registered for the semester. Recalculation is based on the percent of earned aid using the following formula:

Number of days completed up to withdrawal date\*\*  
 Total days in student's courses in the semester  
 Federal financial aid is returned to the federal government based on the percent of unearned aid using the following formula:  
 Percent earned X amount of aid disbursed toward institutional charges.

# ADMISSION

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When aid is returned, the student may owe a balance to the University. The student should contact the Business Office to make arrangements to pay the balance.

\* *Federal financial aid includes the Pell Grant, Supplemental Education Opportunity Grant (SEOG), TEACH Grant, Perkins Loan, Direct Student Loan, PLUS Loan and Grad PLUS Loan.*

\*\* *Withdrawal date is defined as the date the student submits a completed withdrawal form to the Office of Registration and Records, the student's last date of recorded attendance or the midpoint of the semester for a student who leaves without notifying the institution. The date for Global students is based on the last date of class attendance.*

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

Federal funds returned must be in the following order:

- Federal Unsubsidized Direct Loan
- Federal Subsidized Direct Loan
- Federal Perkins Loan
- Federal PLUS (parent loan)
- Federal Pell Grant
- Federal SEOG
- Federal Teach Grant

## **Return of State Grant and Scholarship Funds**

The formula mandated by the State of Michigan will be followed. The amount of refund to the state equals the amount of refund to the student multiplied by the percentage that the original grant/scholarship was of the original tuition and fees.

## **Return of University-Funded Aid and Outside Gifts (unless stated otherwise by donor)**

The University will award the same percentage of scholarships as the student is charged at the date of withdrawal after any withdrawal refund is calculated.

## **Unpaid Student Accounts**

Students who are delinquent in the settlement of any of their accounts with the University, or

who have not made arrangements with an approved payment plan, forfeit all University privileges, including, but not limited to, room and board, class attendance and access to the SAU Network. Students whose accounts are not paid in full are not issued transcripts or permitted to register for a new semester. Diplomas and transcripts will not be issued until all financial obligations have been cleared.

A monthly service charge will be added to any unpaid balance in the student account.

Failure to meet financial obligations may result in the referral of the delinquent account to an outside agency for collection of the total amount due plus all collection fees, if applicable.

If a withdrawing student or his parent is convinced the withdrawal is the result of circumstances warranting exceptions from published rebate policies, and does not believe the request to the Business Office for exception has been satisfactorily considered, a written appeal may be submitted to the registrar within 60 days of the withdrawal date. The Registrar, along with a representative from the Business Office and the Office of Student Development, will respond to the written appeal with a decision within 30 days of the date the request is received. That decision will be final.

## **Withdraw date**

1. The day after the last date of the student's recorded attendance if the student is administratively withdrawn or is withdrawn for non-attendance.
2. The date the student officially withdraws with a completed withdrawal form submitted to the Office of Registration and Records.
3. At the midpoint of the course, students who request a withdrawal or are administratively withdrawn will receive a grade of "W," which is not reflected in the GPA. Any withdraws after the last date will receive

## III. DEGREES, PROGRAMS AND POLICIES

### Graduation Requirements

#### Bachelor Degrees

Upon satisfactory completion of the requirements for graduation, the University confers upon the student a bachelor's degree. Students completing the social work major will receive the Bachelor of Social Work degree. Spring Arbor University also offers a Bachelor of Science in Nursing. All other majors receive a Bachelor of Arts or Bachelor of Science degree (see specific major).

#### Main Campus Students

Main campus students who are within eight credit hours of completing all requirements may petition to participate in the May Commencement exercise, if completing those eight credits in the summer. Petition forms are available in the Office of Registration and Records and must be submitted by February 1. Documentation of registration should be submitted with the petition.

Campus students who will complete graduation requirements at the end of fall semester may participate in the November Commencement.

#### SAU Global Students

Students enrolled in the off campus site program must complete all requirements prior to participation in a commencement ceremony. These students are eligible to participate in Commencement in November and May. See program student handbook for any other specific qualification details.

#### Diplomas

Diplomas are mailed following the Commencement ceremony to all those who have completed their academic requirements and fulfilled financial obligations. The diploma will indicate the month and year of award date.

#### Transcripts

Official transcripts are issued by the Office of Registration and Records and bear the University seal and Registrar's signature. Ordering information and payment is accepted online, and status emails will be sent for the requestor to track the ordering process.

Official transcripts are \$10 each, with same day service and express mail requiring additional fees. Transcript requests are not processed if the student has an outstanding financial obligation with the University. To order an official transcript, visit [www.arbor.edu](http://www.arbor.edu) or the MySAU Portal.

#### Catalog requirements

Students are subject to the academic requirements in the catalog effective at the time they were enrolled at SAU. When a student is not enrolled for two consecutive semesters, and is later readmitted, the student must meet the graduation requirements current at the time of readmission. Students may make a request through the Office of Registration and Records to use a previous catalog but approval of this request is not guaranteed. While students are subject to the requirements of the catalog under which they enrolled, the administration reserves the right to change academic policies at any time.

#### Graduation Requirements

The following requirements must be met for graduation:

1. Satisfactory completion of **at least 124 semester hours**. Depending upon the choice of major/minor, a student may graduate with more than 124 hours.
2. A cumulative GPA of "C" (2.00). A 2.20 average is required for courses in the major, including transfer courses. No grade below a "C" earned in a 200-, 300- or 400-level course will count toward the major. For example, a "C-" earned in a 200-level course will count toward graduation, but not toward the major. **A 2.00 average must also be maintained in a minor, concentration or endorsement.** See your specific major, for additional GPA requirements.

# CROSS CULTURAL REQUIREMENTS

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3. A total of **40 hours** of credit must be earned in upper level courses—those numbered 300 and above.
4. Thirty semester hours completed at Spring Arbor University. Regardless of the total number of hours taken at Spring Arbor University, at least 20 of the last 30 hours earned toward the degree must be taken at Spring Arbor University.
5. Completion of a major (minimum of 30 hours: 36 hours for group interdisciplinary major). See specific majors for number of hours required. A minor is not required for graduation, but is required for secondary teacher certification and some majors. A minor has a minimum of 20 hours; 24 hours for a group (interdisciplinary) minor. Specific requirements for majors and minors are stated under the respective disciplines. A maximum of two courses may be counted for a major and a minor, two majors or two minors. No courses may be duplicated in any major/minor areas for students who are certifying to teach. Additional endorsements and/or concentrations are optional.
6. Students must complete nine hours in their major field at Spring Arbor University, not including practica and field experiences. See individual majors for additional requirements.
7. Completion of the University Core Curriculum, which includes Community of Learners, Biblical Studies, Liberal Arts Skills, and Liberal Arts Pathway courses.
8. Attendance at commencement for the conferring of the degree. Requests to graduate in absentia may be made to the Registration Office..
9. Completion of assessment tests as approved by the Assessment Committee.

## Application for Graduation

All candidates for a degree must file an application for graduation with the Office of Registration and Records by August 30 for November graduation or

February 1 for May graduation of the academic year during which they plan to graduate.

## Cross Cultural Studies Benefit

Full-time non-remission students matriculating with less than junior status will receive a full base Cross Cultural studies (CCS) benefit\* toward the cost of their CCS qualifying program. Students who earned 58 or more college credits during high school are eligible for a 75% CCS benefit. The availability of this benefit is contingent upon having made satisfactory arrangements with the SAU business office for their fifth full-time semester's bill before COL 274 begins. Full-time students with extenuating circumstances who need to fulfill the CCS requirement prior to their junior year should schedule an appointment with the Director of Cross Cultural Studies. This meeting will begin the petition process for consideration for early enrollment and use of any CCS benefit for which they are eligible toward their first CCS program. The CCS faculty committee will consider such petitions. Full-time non-remission students matriculating with junior status or higher as determined by SAU are eligible to receive a 50% benefit\* toward the cost of participation in the CCS program. Although not required to fulfill Cross Cultural Studies, these students are encouraged to consider participating in the SAU flagship CCS program.

\* FAQs for all students on the CCS benefit can be referenced at [www.arbor.edu/StudyAbroadBenefit](http://www.arbor.edu/StudyAbroadBenefit)

**NOTE:** Tuition Remission Students may be ineligible for the CCS benefit. All students will be charged a \$150 study abroad fee to enroll on Cross Cultural Studies which is used for goods and services rendered before the travel portion of the experience.

## Cross Cultural Requirement

COL 274/275 Cross Cultural Studies is required for all students who matriculate with less than junior status. Junior status is defined as 58 hours accepted by the University. Students who matriculate with 58 credits or more earned during high school are required to fulfill the CCS requirement. . Students who earned 58 credits or more after graduating from high school are not required to fulfill CCS, but are encouraged to do so.

# CROSS CULTURAL REQUIREMENTS

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As a prerequisite to COL 274/275, each student should take COL 200. In April of the year prior to the CCS experience, the student will register for the appropriate section of COL 274/275 (or on-campus courses if petition to do so has been granted) and file an application with the Cross Cultural Studies Office (CCS).

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

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

## **Advanced Cross Cultural Studies**

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

**NOTE:** The University reserves the right to approve alternatives to off-campus experiential Cross Cultural Studies (CCS) participation, for any student who is involved in conduct leading to disciplinary action, or as an accommodation in regard to a serious medical condition either of a physical or emotional/psychological nature, which cannot be reasonably accommodated in the off-campus experiential course. As a part of the accommodation process, or in cases in which health or safety is an issue, screening of all CCS participants for all options may be conducted

by a team of individuals which may include as appropriate, the Director of Cross Cultural Studies, Director of Globalization, the Director of Academic Student Connections/ Section 504 Coordinator, a representative from the Office of Student Development and Learning, a representative of the Faculty CCS Committee, the University medical staff, the person responsible for the option requested by the student and others as appropriate. For those students who cannot participate in the experiential CCS program, on campus exception courses are offered through a petition process to fulfill the CCS requirement.

All students must submit their official childhood immunization records to the Center for Global Studies and Initiatives office as a part of the application process for study abroad. Students whose childhood immunizations as defined by the Center for Disease Control are incomplete will be required to provide documentation from their medical provider as having received the required series of immunizations before registering for their program. In instances where no childhood immunizations have been received, it may take a year or more to get all of the shots scheduled and completed. Students who philosophically object to immunizations should choose majors and/or minors which do not require study abroad. If a student fails COL 274, but passes COL 275, the student must successfully pass for credit ONE on-campus exception course which they have not completed in the past to fulfill the graduation requirement of COL 274. If the student fails COL 275, they must fulfill their CCS requirement by successfully completing for credit TWO on-campus exception courses, one from each group as listed on the on campus exception petition. Such students should see the Director of CCS for an interview and a petition.

## **Alternative to Experiential CCS - On-campus Exception Courses:**

For those students for whom an off-campus experience is deemed impossible by the Faculty Cross Cultural Studies Committee, the following option is available: successful completion of one

# GENERAL EDUCATION REQUIREMENTS

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course from each of the groups listed below.

## Group I

- SOC 311 Racial and Ethnic Relations
- SOC 314 Cultural Anthropology
- SOC 327 Social Stratification
- SOC 282 Introduction to International Development
- SOC 382 International Human Rights

## Group II

- HIS 331 China, India and Japan
- HIS 332 Africa
- HIS 334 Middle East
- HIS 335 East Asia
- HIS 337 Chinese Civilization and Culture
- SPA323 Civilization and Culture of Spain
- POL/ECN323 Economics of the Third World

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

## Waiving the Cross Cultural Requirement

Citizens of a country other than Canada or the United States may petition to have the CCS requirement waived after enrolling at Spring Arbor University. Petitions are available at the CCS office only after a scheduled interview with the Director of CCS. Other students who have lived abroad for extensive periods of time or who have had experiences prior to matriculation that may qualify for a waiver of the requirement may file a petition at the CCS office. In each instance, the Faculty Cross Cultural Studies Committee will ask for specific documentation. In instances where the student

has lived outside the United States or Canada for two years after age 12, or one year after age 16, the Faculty Cross Cultural Studies Committee will ask for specific documentation which will include a written paper. This paper must follow specific guidelines, show clearly how the student has met the CCS course objectives and be submitted both on paper and electronically by attachment to the Cross Cultural Studies office within two semesters of matriculation at Spring Arbor University. No waivers will be considered if the student has completed the experience since matriculating at Spring Arbor University. Waivers are considered only for experiences completed prior to Spring Arbor University matriculation. Other off-campus options completed while at Spring Arbor University need prior committee approval.

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

## General Education

### Liberal Arts Vision Statement

As followers of Christ the Creator, we believe that the study and application of the liberal arts means that we proclaim and explore the interconnectedness of all knowledge. Because we believe in the unity of Creation, we believe that a common set of pathways underlie academic inquiry in all fields. These pathways, known as the liberal arts, lead us into wisdom by ordering our thoughts and affections, shaping our imaginations, and acknowledging the flourishing of the Imago Dei (Image of God) within us.

As members of this community of learners, we pursue the liberal arts through two broad pathways: The Trivium, or the "Three Ways," and the Quadrivium, or the "Four Ways." These pathways are connected to the ancient pursuit of human knowledge and wisdom. The Trivium is foundational to all disciplines and consists of grammar, the art of order, or questions about the structure of language; logic or dialectic, the art of thinking with language, or questions about truth; and rhetoric, the art of soul leading, or questions about how language may persuade others of truth. The Trivium thus embraces the central role of language in our thought and practice and teaches us how



# GENERAL EDUCATION REQUIREMENTS

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we might use language to participate in God's truth, goodness, and beauty—for in Him all truth, goodness, and beauty are one. The Quadrivium has historically included arithmetic, geometry, music and astronomy, investigating the intelligibility and coherence of Creation. Today it includes disciplines such as mathematics, technology (applied sciences and mathematics), music and art, and the natural sciences—disciplines that teach us to investigate, test, describe and participate in ordered relationships in the world. While each discipline at SAU pursues these pathways and questions variously, each SAU student will graduate having practiced these unifying arts as part of our community of learners with shared roots—roots that teach us the love of God, that allow us to be a true university, carrying on intelligible conversations with one another as we participate in more fully understanding God's Creation both at SAU and beyond—and then working toward the shalom God intends for all of Creation.

This vision for the liberal arts is embodied in the General Education curriculum at Spring Arbor University, which exists to promote the spiritual and intellectual development of servant-scholars with the knowledge and abilities to think and act critically as Christians across disciplinary boundaries.

## **General Education Objectives**

In all General Education courses students will be able to:

1. Articulate what it means to have Jesus Christ as our perspective for learning.
2. Express and explore ideas and questions through speaking, writing, and listening.
3. Understand and apply basic knowledge, skills and methods appropriate to the liberal arts.
4. Demonstrate the ability to think creatively and critically and to act ethically and purposefully.

## **General Education Curriculum**

The General Education curriculum grows out of the Spring Arbor University Concept and embodies the belief that Christ is the perspective for learning. We call this "Core Curriculum," and it fosters coherence across disciplines, strengthens connections

between the ways of knowing within the study and application of the liberal arts and the world beyond the academy, and breathes inspiration into the work of our community of learners as we practice excellence.

The Core Curriculum explores the Concept through four primary components: Community of Learners, Biblical Studies, Liberal Arts Skills, and Liberal Arts Pathway courses. To communicate the interconnected nature of these pieces, we have imagined our Core Curriculum as a firmly rooted tree, which not only imbues our studies with the rich iconographic history of the Christian faith, but also offers a way of imagining the entirety of our curriculum as an organic body. We are rooted in The SAU Concept, whose nutrients flow into the Core Curriculum, which in turn nourishes the leaves and branches of our Majors, finally producing the fruit of excellence in our flourishing students, faculty, and staff.

## **Community of Learners**

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

## **Biblical Studies**

As a Christian liberal arts institution, we care deeply about our Christian heritage, about the long history of God's revelation through the written word of Scripture and the Living Word of Jesus Christ. Thus, our study of the Old and New Testaments teaches students how to faithfully embody Scriptural tradition through spiritual formation and ministry.

## **Liberal Arts Requirements**

### **Liberal Arts Skills**

Our Liberal Arts Skills are those essential areas of study that nourish our entire curriculum. For students to succeed, they must take care of their minds and bodies. In an important way, the Liberal Arts Skills courses embrace the central role of language in our thought and practice and teach us

# GENERAL EDUCATION REQUIREMENTS

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how we might use language to participate in God's truth, goodness, and beauty.

## **Writing**

Each student must demonstrate acceptable writing skill by passing ENG 104 College Writing with a grade of "C" or above. Students in teacher education must pass ENG 104 with a minimum grade of "B-". Students requiring ENG 103 must pass the course with a "C" or above. All sophomore students must demonstrate acceptable writing skill by passing a writing assessment administered before enrollment for the junior year or after successful completion of ENG 104 whichever is later. If acceptable skill is not demonstrated, the student will be required to pass ENG 304 with a grade of "C" or above (or "B-" for teacher education students). Students not passing ENG 103, ENG 104, or the Sophomore Writing Assessment must retake the course the following semester.

## **Oral Communication**

Each student is required to have one course in oral communication. This requirement may be met by passing SPE 100 Oral Communication or SPE 212 Fundamentals of Speech with a minimum grade of "C." The student who has completed two semesters of high school speech with a "B" average may register for an advanced level speech course in lieu of SPE 100 or 212. Note: Elementary Education students are required to take SPE 212.

## **Physical Fitness**

Each student must take HPR 101 Personal Fitness and Wellness, except for majors and minors in the department of Health, Human Performance & Recreation who must take HPR 153 Introduction to Exercise Science Fitness.

## **Liberal Arts Pathways**

We have identified 7 pathways of knowing, whose origins are the Trivium and Quadrivium: Fine Arts, History, Literature, Math, Natural Sciences, Philosophy, and Social Sciences. These 7 pathways represent a broad cross-section of how we know in the world, and they are closely tied to the historical development of the liberal arts. In our Liberal Arts Pathway courses, we interrogate four primary questions:

1. What is the scope of the discipline?
  2. What are the terms of discourse in that discipline?
  3. What are the means of analysis in that discipline?
  4. What is the significance of that discipline?
- By investigating these questions, we come to know not only the critical components of learning that characterize each pathway, but also how our various ways of knowing in the world are interconnected and dependent upon one another if we hope to pursue truth and wisdom.

## **Core Curriculum**

Spring Arbor University requires each student, as part of the general education requirements, to take a variety of courses. In addition to the specifically approved courses listed here, experimental courses numbered 255 or 355 are offered periodically as options. Approved courses are as follows:

- **Community of Learners Requirements:**

COL 100: Life in Community (Freshman)  
COL 200: Community, Place and Resp. (Sophomores)  
COL 274/275: Community Across Cultures  
COL 300 Community and Christian Trad. (Juniors)  
COL 400: Community to Come (Seniors)

- **Biblical Studies**

BIB217 Survey of the Old Testament  
BIB218 Survey of the New Testament

- **Liberal Arts Skills:**

ENG 104: College Writing  
SPE 100: Oral Communication **OR**  
Speech 212: Fundamentals of Speech  
HPR 101: Personal Fitness and Wellness:

### **Liberal Arts Pathways:**

- **Fine Arts Pathway:**

ART 152 Art Foundations  
MUS 152 Music Foundations

- **Literature Pathway:**

ENG 112 World Literature

- **Science Pathway:** (Choose one):

BIO 100 Principles of Biology (Lab)  
BIO 281 Environmental Science (Lab)  
CHE 101 Introduction to Chemistry (Lab)

# GENERAL EDUCATION REQUIREMENTS

PHY 102 Conceptual Physics (Lab)  
PHY 120 Introduction to Earth Science (Lab)  
PHY 121 Astronomy (Lab)  
NSC 200 Elementary Science Survey – Science  
by Inquiry (ELE. Education only)

- **Math Pathway:** (Choose one):

MAT 101 Intermediate Algebra  
MAT 104 Math for the Liberal Arts  
MAT 112 Precalculus  
MAT 201 Calculus  
MAT 330 Foundations of School Mathematics  
MAT 351 Statistics  
(or as listed in BUS, HES, POL, PSY,  
SOC, SWK)

- **Philosophy** (Choose one):

PHI 200 Introduction to Philosophy  
PHI 210 Survey of World Views

- **History** (Choose one):

HIS 121 History of Civilization I  
HIS 122 History of Civilization II  
HIS 141 United States to 1877  
HIS 142 United States Since 1877  
HIS 221 Black Experience in America  
SST 200 Human Society: Learning in the Social  
Studies

- **Social Science Pathway:** (Choose one):

ECN 101 Introduction to Economics  
ECN 221 Introduction to Microeconomics  
ECN 222 Introduction to Macroeconomics  
PSY 100 Introduction to Psychology  
SOC 100 Social Problems  
SOC 101 Introduction to Sociology

See Majors for exceptions to this list or by requesting approval by petitioning the Office of Registration and Records before taking the desired course. Contact the Office of Registration and Records for further information on petitions.

## Associate Degrees

### Associate of Arts

A. The Associate of Arts degree is a two-year program requiring the satisfactory completion of 62 semester hours distributed as follows:

COL 100 Life in Community  
ENG 104 College Writing  
SPE 100 Oral Communication **OR**  
SPE 212 Fundamentals of Speech  
HPR 101 Personal Fitness  
COL 200 Community, Place & Resp.

**Fine Arts and Humanities**—Eight credit hours from the following courses. Courses must be taken in more than one academic discipline.

ART 152, 162  
CHI 101, 102  
ENG 112, 208, 322, 326  
FRE 101, 102, 201, 306  
GER 101, 102, 201, 306  
MUS 101, 102, 152  
SPA 101, 102, 201, 306  
SPE 212, 265, 342

**Natural Science**—Eight credit hours from the following courses. At least one course must be a laboratory course. Courses must be taken in more than one academic discipline.

BIO 100 (Lab), 111 (Lab), 112 (Lab), 281 (Lab)  
CHE 101 (Lab), 111 (Lab)  
CPS 150, 201  
MAT 101, 104, 112, 201, 222, 330, 351  
PHY 102 (Lab), 120 (Lab), 121 (Lab), 201 (Lab),  
211 (Lab)

**Theology**—Eight credit hours.

PHI 200 or PHI 210 is required with the remainder of the credits selected from the following courses:  
BIB 217, 218  
COL 300

**Social Science**—Eight credit hours from the following courses. Courses must be taken in more than one academic discipline.

BUS 271  
ECN 101, 221, 222  
FIN 268  
GEO 221, 232  
HIS 121, 122, 141, 142, 221  
POL 213, 214  
PSY 100  
SOC 100, 101

Electives from any discipline to total 62 hours.

# PROGRAMS

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- A. A minimum of 30 semester hours must be completed at Spring Arbor University. Regardless of the total number of hours taken at Spring Arbor University, at least 10 of the last 20 hours earned toward the degree must be taken at Spring Arbor University.
- B. cumulative GPA of "C" (2.00) is required for graduation with an associate in arts degree.
- C. Students in the associate of arts degree program are subject to all other academic policies as listed in this catalog, such as, but not limited to: grading, class load, class attendance, academic probation and dismissal.
- D. The Associate of Arts degree may not be earned concurrently with a bachelor's degree. In order to earn a bachelor's degree later, students with the associate in arts degree from Spring Arbor University must meet the specific requirements for a Bachelors degree.

## **Associate of Piano Pedagogy Degree**

See **Music** for requirements.

## **Associate Degrees in SAU Global**

An Associate of Arts and an Associate of Science in Business is available in degree completion programs for working adults. See the **SAU Global** section of this catalog for requirements.

## **Bachelors Degrees/Programs**

BA- Bachelor of Arts

BS- Bachelor of Science

BSN- Bachelor of Science in Nursing

BSW - Bachelor of Social Work

## **Schools**

GSB- Gainey School of Business

SAS- School of Arts and Sciences

SOE- School of Education

SOHS- School of Human Services

## **Academic Majors**

### **School of Arts and Sciences**

Individualized	BA/BS
Department of Art	
Art	BA
Department of Biology & Chemistry	
Biochemistry	BA, BS
Biology	BA
Environmental Biology	BS
Biology Health Careers	BA, BS
Chemistry	BA, BS
Department of Communication & Media	
Advertising & Public Relations	BS
Communication Studies	BA
Digital Media	BS
Drama	BA
Professional Writing	BS
Speech	BA
Visual Communication	BA
Department of English	
English	BA
Language Arts	BA
Department of Health, Human Performance & Recreation	
Health and Exercise Science	BS
Sports Management	BS
Department of History, Geography & Politics	
History	BA
Political Economy	BA
Social Studies	BA
Department of Math/CPS/Physics	
Actuarial Science	BA
Computer Science	BA
Mathematics	BA
Physics	BA
Department of Music	
Music	BA
Worship Arts	BA
Department of Psychology	
Psychology	BA
Department of Sociology	
Clinical Sociology	BA
Criminal Justice	BA
Global Studies	BA
Sociology	BA

Department of Theology	
Biblical Studies	BA
Camping Ministry	BA
Children's Ministry	BA
Pastoral Ministry	BA
Philosophy	BA
Theological Studies	BA
Urban Ministry	BA
Worship Ministry	BA
Youth Ministry	BA
Department of World Languages	
Spanish	BA
<b>School of Education</b>	
Early Childhood Education	BA
Elementary Education	(certification)
Secondary Education	(certification)
Special Education	BA
<b>Gainey School of Business</b>	
Accounting	BA
Accounting CPA	BA
Business	BS
Business Administration	BA
Finance	BS
International Business	BA
Management Information Systems	BA
Marketing	BS
Organizational Management	BS
<b>School of Human Services</b>	
General Studies	BA
Family Life Education	BA
Nursing	BSN
Social Work	BSW

## Individualized Major

A student may plan an academic major different from any current major in the catalog with the approval of the advisor, appropriate department chairs and the registrar. Such programs could include a combination of on-campus and off-

campus courses, independent studies and work at other institutions. All individualized majors must clearly reflect specifically stated vocational objectives and should be developed with the help of a faculty member in the field. A proposal submitted to the Registrar for approval of an individualized major must include specific courses and a rationale for the combination of those courses. It is expected that such majors will be group majors and will include at least 36 hours. A minimum of 16 semester hours in the major must be completed after approval of the individualized major. All University graduation requirements apply.

## Individualized Minor

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

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## **Academic Minors**

### **School of Arts and Sciences**

- Individualized
- Department of Art
  - Art
- Department of Biology & Chemistry
  - Biology
  - Chemistry
- Department of Communication & Media
  - Advertising and Public Relations
  - Communication Studies
  - Intercultural Communication
  - Drama
  - Professional Writing
  - Speech
- Department of English
  - English
  - English Writing
  - Language Arts
- Department of History, Geography & Politics
  - Geography
  - History
  - Politics
  - Social Studies
- Department of Health, Human Performance
  - Military Science and Leadership
- Department of Mathematics, Computers
  - Computer Science
  - Mathematics
  - Physics
  - Probability and Statistics
- Department of Music
  - Music
- Department of Psychology
  - Psychology
- Department of Sociology
  - Criminal Justice
  - Global Studies
  - Sociology
- Department of Theology
  - Biblical Studies
  - Children's Ministry
  - Global Missions
  - Pastoral Ministry
  - Philosophy
  - Pre-Law

- Theological Studies
- Youth Ministry
- Department of World Languages
  - Arabic
  - French
  - Spanish

### **Gainey School of Business**

- Business Administration
- Entrepreneurship
- Finance
- International Business
- Management
- Management Information Systems
- Marketing

### **School of Education**

- Early Childhood Education
- Integrated Science
- Reading
- Special Education Non-Certification
- Speech/Drama
- Teaching English as a Second Language

### **School of Human Services**

- Christian Ministry Leadership
- Family Relations Education

## **Endorsements**

### **School of Arts and Sciences**

- Department of Communication and Media
  - Advertising
  - Communication Studies
  - Digital Influence
  - Drama
  - Public Speaking
  - Professional Writing
  - Video Production
- Department of Sociology
  - Child Welfare
- Department of World Languages
  - Chinese language and Culture
- Department of Mathematics, Computers & Physics
  - Information Systems
  - Technology Tools

## Gainey School of Business

Accounting  
 Business Administration  
 Corporate Finance  
 Economics  
 Entrepreneurship  
 Finance  
 Financial Planning  
 International Business  
 Management  
 Management Information Systems  
 Marketing

## School of Education

International Education Leadership  
 Urban Education Leadership

## School of Humans Services

Hospitality Services Management  
 Management of Healthcare Systems

## Pre-Law

Students interested in pursuing a law degree will find excellent undergraduate preparation at Spring Arbor. A number of majors will provide a suitable foundation for law school. Students should design this personal program in consultation with the pre-law advisor.

## Double Majors:

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

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

Each major must be comprised of at least 30 credit hours, 18 of which must be upper level (300-400).

The minimum 30 credit hours may include required support courses and prerequisites. Overlapping courses may count as fulfilling credit hours in each major, but each department must approve overlapping courses.

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

## Second Bachelor's Degree

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

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

Once the student is approved to proceed with the second bachelor's degree, the student must complete all required courses of the second bachelor's degree program as listed in the catalog under which they matriculate to the program. If students have already completed a bachelor's degree, they must complete any SAU General Education courses and required support courses that were not completed in the first degree program.

# PROGRAMS

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## Special Academic Programs

Several academic programs have been developed to ensure appropriate pre-professional undergraduate training. All students pursuing professional graduate training should confer closely with the professional school's program advisors to know the specific requirements for the school they wish to attend.

### The (3-2) Engineering Program

This program of study takes three years (a minimum of 90 semester hours) at Spring Arbor University and then continues on to an engineering degree-granting university. Upon completion of the program at the engineering degree-granting university, the student will receive a bachelor of science degree in either mechanical, electrical or civil engineering or one of the many subfields. Upon receipt of the Bachelor of Science in Engineering, the student will then be awarded a Bachelor of Arts degree from Spring Arbor University with a major in physics/mathematics. An official transcript showing the Bachelor of Science in Engineering must be submitted to Spring Arbor University.

### Military Science

Spring Arbor University students may participate in Reserve Officer Training Corps (ROTC) through the Army. Students completing either ROTC program will receive an officer commission upon graduation. Army ROTC students may also receive a minor in Military Science and Leadership. Army ROTC courses may be offered on Spring Arbor University's main campus or at Eastern Michigan University in Ypsilanti, Michigan. Spring Arbor University has agreed that credits from courses in either program may be used as elective credits and will appear on Spring Arbor transcripts. Further information for the ROTC programs may be obtained from the respective addresses below.

Department of Military Science  
Eastern Michigan University  
18 Roosevelt Hall  
Ypsilanti, MI 48197

## E.P. Hart Honors Program: Scholarship in Service to Community

The E.P. Hart Honors Program is dedicated to the development of student character, conviction, and community through intense academic study and

faculty mentorship. Students participate in a Great Books curriculum in six team-taught courses, as well as study interdisciplinary topics in yearly 1-hour honors seminar. Mastery within a student's major is demonstrated through a senior thesis, which is guided with the help of a faculty mentor. Honors students receive the E.P. Hart Scholarship, the university's largest academic scholarship.

### Eligibility requirements for the program include:

1. High School coursework/transcript marked by rigor:
  - 3 years college prep math
  - 3 years college prep science
  - 3 years college prep English/language arts
  - 3 years college prep social studies/social science
  - 2 years foreign language
2. Minimum composite ACT score of 27 OR SAT of 1210; after March 2016 a score of 900.
3. Cumulative high school GPA of 3.6 or higher.
4. Two references. One from a teacher and the other from a pastor or community member who can attest to service experience, character and integrity consistent with SAU Lifestyle Expectations.
5. Completed application with writing sample.
6. Interview with E.P. Hart Honors program directors.
7. Motivated students who do not meet the ACT/SAT or GPA requirements are still able to apply for the program and will be considered on an individual basis.

### Requirements to maintain membership in E.P. Hart Honors Program

1. Maintain a 3.6 cumulative GPA at SAU.
2. Display character and integrity consistent with SAU Lifestyle expectations.
3. Complete 6 -course general education honors curriculum. See honors director for additional information related to honors courses.
4. Complete a 1-hour honors seminar each year from freshman through junior year.
5. Complete a senior honors project, 490 or equivalent experience specified by the department.



## Honors Program Curriculum

**HON 300- Honors Seminar(once per year)**

**HON 310- World Literature**

**HON 317- Philosophy**

**HON 327- American History**

**HON 330- New Testament**

**HON 334- Core 300**

**HON 490- Senior Honors Project**

### **Taking a Course for Honors Credit**

Spring Arbor University allows students to take honors courses in most departments. Courses may be taken for honors credit in the major, minor, and liberal arts. Students planning to take a course for honors credit must meet with the instructor within the first week of class to discuss the honors requirements specific to that course. The course grade will be determined by the same criteria used to give grades to all of the students in the class, but honors credit for the course will be determined by an additional course requirement, such as a project or a research paper. The instructor/department offering the course will check to make sure the student meets qualifications for taking the course for honors credit.

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

### **Off-Campus Study Opportunities**

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

Domestic experience application packets are available in the Career Development Office. Application packets for international experiences are available in The Center for Global Studies and Initiatives. Students are required to attend an off-campus semester workshop in The Center for Global Studies and Initiatives Office, or the Career center for domestic programs. This is important for students to obtain valuable information on process, planning and timely preparation for an off-campus semester.

State and federal aid may be applied to the cost of off-campus semester programs. There is a limited amount of Spring Arbor University financial aid available to students enrolled in off-campus programs. Students participating in these programs will be registered at Spring Arbor University. Each student meets with the registrar to determine appropriate courses that will apply to the student's requirements at Spring Arbor University. Grades are submitted from the individual program to the registrar, and are recorded on the student transcript according to the Spring Arbor University grading system.

The following programs aim to bring a Christian perspective to the issues studied, with the intent of helping students develop an integrated biblical worldview. For information, or a domestic program application, please visit the Career Development Office.

For additional information, course descriptions and an international off-campus semester packet, contact The Center for Global Studies and Initiatives Office. Applications for many programs are available online. Programs without online applications may be obtained from the Spring Arbor University campus liaison for that program.

### **DOMESTIC OFF-CAMPUS PROGRAMS**

Domestic off-campus semester programs are administered by the Career Development Office. All students participating in such opportunities will be charged a non-refundable \$75 SAU domestic semester administrative fee early in the planning/application process.

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## Chicago Semester

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

This internship study semester offers qualified students a transition semester between the theories of the classroom and the practical application of the workplace. Students interview for internships at three to five sites and follow the process generally used in the "real world" job search. In addition, students also participate in two class seminars that act as a catalyst for deriving meaning from the intense urban and professional experiences they are encountering. Students from a wide variety of majors will find this opportunity in the midst of the complexities of the nation's third largest city a stretching experience.

## Oregon Extension

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

This program focuses on digging below the surface with a liberal arts education that focuses on community. Students have the opportunity to earn 16 credits in a broad range of courses in the humanities, social sciences and natural sciences, shaped according to the requirements of their own academic program. Intentional community is created by sharing stories and insights with classmates in small group discussions. Students live in intentional communities, cook together, and complete chores beside their professors. In addition each student will have the opportunity to explore elements of the American West.

## Domestic CCCU (The Council for Christian Colleges and Universities) Semester Programs

[www.BestSemester.com](http://www.BestSemester.com)

### 1. *American Studies Program (ASP)*

Since 1976, The American Studies Program has served as an experiential learning laboratory for students committed to connecting their faith to public affairs. Nearly 500 of ASP's 3,000 alumni have returned to work in the DC metro area in a variety of professional fields-private and public, for profit and non-profit. Students complete over 240 hours of professional work experience at world-class offices and organizations through ASP's highly regarded Internship program. Students gain additional perspective on matters of calling and career through ASP's course, Topics in Leadership & Vocation, and optional one-credit Professional Mentorship course. In addition, students apply

to either the Public Policy track or Strategic Communication track. Students leave with a portfolio of original work and experience working on a client-led advocacy and development project. ASP students earn 15-16 credit hours.

### 2. *Contemporary Music Center (CMC)*

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

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

Founded in 1991, the Los Angeles Film Studies Center trains students to serve in various aspects of the film industry with professional skill and Christian Integrity. Each semester, students live, learn and work in L. A. The curriculum consists of two required seminars: Hollywood Production Workshop, (a film production course) and Faith and Artistic Development in Film, focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose one elective course: screenwriting, acting, film production, or independent study. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allows students to explore the film industry within a Christian context and from a liberal arts perspective. LAFSC students earn 16 credit hours,

## INTERNATIONAL OFF-CAMPUS PROGRAMS

International study abroad programs are administered by The Center for Global Studies and Initiatives (except for the faculty-led CCS experiences.) All students participating in such opportunities (both semester and short term) will be charged a non-refundable \$150 SAU study abroad fee early in the application process. In each abroad experience. All students attempting to earn credit outside of the United States in either a short-term or long-term experience must be preapproved by the registrar to do so. Except for those

in a three-week COL 275 professor-led program, this process begins by attending an "International Off-Campus Study Workshop" at least 12 months in advance of beginning the experience. Workshops are conducted on a regular basis in the Center for Global Studies and Initiatives and pre-registration is required.

**Note:** Students must submit their official childhood immunization records as defined by the Center for Disease Control to the Center for Global Studies and Initiatives office as a part of the application process for study abroad. Students whose childhood immunizations are incomplete will be required to provide documentation from their medical provider as having received the required series of immunizations before registering for their program. In instances where no childhood immunizations have been received, it may take a year or more to get all of the shots scheduled and completed. Students who philosophically object to immunizations should choose majors and/or minors which do not require study abroad or receive the required shots. Students are encouraged to consider the possibility of studying abroad. Numerous exciting opportunities are available. Each year groups go abroad during January, May and June for short-term, professor-led experiences. Some students have completed on-site study experiences in England and Scotland, Ireland, France, Germany, Greece, Spain, India, Italy, Switzerland, Hungary, Czech Republic, Russia, Egypt, Jordan, Jamaica, Belize, Guatemala, Costa Rica, Mexico, Argentina, Peru, South Africa, Zambia, Kenya, Ethiopia, Uganda, Australia, American Samoa, Japan, Cambodia, South Korea, China and more. Students majoring in foreign languages and global studies are required to study abroad for a semester. International business majors are encouraged to study abroad for at least 3 credits of practicum or internship.

**NOTE: If the program is located in a country under a U.S. State Department travel warning prior to departure, per institutional policy, Spring Arbor University will not offer credit through that program to students. When the travel warning is lifted, students may participate in the program for credit. Scholarships**

Students who are U.S. citizens and receive need based aid are encouraged to consider applying for study abroad scholarships. Workshops for applying for the Gilman and Freeman Asia Scholarships for study abroad are offered by the Director of Cross Cultural Studies (CCS). See the CCS office for information.

## SAU Study Abroad Programs

### 1. SAU Guatemala Semester

Spring Arbor University offers a semester abroad program (both fall and spring) in Antigua, Guatemala. Students will gain insights into the culture and customs of Guatemala including the significant Mayan Indian population. The program includes specific guided experiences in Guatemalan culture, home stays with Guatemalan families, and individualized lessons in Spanish language. Excursions around Guatemala may include visits to Mayan villages, Mayan ruins, a coffee plantation, the rainforest, and one of the area volcanoes. All students will take COL 274/275 (or 374/375) and Spanish language. Each student will have their own Spanish language tutor who will tailor instruction to the student's Spanish language proficiency. In addition, students can also choose from these courses taught at the SAU Guatemala Center:

- COM 368 Intercultural Communication
- COL 400 Community to Come
- HIS 333 Latin America
- POL 312 International Relations
- SOC 314 Cultural Anthropology
- SOC 351 Statistics (for non-math majors)
- SOC 352 Research Design.

Each student will also have access to the resources of the SAU Guatemala Center. Internships and practica for most disciplines can be arranged. Spanish majors and minors may earn 15 Spanish credits and will take COL274 for credit and will audit COL275 to fulfill the CCS requirement. *The SAU cross cultural requirement is met by all other majors by taking COL274 and COL275 for credit on site in Guatemala.*

### 2. SAU Japan Semester or Summer

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

# PROGRAMS

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living and working alongside Japanese educators in the community of Inzai, (Chiba prefecture, greater Tokyo area) students will gain insight into the culture. Specific guided experiences in Japanese culture, individualized tutorial lessons in Japanese language, and arranged activities with the kindergarten families will be provided by EWE. Required CORE courses of the program include: COL 274 Japan, to be taken the semester prior to traveling to Japan; COL 275 Japan, on-site; and 3 credits of Japanese language. Semester students may add Spring Arbor University online courses and/or arrange tutorials, or independent study for courses needed to gain up to 15 credits. Summer participating students take only COL 275 and Japanese language courses. Certifying education students can obtain 50 of their 120 required observation hours by participating in SAU Japan. *The SAU cross cultural requirement is met by this experience.*

### 3. SAU Jordan Semester

SAU partners with Kelsey Language Institute in Amman Jordan to offer studies in Arabic Language and culture in a Christian context. The Kelsey curriculum focuses on an oral approach to the language to increase student acquisition of spoken Arabic initially as much as possible. Grammar, reading and listening comprehension and speaking proficiency at the elementary and intermediate levels are taught in a cultural context that promotes awareness and appreciation for the culture. The curriculum is designed to enable the beginning student to use spoken language to build relationships with locals that will last for the duration of the language learning process. Opportunities include service projects such as ministering to the needs of Syrian and Iraqi refugees and participating with the Christian churches of Amman. A few travel opportunities in Jordan are offered by Kelsey on weekends to Petra, Mount Nebo, and ancient Roman ruins. Students will live in apartments or in a family home stay. *The SAU cross cultural requirement is met by this experience.*

### 4. SAU Tokyo Christian University- East Asia Institute

The East Asia Institute, offered each fall semester by Tokyo Christian University, provides a core curriculum of courses that will provide immersion

in Japanese culture to students. Students will take Japan, Asia and the West (an overview of Japanese culture and society in the international context); History of Japanese Arts and Aesthetics, Japanese Religion and Philosophy, and Elementary Japanese Language and Culture. Field trips and guided experiences in Japan are a key part of the program. This semester would be valuable to students interested in missions or business in Japan and Asia. *The SAU cross cultural requirement is met by this experience by taking COL274 the semester prior to the study abroad and by taking Japan, Asia and the West at TCU. See <http://acts.tci.ac.jp/eai/> and The Center for Global Studies and Initiatives for more details.*

### Non-SAU Semester Programs

*See [www.bestsemester.com](http://www.bestsemester.com) and the CCS office for more information regarding these programs.*

#### 1. Accès Strasbourg, France

This study abroad semester is designed specifically for students who are minoring in French. Most students take the majority of their courses at the Institut International d'Études Françaises, (IIEF) *For more information visit <http://www.accessstudyabroad.fr/pages/acces-classique-semester-study-abroad/academics/#y6vISzSYaHpgMtwv.99>. See the center for Global Studies and Initiatives: and the Department of World Languages for more details.*

#### 2. Australia Studies Centre (ASC)

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

#### 3. Latin American Studies Program (LASP)

Based in San Jose, Costa Rica, the Latin American Studies Program introduces students to a wide range of experiences through literature, culture, politics, history, economics, ecology and religion of the region. *LASP students may earn up to 16-18\* credit hours. Fulfills the SAU CCS requirement.*

#### 4. Middle East Studies Program (MESP)

Based in Amman, Jordan, this program offers students a unique opportunity to explore and interact with the complex strategically important world of the modern Middle East. *MESP students can earn up to 16 credit hours. Due to the fact that this program visits countries under U.S. State Department travel warning, until those warnings are lifted this program cannot earn SAU credit.*

5. *Oxford Summer Programme (OSP)*

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

6. *The Scholar's Semester in Oxford (SSO)*

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

7. *Uganda Studies Program (USP)*

Uganda Studies program provides students with both immersion in local community and broad exposure to a variety of people and places in Uganda. USP is offered in partnership with Uganda Christian University (UCU) an international affiliate member of the CCCU located 15 miles east of the capital city of Kampala.

*USP students can earn up to 16 credit hours. Fulfills the SAU CCS requirement.*

**Academic Policies**

**Advising**

While Spring Arbor University will provide as much help as possible in planning academic programs, each student is responsible for the proper completion of a program and, therefore, should be familiar with the requirements listed in this catalog. Spring Arbor University has developed the Academic Schedule Planner (ASP) which allows students to create a four-year plan for their degree on the MySAU Portal. Once the plan is approved by their advisor and registration is open, students register for their courses using the ASP.

Each freshman student will be assigned a faculty academic advisor and a student success advisor according to their choice of major, who will assist in orientation to college life, establishing educational goals and scheduling classes. If at any time, a student changes their major or minor, concentration or emphasis, a new Declaration of Major form should be submitted to the Office of

Registration and Records. The student should take the initiative for requesting academic advising assistance. All faculty and personnel in the Office of Student Development and Learning and the Office of Registration and Records are available to assist the student in planning academic programs.

**Academic Calendar**

The main campus follows a two semester academic calendar with the fall semester concluding before Christmas vacation, a three week interim in January followed by the spring semester concluding in early May. Most off-campus courses follow a two semester academic calendar: fall and spring. A student will typically carry 12-16 hours during fall and spring semesters, but will normally have no more than five courses at a given time. A student will typically carry 3-4 hours during interim. The three week interim offers an opportunity for creative curricular planning. The student may choose one of a variety of courses: a cross cultural studies trip abroad, an off-campus experience, internship, independent study, innovative course or regularly scheduled interim class.

A limited number of undergraduate classes may be offered in summer on the main campus. Check course offerings for summer courses offered online and other SAU sites. (See the appendix for the current Academic Calendar.)

**Classification of Students**

To become a member in full standing of one of the three upper classes, a student must have earned credits as follows:

Sophomore	26 credit hours
Junior	58 credit hours
Senior	90 credit hours

**Class Load**

1. A full-time student is one who carries a minimum of 12 hours per semester. A typical class load is 12-16 hours for fall and spring semesters, and 4 credits during interim. Students receiving Pell Grants must take a minimum of 12 credits per semester.
2. Students are approved to register for more than 16 credits per semester based on SAU cumulative GPA:

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## SAU Cumulative GPA Max. # of Credits

3.25	17
3.5	18
3.75	19

**Note:** Tuition each semester covers 12-16 credits. Additional tuition charges apply to each credit over 16.

4. Full-time students living in University residence halls may not reduce to part-time status during the semester without approval from the Dean of Students'.
5. Students who receive veteran benefits must carry a minimum of 12 credits per semester and three hours during interim to receive full benefits.

## 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 major letter is defined as follows:

- A** - indicates excellent achievement.
- B** - indicates good work.
- C** - indicates fair or average attainment.
- D** - indicates poor, barely passing work.
- U** - indicates unsatisfactory work. No credit is given, but the number of hours is included when computing GPA.
- S** - indicates satisfactory work done (with a grade of "C" or above). Credit will be given, but the GPA is not affected.
- I** - indicates incomplete work in a regularly scheduled course at the time the final grade is due. This grade should be given only as a result of absences from classes or examinations due to illness or other emergencies, and not for unsatisfactory work or failure to submit work through negligence. An "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. If no grade is received after 6 weeks, the "I" grade becomes a "U."

- IP** - to indicate work in progress. The "IP" may remain after grades are posted only for an independent study, internship, practicum, tutorial, exploratory experience or other special programs as approved by the registrar. The IP grade must be removed within six months of the close of the term. If no grade is received, the "IP" will become a "U."
- W** - indicates authorized withdrawal from classes. A student may withdraw from a course at any time during the semester. Withdrawals through the official withdrawal date (normally through the eighth week of a traditional semester or the half-way point of any course that is not the length of the traditional semester) will receive a grade of "W" on the transcript. A "W" does not affect the GPA. Withdrawals after this point will receive a grade of "UW" on the transcript. (For further clarification, see *Grading System*).
- AU** - No credit is received when a course is audited. A student may drop a course for credit and add for audit through the eighth week of the semester or the half-way point of any course that is not the length of the traditional semester. A course may not be changed from audit to credit.

## Academic Appeals

A grievance about a final course grade decision should be resolved between the student and the instructor. If the student and the instructor are unable to resolve the issue, the student may present the grievance in writing to the Provost. An appeal must be submitted within six weeks from the date grades are issued. The Provost will appoint a committee to review the case. The committee may recommend either that the grade remain the same or that it be changed to an "S." The academic record will be considered final at the end of the six-week period unless an appeal is in process. Details of this procedure may be obtained from the Office of Academic Affairs.

**Course Information:****S/U Option Courses**

In order to encourage students to explore courses in disciplines in other majors, but where competition with majors in that area discourages taking the course, the following approach has been developed: juniors and seniors may take one elective course each semester on a satisfactory/unsatisfactory basis. No courses required for graduation may be taken "S/U," including the following: CORE, liberal arts requirements, communication skills, physical fitness, major, major support course, minor, concentration, endorsement and teacher education, except for courses indicating S/U as the grading method.

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

**Add/Drop changes**

Course changes (drops and adds) may be made during the authorized period at the beginning of each session.

After the authorized drop/add period, a student may withdraw from a course with a grade of "W" through the eighth week of a semester or the half-way point of any course that is not the length of the traditional semester. Courses may be dropped after the authorized date only for an unusual reason, and with the approval of the Registrar.

The "W" remains part of the student's permanent record (see *Grading System*). After the authorized drop/add period, a student who wishes to drop or add a class must secure the signature of the instructor, the student's advisor and the registrar. A late add fee is charged unless there are extenuating circumstances. The dropping of a course may impact a student's financial aid eligibility. For programs offered in modules, a student who drops a course may have to be treated as having withdrawn for financial aid purposes even if the student is registered for future courses in the same semester. In addition, dropped courses for

students in a program offered in modules will not be counted towards eligibility for state, federal, and institutional financial aid.

**Repeating a Course**

If a student wishes to repeat a course in order to improve the grade, the student must reregister for the course. When a student registers, tuition is charged. When a course is repeated, the lower grade is removed when computing GPA. The credit hours count only once. All entries, however, remain a part of the student's permanent academic record. A course may be repeated only two times. (This policy does not apply to courses approved for repeatable credit.) A course may be repeated at another college or university only by written permission from the Office of Registration and Records. Note: Students may only receive financial aid for a previously passed course once.

**Auditing a Course**

No credit is received when a course is audited. Full-time students may audit three credit hours per semester on a space-available basis at no extra charge. Part-time students who register to audit a class, must pay the per-credit hour audit fee. All students auditing a course must pay the course fee if one is charged. An audit student must meet the regular attendance policy of the course in order to have the audit placed on the permanent record. Registration for audit can not be changed to credit. The following may not be audited: studio art courses, private music lessons and specific skill courses.

Note: Audited courses are not eligible for financial aid. The student will not be required to complete assignments and exams unless the instructor requests that assignments be completed as a necessary part of attending the course. The instructor is not obligated to correct assignments submitted by an audit student unless the instructor has requested the student to complete them.

**Online Courses**

A main campus student may take one online course per semester. A student may complete a Petition form in the Office of Registration and Records to request an exception to the policy.

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## **Taking a Course as a Tutorial**

A student may request a catalog course as a tutorial if a schedule conflict prevents taking the regularly scheduled section during an academic career. It is recommended that a total of no more than two courses be tutored. Each credit hour includes at least five hours of meeting time with the tutorial instructor. An additional fee is charged.

## **Credit by Examination**

Spring Arbor University accepts credit from the following:

- Advanced Placement (AP)
- International Baccalaureate (IB)
- College Level Examination Program (CLEP)
- DANTES Subject Standardized Tests (DSST)

The student must request an official transcript be sent from the testing organization to the Office of Registration and Records for review. We accept satisfactory scores for a variety of subject exams. Any exam must be taken prior to enrolling in a higher level course in that discipline. Testing information as well as a list of specific courses for which exam credit is accepted is available in the Office of Registration and Records.

## **Transfer Policy**

Spring Arbor University considers coursework for transfer only after receiving an official transcript from the sending institution. A transcript is only official as designated by the sending institution and sent directly from that sending institution to SAU. SAU does not accept hand-delivered transcripts. SAU defines transfer credit as college-level coursework earned at degree-granting colleges or universities holding accreditation or candidacy status by a regional accrediting association, or accrediting organizations recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education. Coursework from institutions that do not meet the criteria above may be considered for transfer on a case-by-case basis only when the transfer student is able to provide written evidence that the coursework meets standards normally found at accredited institutions related to length of course, appropriate credentialed faculty, course content, learning outcomes, and other factors considered by Spring Arbor University. The Office of Registration and

Records in consultation with SAU academic departments will be the final determiners of transfer credit. Credit accepted for transfer will be recorded on the student's SAU transcript.

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

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

A maximum of 68 semester hours can be transferred from a community college to programs offered on the main campus. After students have earned 68 hours from a community college, no additional coursework may be transferred from a community college without adequate justification and prior written approval. A maximum of 20 semester hours of technical credit may be transferred to apply toward a main campus academic program. A maximum of 94 credits can be transferred from a four-year institution.

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



Coursework with a grade below “C” (2.0) will not be accepted for transfer. Courses graded with “P” (Pass) or “CR” (Credit) will not transfer unless institutional policy states that “P” or “CR” is equivalent to at least a 2.0. Courses numbered below 100 level as indicated on the sending transcript as below college-level courses are not considered for transfer.

Spring Arbor University is a signatory member in the Michigan Transfer Agreement. The intent of the agreement is to insure that a student who completes an associate in arts degree at a signatory college will have satisfied the basic two-year requirements of the signatory four-year college upon transfer to the four-year institution. “MTA Agreement Satisfied” must be stamped on the community college transcript. The two-year institution verifies that a student has met the terms of the agreement. A student who has not met the MTA Agreement upon transfer is subject to all Spring Arbor University academic requirements current at the time of matriculation. Contact the Office of Registration and Records for further details.

Other transfer policies may apply to specific programs and can be found in program sections of this catalog or the program handbooks. Students transferring to SAU Global programs should refer to the SAU Global section of the catalog for transfer requirements. Regardless of the number of credit hours transferred, all graduation requirements must be met for a degree to be conferred, including all General Education curriculum and major course requirements.

### **Prior College-Level Learning**

Students with significant learning from experience may be granted academic credit by Spring Arbor University for life learning and/or professional training not sponsored by a college or university. An evaluation will be directed by the coordinator of prior learning assessment and will call for extensive preparation by the student. This process will seek to judge only competencies (results, level of performance, etc.), not years of experience. This credit-producing program is planned primarily to benefit the more mature student who is returning to college after having had significant life

experience. Through granting academic credit for validated college-level learning, we encourage and facilitate the student’s re-entry into a bachelor’s degree program. Credit hours granted for prior learning are limited to 30 for bachelor degrees and 10 for associate degrees. There is a prior learning assessment fee for the assessment of experiential learning. The fee is based on the number of credits for which a student petitions. Contact the Coordinator for Prior Learning for details: Jan. Hultman@arbor.edu or 517.750.6529.

### **Academic Integrity**

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

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

### **The Call and Challenge for Academic Integrity**

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,

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handouts or any other written materials. Violations of this policy will carry disciplinary consequences. A failing grade on the assignment or test can be expected, but also failing the course or suspending the student may occur. Students, faculty, or staff may also be subject to dismissal from the University for failure to adhere to this policy. Some actions, such as altering official University documents or records, may be subject to criminal penalties. While any breach of this policy affects all of us, only incidents of cheating or plagiarism must be reported immediately to the appropriate professor, department chair, dean or other University employee. Students are encouraged to report in writing, and employees are expected to report situations in writing to the Office of Academic Affairs. Confidentiality will be honored unless specific written permission to disclose sources is obtained. No one will be disciplined solely on the testimony of one report without further substantiation.

It will be presumed that every student, faculty and staff member of the University community is familiar with this policy. Details about the actual procedures for handling academic integrity concerns may be found in the student, faculty, and staff handbooks.

## **Scholarship and Grades**

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.

## **ATTENDANCE POLICY**

### **Class Attendance**

Students are required to attend all classes as scheduled for the courses for which they are registered, including final exam days. Starting a semester late, extending breaks, or missing exams are not permitted. Academic calendars (including final exam schedules) are available online and from various offices well ahead of the semesters; these should be checked before making travel plans such as purchasing tickets for flights.

Class attendance is important for academic success at Spring Arbor University. Students who epitomize the Spring Arbor University Concept, which calls for involvement in serious study, will recognize the importance of class attendance. Whether a student is enrolled in courses on campus, online, or off-campus, regular class attendance or online participation is an expected part of the academic experience. The University does not have a requirement for class attendance that applies to all courses. Faculty members are expected to publish the attendance policy for their classes in the course syllabus, online, or in other documents. The effect of attendance on course grades rests with individual faculty members.

A faculty member may request that a student who misses more than six consecutive classes without a valid excuse (illness, athletics, or other issues) be administratively withdrawn from the course. The six days is based on a traditional class schedule. For courses that meet less than a full semester, this time frame would be shorter. The policy is intended for those students who have given evidence that they have basically stopped attending the class but have not formally withdrawn.

Similarly, students who cease to attend all classes may be withdrawn from the University through administrative action. The University especially monitors attendance for students who are on academic probation, and non-class attendance may mean the termination of the probationary status and immediate dismissal. The Provost approves all administrative withdrawals for non-attendance. Return of tuition or other federal funds is based on the policy cited elsewhere in this catalog.

## **Online Attendance**

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

Students have until no later than the 7th calendar day of an online session to voluntarily drop from a course without financial penalty. A course dropped on or before the 7th calendar day also will not appear on a student's transcript. After that date, students have until the midpoint in the course to voluntarily withdraw. A withdrawal results in a "W" on the academic record and may result in a partial refund on tuition. Withdrawing from a course after the designated withdrawal period deadline will result in a "UW" on the academic record and no tuition refund.

A student in attendance of an online course who ceases to actively participate may be withdrawn from the course upon the discretion of an SAU Online Administrator or the instructor of record. Any potential tuition refund will be based on the date of the withdrawal. An administrative withdrawal from a course, after the halfway point, will result in a "UW" on the student's academic record and no tuition refund. Academic programs may have requirements beyond those outlined in this policy for which a student will be accountable.

## **Classroom Behavioral Expectations**

Students are expected to conduct themselves in an appropriate manner in the classroom. Faculty members and fellow students have the right to expect students to behave in ways that do not interfere with the learning process. Behavior that is disruptive in the classroom is both disrespectful and unchristian and can affect the offending student's status and grade in a course.

We want to help students grow and mature to be competent professionals. We encourage students to behave in ways that are consistent with this goal. This includes being attentive in class and fully

engaged in class activities without distracting the faculty members and other students.

Faculty members have the right to deal with disruptive students in several ways including asking disruptive students to leave the class and not return until they have signed a statement of behavior conduct. Persistence in behaving disruptively will affect a student's course grade and opportunities, both inside and outside the university, that rely upon a faculty member's recommendation.

## **Final Exams**

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

## **Academic Honors**

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

## **Deans List**

An academic honors list is published at the end of each semester that includes all students in traditional main campus programs who, in one semester, have passed a minimum of 12 semester hours with a minimum GPA of 3.70. The 12 hours must be passed with a letter grade other than an "S." Students who pass 12 or more hours including "S" grades, will be included on the Academic Honors List if their cumulative GPA is 3.70 or higher in a minimum of 12 previous graded hours.

## **Departmental Honors**

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

## **Graduation Honors**

Global students who have completed all requirements prior to Commencement, will be awarded honors at Commencement using the final semester cumulative GPA. These honors will be final on the diploma and transcript.

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Campus students with outstanding or incomplete grades at the time of Commencement, including previous semester, the current cumulative GPA will be used to determine honors awarded at Commencement.

\*Honors awarded at Commencement may be adjusted on the diploma and final transcript after all grades are finalized to reflect official and final hours.

To be eligible for honors the student must:

- Be a Bachelor's Degree candidate.
- Apply to graduate by the established deadline.
- Have a minimum of 50 graded hours completed at Spring Arbor University at time of graduation.

Graduation Honors are awarded to bachelor's degree candidates for three levels of performance as measured by the cumulative GPA of all coursework attempted.

Summa Cum Laude	3.90 – 4.00
Magna Cum Laude	3.80 – 3.89
Cum Laude	3.70 – 3.79

Students who have achieved a 3.70 cum GPA but do not meet the above criteria will be recognized in the Commencement program for their academic success as Cum Dignitate (with dignity). No special regalia or award will be given and no notation will appear on the diploma or transcript.

## Alpha Kappa Sigma

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

## Academic Student Connections

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

Students may participate in courses, seminars, study groups, tutoring and mentoring sessions designed to enhance learning performance. Professional staff work together to coordinate the teaching,

mentoring and services offered. Additionally, student office assistants and tutors are available to provide feedback for students. Courses offered by ASC staff are found in the General Studies (GES) section. Note the following areas of focus which may meet student needs:

- Study Groups
- Write Right Research Skills
- Reading Skills (GES course offerings)
- Math Review
- Study Skills
- English as a Second Language (ESL) courses
- Disability Services
- Testing Strategies

## Accommodations for Students (ADA)

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

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

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

## Academic Student Connections

Contact Information:

Phone: 517.750.6481

Fax: 517.750.6660

Email: [amber.hollowood@arbor.edu](mailto:amber.hollowood@arbor.edu)

Please mail confidential documentation to:

Academic Student Connections  
 Spring Arbor University  
 106 E. Main Street  
 Spring Arbor, MI 49283

**Academic Probation**

**Step Scale for Academic Standing**

The following step scale indicates the required total cumulative GPA necessary to remain in any academic program based upon the total number of quality hours (including transfer hours). Students receiving veteran’s benefits see Veteran Information.

*All current students, regardless of catalog year:*

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

**Academic Probation Status**

**Academic Alert** - When a full-time student’s GPA for a semester is lower than 2.00, but the cumulative GPA is above 2.00, the student will be placed on academic alert for the following semester. This action is not recorded on the student’s academic record.

**Academic Warning** - When a full-time student’s GPA for a semester is lower than a 2.00, but is still above the step scale minimum for the number of hours, the student is placed on academic warning for the following semester. The student may be encouraged to reduce the number of credit hours per semester or take study-skills courses.

**Academic Probation** - When a student’s cumulative GPA falls below the appropriate level of good standing on the step scale, the student will be placed on academic probation for the following semester. Any full-time student who fails to pass 9 semester hours or to make a 1.00 (“D”) average in any semester, may be placed on academic probation. “I” and “IP” grades are not counted toward this minimum. The student on probation is advised to restrict class load, curtail extracurricular activities and work schedules, and may be required to take a specific course. Students who do not meet the step scale cannot participate in intercollegiate athletics. The probationary status of students is

not reviewed or changed at the end of interim or summer sessions unless requested by the student or advisor.

**Continuation of Academic Probation** - The student who attains a 2.00 or higher semester average in the probationary semester, but whose cumulative GPA is still below the step scale, will remain on probation for the next semester.

**Removal from Academic Probation** - A student will be removed from academic probation at the end of a semester when the cumulative GPA meets the requirements of the step scale.

**Academic Dismissal** - The student on academic probation whose GPA following the probationary semester is lower than that called for by the step scale may be dismissed. Additionally, a student may be academically dismissed if 9 credits are failed in one semester. At the time of dismissal it is recommended that the advisor and student discuss expectations to be met for readmission to Spring Arbor University. The student may apply for readmission after one year. When applying for readmission, the student will be asked to present evidence of future academic success, self-discipline and focus and self-development as listed on the Conditions for Readmission from Academic Dismissal form.

**Withdrawal from the University**

**Voluntary** - A student who wishes to withdraw voluntarily during a semester must secure withdrawal forms from the Office of Student Retention, located in the Student Development & Learning office. Signatures of specific persons are required before the student will be considered officially withdrawn. The student must take care of any financial obligations before leaving campus. A student may withdraw through the eighth week of a traditional semester or the half-way point of any course that is not the length of the traditional semester and receive a grade of “W” on the transcript (for further clarification, see *Grading System*). Withdrawing after the last date will result in a “UW” grade which will reflect in the GPA.

**Dismissal** - If a student is dismissed for disciplinary reasons, grades of “W” will be recorded on the transcript for courses in which the student is enrolled and the regular refund policy will apply.

## Veterans

Veteran benefits are coordinated through the Office of Registration and Records. Veterans apply for VA Educational Benefits online through the Veteran's Online Application (VONAPP) website at [www.gibill.va.gov](http://www.gibill.va.gov). The student may call the VA if they have questions regarding the application at 1-888-442-4551).

A copy of the Certificate of Eligibility will be mailed to the student by the VA and is required before the student can be certified for benefits by the Certification Officer in the Office of Registration and Records. All questions concerning benefit eligibility and payment should be directed to the Veteran's Administration at 1-888-442-4551.

Students eligible to receive benefits from the Veterans Benefits Administration should make certain that all records are correct before the beginning of each term of attendance. In order for a student receiving benefits to remain in good standing, the following items should be noted:

1. Benefits will not be paid for courses that are not graded A, A-, B+, B, B-, C+, C, C-, D+, D, D-, U, or S. In addition, a course cannot be audited and counted toward benefit hours. Any incomplete grade must be converted to a regular grade within six weeks.
2. Courses for which the student registers must be applicable to program and degree requirements.  
Extra nonrequired courses taken beyond the 124 hours needed to graduate will not be certified for benefits. Up to 12 hours beyond the 124 can be certified only if they are required, and if the student has not previously taken courses that did not apply toward his/her program.
3. The addition of an extra major or program requiring more than 124 total hours cannot be certified without the student securing approval for a change of program from the Veterans Administration.
4. A student accumulating more than 12 hours of failing grades ("U") will lose further benefits.
5. The Office of Registration and Records maintains all veteran records, including degree requirements, courses taken and grades. Grades are posted to the student's record at the end of each academic session. The university catalog gives all degree requirements. Each student's progress is monitored by the Office of Registration and Records.
6. Credit for previous training may be granted, based upon academic evaluation of records.
7. Academic Probation — If a student receiving veteran benefits falls below a 2.00 cumulative GPA in any semester, that student is placed on academic probation according to the Veterans Benefits Administration. The student is permitted two consecutive semesters on this status. If the student fails to raise the cumulative GPA above 2.00 at the close of the second semester, that student will no longer be entitled to veteran benefits.
8. Spring Arbor is a Christian university dedicated to fostering academic, social and spiritual growth for students. While enrolled as active participants in the Spring Arbor University community, students are expected to govern their lives in harmony with its regulations, both on and off campus. The student handbook fully outlines standards of conduct, which reflect the ideals of the Spring Arbor University Concept. Because of connotations or associations that do not contribute to the Spring Arbor University Concept, using alcoholic beverages, illegal non-prescription drugs, or tobacco is prohibited.
9. Any student receiving veteran benefits is subject to all academic policies of Spring Arbor University as outlined in this catalog.

## Satisfactory Academic Progress for Federal and State Financial Aid

State and federal regulations require Spring Arbor University to establish specific standards of Satisfactory Academic Progress (SAP) that students must meet to maintain eligibility for state and federal Title IV student financial assistance programs.

### SAU SAP Undergraduate Requirements

**All current students, regardless of catalog year:**

Total Hours Attempted	1-15	16-24	25-36	37-47	48+
Minimum Required GPA	1.6	1.7	1.8	1.9	2.0
Minimum Completion Ratio (Earned Credits divided by Attempted Credits)	50%	67%	67%	67%	67%
Maximum Total Credits Allowed to complete degree requirements	150% of the program length				

**Incomplete, Withdrawn, Remedial, or Transfer Credits.** All courses attempted at SAU and transfer credits that count toward a student's degree are counted as credits attempted regardless of the grade assigned for the completion ratio and total time-frame calculations. Only courses with final grades issued and considered passing are counted as credits earned. All credits for repeated courses are counted as attempted credits and if passed as earned credits. If a course repeated, the highest grade for the course will be used in the GPA calculation. Incomplete courses are counted as attempted credits, but not as earned credits.

#### Frequency of Review

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

#### Regaining Eligibility

Students who have been dismissed from federal and state aid programs due to having failed to make satisfactory progress must take courses without the benefit of federal or state financial aid until such time as they are meeting the standards of satisfactory progress. Students being re-admitted to the institution will be reinstated at the same satisfactory progress level that he/she was at the point of leaving Spring Arbor University.

#### Appeals

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

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

## IV. INSTRUCTION

### Academic Programs

The academic program of the University is organized as follows:

#### I. CORE

#### II. General Studies

#### III. School of Arts and Sciences

- Art Department
  - Art
- Biology/Chemistry Department
  - Biology
  - Biochemistry
  - Chemistry
- Communication and Media Department
  - Advertising and Public Relations
  - Communication Studies
  - Intercultural Communication
  - Digital Media-Broadcasting
  - Digital Media-Video/Film
  - Drama
  - Professional Writing
  - Speech
  - Visual Communications
- English Department
  - English
  - Language Arts
- Health, Human Performance and Recreation Department
  - Health and Exercise Science
  - Military Science and Leadership
  - Sports Management
- History/Geography/Politics Department
  - Geography
  - History
  - Political Economy
  - Political Science
  - Social Studies
- Mathematics/Computer Science/Physics Department
  - Actuarial Science
  - Computer Science
  - Mathematics
  - Physics

- Music Department
  - Music
  - Piano Pedagogy
  - Worship Arts
- Psychology Department
  - Psychology
- Sociology Department
  - Criminal Justice
  - Global Studies
  - Sociology
  - Urban Studies
- Theology Department
  - Biblical Studies
  - Camping Ministry
  - Children's Ministry
  - Global Missions
  - Pastoral Ministry
  - Philosophy
  - Religion
  - Theological Studies
  - Urban Ministry
  - Worship Ministry
  - Youth Ministry
- World Languages Department
  - Arabic
  - Chinese
  - French
  - German
  - Spanish

#### IV. Gainey School of Business

- Accounting
- Business Administration
- Economics
- Entrepreneurship
- Finance
- International Business
- Management
- Management Information Systems
- Marketing
- Organizational Management

#### V. School of Education

- Early Childhood Education
- Elementary Certification
- Reading
- Secondary Certification
- Special Education: Learning Disabilities



## VI. School of Human Services

Family Relations Education  
 Management of Health Care Systems  
 Nursing  
 Social Work

### Courses of Instruction

Those courses numbered 100 to 199 are primarily for freshmen, 200 to 299 for sophomores, 300 to 399 for juniors and seniors, and 400 to 499 for seniors.

The numbers in parentheses following the title of the course indicate the number of semester hours of credit. For example, (3) would indicate three semester hours of credit.

Regular catalog courses taught in programs with instructional patterns and number of contact hours that do not fit the traditional semester pattern may have the amount of credit adjusted to reflect the number of contact hours and/or the materials covered by that class upon approval of the appropriate department and the Academic Senate.

A reduction in credit hours for a particular required course will not lessen the stated total course credit hours required to meet the general education, major and/or minor requirements.

In some instances, a course may only be offered in odd academic years or even academic years. For example, even year courses would be offered in 2016-17 and 2018-2019, odd year courses would be offered in 2017-18 and 2019-20.

**NOTE: The University administration reserves the right to cancel or reschedule any course(s) due to insufficient enrollment or unavailability of faculty.**

Prerequisites for courses appear within the course description and should be carefully noted.

An academic advisor assists in approving each student's program. Students are required to take the courses listed for a specific major or minor. Exceptions to requirements must be petitioned by completing a petition form, which is available in the Office of Registration and Records or from MySAU.

### Courses for All Disciplines

Spring Arbor University provides a number of opportunities for the student to pursue fields of interest under the guidance of a faculty member. The following offerings are designed for the student's level of knowledge and sophistication in a chosen discipline.

#### 155, 255, 355 Experimental Courses (1-3)

These numbers are used for courses a department proposes as an experimental course. They are not listed in the catalog. If the course becomes a regular offering, a specific department number is assigned and the course is listed in the catalog. These numbers may also be used for courses a student takes in an off-campus location (semester abroad study).

#### 285 Exploratory Experience (1-4)

A non-classroom learning experience, operating on two levels:

(1) work in a professional or career area under the supervision of a qualified person, and (2) a non-directed living-learning situation. The student is expected to evaluate the experience in light of course work, career plans, or personal growth. Credit will be granted on the assumption that a minimum of 40 hours is equivalent to one credit. The student must have a sponsoring professor. All paperwork for exploratory experiences must be processed prior to the activity and will not be accepted after the fact. Graded "S/U."

#### 170, 270, 370 Special Topics (1-3)

Departments may offer particular topics/special interest courses under these numbers. The titles will vary per semester and will not always be offered by every department.

#### 385 Practicum (1-8)

With approval from an academic major any student may secure college credit for significant working or participatory experience by enrolling in practicum. Approval will be given only if there is evidence of significant new learning opportunities related to the student's major field. Credit is variable with a maximum of one credit per week (40 work hours of non-repetitive experience for up to eight credits).

# INSTRUCTION

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Each practicum will have two supervisors: a work supervisor and an academic supervisor. All paperwork for practica must be processed prior to the activity and will not be accepted after the fact. A student may take no more than two practicum experiences to a maximum of 12 total hours total of credit, with no more than eight toward a major. Specific guidelines for a major may be obtained from faculty in that discipline. Graded "S/U."  
*Prerequisite: A minimum of 12 hours in the discipline.*  
Note: Students should check with their specific department for exceptions to this policy.

## **290, 390 Independent Study (1-4)**

An opportunity for a student to do research, special projects and reading, which will enrich the University program. Regularly listed catalog courses cannot be taken under this format. This is to be a truly "independent" process with only preliminary guidance and final evaluation from the sponsoring professor. Graded or "S/U." Must be graded in major/minor fields. A maximum of two independent studies may be completed in a student's academic program. *Prerequisite: 290, a minimum of six hours in the discipline; 390, a minimum of 12 hours in the discipline, junior or senior standing.*

## **450 Internship (1-12)**

A student may enroll for an internship as approved or required by his/her major department by registering for 1-12 hours of credit for appropriate field learning experience. The work experience must be significantly related to the student's major and/or concentration within the major. It requires a minimum of 18 class credits completed in the major; requires a minimum of 40 hours of work experience for each hour of credit: and will have a worksite supervisor/evaluator, as well as the faculty advisor/supervisor. Specific readings, seminar requirements and/or appropriate written assignments may be assigned by the faculty. Departmental guidelines for an internship may be obtained from the chairperson. Graded "S/U."  
*Prerequisite: a minimum of 18 hours in the discipline with departmental approval.*

Note: Students should check with their specific department for exceptions to this policy.

## **460 Senior Research Project (3-4)**

An opportunity for a student to design and complete a research project in the student's major area of study. A thesis is required. Must have senior status.

## **490 Senior Honors Project (3-6)**

An opportunity for a student to do a significant project of scholarly productivity and/or research in the student's major area of study. To apply for an honors project, the student must have senior status and a GPA of 3.50 in the major.

## **Summer Internships and Practicums**

If a campus student registers for an Internship or Practicum during Summer term(May-August), up to 4 credits would be covered tuition if the student was full time for both fall and spring but not registered for any credit during Interim in that same academic year.

## **Online Study**

Online undergraduate and graduate courses are available through the mySAU portal. Interested students may register, pay for the course and/or apply for financial aid, and order textbooks online. Students should consult their advisor for assistance in course selection and information about eligibility to enroll in courses. New courses and programs are in development and interested students are encouraged to check the Web site frequently.

Registration for all sessions closes two weeks prior to course start date. Registration for some courses may close prior to that registration deadline. Online courses may be cancelled due to low enrollment.

## Weekend College

Courses to assist students in satisfying graduation requirements are available through weekend college. These courses are offered on occasion in the Battle Creek, Flint, Gaylord, Grand Rapids, Jackson, Kalamazoo, Lansing, Metro-Detroit and Metro-Toledo sites. The course listing is drawn from the University catalog, and presents both general education requirement courses and electives. Courses commonly offered include:

ART 152	Art Foundations
BIO 200	Biological Basis of Health Concerns
BUS 358	Statistics
CPS 150	Introduction to Computers
DRA 332	History of American Theater
ECN 101	Introduction to Economics
FIN 268	Personal Finance
HPR 281	Nutrition and Exercise
HIS 221	Black Experience in America
HIS 310	Twentieth Century America
MUS 152	Music Foundations
NSC 202	Environment and Life Science
PHI 200	Introduction to Philosophy
PHI 210	Survey of World Views
POL 214	State and Local Government
POL 310	Freedom, Order and Justice in the Western World
PSY 305	Abnormal Psychology
BIB 218	Survey of the New Testament
REL 394	World Religions
SOC 100	Modern Social Problems
SOC 101	Introduction to Sociology
SOC 246	Substance Abuse and Society
SOC 311	Racial and Ethnic Relations
SPE 100	Oral Communication
SPE 212	Fundamentals of Speech

## Accounting

**2 Majors & Endorsement**  
**Gainey School of Business**  
**Department of Accounting**

### Faculty

Caleb Chan, Dean  
David Globig  
Faculty from Gainey School of Business

### About the discipline

The Accounting program offers a four-year degree that prepares students for many entry-level accounting positions. Students completing the accounting major will have the necessary educational requirements for the Certified Management Accounting (CMA) and the Certified Internal Auditing (CIA) examinations. Students who plan to take the Certified Public Accounting (CPA) exam should complete the CPA accounting major.

Students must develop effective communication skills, skills of logic and critical thinking, leadership skills and demonstrate a strong intellectual capacity.

### Career opportunities

Accountants are trusted business advisors and an accounting education can lead to a highly respected and rewarding career. Accountants routinely earn incomes that are in the top 5% of the community in which they live. If you elect to major in accounting, you may prepare yourself for a variety of accounting careers in the areas of: Public accounting (auditing, taxation, and consulting), Private/industrial accounting (financial and cost accounting), Governmental/nonprofit accounting (fund accounting), and Forensic accounting (investigative accounting). Accountants are in high demand by government agencies such as the IRS, FBI and CIA. Accounting also provides an excellent foundation for non-accounting business careers, including banking, consulting, and small business ownership. In addition, accounting provides an excellent undergraduate background for a law degree. Graduates are also prepared for advanced study in accountancy, leading to career opportunities in accounting education.

### Program strengths and emphases

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

- **Career Outcomes** – Our graduates consistently find meaningful employment in the accounting profession within six months of graduation. We maintain strong relationships with regional and local CPA firms that believe in the quality of Spring Arbor University graduates.
- **Strong focus on both professional and character issues** – Built on the foundation of a biblical worldview, our program stresses the importance of integrity, ethics, and content knowledge.
- **Emphasis on both financial and managerial accounting concepts and issues** – Our broad-based curriculum provides the best foundation for a student to excel in accounting or other business-related field.
- **Small class size** – With our low student-to-faculty ratio, you'll receive a personalized, quality education that makes learning easier and more stimulating.
- **CPA Exam Preparation** – Students are well prepared to successfully pass the CPA exam.

### Requirements:

#### ACCOUNTING MAJOR: (62 HOURS)

ACC 221	Principles of Accounting I (3)
ACC 222	Principles of Accounting II (3)
ACC 314	Cost and Managerial Accounting Theory (3)
ACC 317	Intermediate Accounting I (3)
ACC 318	Intermediate Accounting II (3)
ACC 341	Cost and Managerial Accounting Practice (3)

- ACC 360 Accounting Information Systems (3)
- ACC 391 Individual Taxation (3)
- ACC 404 Fund Accounting (3)

- BUS 372 Business Law II (3)
- ECN 221 Introduction to Microeconomics (3)
- ECN 222 Introduction to Macroeconomics (3)

Choose two from the following:

- ACC 385 Practicum (3+)
- ACC 392 Organizational Taxation (3)
- ACC 442 Auditing Principles (3)
- ACC 447 Advanced Accounting (4)
- ACC 452 Accounting Theory (4)

Required support courses:

- APR 311 Corporate Communication (3)
- BUS 107 Foundations of Leadership & Ethics (3)
- BUS 161 Management Information Systems (3)
- BUS 271 Business Law I (3)
- BUS 351 Statistics (3)
- BUS 351L Statistical Application for Business (1)
- BUS 372 Business Law II (3)
- ECN 221 Introduction to Microeconomics (3)
- ECN 222 Introduction to Macroeconomics (3)

Other Electives From  
Gainey School of Business (2)

## ACCOUNTING-CPA MAJOR: (69 HOURS)

- ACC 221 Principles of Accounting I (3)
- ACC 222 Principles of Accounting II (3)
- ACC 314 Cost and Managerial Accounting Theory (3)
- ACC 317 Intermediate Accounting I (3)
- ACC 318 Intermediate Accounting II (3)
- ACC 341 Cost and Managerial Accounting Practice (3)
- ACC 360 Accounting Information Systems (3)
- ACC 391 Individual Taxation (3)
- ACC 392 Organizational Taxation (3)
- ACC 404 Fund Accounting (3)
- ACC 442 Auditing Principles I (3)
- ACC 443 Auditing Principles II (3)
- ACC 447 Advanced Accounting (4)
- ACC 452 Accounting Theory (4)

Required support courses:

- APR 311 Corporate Communication (3)
- BUS 107 Foundations of Leadership & Ethics (3)
- BUS 161 Management Information Systems (3)
- BUS 271 Business Law I (3)
- BUS 351 Statistics (3)
- BUS 351L Statistical Application for Business (1)

## ACCOUNTING ENDORSEMENT (12 HOURS)

- ACC 221 Principles of Accounting I (3)
- ACC 222 Principles of Accounting II (3)
- ACC 317 Intermediate Accounting I (3)
- ACC 318 Intermediate Accounting II (3)

**Notes for general education:** BUS 351 Statistics meets the mathematics liberal arts requirement and ECN 221 or 222 Introduction to Microeconomics or Macroeconomics, meets the social science requirement. All are required for the accounting major.

## Course descriptions:

### ACC 221 Principles of Accounting I (3)

This is the first in a two-part sequence. It involves the study of the principles of bookkeeping and financial reporting. The accounting cycle, which deals with the analysis, the journalizing and posting of business transactions within the double-entry framework, is examined. Specialized accounting procedures for service and merchandising businesses are studied. *Prerequisite:* MAT 101 or ACT Math score of 24 or SAT math score of 29. (Offered in fall.)

### ACC 222 Principles of Accounting II (3)

This course is a continuation of ACC 221. The emphasis shifts from sole proprietorships and partnerships to corporations operating in a manufacturing environment. Coverage includes the preparation and analysis of financial statements. *Prerequisite:* ACC 221. (Offered in spring.)

### ACC 314 Cost and Managerial Accounting Theory (3)

This course is designed to assist students in obtaining an understanding of the nature of cost accounting, cost concepts and terms, and the flow of costs in an accounting system. Case studies will be used to enhance an understanding of real life applications. The course focuses on the use of accounting data by managers in directing the affairs of their businesses. The following topics are studied: cost accounting fundamentals, standard

# ACCOUNTING

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costing, cost allocation, costing systems and variance analysis. *Prerequisite:* ACC 222. (Offered in fall of odd academic years.)

## **ACC 317 Intermediate Accounting I (3)**

This course covers objectives of accounting and the processes that have evolved in response to the objectives. Students develop an understanding of basic accounting statements and the limits involved in their preparation. A detailed study is conducted of the conceptual framework of accounting, income statements, balance sheet, and all assets. *Prerequisite:* ACC 222. (Offered in fall.)

## **ACC 318 Intermediate Accounting II (3)**

A continuation of Intermediate Accounting I, with a more detailed study of liabilities, income tax accounting, owner's equity, statements of cash flows, financial statement analysis and price change accounting. *Prerequisite:* ACC 317. (Offered in spring.)

## **ACC 341 Cost and Managerial Accounting Practice (3)**

Students will gain an understanding of how managers use cost accounting data to assist them in the task of directing the affairs of their businesses. It seeks to highlight the benefits to be gained from a thorough understanding of accounting information. Participants will be exposed in a broad sense to the way in which management accountants contribute to the internal decision making process. The following topics are studied: determining how costs behave, costs relevance and the decision process, pricing decisions, management control systems, cost management in the context of quality and time, inventory management, decentralization and transfer compensation, cost-volume-profit and budgeting and control. *Prerequisite:* ACC 222. (Offered in spring of odd academic years.)

## **ACC 360 Accounting Information Systems (3)**

A study of the computer-based information systems including basic concepts, accounting applications, internal controls, and system design and implementation. Use of PC-based accounting systems and their methods for processing

information is an integral part of this course. *Prerequisites:* ACC 222 and BUS 161. (Offered in spring of odd academic years.)

## **ACC 391 Individual Taxation (3)**

This course is designed to introduce students to the federal internal revenue code and income tax regulations applicable to individuals and partnerships. Students will examine the concepts of gross income, taxable income, income tax exemptions and deductions, income tax credits, and tax basis of assets. The following topics are also studied: tax determination, personal and dependency exemptions, property transactions, gross income, deductions and losses, depreciation, tax credits, alternative minimum tax. *Prerequisite:* ACC 222. (Offered fall of even academic years.)

## **ACC 392 Organizational Taxation (3)**

The course examines the federal internal revenue code and income tax regulations applicable to corporations. Topics to be covered are: corporations (introduction, operating rules and related corporations); organization and capital structure; distributions in liquidations; corporate accumulations; as well as corporations and exempt entities. *Prerequisite:* ACC 391. (Offered spring of even academic years.)

## **ACC 404 Fund Accounting (3)**

Emphasizes accounting for the state and local government units. Accounting for hospitals, colleges, universities and other not-for-profit organizations is also covered. *Prerequisite:* ACC 317. (Offered spring of even academic years.)

## **ACC 442 Auditing Principles I (3)**

Auditing is a capstone course in an undergraduate education for a career in accounting. The course integrates accounting standards, accounting systems, internal control structures, the auditing functions of evidence gathering and evaluation, and reporting—all within the context of the professional environment. The course is designed to produce competence in auditing theory and practice. The topics covered are: the audit function, professional standards and ethics, the auditor's legal liability, the audit evidence process, the internal control structure, and auditing sampling techniques. *Prerequisite:* completion of or concurrent registration in ACC 318 and BUS 351. (Offered in fall of even academic years.)

**ACC 443 Auditing Principles II (3)**

This course is designed to be a continuation of ACC 442. Students will be studying the audit engagement, beginning with the planning of the engagement and risk assessment. The process of auditing the revenue, conversion, financing and investing cycles. The course concludes with the completion of the engagement and the reporting on audited financial statements. Special reports, compilation and review engagements are also covered. *Prerequisite: ACC 442.* (Offered in spring of even academic years).

**ACC 447 Advanced Accounting (4)**

The study of special accounting problems relating to business combinations, the preparation of consolidated financial statements, accounting for partnerships, business failures, estates and trusts, etc. *Prerequisite: ACC 318.* (Offered in fall.)

**ACC 452 Accounting Theory (CPA Review) (4)**

This course will focus on the development of a comprehensive philosophy of accounting. Historical origins of accounting concepts, principles and standards are critically examined in light of the present economic and social institutions. Professional practice is reviewed, as are current issues and literature in accounting theory. All topics required for this subject on the CPA exam will be covered in this course. *Prerequisite: ACC 447.* (Offered in spring.)

## Actuarial Science

### Major

School of Arts and Sciences

Department of Math/CPS/Physics

### Faculty

Timothy Wegner, Chair

Garnet Hauger, Coordinator

### About the discipline

The major in Actuarial Science combines mathematics, finance, accounting, economics, business and computer science to prepare students for careers in risk management. Actuaries manage local, state, and federal budgets, pension plans, and insurance funds (auto, home, health, and life). They also help corporations make financial forecasts and solve economic problems.

The academic program for the actuarial science major is challenging, but the rewards of completing such a program are great. Actuaries are paid very well and have many opportunities for advancement.

This academic program includes courses in mathematics (three courses in calculus, one course in linear algebra, one course in differential equations, and three courses in statistics and probability), computer science (three courses), accounting (principles of accounting I and II), economics (macro and micro), and business and finance (five courses: finance, investments, forecasting, management, and insurance and risk management). The program also includes a practicum, an introduction to the field of actuarial science, and a review for the first actuarial exam.

### Career opportunities

Once students pass the first actuarial exam, they usually find the job market more open to them. This program makes good use of analytical skills and problem solving. Students with strong backgrounds in mathematics and an interest in solving problems using knowledge from mathematics and business are encouraged to pursue this challenging academic program and rewarding career.

The Society of Actuaries website [www.soa.org](http://www.soa.org) gives more information about this career and how to prepare for it. See also [www.beanactuary.org](http://www.beanactuary.org). Our major in actuarial science meets the requirements listed there.

### Program strengths and emphases

The mathematics, business, and computer science programs are well-poised to offer actuarial science students both a well-rounded and in-depth program preparing students for a challenging and rewarding career. Students pursuing this program should be prepared to pass the first two actuarial exams (exam P and FM) upon completion of the program, students should be able to find meaningful employment in the risk management field. The projection for employability for students with this major is quite good for the next 10 years, the longest period of time for which career need projections are made.

### Requirements:

#### ACTUARIAL SCIENCE MAJOR: (70 HOURS)

23 hours in mathematics:

- MAT 201 Calculus I (4)
- MAT 202 Calculus II (4)
- MAT 302 Vector Calculus (3)
- MAT 351 Statistics (3)
- MAT 352 Linear Algebra (3)
- MAT 363 Theory of Probability I (3)
- MAT 364 Theory of Probability II (3)

11 hours in computer science:

- CPS 201 Foundations of Computing I (4)
- CPS 202 Foundations of Computing II (4)
- CPS 303 Intro to Database Systems (3) **OR**
- CPS 301 Data Systems and Large Software Systems (3)

6 hours in accounting:

- ACC 221 Principles of Accounting I (3)
- ACC 222 Principles of Accounting II (3)

6 hours in economics:

- ECN 221 Microeconomics (3)
- ECN 222 Macroeconomics (3)

3 hours in business:

- BUS 325 Principles of Management (3)



12 hours in finance:

- FIN 362 Principles of Finance (3)
- FIN 368 Insurance and Risk Management (3)
- FIN 451 Business Forecasting (3)
- FIN 418 Investments (3) OR  
FIN 301 Money and Banking (3)

9 hours in specialized actuarial science courses:

- ACT 107 Introduction to Actuarial Science (1)
- ACT 385 Practicum in Actuarial Science (2)
- ACT 452 Advanced Topics in Probability (3)
- ACT 454 Financial Mathematics (3)

Strongly Recommended:

- MAT 311 Differential Equations (3)

### **Validation by Educational Experience (VEE)\*\***

In addition, candidates for the Society of Actuaries (SOA) certifications are required to validate their knowledge and skills in the following three topics in addition to the four Preliminary Education examinations (Probability, Financial Mathematics, Actuarial Models, Construction and Evaluation of Actuarial Models). The three topics and the corresponding coursework are listed below:

- VEE - Applied Statistical Models  
(FIN 451, MAT 351)
- VEE - Corporate Finance  
(FIN 418, FIN 362)
- VEE – Economics  
(ECN 221, ECN 222)

Candidates must receive a grade of B- or better in each course unless otherwise noted by SOA.

\*\*The actuarial science major includes coursework that prepares students to obtain VEE credit, which is required for SOA certifications. Students who have completed all of the coursework listed for the major, should be prepared to take the first two actuarial examinations (Exam P and Exam FM).

**Note on general education:** MAT 201 Calculus I is required for this major and also meets the requirement for one of the two natural science liberal arts courses. ECN 222 meets the requirement for a course in behavioral science.

### **Course descriptions:**

#### **ACT 107 Introduction to Actuarial Science (1)**

An introduction to and overview of the field of actuarial science. A thorough examination of the resources on [www.beanactuary.org](http://www.beanactuary.org) is a key element of this course. Students will be investigating the field of actuarial science. (Offered in spring.)

#### **ACT 385 Practicum in Actuarial Science (2)**

Significant work or participatory experience in the field of actuarial science. Approval will be given only if there is evidence of significant new learning opportunities related to actuarial science. Credit assumes 40 hours of non-repetitive experience for each of the 2 credits. The practicum requires two supervisors: a work supervisor and an academic supervisor. All paperwork for the practicum must be processed prior to the activity and will not be accepted after the fact. Students must be of junior standing and have completed at least half (34 credit hours) of the program. *Prerequisites: Must be a senior actuarial science major.* (Offered fall, spring, interim and summer.)

#### **ACT 452 Advanced Topics in Probability (3)**

Topics in probability to prepare students to take the probability actuarial exam (Exam P). Topics include more and different applications of discrete and continuous probability distributions that are considered in MAT 363 and MAT 364. This includes more advanced work with transformation of random variables, multivariate distributions, order statistics, and risk management and insurance including effects of deductibles and upper limits on benefits. *Prerequisite: MAT 363 and 364; must be a junior or senior actuarial science major.* (Offered fall of even academic years.)

#### **ACT 454 Financial Mathematics (3)**

Topics in financial mathematics to prepare students to take the financial mathematics actuarial exam (Exam FM). Topics include the measurement of interest, solution of problems in interest, basic annuities, more general annuities, yield rates, amortization schedules and sinking funds, bonds, financial instruments, and more advanced financial analysis. (topics included in the study manual for Exam FM-Financial Mathematics). *Prerequisites: ECN 221, ECN 222, FIN 362, MAT 201 or MAT 222 or permission by department.* (Offered in spring of even academic years)

**For other course descriptions see Accounting, Business, Computer Science, Economics and Math.**

## Advertising and Public Relations

**Major & Minor**  
**School of Arts and Sciences**  
**Department of Communication and Media**

### Faculty

Dorie Shelby, Chair  
Mary Albert Darling  
Dr. E. Allen Knight  
Jen Letherer  
Dr. Wallis C. Metts Jr.  
Dr. Paul Patton  
Dr. Dan Runyon  
Dr. Robert H. Woods Jr.

### Mission

Our mission is to prepare credible, creative Christian professionals for a world where the mastery of communication skills and technologies is essential. We accomplish our mission by helping students produce, publish and perform original work that is both ethical and effective.

### About the discipline

Advertising is changing, and changing fast. Context-sensitive ads, for example Google's ad words, are only the beginning of a new paradigm that will deliver personal and powerful messages just to the people who are interested. The nonprofit sector is following along, and public relations professionals are learning to master new, cost-effective tools.

If you are a creative, strategic thinker, a Bachelor of Science in advertising and public relations provides the skills needed to succeed in a shifting, global marketplace. Through internships, and/or our unique in-house agency, students will gain real world experience working with clients. A senior capstone course prepares students for a career search and requires the completion of a professional portfolio.

### Career opportunities

The study of communication will help develop useful skills in such fields as ministry, mass media, social media, theatre, business, government

and social services. The program is particularly appropriate for positions involving public relations, broadcasting, corporate communication, public information management, employee communication, training and development, and print journalism.

### Program strengths and emphases

The study of communication at Spring Arbor University is a hands-on experience, with a foundation in classical and Christian perspectives. All students complete a core sequence that promotes a thoughtful and ethical understanding of communication principles and best practices.

Throughout the program students will apply these principles. Extracurricular opportunities are offered in writing, acting, broadcasting, designing, producing and researching, in addition to practical hands-on experiences in the classroom and through internships.

All students in the Department of Communication and Media are required to enter the program with a current MacBook Air or MacBook Pro and subscribe to the Adobe Creative Cloud. Contact your Admissions representative or the Department of Communication and Media for details.

**Sophomore Check-** Student progress will be assessed by the department at both the freshman and sophomore levels (first year for transfer students). Students must pass a sophomore/transfer check to continue in the major.

### The Digital Influence Initiative

The Digital Influence Initiative encourages students to use digital tools strategically, credibly, creatively and with civility. Students will produce, curate and share responsible and ethical content for a variety of social media platforms. Through engagement in a long term project, students will study the tools and strategies of digital influence to promote themselves and their work, impact culture, shape conversations, set agendas and connect with genuine communities of discourse.

# ADVERTISING AND PUBLIC RELATIONS

## Requirements:

### ADVERTISING AND PUBLIC RELATIONS

#### MAJOR: (62 HOURS)

- APR 207 Advertising (3)
- APR 309 Advanced Advertising (3)
- APR 311 Corporate Communication (3)
- APR 347 Public Relations (3)
- COM 100 Introduction to Communication (3)
- COM 110 Communication Technology (3)
- COM 212 Rhetoric (3)
- COM 214 Communication Theory (2)
- COM 314 Communication Research (2)
- COM 317 Digital Influence (1)
- COM 324 Web Content and Management (3)
- COM 354 Applied Social Media (3)
- COM 356 Popular Culture (3)
- COM 385 Practicum (must be approved) (3)
- COM 399 Communication Portfolio (1)
- COM 404 Oral and Digital Persuasion (3)
- COM 480 Senior Seminar (1)
- WRT 216 Writing for the Media (3)
- ENT 201 Small Business Management(3)
- MKT 221 Marketing Principles(3)

Electives to total 62 hours:

- APR 370 Special Topics (1-3)
- ART 204 Photography (3)
- AUD 174 Radio Production (3)
- COM 301 Comm., Spirituality and Service (3)
- COM 368 Intercultural Communication (3)
- SOC 351, MAT 351 or PSY 351 Statistics (3)
- VID 202 Video Production (4)
- WRT 210 News Reporting (4)
- WRT 373 Feature Writing (3)

### ADVERTISING AND PUBLIC RELATIONS

#### MINOR: (21 HOURS)

- APR 207 Advertising (3)
- APR 347 Public Relations (3)
- COM 100 Introduction to Communication (3)
- COM 214 Communication Theory (2)

Choose electives for a total of 21 hours:

- APR 309 Advanced Advertising (3)
- APR 311 Corporate Communication (3)
- COM 314 Communication Research(2)
- COM 324 Web Content and Management(3)
- COM 354 Applied Social Media (3)
- COM 404 Oral and Digital Persuasion (3)
- ENT 201 Small Business Management(3)
- MKT 221 Marketing Principles (3)

## Advertising and Public Relations Endorsement

- APR 207 Advertising (3)
- APR 309 Advanced Advertising (3)
- APR 311 Corporate Communication (3)
- APR 347 Public Relations (3)

**Notes regarding General Education:** COM 212 Rhetoric (3) fulfills the general education speech requirement. SOC 351, MAT 351, or PSY 351 Statistics fulfills the general education math requirement. ART 204 fulfills the general education requirement for Art.

## Course descriptions:

### APR 207 Advertising (3)

Explores principles and vocabulary of advertising including ethical and social implications. Examines theories of persuasion and mass media related to marketing and consumer behavior. Also listed as MKT 207. (Offered in spring.)

### APR 309 Advanced Advertising (3)

Continued discussion of principles, methods, techniques and ethics of advertising in media. Emphasis is on the execution of research based creative strategies. *Prerequisites:* WRT 216 and APR 207. Also listed as MKT 309. (Offered in fall of odd academic years.)

### APR 311 Corporate Communication (3)

Analysis of the role and function of communication in the corporate setting. Develop and apply communication skills across numerous corporate settings, to include employee communication, work styles, gender issues, nonverbal, listening, interviewing, resume writing, leading meetings, performance appraisals, small group/team problem solving and professional presentations. *Prerequisites:* ENG 104 and SPE 100 or COM 212 or SPE 212 or permission. (Offered in spring.)

### APR 347 Public Relations (3)

Analysis of public relations principles, including public opinion, image creation, and maintenance of press, community and constituency relations. Included in the course is practice in public relations program recommendations and design. Also listed as MKT 347. (Offered in fall.)

### APR 370 Topics in Advertising/Public Relations (1-3)

Topics selected to meet needs of students interested in advertising and public relations careers. (Limited offering).

## Art

**1 Major, 2 Minors**  
**School of Arts and Sciences**  
**Department of Art**

### Faculty

Brian W. Shaw, Chair  
Roxanne Kaufman  
Jonathan Rinck  
Brienne Witt

### About the discipline

The art program at Spring Arbor University encourages students to express both technical and creative skills. The various studio courses are structured in order to develop traditional academic competence in visual and tactile forms. The uniqueness, however, is the attention given to the development of each individual student, guiding them in discovering their own personal philosophy and artistic style. Five concentrations are available to the art major: drawing, graphic design, painting, photography and sculpture.

### Career opportunities

Beyond the professions where making art is the primary focus, such as a studio artist, illustrator or graphic designer, countless opportunities exist for creative people with artistic sensitivities and training.

### Program strengths and emphases

The art program at Spring Arbor University offers the student a unique developmental combination of technical skills relative to the various media with emphasis on personal creativity and style. This combination begins in the introductory studio courses and is completed in the individualized structure of ART 415 Advanced 2-D and 3-D Design and ART 470 Art Seminar.

Another strength of the program is juried competitions at the end of each semester, exposing students to critiques from visiting artists and showcasing their best works to the community. Art scholarships are available through portfolio review and are also awarded at annual semester

competitions. Facilities for the major are housed in the 8,100-square foot art center containing classrooms, traditional studios for drawing, sculpture and painting, along with a state-of-the-art computer lab, 3-D printer, darkroom, complete woodshop, kiln area and individual upperclassmen studio spaces.

The Ganton Art Gallery is one of the largest single-space galleries in Michigan and displays revolving exhibits of graduating majors, semester art shows, and professional artists.

### Requirements:

#### ART MAJOR: (52 HOURS)

ART 160	Introduction to Art (2)
ART 162	Drawing I (3)
ART 165	Two-Dimensional Design (3)
ART 166	Three-Dimensional Design (4)
ART 167	Color (2)
ART 213	Painting I (4)
ART 263	Drawing II (4)
ART 321	History of Art I (4)
ART 322	History of Art II (4)
ART 323	History of Art III (4)
ART 415	Advanced 2-D & 3-D II (3)
ART 470	Art Seminar (1)
ART 471	Senior Art Exhibition (3)
Electives to total 52 hours	

**Note:** Details concerning the exhibition requirement are available from the department chair with emphasis and clarification given in ART 470 Senior Seminar. The exhibition must be hung within one semester of completing ART 470 Art Seminar. (The art department reserves the right to require additional advanced courses, i.e., ART 415, when deemed necessary.)

The following concentrations are available to art majors, each concentration requires ART415 in addition to the courses listed:

#### Drawing

- ART 162 Drawing I (3)
- ART 263 Drawing II (4)
- ART 364 Drawing III (3)

#### Graphic Design

- ART 272 Introduction to Graphic Design (4)
- ART 274 Graphic Design I (4)
- ART 333 Graphic Design II (4)
- ART 334 Graphic Design III (3)

#### Painting

- ART 213 Painting I (4)
- ART 314 Painting II (4)
- ART 414 Painting III (3)

#### Photography

- ART 205 Photography I (4)
- ART 306 Photography II (4)
- ART 406 Photography III (3)

#### Sculpture

- ART 166 Three Dimensional Design (4)
- ART 325 Sculpture II - Figurative (4)
- ART 426 Sculpture III - Ideas and Techniques (3)

#### ART MINOR: (21 HOURS)

- ART 162 Drawing I (3)
- ART 165 Two- Dimensional Design (3)
- ART 166 Three-Dimensional Design (4)
- ART 167 Color (2)
- ART 263 Drawing II (4)
- Plus electives to total 24 hours

The 20-hour visual literacy minor requires:

- ART 162 Drawing I (3)
- ART 165 Two-Dimensional Design (3)
- ART 167 Color (2)
- ART 204 Photography I (3)
- ART 272 Introduction to Graphic Design (4)
- ART 274 Graphic Design I (4)
- COM 399 Visual Communication Portfolio (1)

**Notes:** To ensure continuity and understanding, students are introduced to career opportunities in their freshman year. ART 160 Introduction to Art

provides insights by professionals in various art fields, and explains the academic and experiential requirements to pursue a job in their area.

Students meet individually with the entire art faculty during their sophomore and junior years to discuss career concerns and quality of artwork completed during the first two years.

Seniors take ART 470 Senior Seminar, and prepare a paper on their philosophy, and present a senior art exhibit.

From the freshman year to graduation there are a series of courses and checkpoints to aid students in artistic development, and to ensure that each one is fully prepared for the career of their choice.

**Notes for General Education:** Art majors and minors fulfill the fine arts requirement of ART 152 Art Foundations through their courses in art.

#### **Note for transfer and post baccalaureate students:**

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

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

The following courses must be completed at Spring Arbor University:

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

#### **Course descriptions:**

##### **ART 152 Art Foundations (2)**

A systematic study of art ideas which allows the student at the beginning level to understand basic concepts used by artists in visual and tactile perception. The course involves the use and understanding of skills and materials by the artist. An additional purpose will be to examine art in its historic relationship to religion; to understand how the visual media influences

contemporary living; and to become aware of the need for critical thinking and analysis in order to bring greater quality to art and life in the 21st century. Does not count towards art major or minor. (Offered in fall, interim and spring.)

### **ART 160 Introduction to Art (2)**

This introductory course is for art majors only. The course deals with the philosophy of SAU's Art Department, the history of art through visits to museums, the development of a vocabulary related to the elements of design and presentations by professionals in various art fields all making up the major components of this course. (Offered in fall.)

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

The principles and techniques of drawing. Various forms of drawing, including contour, gesture, modeling and shading are used to explore forms of still life, landscape and architecture. (Offered in fall.)

### **ART 165 Two Dimensional Design (3)**

Studio-classroom approach to the elements and principles of design. Various two-dimensional techniques are explored in line, shape, space and texture to prepare the student for advanced work in the various areas of the visual arts. (Offered in fall.)

### **ART 166 Three Dimensional Design (4)**

Studio-classroom approach to the elements and philosophy of design. Traditional and contemporary techniques are examined and practiced with special attention given to developing one's own creativity. Works are executed in clay, plaster, wood, and mixed media. (Offered in spring, offered in the fall of even years for transfers and upperclassmen only).

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

The visual element of color is explored through the variety of color concepts used in the visual arts. Emphasis is upon the study of color theories, color manipulation and color organization applicable to both the graphic arts and fine arts. Students begin with the traditional color wheel to classic painting concepts through current color technology. (Offered in spring.)

### **ART 204 Photography I (3) (for non-majors)**

Introduces the basic elements of design in picture taking and darkroom techniques for black and white photography. Assists students in fields of study where practical knowledge of photography is helpful (journalism, natural science and contemporary ministries). Must own or have access to 35mm single lens reflex camera. *Sophomore status or above.* (Offered in spring.)

### **ART 205 Photography I (4) (for art majors or minors only)**

Introduces the basic elements of design in picture taking and darkroom techniques for black and white photography. Must own or have access to 35mm single lens reflex camera. *Prerequisites: ART 162, 165 and 167. Must pass prerequisites with a "C" or better.* (Offered in fall.)

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

An introduction to the major techniques of painting. Exposure to a full-range of painting media and stylistic modes. Course will focus upon oil base media. Majors and minors must have ART 162, 165, and 167. Must pass prerequisites with a "C" or better. (Limited offering in fall and spring.)

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

The principles of figure drawing, with attention to a basic understanding of anatomy. Developing within the student an awareness of structure, form and articulation while working with different human subjects. *Prerequisite: ART 162, 165, and 167. Must pass prerequisites with a "C" or better.* (Offered in spring.)

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

An introduction to the art of graphic design, its historical development and basic styles. Exposure to current software in relation to basic layout construction and design. (Offered in fall.)

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

Develop personal aptitude in the field of graphic design. Emphasis on current graphic design software. Learn the basic terms, concepts, processes and tools used in contemporary design. Instruction in preparing art for reproduction. Study will include visual problem solving and communication. *Prerequisites: ART 162, 165, 167 and 272. Must pass prerequisites with a "C" or better. Co-requisite to ART 263.* (Offered in spring.)

### **ART 276 Typographic Design (4)**

Training in type design and layout. Includes the study of rules and conventions for good layout used in current design theory; a brief history and background of type styles in use today; and layout problems assigned for typographic exploration. *Prerequisite: ART 272. Must pass prerequisites with a "C" or better. ART 272 and 276 may be taken concurrently.* (Offered in fall.)

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

Study in the acquisition, manipulation and processing of digital photographic images. Visual competency will be applied in the exploration of artistic and editorial creation. Study will include the preparation of images

for prepress (print) and screen (computer). Must own or have access to digital camera (6MB or higher).

*Prerequisites: ART 205 and must have completed or be currently enrolled in ART 263.* (Offered in spring.)

#### **ART 309 Ceramics I (3)**

Ceramic sculpture and pottery making. Building techniques include coil, slab, potter's wheel, glazing and firing. Non-majors need instructor approval. (Limited offering.)

#### **ART 314 Painting II (4)**

A continuation of ART 213 with emphasis upon a variety of media. The student will be encouraged to experiment in new directions through the combination of various painting media with other two or three dimensional techniques. *Prerequisite: ART 213.* (Limited spring offering.)

#### **ART 321 History of Art I (4)**

Survey of man's artistic achievements from prehistoric times through the Gothic period. Emphasis on historical development, aesthetic visual and stylistic analysis, as well as examining the role of art in its cultural context. Includes both Western and Non-Western art. Includes museum visit. (Offered in fall.)

#### **ART 322 History of Art II (4)**

A continuation of ART 321 beginning with the Renaissance period and continuing to the end of the 19th century (Impressionism). Includes museum visit. (Offered in spring.)

#### **ART 323 History of Art III (4)**

A continuation of ART 322 beginning with the Post-Impressionist period and continuing to present day. Includes discussions contrasting and comparing modern, post-modern and contemporary philosophies with the Christian worldview. Includes visit to Chicago museum and galleries. (Offered in spring.)

#### **ART 325 Sculpture II - Figurative (4)**

Study in the understanding of human form and organization. Emphasis is placed upon analysis of action, structure and proportion. Works are executed in clay and plaster. *Prerequisite: ART 166 and 263.* Must pass prerequisites with a "C" or better. (Limited spring offering.)

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

Deals with a variety of advanced problems in layout and design technique for advertising art using current design software as a tool to prepare work for publication. Work with photo manipulation and retouching on the

computer. Emphasis is placed on the importance of qualitative and aesthetic standards in the graphic arts.

*Prerequisite: ART 274.* Non-majors by request only. (Offered in fall.)

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

Preparation and design of work for the student's graphic design portfolio. Works will be planned based upon the need for the student to have a complete portfolio of artwork and design to present as a career tool. Visual problem solving for both artistic and commercial applications. *Prerequisite: ART 333.* For Art majors only. (Offered in spring.)

#### **ART 335 Web Design (4)**

A comprehensive study of Web design and multi-media. The student will understand the evolution of the Internet and its corresponding terms in relation to visual presentation. The elements of design will be applied from concept and design to preparation and production. Techniques for Web functionality will be explored as well as Web animation. *Prerequisite: ART 162, 165 and 167.* (Offered in spring of odd academic years.)

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

Drawing III is an introduction to the various philosophies, techniques and medias used in drawing by today's contemporary artist. The student is obligated to creatively explore the possibilities of various styles and manners of representation resulting in a dynamic aesthetic personal expression. *Prerequisite: ART 263.* (Limited offering in fall.)

#### **ART 406 Photography III (3)**

A continuation of Photography I and II, this course is an opportunity for the student to expand their knowledge of photographic tools and techniques, both traditional and digital. *Prerequisite: ART 306.* (Limited offering in fall.)

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

This course provides the serious student painter with the opportunity for a dynamic search for personal expression through the exploration of various painting techniques and ideas. Contemporary trends and techniques such as social, political, aesthetic consumerism and various conceptual ideas will be explored. *Prerequisite: ART 314.* (Limited offering in fall.)

#### **ART 415 Advanced 2D and 3D Design (3)**

Continued work in two- or three-dimensional design, including drawing, printmaking, painting, sculpture, ceramics, graphic design and mixed media. Emphasis on individual direction and goals. A student must pass with "C" or above in order to continue as an art major. *Prerequisite: ART 334 or 364 or 406 or 414 or 426.* (Offered in fall and spring.)

### **ART 416 Portfolio (3)**

Students who do not pass ART 415 with a "C" or better, or who are unprepared for ART 470, may be required to take the Portfolio course. The course places special emphasis on fundamental design and creative problem solving within the student's concentration. It will provide assistance in preparing a portfolio that meets SAU Art Department standards. Taking or passing ART 416 does not exclude a student from taking ART 470. Art faculty will advise students. *Prerequisites: ART 415.* (Limited offering.)

### **ART 426 Sculpture III - Ideas and Techniques (3)**

Beginning of advanced work in three-dimensional design. Emphasis is placed on developing ones ideas and techniques relative to a variety of media. The student is expected to articulate in three-dimensional form contemporary ideas and theory. Exploration of the nature of materials, cultural identity and conceptualism. *Prerequisite: ART 325.* (Limited offering.)

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

The requirements for this course include resume preparation, and evidence of submission in a regional and national competition. This senior course also includes job interviews or application to graduate schools relative to pursuing work in art or furthering one's education. A CD portfolio and an eight to ten page paper covering one's philosophy of art completes the course requirements. Graded S/U. *Prerequisite: Senior status.* (Offered in spring.)

### **ART 471 Senior Art Exhibition (3)**

Students will prepare and exhibit a body of high quality work related to their emphasis. The exhibition process develops skills, attitudes, and values needed for success in graduate study in visual art and professional careers. A show statement and promotional materials will be submitted. The senior exhibition must be hung within one semester after completing ART470. Graded S/U. A senior art exhibition may qualify for honors. *Prerequisite: Senior Status* (Offered in fall and spring)



## Biblical Languages

School of Arts and Sciences  
Department of Theology

### Greek Hebrew

#### Faculty

Dr. Ken Brewer, Chair  
Dr. Richard Cornell  
Dr. Elisée Ouoba

#### About the discipline

Two years of Greek and one and a half years of Hebrew are offered for students preparing for theological seminary and for those persons interested in a reading knowledge of New Testament Greek or biblical Hebrew.

#### Course descriptions:

##### GREEK

##### **GRE 331,332 Elementary New Testament Greek (3,3)**

The elements of New Testament Greek: vocabulary, conjugations, declensions, significance of tenses, cases, moods, etc.; translations; written compositions; selected readings in the New Testament. *These courses are offered in sequence, with GRE 331 as a prerequisite to GRE 332.* (Offered in even academic years.)

##### **GRE 431, 432 Intermediate Greek (3, 3)**

Advanced work in grammar, syntax and translation of selected passages in the New Testament.

*Prerequisite: GRE 332. GRE 431 is a prerequisite for 432.* (Offered in odd academic years.)

##### HEBREW

##### **HEB 331, 332 Elementary Biblical Hebrew (3, 3)**

An introduction to the study of biblical Hebrew including grammatical structure, vocabulary acquisition and its application to the Hebrew Scriptures. The students will also explore appropriate study tools to facilitate reading and exegesis. The second semester will include translation from the Massoretic Text using simpler narrative passages. *These courses are offered in sequence, with HEB 331 as a prerequisite to HEB 332.* (Offered in odd academic years.)

##### **HEB 431 Intermediate Biblical Hebrew (3)**

Advanced work in grammar, syntax and translation of selected passages in the Massoretic Text.

*Prerequisite: HEB 332.* (Limited offering.)

## Biblical Studies

### Major

School of Arts and Sciences

Department of Theology

### Faculty

Dr. Ken Brewer, Chair

Dr. Richard E. Cornell

Dr. Thomas J. Holsinger-Friesen

Dr. Elisée Ouoba

### About the discipline

The biblical studies program at Spring Arbor University focuses on the history and contemporary practices of biblical interpretation, with particular attention on the role of the Bible as the church's Scriptures. Thus, the curriculum focuses on the appropriation of the biblical languages and in exegetical methodology. In addition, courses are included in theology and history of Christianity. In keeping with the academic values of the university, the biblical studies major provides a solid academic foundation for graduate or seminary studies.

### Career opportunities

Students completing this major will find themselves prepared to go on to seminary or other graduate education, for specific kinds of Christian ministry or for teaching. Students seeking to enter a career in ministry immediately after college should consider camping ministry, children's ministry, christian ministry, urban ministry, worship ministry, or the youth ministry major offered by the Department of Theology.

### Program strengths and emphases

This program prepares students by the development of skills in exegetical method that enables them to engage the biblical texts as the church's Scriptures. A particular strength of the program is the consistent concern throughout the curriculum to address theological concerns that are not only part of the ancient world but that also face the contemporary church. This intentionally theological approach to biblical studies gives students a broad understanding of biblical studies within a theological framework that usefully

prepares them for further graduate studies. All programs in the Department of Theology offer a unique blend of solid academics and spiritual formation, seen most readily in a central theological curriculum that all these programs share. This curriculum includes courses in the four areas that make up what is commonly known as the Wesleyan Quadrilateral: Scripture, Tradition, Reason, and Experience.

### Requirements:

#### **BIBLICAL STUDIES MAJOR: (57 HOURS):**

#### *COMMON THEOLOGICAL CURRICULUM REQUIRED COURSES*

##### *Scripture*

- BIB 220 Biblical Interpretation (3)
- One 300/400 level OT course (3)
- One 300/400 level NT course (3)
- One 300/400 level Bible elective (3)

##### *Tradition*

- THE 205 History of Christian Thought (3) **OR**
- THE 206 Doctrines of the Christian Faith (3)
  
- REL 343 History of Christianity (3) **OR**
- REL 346 History of Christianity in America (3)

##### *Reason*

- PHI 314 Ethics (3)
- One 300/400 level PHI course (3)
- One 300/400 level THE Theology course (3)

##### *Experience*

- CMI 127 Exploring Ministry (2)
- CMI 275 Supervised Ministry (1,1)
- CMI 375 Supervised Ministry (1,1)

##### *Biblical Studies Required Courses:*

- GRE 331, 332 Elementary New Testament Greek (6)
- HEB 331, 332 Elementary Biblical Hebrew (6)
- Two of the following biblical studies courses not included in core above (6 credits)
  
- BIB 303 Prophets and Politics (3)
- BIB 304 Genesis: Creation and Fall (3)
- BIB 308 History of the Bible: Origins, Development, and Canon (3)
- BIB 313 Four Gospels, One Jesus (3)

- BIB 333 Paul: Preacher, Pastor, and Theologian (3)
- BIB 404 Biblical Wisdom and Postmodern Culture (3)
- BIB 407 Revelation, Eschatology, and the End of the World (3)
- BIB 408 The Bible in Global Perspectives (3)
- BIB 484 Seminar In Bible (3)
- BIB 490 Theology Honors Project (3-6)

One of the following Theology Courses (3 credits)

- THE 307 The Holy Spirit, Spiritual Gifts, and Spirit Movements (3)
- THE 318 Christian Origins: Heretics and Saints(3)
- THE 320 Luther, Calvin, and the European Reformations (3)
- THE 405 God and Evil: Kingdoms in Conflict (3)
- THE 411 Modern to Postmodern Theology (3)
- THE 470 Development of Wesleyan Theology (3)

One of the following Philosophy courses (3 credits)

- PHI 301 Great Thinkers of the Western World (3)
- PHI 316/POL 316 Western Political Thought (3)
- PHI 334 Critical Thinking (3)
- PHI 381 Philosophy of Religion (3)
- PHI 401 Christian Faith and the Challenges of Natural Science (3)
- REL 394 World Religions (3)

## **BIBLICAL STUDIES MINOR: (21 HOURS)**

- BIB 220 Biblical Interpretation (3)
- Two 300/400 level OT courses (6 credits)
- Two 300/400 level NT courses (6 credits)
- THE 205 History of Christian Thought (3)OR
- THE 206 Doctrines of the Christian Faith (3)
- REL 343 History of Christianity (3) OR
- REL 346 History of Christianity in America (3)

## **Course descriptions:**

For additional course descriptions in this major see Biblical Languages, Christian Ministries, and Philosophy.

## **Bible Course descriptions:**

### **BIB 217 Survey of the Old Testament (3)**

Survey of all 39 books of the Old Testament, focusing especially on the ways these texts depict God, the identity and destiny of humankind, and the role of the community of faith in God's redemptive work in the world. The course will examine the Old Testament as a collection of sacred Jewish and Christian texts, as divine revelation, and as a source for spiritual formation and ministry. Students will engage with critical approaches to the interpretation of the Old Testament and will be challenged to consider how to faithfully embody these texts today. (Offered in fall, interim, and spring.)

### **BIB 218 Survey of the New Testament (3)**

This course is a survey of the entire New Testament, focusing on the presentation of Jesus Christ, His life, His message, and His church. The course will examine the New Testament as a collection of 1st century documents of the Early Church, as the revelation of God, and as a source for spiritual formation and ministry. Students will engage with critical approaches to the interpretation of the New Testament and will be challenged to consider how to faithfully embody these texts today. (Offered in fall, interim and spring.)

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

This course is an introduction to the interpretation of the Bible as the Church's Scriptures. Students will view biblical interpretation through a variety of ecclesial lenses (encompassing patristic, medieval, Reformation, critical, and post-critical contributions), as they develop initial skills in the inductive study of biblical texts, in the larger process of biblical exegesis, and in the engagement of biblical texts as part of the Church's ongoing theological reflection and practice. (Offered in fall and spring.)

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

This course is an exegetical study of the sequence of biblical writings from Joshua through Esther as part of the Church's Scriptures. Specific emphasis will be given to the development of skills in the interpretation of these predominantly narrative materials, to critical issues that arise from this particular genre, and to the role of these biblical texts in the Church's ongoing theological reflection. (Limited Offering.)

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

This course is an exegetical study of selected books in the OT corpus of major and minor prophets as part of the Church's Scriptures. Specific emphasis will be given to the development of skills in the interpretation of these biblical texts, to critical issues that arise from this particular genre, and to the role of these texts in the Church's ongoing theological reflection and Christian witness. (Offered in spring of odd academic years.)

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

This course focuses study on the book of Genesis as part of the Church's Scripture. Attention will be given to presuppositions and interpretative methodologies (such as historical, literary, and canonical criticism), though greater emphasis will be placed on the text's significant theological contributions to Christian teachings about God, humanity, creation, and salvation. (Offered spring of even academic years.)

## **BIB 308 History of the Bible: Origins, Development and Canon (3)**

This course examines how written materials were produced and transmitted in the ancient world. Special attention will be paid to the strengths and weaknesses of Hebrew, Aramaic, and Greek as vehicles of written communication. Students will learn to evaluate the strengths and weaknesses of the various theories of canonization, and understand the historical process by which it occurred. Students will also master the principles of text criticism and will be able to evaluate the text, making critical decisions of various translations, offer guidance in the choice of biblical versions, identify the landmarks in the history of biblical translation, and will gain insight and understanding into the issues of the current debate. (Offered in the fall of odd academic years.)

## **BIB 313 Four Gospels; One Jesus (3)**

An exegetical and theological study of the four canonical Gospels (Matthew, Mark, Luke, and John). The primary aim of the course is to understand and appreciate the unique nature and character of each Gospel while affirming the unity of their presentation of Christ. Specific emphasis will be given to current critical approaches to these narrative materials and to the role of these texts in the Church's on-going theological reflection, preaching, teaching, and practice. Secondly, the course will address critical issues that arise out of the careful study of these biblical texts, such as the synoptic problem, the unique nature of the gospel of John, and the question of the historical Jesus. (Offered spring of odd years.)

## **BIB 314 Old Testament Literature (3)**

A survey of the writings of the Old Testament, focusing on the life and thought of ancient Israel. In addition to surveying the books of the Old Testament, attention will be

given to the background in which the Hebrews lived, the development of their concept of "covenant" thought, and the issues that have cultural impact for the Judeo-Christian traditions. (Offered in weekend college only.)

## **BIB 333 Paul: Preacher, Pastor, and Theologian (3)**

This course is an exegetical study of selected letters of the Pauline corpus as part of the Church's Scriptures. Specific emphasis will be given to current critical approaches to these letters, to the development of skills in the interpretation of these and other letters, and to the role of these texts in the Church's ongoing theological reflection. This course will also address critical issues that arise out of the careful study of these biblical texts, such as authorship questions, influences on the life of Paul, and the relationship of these letters to the materials in Acts. (Offered in spring of even academic years.)

## **BIB 342 Hebrew History and Geography (3-4)**

Normally a travel seminar to Israel during interim, includes archaeology. When taught on campus, a study of the historical books of the Old Testament and inter-testament Jewish history. Also listed as GEO 342 and HIS 342. (Limited Offering.)

## **BIB 403 History of Biblical Interpretation and Criticism, 1750-1950 (3)**

For course description see HIS 403. (Offered in the spring of even academic years.)

## **BIB 404 Biblical Wisdom and Postmodern Culture (3)**

This course involves the exegetical study of texts from the Psalms, Job, Proverbs, Ecclesiastes, and Song of Songs for the primary purpose of assessing the canonical role and theological contributions of these materials within the life of the Church. Consideration will be given to the perspectives on reality which these materials offer, as well as to attendant implications for Christian doctrine, ethics, and spiritual formation. (Offered in fall of even academic years.)

## **BIB 407 Revelation, Eschatology, and the End of the World (3)**

An exegetical, historical, and theological study of the final book of the Bible, the Revelation (or Apocalypse) of John. The course begins with a survey of apocalyptic texts in the Old Testament, the Inter-testamental period, and the Gospels in order to provide an interpretive framework for reading the Revelation. More broadly, the topic of eschatology ('study of the end times') will be considered, with particular emphasis being given to 2nd Temple Jewish eschatology, early Christian eschatology, and contemporary understandings of the end of the world. (Offered fall of even years.)

**BIB 408 The Bible in Global Perspectives (3)**

This course draws upon hermeneutical and theological tools to address key issues in contemporary readings of the Bible. Paying special attention to the social, political and economic environment of the church in Africa, Asia, Latin America, and among 'Minority' communities in the West, the course seeks to explore how Christians in these contexts interpret the Bible and develop their theology. The goal is to enable students to engage with global perspectives on Christian faith and practice, and foster their skills as Bible interpreters and theological thinkers. (Offered fall of odd years.)

**BIB 484 Seminar in Bible (3)**

Advanced seminar in Bible, offering exegetical study of selected texts. Even years will focus on Old Testament; odd years will focus on New Testament. Students will hone their interpretive, research, and presentation/teaching skills by means of assignments such as interpretive projects, research papers, critical book reviews, and in-class presentations (including, but not limited to, leading the seminar). Although knowledge of biblical languages (Hebrew and Greek) is not required for the course, students who know them will be encouraged to engage the Bible in its original language. This class is recommended for (but not restricted to) those students planning to pursue graduate level studies. (Offered in fall.)

**BIB/THE 490 Religion Honors Project (3-6)**

An opportunity for a student to do a significant project of scholarly productivity and/or research in religion. Prerequisites: Senior status and 3.5 GPA in the major.

## Biochemistry

### Major

**Bachelor of Arts**

**Bachelor of Science**

**School of Arts and Sciences**

**Department of Biology/Chemistry**

### Faculty

Dr. Katie Weakland, Chair

Dr. Michael A. Buratovich

### About the discipline

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

### Career opportunities

The biochemistry major provides excellent preparation for students planning on careers in medicine or biomedical research. It also provides excellent hands-on training for students pursuing careers in the biotechnology and pharmaceutical industries.

### Program strengths and emphases

The curriculum for Bachelor of Science meets the recommendations of the American Society for Biochemistry and Molecular Biology and requires a combination of selected courses from biology, chemistry, physics and mathematics. The Bachelor of Arts in biochemistry does not meet the chemistry, physics and math recommendations for the American Society for Biochemistry and Molecular Biology, but still provides students a broad exposure to the biological aspects of biochemistry, albeit in a less quantitatively

demanding manner. A research experience (honors project, practicum experience or independent study project) is required of all biochemistry majors. Optional courses can be selected to meet the student's choice of career.

### Requirements:

#### **B.A. BIOCHEMISTRY MAJOR: (62-67 HOURS)**

BIO 111	Introductory Biology I (4)
BIO 112	Introductory Biology II (4)
BIO 305	Principles of Genetics (4)
BIO 352	Microbiology (4)
BIO 401	Cell Biology (3) <b>OR</b>
BIO 406	Molecular Genetics (4)
CHE 111	General Chemistry I (4)
CHE 112	General Chemistry II (4)
CHE 201	Organic Chemistry I (5)
CHE 202	Organic Chemistry II (4)
CHE 301	Analytical Chemistry (4)
BIO/CHE 472	Biological Chemistry I (5)
BIO/CHE 473	Biological Chemistry II (4)
CHE 480	Chemistry Seminar (2)

Choose one of the following:

BIO/CHE 390	Independent Study (1-4)
BIO/CHE 460	Research Project (3-4)
BIO/CHE 490	Honors Research (3-6)

Required support courses:

MAT/HES 351	Statistics (3)
PHY 201	General Physics I (4)
PHY 202	General Physics II (4)

**Note for General Education:** Science lab courses included in the major meet the general education science requirement.

## Requirements:

### B. S. BIOCHEMISTRY MAJOR: (74 HOURS)

- BIO 111 Introductory Biology I (4)
- BIO 112 Introductory Biology II (4)
- BIO 305 Principles of Genetics (4)
- BIO 352 Microbiology (4)
- BIO 401 Cell Biology (3) **OR**  
BIO 406 Molecular Genetics (4)
- CHE 111 General Chemistry I (4)
- CHE 112 General Chemistry II (4)
- CHE 201 Organic Chemistry I (5)
- CHE 202 Organic Chemistry II (4)
- CHE 301 Analytical Chemistry (4)
- CHE 411 Physical Chemistry I (4) **OR**  
CHE 412 Physical Chemistry II (4)
- BIO/CHE 472 Biological Chemistry I (5)
- BIO/CHE 473 Biological Chemistry II (4)
- CHE 480 Chemistry Seminar (2)

Choose one of the following:

Thesis is required

BIO/CHE 460 Research Project (3-4)

BIO/CHE 490 Honors Research (3-6)

Required support courses:

MAT 201 Calculus I (4)

MAT 202 Calculus II (4)

PHY 211 Modern University Physics I (4)

PHY 212 Modern University Physics II (4)

### Course Descriptions:

For course descriptions see Biology and Chemistry.

## Biology

### 4 Majors, 1 Minor

### School of Arts and Sciences

### Bachelor of Arts

### Bachelor of Science

### Department of Biology/Chemistry

#### Faculty

Dr. Bruce W. Baldwin

Dr. Michael A. Buratovich

Dr. Katie Weakland, Chair

Dr. Aaron Wyman

#### About the discipline

The biology major gives its students information about, experience with, and insights into the fascinating topic of life. Functions of organisms and their parts, interactions of organisms with their environments and mechanisms for continued survival are all considered by biology courses.

#### Career opportunities

Biologists have many fulfilling options from which to choose a career path. With a degree in biology, students can pursue advanced degrees in medicine, dentistry, veterinarian medicine, physical therapy, and other medical professions. Students also may choose to attend graduate school and pursue research in botany, zoology, genetics, cell biology, molecular biology, ecology, wildlife management, and conservation biology. For those desiring to enter the work force immediately upon graduation, there are opportunities in environmental science and medical laboratories as biological technicians.

#### Program strengths and emphases

The biology major has many distinctions. Among them are the following:

- individualized attention from concerned faculty
- Christian life perspective
- research or honors projects
- wide breadth of offerings
- hands-on laboratory and field work
- specialized pre-medical advising
- optional study of special topics

In addition to offering a high-quality, diverse academic program, the department tries to develop an appreciation for life and the moral integrity to use knowledge wisely. This will enable the student to improve the quality of life for each individual, as well as to improve the quality of the earth's environment.

**Note:** Students preparing for specific graduate study in **physical therapy** must work closely with their academic advisor to complete the pre-physical therapy course sequence recommended by the faculty.

**Note: Pre-Veterinary:** Veterinary school academic requirements are very similar to those of medical or dental schools, but vary enough that the student should check the entrance requirements of each potential school to which he or she may apply. Students are expected to have at least 200 hours of non-curricular experience with veterinary medicine as a part of the undergraduate years. A strong GPA is essential.

#### Other considerations:

- Many upper level courses are offered on an every-other-year basis.
- Be aware of schedules for major events like the Medical College Admission Test and the Michigan Department of Education Subject Area Test if certifying to teach.
- Biology majors are required to pass a departmental examination before graduation.

**Notes for general education:** Lab courses included in the major meet the general education science requirement for biology majors and minors.

**Notes for students certifying to teach:** The biology major and minor is available for secondary certification only. The biology faculty are as concerned with non-academic qualities as biology concepts. With this concern, the faculty will be monitoring and reporting on character, attitude, and behavioral qualities during a student's education at Spring Arbor University. This information will have a direct impact on recommendation of a student for admission to the teacher education program and for admission to student teaching.



## **Bachelor of Science**

Biology Health Careers  
Biology Grad-school prep  
Environmental Biology

## **Bachelor of Arts**

Biology  
Biology Health Careers  
Biology Grad-school prep  
Biology Secondary Education

## **Requirements:**

### **B.A. BIOLOGY MAJOR: (30 HOURS)**

BIO 111 Introductory Biology I (4)  
BIO 112 Introductory Biology II (4)  
BIO 170 Freshman Seminar (1)  
BIO 480 Senior Seminar (2)

At least one course taken from four of the following five groups:

#### **Group I Cellular Biology:**

BIO 305 Principles of Genetics (4)  
BIO 352 Microbiology (4)  
BIO 365 Pharmacology (3)  
BIO 401 Cell Biology (3)  
BIO 406 Molecular Genetics (4)  
BIO 458 Human Development (4)  
BIO 472 Biological Chemistry (5)

#### **Group II Anatomy and Physiology:**

BIO 263 Human Anatomy and Physiology (4)  
BIO 404 Human Physiology (4)

#### **Group III Ecology:**

BIO 281 Environmental Science (4)  
BIO 362 Principles of Ecology (4)

#### **Group IV Botany:**

BIO 330 Plant Organismal Biology (4)  
BIO 345 Plant Cellular and Molecular Bio (4)

#### **Group V Zoology:**

BIO 206 Genes and Speciation (3)  
BIO 242 Vertebrate Zoology (4)  
BIO 321 Parasitology (4)

Required support courses:

CHE 101 Introductory Chemistry (4) **OR**  
CHE 111 General Chemistry I (4)  
CHE 201 Organic Chemistry (5)  
HES 351 Statistics (3)

### **B.S. ENVIRONMENTAL BIOLOGY MAJOR: (38 HOURS)**

BIO 111 Introductory Biology I (4)  
BIO 112 Introductory Biology II (4)  
BIO 362 Principles of Ecology (4)  
BIO 450 Internship (4-8)  
BIO 480 Senior Seminar (2)  
CPS 206 Geographic Information Systems (4)

Ausable Institute 16 credits from the following:

ASI 301 Land Resources (4)  
ASI 320 Field Botany (4) **OR**  
ASI 322 Aquatic Biology (4)  
ASI 323 Watersheds in Global Dev. (4)  
ASI 482 Restoration Ecology (4)

Required support courses:

CHE 111 General Chemistry I (4)  
CHE 201 Organic Chemistry I (5)  
HES 351 Statistics (3)

### **B.A. BIOLOGY-GRAD SCHOOL PREP MAJOR: (30 HOURS)**

Students desiring to attend graduate school in any of the biological sciences are strongly urged to take the asterisked (\*) courses. Doing so will increase the likelihood of admission to and success in graduate school.

BIO 111 Introductory Biology I (4)  
BIO 112 Introductory Biology II (4)  
BIO 170 Freshman Seminar (1)  
BIO 480 Senior Seminar (2)

One course taken from four of the following five groups:

#### ***Group I Cellular Biology:***

BIO 305 Principles of Genetics\* (4)  
BIO 352 Microbiology\* (4)  
BIO 401 Cell Biology\* (3)  
BIO 406 Molecular Genetics\* (4)  
BIO 472 Biological Chemistry I\* (5)  
BIO 473 Biological Chemistry II\* (4)

#### ***Group II Anatomy and Physiology:***

BIO 263 Human Anatomy and Physiology (4)  
BIO 404 Human Physiology (4)

#### ***Group III Ecology:***

BIO 281 Environmental Science (4)  
BIO 362 Principles of Ecology (4)

#### ***Group IV Botany:***

BIO 330 Plant Organismal Biology (4)  
BIO 345 Plant Cellular and Molecular Bio (4)

#### ***Group V Zoology:***

BIO 206 Genes and Speciation (3)

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- BIO 242 Vertebrate Zoology (4)  
BIO 321 Parasitology (4)

Required support courses:

- CHE 111 General Chemistry I (4)  
CHE 112 General Chemistry II (4)  
CHE 201 Organic Chemistry I (5)  
CHE 202 Organic Chemistry II (4)  
CPS 206 Geographic Information Systems (4)  
HES 351 Statistics (3)

Strongly recommended: BIO 490 Biology research experience.

## **B.S. BIOLOGY GRAD SCHOOL PREP MAJOR: (38 HOURS)**

- BIO 111 Introductory Biology I (4)  
BIO 112 Introductory Biology II (4)  
BIO 170 Freshman Seminar (1)  
BIO 480 Senior Seminar (2)

Choose one of the following:

- BIO 385 Practicum (4-8)  
BIO 460 Research (4)  
BIO 490 Honors Research (4)

Choose electives to total 38 hours from the following:

- BIO 206 Genes and Speciation (3)  
BIO 263 Human Anatomy and Physiology (4)  
BIO 281 Environmental Science (4)  
BIO 305 Principles of Genetics (4)  
BIO 321 Parasitology (4)  
BIO 330 Plant Organismal Biology (4)  
BIO 342 Vertebrate Zoology (4)  
BIO 345 Plant Cellular and Molecular Biology (4)  
BIO 352 Microbiology (4)  
BIO 362 Principles of Ecology (4)  
BIO 401 Cell Biology (3)  
BIO 404 Human Physiology (4)  
BIO 406 Molecular Genetics (4)  
BIO 472 Biological Chemistry I (5)  
BIO 473 Biological Chemistry II (4)

Required support courses:

- CHE 111 General Chemistry I (4)  
CHE 112 General Chemistry II (4)  
CHE 201 Organic Chemistry I (4)  
CHE 202 Organic Chemistry II (4)  
CPS 150 Introduction to Computers (3) **OR**  
CPS 206 Geographic Information Systems (4)  
HES 351 Statistics (3)

Students interested in pursuing graduate studies in the biomolecular sciences or physiological sciences should take the following courses:

- a. MTH 201 Calculus I (4)  
OR MTH 222 Applied Calculus (4)  
b. PHY 201 Physics I (4)  
OR PHY 211 Modern University Physics I (4)  
c. PHY 202 Physics II (4)  
OR PHY 212 Modern University Physics II (4)

Note: Individual graduate schools may require physics or other additional courses. Consult admissions websites at graduate schools for specific requirements.

## **B. A. BIOLOGY HEALTH CAREERS MAJOR: (30 HOURS)**

- BIO 111 Introductory Biology I (4)  
BIO 112 Introductory Biology II (4)  
BIO 170 Freshman Seminar (1)  
BIO 480 Senior Seminar (2)

One course taken from four of the following five groups:

*Group I Cellular Biology:*

- BIO 305 Principles of Genetics\* (4)  
BIO 352 Microbiology\* (4)  
BIO 401 Cell Biology\* (3)  
BIO 406 Molecular Genetics\* (4)  
BIO 458 Human Development\* (4)  
BIO 472 Biological Chemistry I\* (5)  
BIO 473 Biological Chemistry II\* (4)

*Group II Anatomy and Physiology:*

- BIO 263 Human Anatomy and Physiology\* (4)  
BIO 404 Human Physiology\* (4)

*Group III Ecology:*

- BIO 281 Environmental Science (4)  
BIO 362 Principles of Ecology (4)

*Group IV Botany:*

- BIO 330 Plant Organismal Biology (4)  
BIO 345 Plant Cellular and Molecular Bio (4)

*Group V Zoology:*

- BIO 206 Genes and Speciation (3)  
BIO 242 Vertebrate Zoology (4)  
BIO 321 Parasitology (4)

Required support courses:

- CHE 111 General Chemistry I (4)  
CHE 112 General Chemistry II (4)  
CHE 201 Organic Chemistry I (5)

CHE 202 Organic Chemistry II (4)  
 CPS 150 Introduction to Computers (3) **OR**  
 CPS 206 Geographic Information Systems (4)  
 HES 351 Statistics (3)  
 PHY 201 General Physics I (4)  
 PHY 202 General Physics II (4)  
 PSY 100 Introduction to Psychology (3)

**Note:** The asterisked (\*) courses are strongly recommended because of either being required by medical schools or important for success on the Medical College Admission Test (MCAT). Those intending to participate in the program should coordinate their schedule with the pre-medical advisor (regardless of their major).

## **B. S. BIOLOGY- HEALTH CAREERS MAJOR: (41 HOURS)**

BIO 111 Introductory Biology I (4)  
 BIO 112 Introductory Biology II (4)  
 BIO 170 Freshman Seminar (1)  
 BIO 305 Principles of Genetics (4)  
 BIO 352 Microbiology (4)  
 BIO 404 Human Physiology (4)  
 BIO 472 Biological Chemistry I (4)  
 BIO 480 Senior Seminar (2)

Choose one of the following:

BIO 385 Practicum (4)  
 BIO 460 Research (4)  
 BIO 490 Honors Research (4)

Choose ten credit hours from the following

BIO 263 Human Anatomy and Physiology (4)  
 BIO 321 Parasitology (4)  
 BIO 330 Plant Organismal Biology (4)  
 BIO 345 Plant Cellular and Molecular Bio. (4)  
 BIO 365 Pharmacology (3)  
 BIO 401 Cell Biology (3)  
 BIO 406 Molecular Genetics (4)  
 BIO 458 Human Development (4)  
 BIO 473 Biological Chemistry II(4)

Required support courses;

CHE 111 General Chemistry I (4)  
 CHE 112 General Chemistry II (4)  
 CHE 201 Organic Chemistry I (5)  
 CHE 202 Organic Chemistry II (4)  
 CPS 150 Introduction to Computers (3) **OR**  
 CPS 206 Geographical Information Sys. (4)  
 HES 351 Statistics(3)

PHY 201 and PHY202 General Physics I& II (8)  
**OR**  
 PHY 211 and PHY212 Modern University  
 Physics I & II (8)  
 PSY100 Introduction to Psychology (3)

**Note:** The asterisked (\*) courses are strongly recommended because of either being required by medical schools or important for success on the Medical College Admission Test (MCAT). Those intending to participate in the program should coordinate their schedule with the pre-medical advisor (regardless of their major).

All biology education students are required to pass the State of Michigan Subject Area Test in Biology prior to being certified. In order to help Spring Arbor University students pass this requirement, every biology major or minor will be required to pass the Spring Arbor University biology comprehensive test prior to departmental approval for student teaching. The Spring Arbor University biology test may be taken at any time with one week notice to the biology department secretary. Results will be returned to the student within one week of taking the test. The Spring Arbor University biology test may be taken as many times as needed to pass.

## **B. A. BIOLOGY SECONDARY EDUCATION MAJOR: (35 HOURS)**

(All courses must have a grade of 2.67 (B-) or better)

BIO 111 Introductory Biology I (4)  
 BIO 112 Introductory Biology II (4)  
 BIO 206 Genes and Speciation (3)  
 BIO 263 Human Anatomy & Physiology (4)  
 BIO 305 Principles of Genetics (4)  
 BIO 352 Microbiology (4)  
 BIO 362 Principles of Ecology (4)  
 BIO 480 Senior Seminar (2)

Choose one of the following:

BIO 242 Vertebrate Zoology (4)  
 BIO 330 Plant Organismal Biology (4)  
 BIO 345 Plant Cellular and Molecular Bio (4)  
 BIO 321 Parasitology (4)

BIO Electives to total 35 credit hours

# BIOLOGY

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Required support courses:

- CHE 101 Introductory Chemistry (4) **OR**
- CHE 111 General Chemistry I (4)
- CHE 112 General Chemistry II (4)
- CHE 201 Organic Chemistry (5)
- HES 351 Statistics (3)

Strongly recommended:

- PHY 102 Conceptual Physics (4)

## **BIOLOGY MINOR: (21 HOURS)**

(All courses must have a grade of B- or better.)

- BIO 111 Introductory Biology I (4)
- BIO 112 Introductory Biology II (4)
- BIO 263 Human Anatomy & Physiology (4)
- BIO 305 Principles of Genetics (4)
- BIO 362 Principles of Ecology (4)
- BIO 480 Senior Seminar (2)

Support courses:

- CHE 101 Introductory Chemistry (4) **OR**
- CHE 111 General Chemistry I (4)

## **Course descriptions:**

### **BIO 100 Principles of Biology (4)**

Introduces the non-biology major to the entire field of biology. The student gains insight into basic concepts and facts of biology, the methods by which this information is gained and the issues that arise with the development and use of these facts and concepts. Laboratory work reinforces lecture. Does not count toward major or minor. Includes lab. (Offered in fall.)

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

A survey of organismal biology, anatomy, physiology, energetics, cell structure, phylogeny, ecology and environmental biology. Includes lab. (Offered in fall.)

### **BIO 112 Introductory Biology II (4)**

A survey of the cellular, molecular, and genetic bases of life. Includes lab. (Offered in spring.)

### **BIO 140 Stimulating Science Seminar (1)**

Exploration of the vast and incredible realms of science and technology in a seminar format using discussions, demonstrations, presentations, performances, and writing. Students will be exposed to diverse, illuminating scientific and technological topics of historical, contemporary, and/or futuristic natures. This course will emphasize the wonder, majesty, and potential of God's Creation with links between scientific pursuits and Christian principles and ideals. Grades S/U (Offered in spring).

### **BIO 170 Freshman Seminar in Biology (1)**

Introduction to the possible vocations available to those with a biology major. This course will also emphasize the courses that candidates must take during their college years in order to be successful in their chosen field of interest and the sacrifices that are needed to secure a place in the field of choice. Guest speakers and seminars are the main way we will investigate these options. (Offered in fall.)

### **BIO 200 Biological Basis of Health Concerns (2)**

Students will learn the biological basis for common health concerns. Topics to be covered include: heart attack and stroke (the circulatory system), cancer (cell structure, function and division), AIDS and allergies (the immune system), Alzheimer's Disease and alcoholism (brain structure and function), diabetes (food, nutrition, and metabolism), arthritis and osteoporosis (skeletal system), childbirth and fetal development. Includes lab. Content is from BIO263. Students may not take both BIO200 and BIO263 (Offered in Weekend College only.)

### **BIO 206 Genes and Speciation (3)**

Introduction to evolutionary biology. Basic population genetics and discussions of how selection, migration, mutation and genetic drift affect Hardy-Weinberg equilibria. Detailed examination of speciation and the history of life on Earth. Discussions of Christian responses to the origins debate. (Offered in fall of odd academic years.)

### **BIO 234 Pathophysiology of Nursing (3) See Nursing**

### **BIO 236 Pharmacology for Nursing (3) See Nursing section**

### **BIO 262 Genetics for Nursing (3) See Nursing section**

### **BIO 263 Human Anatomy and Physiology (4)**

The structures, functions and conditions necessary for the normal activities of the human body. Health and illness related to normal structures and functions. *Prerequisite: BIO 111.* Includes lab. (Offered in spring.)

### **BIO 264 Anatomy & Physiology I (3) See Nursing section**

### **BIO 265 Anatomy & Physiology II (3) See Nursing section**

### **BIO 281 Environmental Science (4)**

Current global and local environmental problems and concerns are examined. Scientific bases of problems and possible solutions are included. Topics include atmospheric pollution, population, energy, solid waste, toxic waste, water and others. A Biblical stewardship approach is integrated with course context. Includes lab. (Offered in fall and spring.)

## **BIO 305 Principles of Genetics (4)**

Introduction to the underlying concepts in genetics. Includes a detailed study of Mendelian inheritance patterns in a variety of organisms; an introduction to human genetic diseases; the genetic control of development; the genetics of populations; and evolution. Includes lab. *Prerequisites: BIO 111 or 112.* (Offered in fall.)

## **BIO 321 Parasitology (4)**

Structure, life history and effects on the host of various parasitic animals. Laboratory examination and demonstration of hosts and parasites. *Prerequisite: BIO 111.* Includes lab. (Offered spring of even academic years)

## **BIO 330 Plant Organismal Biology (4)**

Studies of photosynthetic life, particularly plants, at the organismal level, including how mankind and society have been, are, and will be dependent upon photosynthetic organisms, the recognition, classification, and geographic distribution of plants, and the ecological impact and roles of photosynthetic life. Classes and lab sessions are supplemented with field studies.

*Prerequisites: BIO 111, BIO 112.* (Offered interim of odd academic years)

## **BIO 342 Vertebrate Zoology (4)**

Lecture, laboratory and field work in collection, identification, distribution and environmental relationship of Michigan vertebrates. Includes comparative anatomy and physiology. Includes lab. Required long weekend field trip includes some strenuous activities. *Prerequisite: BIO 111.* (Offered spring of odd academic years).

## **BIO 345 Plant Cellular and Molecular Biology (4)**

Introduction to and application of the theories, concepts, and techniques of cellular and molecular biology directed towards the study of photosynthetic life. This course integrates discussion and analyses of basic and applied biological research techniques, biotechnological systems, phytoremediation efforts, and medical and pharmaceutical applications involving photosynthetic organisms, particularly plants. Includes Lab. *Prerequisites: BIO 111, BIO 112, CHE 111 or instructor's permission, Junior standing or instructor's permission* (Offered in fall of odd academic years).

## **BIO 352 Microbiology (4)**

A comprehensive study of microorganisms including: importance, diversity, metabolism, growth, control, genetics, host microbe interaction, immunity and disease. Laboratory work supplements lecture and affords practice in identification, cultivation, and observation of microorganism. *Prerequisites: BIO 111 and 112, CHE 101 or 111, or permission of the instructor.* Includes lab. (Offered in spring.)

## **BIO 362 Principles of Ecology (4)**

A study of the components and interrelationships of the components of ecosystems. Topics include biotic-abiotic interaction, biotic-biotic interactions, species diversity, population ecology, species distribution, biogeochemistry, ecological change and community ecosystem patterns and distribution. *Prerequisite: BIO 111 or 112.* Includes lab. (Offered in fall of even academic years.)

## **BIO 365 Introduction to Pharmacology (3)**

Introduction to pharmacodynamics, pharmacokinetics and basic dosing theory. Survey of anti-hypertensives, lipid-lowering drugs, pharmacology re: coronary artery disease and angina pectoralis, diuretics, asthma management, anti-inflammatory drugs, sympathicomimetic drugs and management of diabetes mellitus. Case studies, readings and class discussion. Medical terminology appropriate to the preceding topics. *Prerequisites: BIO 111 or equivalent, and CHE 101 or 111 equivalent, Junior standing.* Also listed as HES 365. (Offered in spring.)

## **BIO 370 Special Topics in Biology (1-3)**

Investigation of varying specialized topics in biology. Examples of topics: immunology, natural selection, microbial genetics, and virology.

## **BIO 401 Cell Biology (3)**

Advanced topics in cellular biology in which we study the structure in relation to the function of subcellular organelles of eukaryotic cells. Includes a survey of the current pertinent scientific literature. *Prerequisite: BIO 111, BIO 112 and CHE 112.* (Offered in fall of odd academic years.)

## **BIO 404 Human Physiology (4)**

A study of the function of organ systems as they relate to the survival of the human organism in its environment. Systems to be studied include the digestive, circulatory, respiratory, sensory and endocrine systems, plus specialized topics. Includes lab. *Prerequisites: BIO 111 or 263 and junior standing.* (Offered in fall of even academic years and spring of odd academic years).

## **BIO 406 Molecular Genetics (4)**

The course covers the molecular understanding of the gene. Topics include: gene structure and expression, structure and replication of DNA, organization of the prokaryotic and eukaryotic genome, role of genes in development including the generation of immune diversity, and the role of oncogenes in cancer. Includes lab. *Prerequisite: BIO 305 and junior standing.* (Offered in spring of odd academic years.)

## **BIO 458 Human Development (4)**

Introduction to developmental biology using human embryology and development as a model. This class will cover such topics as fertilization, cleavage, compaction, gastrulation, primary and embryonic fields, limb development, neurulation, the development of mesodermal derivatives, germ cell development and human stem cells. *Prerequisite: BIO 111 and junior standing.* Includes lab. (Offered in spring of even academic years.)

## **BIO 472 Biological Chemistry I (5)**

Introduction to the chemistry of life. Topics include: structure and function of lipids and membranes; amino acids and proteins; sugars and polysaccharides; mechanisms of enzyme action; carbohydrate metabolism; oxidative phosphorylation and photosynthesis; lipid metabolism. *Prerequisite: CHE 201.* Includes lab. Also listed as CHE 472. (Offered in fall of even academic years.)

## **BIO 473 Biological Chemistry II (4)**

Continuation of BIO 472. Topics include: amino acid metabolism; hormonal regulation of metabolism; nucleotide metabolism; nucleic acid structure and function; DNA replication, transcription and translation; gene regulation; blood biochemistry; and hormone mechanism of action. *Prerequisite: BIO 472.* Includes lab. Also listed as CHE 473. (Offered in spring of even academic years.)

## **BIO 480 Senior Seminar (2)**

Advanced studies in selected biological topics. Course design relates the concepts of biology to contemporary, historical, technological, societal, and ethical issues. Lectures, current journal readings, library research, student presentations, and discussion aid in developing inquiry techniques and critical thinking. (Offered in spring.)

## **Courses taught at AuSable Institute**

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

(Any substitutions must have approval of academic advisor)

## **ASI 301 Land Resources (4)**

A systems- level perspective on land forms and ecosystems with applications to policy and land-use planning. Includes analysis and interpretation of onsite data collected in the field, remote-sensing data derived from satellite and aerial imagery, and geographic information systems.

## **ASI 320 Field Botany (4)**

Field identification and ecology of vascular plants as components of natural communities with emphasis on field examination of plants in regional communities stratification and plant zonation along ecological gradients.

## **ASI 322 Aquatic Biology(4)**

Ecology, identification, systematics, and care of aquatic plants and animals, and adaptations to freshwater environments through studies in lakes, ponds, bogs, marshes, and streams and in the laboratory.

## **ASI 323 Watersheds in Global Development (4)**

Principles of watershed ecology, including the principles and practice of community-based water monitoring, watershed management for developed and developing countries and techniques of data analysis and interpretation for policy and planning decisions.

## **ASI 482 Restoration Ecology (4)**

Ecological foundations and techniques for ecosystem and biotic community restoration. Applies ecological principles and environmental ethics to restoring degraded and damaged ecosystems and endangered species.

## Business Administration

### Major, Minor, & Endorsement

Gainey School of Business

Department of Business Administration

### Faculty

Dr. K. Caleb Chan, Dean

Dr. Gary W. Britten

Dr. Dave Globig

Dr. E. Allen Knight

Dr. Randall J. Lewis

Dr. Inna Molitoris

### About the discipline

The business administration major at Spring Arbor offers the student an opportunity to combine preparation for a business career with a liberal arts education. The business administration curriculum has been carefully developed to prepare the student for employment upon graduation or for entering a graduate program. Beyond the requirements for the major, students choose a concentration to provide the student an opportunity to specialize in an area consistent with a particular career interest. Students are encouraged to consider a minor to complement the major.

### Career opportunities

The business administration major provides an avenue for immediate employment and for advancement to upper levels of management. Employers seek graduates for positions ranging from business manager and sales representative to production supervisor and project planner. Graduates may obtain positions in manufacturing, retailing, construction, financial institutions, healthcare, government and other related fields. Over ninety percent of all businesses have less than twenty-five employees and these businesses employ about half of the nation's workforce. Jobs in these organizations require business majors who can tackle a variety of issues. Entrepreneurial interest includes working for a small business, returning to a family-owned business, or aspiring to start a business.

### Program strengths and emphases

Our undergraduate business major offers several strengths and emphases which help equip our students to serve as outstanding leaders. We are especially strong in integrating faith with practical applications. From our opening course we help students develop personal persuasion and speaking skills. Many of our courses offer opportunities to meet successful business practitioners and even work in the field solving real business problems. We have exceptional opportunities in entrepreneurship for those interested in launching new ventures. Finally, we have a great track record in helping students find excellent placements for internships and initial career placements.

### Requirements:

#### **BUSINESS ADMINISTRATION MAJOR: (53 HOURS)**

ACC 221	Principles of Accounting I (3)
ACC 222	Principles of Accounting II (3)
BUS 271	Business Law I (3)
BUS 325	Principles of Management (3)
BUS 351	Statistics (3)
BUS 351L	Statistical Applications for Business (1)
BUS 385	Practicum (3)
BUS 403	Argument & Persuasion for Business (3)
BUS 424	Strategic Management (4)
BUS 435	Business & Government (3)
ECN 221	Introduction to Microeconomics (3)
ECN 222	Introduction to Macroeconomics (3)
FIN 268	Personal Finance (3)
FIN 362	Principles of Finance (3)
MKT 221	Marketing Principles (3)

#### Required Support Courses:

BUS 107	Foundations of Leadership & Ethics (3)
BUS 161	Management Information Systems (3)
	<b>OR</b>
	CPS 201 Foundations of Computing (4)
IBS 305	Principles of International Business (3)

#### Prerequisite courses:

MAT 101	Intermediate Algebra (3) OR MAT 104 Math for the Liberal Arts OR ACT Math score of 24 or SAT Math score of 29 for ACC221 and BUS351.
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# BUSINESS ADMINISTRATION

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## **BUSINESS ADMINISTRATION MINOR: (24 HOURS)**

- ACC 221 Principles of Accounting I (3)
  - ACC 222 Principles of Accounting II (3)
  - BUS 107 Foundations of Leadership & Ethics (3)
  - BUS 161 Management Information Systems(3)
- OR**
- CPS 201 Foundations of Computing (4)
  - BUS 325 Principles of Management (3)
  - ECN 221 Introduction to Microeconomics (3)
  - ECN 222 Introduction to Macroeconomics (3)
  - MKT 221 Marketing Principles (3)

## **BUSINESS ADMINISTRATION ENDORSEMENT: (12 HOURS)**

- BUS 107 Foundations of Leadership & Ethics (3)
- MKT 221 Marketing Principles (3)
- ECN 221 Introduction to Microeconomics (3)
- ACC 221 Principles of Accounting I (3)

**Notes for General Education:** BUS 351 Statistics meets the mathematics liberal arts requirement and ECN 221 or 222 Introduction to Microeconomics or Macroeconomics fulfills the social science requirement. Both are required for the business administration major. As part of our ongoing assessment of program goals and learning outcomes, Business Administration students may be required to take a comprehensive exam during the senior year as part of the graduation requirement. Failure to comply will result in a hold placed on graduation status.

## **Course descriptions:**

### **BUS 100, 200, 300, 400 Servant Leadership in Practice I, II, III, IV (1)**

This course is offered to students who want to improve their team building, communication and leadership skills through participation in outreach projects in our community. Students will learn to become a servant leader and acquire project management skills. Project supervision will be given by the instructor. Students enrolled in the spring semester may participate in the Enactus Regional Competition where they present their projects to a panel of judges. Students enroll according to their class standing. Freshmen and sophomores will enroll in BUS 100 and BUS 200 respectively. Upon successful completion of the course, they can sign up for a higher level in the following semester. Graded S/U. (Limited offering.)

### **BUS 107 Foundations of Leadership and Ethics (3)**

In this course the students learn about leadership by examining the lives of great leaders (including Biblical figures), by reading the leadership literature, as well as by practicing leadership in the context of specific exercises and assignments. The course especially benefits those going into business but will also be useful to all interested in being "critically involved in the affairs of the contemporary world." Related to leadership, business ethics is a key component of the course. (Offered in fall and spring.)

### **BUS 161 Management Information Systems (3)**

This course introduces students to information systems concepts applied to improve the effectiveness of organizations. The student gains proficiency in the use of Microsoft Excel, Access and PowerPoint. This course will prepare students technologically for upper level courses and the work place. (Offered in fall and spring.)

### **BUS 223 Biblical Foundation of International Business (3)**

For description, see IBS 223. (Offered in interim of odd academic years.)

### **BUS 271 Business Law I (3)**

This introductory course addresses the interrelationship of law and business, with the intent of establishing a knowledge and skill base upon which students can build an understanding of our legal system and an ability to recognize and manage legal issues that arise in day-to-day business contexts. This study includes an introduction to the American legal system, the U.S. Constitution, litigation and alternative dispute resolution, jurisprudence, business ethics, relevant tort and criminal law, and contract law. (Offered in fall.)

### **BUS 272 Solutions Seminar (1)**

In this course students study leadership and management principles by reading and listening to the accounts of outstanding practitioners. The students select particularly useful principles, seek to incorporate them in their leadership style and write a report on their experience. (Limited offering.)

### **BUS 301 Money and Banking (3)**

For description see FIN 301. Also listed as ECN 301. *Prerequisite:* ECN 222. (Offered in spring of odd academic years.)

### **BUS 310 Organization Theory (3)**

For description, see SOC 310. (Offered in fall of even academic years.)



**BUS 325 Principles of Management (3)**

The general nature and functions of organization and management in society. (Offered in fall and spring.)

**BUS 351 Statistics (3)**

This is an introductory course to statistics for business majors. Principles in descriptive and inferential statistics will be covered. The primary focus of the course is to integrate statistics into business problem-solving. Strategies for problem-solving, diagnosis and decision making through careful collection, organization and interpretation of appropriate data will be surveyed. The secondary focus will be on design. Issues pertaining to business research methods such as the research process, research methodology various techniques in data collection, design of instruments and sampling techniques will also be covered. Also listed as MKT 351.

*Prerequisites: MAT 101 (or 2 years of high school algebra with a B or better) and BUS 161.* (Offered in fall.)

**BUS 351L Statistical Applications for Business (1)**

This course is the lab component of BUS 351, Statistics. Special statistical applications for business will be explored. Must be taken concurrently with BUS 351.

**BUS 358 Statistics (3)**

Descriptive statistics (measures of central tendency and dispersion, graphical representation of data), inferential statistics (binomial and normal distributions, central limit theorem, standard tests of significance) and special statistical techniques (analysis of variance, linear regression, chi square test). *Prerequisite: MAT 101 or equivalent.* (Offered in Weekend College only.)

**BUS 370 Seminar in Special Topics (1-3)**

A seminar course offered at the junior level which will focus on a special topic relevant to the field of business. Topics will rotate. Some of the seminar courses will be offered on special issues related to current events.

*Prerequisites will vary with the topic and will appear in the schedule.* (Limited offering.)

**BUS 371 Organizational Behavior (3)**

See PSY 371 for description. Also listed as SOC 371. (Offered in fall of odd academic years.)

**BUS 372 Business Law II (3)**

This course builds upon the foundation of Business Law I, and covers the law of enterprise organization (primarily corporations, partnerships, LLCs and agency law). Several Uniform Commercial Code Articles (sales, negotiable instruments, secured transactions), personal property and bailments, and insurance. *Prerequisite: BUS 271.* (Offered in spring of odd academic years.)

**BUS 385 Practicum (3)**

For description, see Courses for All Disciplines under the Instruction section of this catalog. *Prerequisite: 18 hours of business course work, permission of Gainey School of Business.*

**BUS 403 Argument and Persuasion for Business (3)**

This course focuses on argument (claims and their support), persuasion (how and why individuals or groups are influenced to act or believe in a particular way) and negotiation (interest-based persuasion), as these topics pertain to business. Contexts for argumentation will include economics, finance, marketing, management, public relations, business ethics, business law, business and government relations, and strategic management. (Offered in fall.)

**BUS 424 Strategic Management (4)**

This capstone course involves a study of the strategic planning and management process from the perspective of the top-level executive or consultant. Students are expected to integrate and draw upon previously acquired business knowledge and management skills, and apply these to various business cases and projects involving issues of strategy. In addition to the general subject of strategy, our study will address specific issues in business areas such as ethics, leadership, marketing, management, organizational structure, finance, operations social responsibility, competition and government and international relations, as these issues affect strategic decision making at the corporate, business and functional levels of the organization. *Prerequisite: BUS 325, FIN 362 and MKT 221.* (Offered in spring.)

**BUS 426 Production and Operations Management (3)**

This course introduces the student to the challenges of complex production/operations systems and the array of contemporary tools currently employed to meet those challenges. Students encounter both the best of current theory and modeling techniques as well as exposure to these techniques as they are used by real world organizations. *Prerequisite: Junior standing.* (Offered in fall of even numbered years.)

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

This course explores the sometimes stormy relationship between business and government. Our study will include: the basis in the U.S. Constitution for (and the limits upon) government regulation of business; the history and current impact of government policy on business through direct regulation such as antitrust law, consumer protection law, employment, safety,

# BUSINESS ADMINISTRATION

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environmental and civil rights regulation; the influence of government on business through indirect action such as foreign trade and foreign investment policy, fiscal and monetary policy, entitlement and defense spending and taxation; and strategic responses of business to these policies. *Prerequisite: BUS 271, BUS 403 and one ECN course.* (Offered in spring.)

## **BUS 470 Seminar in Special Topics (1-3)**

A seminar course offered at the senior level which will focus on a special topic relevant to the field of business. Topics dealing with special issues and/or current events will be offered on a rotating basis. *Prerequisites will vary with the topic and will appear in the schedule.* (Limited offering.)

## **BUS 472 Solutions Seminar (1)**

In this upper level course, students study leadership and management principles by reading and listening to the accounts of outstanding practitioners. The students select particularly useful principles, seek to incorporate them in their leadership style and write a report on their experience. (Limited offering.)

## Camping Ministry

### Major

School of Arts and Sciences

Department of Theology

### Faculty

Dr. Ken Brewer, Chair

Dr. Brian S. Kono

Dr. Laura Widstrom

### About the discipline

The camping ministry program provides foundational preparation for the unique ministry opportunities in Christian retreats and camps. The major combines course work in the area of Christian ministry and in recreation to provide understanding and background for serving God and others in such specialized forms of Christian ministry.

### Career opportunities

The camping ministry major is a "career entry" program for those who anticipate serving in a Christian retreat center or camp after graduation. While some forms of specialized work in such contexts may require specialized or additional education (e.g., counseling and recreation), this major focuses on the ways retreats and camping may be developed. The integration of recreational philosophy and strategies for spiritual formation and discipleship will help a student develop a philosophy of camping ministry.

### Program strengths and emphases

Like other ministry programs offered in the university, the camping ministry program helpfully integrates academic and experiential learning, so that the theoretical bases of ministry are linked to practical skills in ministry. The student is required to do vocational exploration in ministry (through class and service experience) as well as a four semesters of supervised ministry experience. Adjunct faculty serve also to bring into the classroom current practices in ministry for additional perspectives. All ministry programs in the Department of Theology offer a creative blend of solid academics, practical ministry training and application, and personal spiritual formation.

### Requirements:

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

### CAMPING MINISTRY MAJOR: (55 HOURS)

#### COMMON THEOLOGICAL CURRICULUM

##### Scripture

BIB 220 Biblical Interpretation (3)

One 300/400 level OT course (3)

One 300/400 level NT course (3)

One 300/400 level Bible elective (3)

**Note:** *Non- biblical studies majors may take 1 full year (2 semesters) of GRE and or HEB in place of one upper level Bible course.*

##### Tradition

THE 205 History of Christian Thought (3) **OR**

THE 206 Doctrines of the Christian Faith (3)

REL 343 History of Christianity (3) **OR**

REL 346 History of Christianity in America (3)

##### Reason

PHI 314 Ethics (3)

One 300/400 level PHI course (3)

One 300/400 level THE Theology course (3)

##### Experience

CMI 127 Exploring Ministry (2)

CMI 275 Supervised Ministry (2)

CMI 375 Supervised Ministry (2)

\* Camping ministry majors need to only take 4 semesters of Supervised Ministry following two summers of camping ministry.

#### CAMPING MINISTRY REQUIRED COURSES::

CMI 210 Philosophy of Ministry (3)

CMI 372 Camping and Retreat Planning (3)

YMI 316 Adolescent Spirituality (3) **OR**

CMI 202 Children's Spirituality Through the Developmental Process (3) **OR**

PSY 306 Developmental Psychology (3)

REC 224 Recreation and Leisure Leadership (3)

REC 335 Facilities Planning and Operations(3)

REC 424 Liability and Risk Management (3)

APR 207 Advertising (3) **OR**

REC 401 Grant Writing (2)

One of the following activities:

REC 161, 162, 163, 164, 165, 166 (1).

See course descriptions under Christian Ministry, Philosophy, Recreation, and Religion.

## Chemistry

### 3 Majors, 2 Minors

School of Arts and Sciences

Bachelor of Arts

Bachelor of Science

Department of Biology/Chemistry

### Faculty

Dr. Bruce W. Baldwin

Dr. Michael A. Buratovich

Dr. Thomas Kuntzleman

Dr. Michael Nydegger

Dr. Katie Weakland, Chair

### About the discipline

Chemical explanations rely fundamentally on an understanding of the atomic and molecular behavior of systems. Chemistry attempts to explain phenomena in systems that range in size from electrons to entire galaxies. Therefore, the subject of chemistry relies upon a wide breadth of knowledge. In addition, chemistry is a discipline that contributes to a variety of other academic areas. Because of the character of chemical study, a chemist must be very knowledgeable in areas as diverse as mathematics, engineering, computer science, physics, biology, and (of course) chemistry. In short, chemistry might also be called the Diverse Discipline. Therefore, those who pursue a major in chemistry often have an assortment of academic interests.

### Career opportunities

Because of the diverse nature of chemical study, chemistry students have a variety of career options. Our graduates are college teachers, high school teachers, lawyers, pharmaceutical researchers, medical doctors, dentists, physician assistants, research scientists and laboratory technicians - just to name a few.

### Program strengths and emphases

The chemistry faculty are qualified professionals with significant research and teaching experience. They can help you plan your program and help you be successful in your career goals.

In addition to excellence in the classroom, the chemistry faculty recognize that research is a vital component of undergraduate education and offer research experience to all interested students. Students need not be chemistry majors to undertake research for direct academic credit.

The Chemistry Major offers:

- A distinctive honors program available for students of outstanding ability. All majors are required to complete a research project and attendant thesis, an accomplishment very attractive to future industrial employers along with graduate and medical schools. Over 70 percent of chemistry majors pursue advanced training.
- Specialized instruction and advising.
- Wide range of laboratory experiences.
- Computer assisted instruction and laboratory.

### Requirements:

#### B.A. CHEMISTRY MAJOR: (34-38 HOURS)

CHE 111	General Chemistry I (4)
CHE 112	General Chemistry II (4)
CHE 201	Organic Chemistry I (5)
CHE 202	Organic Chemistry II (4)
CHE 301	Analytical Chemistry (4)
CHE 390	Independent Study in Chemistry (1-3)
CHE 411	Physical Chemistry I (4)
CHE 480	Chemistry Seminar (2)

Choose two of the following:

CHE 415	Advanced Inorganic Chemistry (3)
CHE 422	Advanced Organic Chemistry (3)
CHE 472	Biological Chemistry I (5)

Support courses:

MAT 222	Applied Calculus (4)
PHY 201	General Physics I (4)
PHY 202	General Physics II (4)

#### B. S. CHEMISTRY MAJOR: (38-40 HOURS)

CHE 111	General Chemistry I (4)
CHE 112	General Chemistry II (4)
CHE 201	Organic Chemistry I (5)
CHE 202	Organic Chemistry II (4)
CHE 301	Analytical Chemistry (4)
CHE 411	Physical Chemistry I (4)
CHE 412	Physical Chemistry II (4)
CHE 480	Chemistry Seminar (2)

Choose one of the following:

- CHE 415 Advanced Inorganic Chemistry (3)
- CHE 422 Advanced Organic Chemistry (3)
- CHE 472 Biological Chemistry I (5)

Choose one from the following (Thesis required):

- CHE 460 Chemistry Research (4)
- CHE 490 Chemistry Honors (4)

Support courses:

- MAT 201 Calculus I (4)
- MAT 202 Calculus II (4)
- PHY 211 Modern University Physics I (4)
- PHY 212 Modern University Physics II (4)
- \*Recommended MAT 311 Differential Equations(4)

## CHEMISTRY MAJOR FOR SECONDARY TEACHER CERTIFICATION: (33-36 HOURS)

- CHE 111 General Chemistry I (4)
- CHE 112 General Chemistry II (4)
- CHE 201 Organic Chemistry I (5)
- CHE 202 Organic Chemistry II (4)
- CHE 301 Analytical Chemistry (4)
- CHE 390 Independent Study in Chemistry (1-4)
- CHE 411 Physical Chemistry I (4)
- CHE 472 Biological Chemistry I (5)
- CHE 480 Chemistry Seminar (2)

Support courses:

- MAT 201 Calculus I (4)
- MAT 202 Calculus II (4)
- PHY 211 Modern University Physics I (4)
- PHY 212 Modern University Physics II (4)

## CHEMISTRY MINOR: (23-28 HOURS)

- CHE 111 General Chemistry I (4)
- CHE 201 Organic Chemistry I (5)
- CHE 202 Organic Chemistry II (4)
- CHE 301 Analytical Chemistry (4)
- CHE 390 Independent Study in Chemistry (1-4)
- CHE 480 Chemistry Seminar (2)

One of the following:

- CHE 411 Physical Chemistry I (4)
- CHE 415 Advanced Inorganic Chemistry (3)
- CHE 422 Advanced Organic Chemistry (3)
- CHE 425 Instrumental Analysis (4)
- CHE 472 Biological Chemistry I (5)

## CHEMISTRY MINOR FOR SECONDARY CERTIFICATION: (28-31 HOURS)

- CHE 111 General Chemistry I (4)
- CHE 112 General Chemistry II (4)
- CHE 201 Organic Chemistry I (5)
- CHE 202 Organic Chemistry II (4)
- CHE 301 Analytical Chemistry (4)
- CHE 390 Independent Study in Chemistry (1-4)
- CHE 480 Chemistry Seminar (2)

One of the following:

- BIO 100 Principles of Biology (4)
- BIO 111 Introductory Biology I (4)
- BIO 112 Introductory Biology II (4)

**Notes for general education:** Science lab courses included in the major meet the general education science requirement.

**Notes for students certifying to teach:** Both the chemistry secondary major and chemistry secondary minor meet certification requirements for secondary education. See Education for details.

## Course descriptions:

### CHE 101 Introductory Chemistry (4)

This course will introduce the student to major aspects of our lives influenced by chemistry. Because we ourselves are made of chemicals and chemicals are the building blocks of the matter in the universe, the study of chemistry is foundational to our lives. Includes laboratory with life-application labs. (Offered in spring.)

### CHE 111 General Chemistry I (4)

Survey of the fundamental principles of chemistry. Stoichiometry, atomic and molecular structure bonding, kinetic molecular theory and elementary thermodynamics are discussed. Includes lab. *Prerequisite:* Math ACT score of 19 or higher or SAT Math of 26 or MAT101 with a C or better. (Offered in fall.)

### CHE 112 General Chemistry II (4)

A study of the gas laws, chemical kinetics, equilibrium theory, acid-base chemistry, thermodynamics and electrochemistry. A continuation of CHE 111. Includes lab. *Prerequisite:* CHE 111. (Offered in spring.)

**CHE 142 Organic Biochemistry(3) See Nursing section.**

**CHE 201 Organic Chemistry I (5)**

Orbital hybridization, acid-base reactions, electron flow diagrams and functional group reactivity is tied together by organic chemistry mechanisms. The intense laboratory experience develops hands-on technique and supports classroom topics. Includes lab. *Prerequisite: CHE 101 or 111.* (Offered in fall.)

**CHE 202 Organic Chemistry II (4)**

This class is a broadened application of mechanisms to new synthetic transformations. Modern spectroscopic techniques of NMR and IR are introduced to support the identification of new syntheses being learned. The laboratory focus switches from technique to application for synthesis of interesting molecular targets. Includes lab. *Prerequisite: CHE 201.* (Offered in spring.)

**CHE 301 Analytical Chemistry (4)**

Theory and practice of volumetric, gravimetric, spectrophotometric and electroanalytical methods of analysis. Lecture and laboratory incorporate a strong emphasis on spreadsheet applications in the generation, collection and statistical analysis of data. *Prerequisite: CHE 202.* (Offered in spring of even academic years.)

**CHE 390 Independent Study in Chemistry (1-4)**

An opportunity for chemistry students to carry out a research project under the direction of a faculty member. The research experience will be designed to enrich the students' chemistry program. *Prerequisite: A minimum of 12 hours in chemistry, junior standing.*

**CHE 411 Physical Chemistry I (4)**

Chemical kinetics and quantum mechanics. Application of quantum theory to the interpretation and analysis of rotational, vibrational and electronic spectra. Rigorous application of computer technology to generate, collect and/or analyze data in both lecture and laboratory. *Prerequisites: CHE 112, MAT 202, PHY 212, or permission of instructor.* (Offered in fall of odd academic years.)

**CHE 412 Physical Chemistry II (4)**

A statistical mechanical approach to the laws of thermodynamics. Considerable use of computer technology to generate and analyze data. Includes Lab. *Prerequisite: CHE 112, MAT 202, PHY 212.* (Offered in spring of odd academic years.)

**CHE 415 Advanced Inorganic Chemistry (3)**

Nuclear and atomic structure, periodicity, symmetry and group theory, coordination chemistry, spectroscopy and selected advanced chemistry topics. *Prerequisite: CHE 301.* (Offered in fall of even academic years.)

**CHE 422 Advanced Organic Chemistry (3)**

Advanced treatment of organic chemistry topics including retrosynthetic analysis, advanced spectroscopy and survey of frontier organic chemistry. *Prerequisite: CHE 202.* (Offered in fall of odd academic years.)

**CHE 425 Instrumental Analysis (4)**

Advanced instrumental methods of chemical analysis and their application to the study of chemical reactions, spectral, electrometric and physio-chemical methods. Includes lab. *Prerequisite: CHE 301.* (Limited Offering.)

**CHE 460 Chemistry Research (4)**

An opportunity for a student to do a project of scholarly productivity and/or research appropriate for the student's major area of study and directed by a faculty member. Thesis required.

**CHE 472 Biological Chemistry I (5)**

For description, see BIO 472. Includes lab. (Offered in fall of even academic years.)

**CHE 473 Biological Chemistry II (4)**

For description, see BIO 473. (Offered in spring of even academic years.)

**CHE 480 Chemistry Seminar (2)**

Studies of selected advanced topics in chemistry. Major emphasis on development of formal oral presentation skills. Lectures, journal readings, library research and discussion formats used. *Prerequisite: Junior or senior standing.* (Offered in fall.)

**CHE 490 Chemistry Honors (4)**

An opportunity for a student to do a significant project of scholarly productivity and/or research appropriate for the student's major area of study and directed by a faculty member. To apply for a honors project, the student must have senior status and a grade point average of 3.50. *Prerequisites: Senior chemistry major and faculty permission. Thesis is required*

## Children's Ministry

**Major & Minor**  
**School of Arts and Sciences**  
**Department of Theology**

### Faculty

Dr. Ken Brewer, Chair  
 Dr. Laura Widstrom

### About the discipline

The children's ministry program is designed to: (1) introduce the student to the expanding area of ministry to children and their families, particularly in the church; (2) provide significant preparation for vocational ministry with regard to children and their families; and (3) assist the student to evaluate options for further ministry education.

### Career opportunities

The children's ministry major is a program to prepare students who anticipate beginning a career in an area of children's ministry immediately after college graduation or after further education. Such opportunities for ministry are most prevalent in local churches, but other possibilities exist, for instance, with para-church organizations and Christian social agencies.

### Program strengths and emphases

The integration of academic and experiential learning is central to the children's ministry program. Selected courses from other disciplines are included in the discipline. The student is required to explore vocation in ministry (through class and service experience) as well as complete six semesters of supervised ministry experience.

All ministry programs in the Department of Theology offer a creative blend of solid academics, practical ministry training and application, and spiritual formation. All department programs include a central theological curriculum, which provides foundation for all forms of Christian ministry. This curriculum includes courses in the four areas that make up what is commonly known as the Wesleyan Quadrilateral: Scripture, tradition, reason and experience.

### Requirements:

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

### CHILDREN'S MINISTRY MAJOR: (53 HOURS)

#### COMMON THEOLOGICAL CURRICULUM REQUIRED COURSES

##### *Scripture*

BIB 220 Biblical Interpretation (3)  
 One 300/400 level OT course (3)  
 One 300/400 level NT course (3)  
 One 300/400 level Bible elective (3)

**Note:** *Non-biblical studies majors may take 1 full year (2 semesters) of GRE and or HEB in place of one upper level Bible course.*

##### *Tradition*

THE 205 History of Christian Thought (3) OR  
 THE 206 Doctrines of the Christian Faith (3)  
 REL 343 History of Christianity (3) OR  
 REL 346 History of Christianity in America (3)

##### *Reason*

PHI 314 Ethics (3)  
 One 300/400 level PHI course (3)  
 One 300/400 level THE Theology course (3)

##### *Experience*

CMI 127 Exploring Ministry (2)  
 CMI 275 Supervised Ministry (2)  
 CMI 375 Supervised Ministry (2)  
 CMI 475 Supervised Ministry (2)

#### CHILDRENS MINISTRY REQUIRED COURSES:

CMI 202 Children's Spirituality Through the Developmental Process (3)  
 CMI 210 Philosophy of Ministry (3)  
 CMI 301 Curriculum Design (3)  
 CMI 323 Ministry to Children and Their Families (3)  
 CMI 432 Administration in Ministry (3)  
 SOC 250 Marriage and Family (3)

# CHILDREN'S MINISTRY

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## **CHILDREN'S MINISTRY MINOR: (20 HOURS)**

- CMI 127 Exploring Ministry (2)
- CMI 202 Children's Spirituality Through the Developmental Process (3)
- CMI 210 Philosophy of Ministry (3)
- CMI 301 Curriculum Design (3)
- CMI 323 Ministry to Children and Their Families (3)
- CMI 432 Administration in Ministry (3)
- SOC 250 Marriage and Family (3)

### **Course descriptions:**

See course descriptions under Christian Ministries, Philosophy, Religion and Sociology.

The program also offers the possibility of fulfilling the educational requirements for ministry ordination in the Free Methodist Church.



## Christian Ministries

### School of Arts and Sciences

### Department of Theology

#### Faculty

Dr. Kenneth W. Brewer, Chair

Dr. Brian S. Kono

Dr. Robert S. Moore-Jumonville

Dr. Laura Widstrom

#### Programs

Christian Ministries (CMI) is not a stand alone major these courses meet requirements in the following ministry majors within the Department of Theology:

- Camping Ministry
- Children's Ministry
- Pastoral Ministry
- Urban Ministry
- Worship Ministry
- Youth Ministry

Specific information for a particular program may be found under the respective major.

#### Course descriptions:

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

Explores the meaning of Christian life as ministry, as well as particular varied areas of special ministry in modern society. May count for elective in a theology major. (Offered in fall and spring.)

##### **CMI 202 Children's Spirituality Through the Developmental Process (3)**

This course explores the development of a child's body, mind, and spirit through the lens of both faith and psychology. The course explores how ministry leaders can best engage learners in the midst of these developmental processes. (Offered fall of even years.)

##### **CMI 210 Philosophy of Ministry (3)**

This course focuses on the development of a personal philosophy of ministry. Attention will be given to the assessment of past and current approaches to Christian ministry and to the necessity of purpose, values, and beliefs for a church or ministry organization. Specific emphasis will be placed upon the examination of individual spiritual formation models that distinguish the needs of the individual and the influences of culture.

The course will assist students in synthesizing ministry and biblical/theological concepts into a philosophy of ministry. (Offered in fall and spring.)

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

Explores the Biblical basis and history of the expansion of Christianity throughout the world based on the perspectives of the World Christian Movement. (Offered in interim of odd academic years.)

##### **CMI 230 Women in Ministry (3)**

A study of the biblical, theological, historical, cultural, and practical issues concerning the vital role of women as professional ministers and clergy in the Christian church. This course will deal both with foundational concepts such as ministerial call and with practical matters such as the essential place and contribution of women in the professional ministry of the contemporary and future church. This course will assist both women and men who are preparing for ministry vocations and who will serve as ministry colleagues. (Offered as needed)

##### **CMI 275/375/475 Supervised Ministry (1 credit each)**

*Repeatable for credit.* Supervised Ministry offers a bridge from the theory of the classroom to the practice of doing ministry. Students are expected to find a placement in a local ministry where they serve regularly throughout the semester. Students will also gather biweekly to debrief their experience and share concerns and practical challenges of ministry as they work to relate their classroom content to their service experience. Supervised Ministry is one credit for each semester of participation. Each major in the theology department has a particular requirement for semesters of participation in Supervised Ministry. (Offered fall and spring.)

##### **CMI 301 Curriculum Development in Children's Ministry (3)**

Curriculum Development explores how children learn and grow in faith, examines a wide variety of published curricula, and provides students with the tools to begin creating their own learning materials in preparation for ministry in a church or parachurch location. (Offered as needed.)

##### **CMI 310 Communication in Ministry (3)**

This course will explore creative methods of communicating biblical and spiritual truth to contemporary culture. The student will study current trends in ministry communication, communication to different learning modalities, and effective teaching techniques that will help audiences learn and respond to the Christian message. The student will develop a variety of abilities in the formulation, communication, and

# CHRISTIAN MINISTRIES

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evaluation of the Christian message for contemporary audiences and persons. Particular attention will be given to resources for communicating to adolescents. *Prerequisite: CMI210 or instructor's permission.* (Offered in spring of even years.)

### **CMI 316 Church Planting/Growth (3)**

A study of the theology, theory and practices of church planting and church growth. The course will include the Biblical and anthropological principles of both as well as strategies for multiplication and growth of local congregations. (Offered in spring of odd academic years.)

### **CMI 320 Urban Ministries (3)**

Under the direction of an on-campus teacher this course will use urban ministry professionals as resource persons to introduce students to the unique problems, methods and rewards of urban ministry. Through guest speakers, readings, discussions and field trips, the class will explore various facets of ministering to persons in urban settings. (Offered in interim of odd years.)

### **CMI 323 Ministry to Children and Their Families (3)**

This course focuses on principles and issues in the development and administration of church ministries to children and their families. Specific attention will be given to specific strategies of ministry and methods of ministry and worship with regard to the needs and development of children. *Prerequisites: CMI127 and 210.* (Offered in fall of odd academic years.)

### **CMI 337 Principles of Preaching (3)**

A study of the art of sermon development and delivery primarily in the role of pastoral preaching. Attention will be given to the various types of sermons, the skills of sermon delivery and the use of resources for preaching. (Offered in fall.)

### **CMI 344 Church Leadership (3)**

A survey of the concepts of leadership, management and administration as applied to the local church structure. Skills of working with people and managing programs will be targeted, especially as they relate to the smaller local churches. (Offered in spring.)

### **CMI 372 Camping and Retreat Planning (3)**

Acquaints the student with the broad spectrum of retreat and camping approaches now used in Christian ministry. Includes residential camps, specialized age level camps, weekend retreats, high-adventure trips and wilderness-related programs. Planning, programming, outfitting, directing, evaluating and follow-up integration. This course includes a twelve day residency at Michindoh. Also listed as REC 372. *Prerequisite: CMI 210 or REC 232 and Sophomore standing.* (Offered interim of even years.)

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

For the student anticipating a career in ministry, this course is designed to give the student basic skills in interacting with various forms of human needs that they may encounter. It will include basic counseling theories and applied techniques/methods essential in the general counseling done by Christian workers. The focus will be on the needs of the general population rather than the more involved therapeutic needs found in clinical settings. Attention will be given to needs in building a wholesome identity, pre-marriage/marriage issues, age-related adjustments, sexual issues, interpersonal conflicts and suffering/death. Attention will be given to community resources and professional referrals. *Prerequisite: PSY 100. and Junior standing.* (Offered in spring.)

### **CMI 432 Administration in Ministry (3)**

The intensive focus of this course will be organizational issues, legal issues and financial issues unique to ministry, as well as within the context of basic church administration. It covers establishing a new ministry, and how to revitalize and restructure an existing ministry. Students will develop skills in structures, organizational skills, fund-raising, recruiting, delegating, leadership development and supervising others. *Prerequisite: CMI 127, Junior Standing* (Offered in fall.)

### **CMI 450 Internship (4-8)**

Chosen by the student in the area of specialization, this course involves study and practical experiences. Four to eight weeks. Graded S/U.

## Communication Studies

### Major & Minor

School of Arts and Sciences

Department of Communication and Media

### Faculty

Dorie Shelby, Chair

Mary Albert Darling

Jen Letherer

Dr. Wallis C. Metts Jr.

Dr. Paul Patton

Dr. Dan Runyon

Dr. Robert H. Woods Jr.

### Mission

The mission of the Department of Communications and Media to prepare credible, creative Christian professionals for a world where the mastery of communication skills and technologies is essential. This mission is accomplished by helping students produce, publish and perform original work that is both ethical and effective.

### About the discipline

Communication allows people to develop and exchange ideas, solve problems and work together to attain common objectives. This is a practical discipline that will help students be effective in both personal and professional contexts.

### Career opportunities

The study of communication will help students develop useful skills in such fields as ministry, mass media, theatre, business, government and social services. Our program is particularly appropriate for positions involving public relations, broadcasting, sales, corporate communication, public information management, employee communication, training and development, and print journalism.

The Bachelor of Arts in communication studies is 37 hours. Students must select a 21 hour minor supportive of the major or vocational interests. Suggestions include: philosophy, psychology, ministry, political science, digital media, advertising and public relations, or professional writing.

### Program strengths and emphases

The study of communication at Spring Arbor University is based on experience, with a foundation in classical and Christian perspectives. All students complete a core sequence that promotes a thoughtful and ethical understanding of communication principles and best practices.

Extracurricular opportunities are offered in writing, acting, broadcasting, designing, producing and researching and excellent preparation for graduate school.

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

### Digital Influence Initiative

The Digital Influence Initiative encourages students to use digital tools strategically, credibly, creatively and with civility. Students will produce, curate and share responsible and ethical content for a variety of social media platforms. Through engagement in a long term project, students will study the tools and strategies of digital influence to promote themselves and their work, impact culture, shape conversations, set agendas and connect with genuine communities of discourse. #influence#credible#reflective#civility#saucom

**Sophomore check-** Student progress will be assessed by the department at both the freshman and sophomore levels (first year for transfer students). Students must pass a sophomore/transfer check to continue in the major.

# COMMUNICATION STUDIES

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## Requirements:

### COMMUNICATION STUDIES MAJOR: (37 HOURS)

- COM 100 Introduction to Communication (3)
- COM 110 Communication technology (3)
- COM 212 Rhetoric (3)
- COM 214 Communication Theory (2)
- COM 314 Communication Research (2)
- COM 317 Digital Influence (1)
- COM 356 Popular Culture (3)
- COM 480 Senior Seminar (1)
- WRT 216 Writing for the Media (3)

Choose 16 hours from the following:

- APR 311 Corporate Communication (3)
- COM 301 Comm, Spirituality and Service (3)
- COM 324 Web Content and Management (3)
- COM 354 Applied Social Media (3)
- COM 368 Intercultural Communication (3)
- COM 370 Special Topics (1-3)
- COM 385 Practicum (1-3)
- SOC 351, MAT 351, PSY 351 Statistics (3)
- COM 399 Communication Portfolio (1)
- COM 404 Oral and Digital Persuasion (3)
- COM 502 Grad Seminar (w/permission) (3)

Must choose a 21 hour minor supportive of the major or vocational interests

### COMMUNICATION STUDIES MINOR: (21 HOURS)

- COM 100 Introduction to Communication (3)
- COM 212 Rhetoric (3)
- COM 214 Communication Theory (2)
- COM 314 Communication Research (2)
- COM 354 Applied Social Media (3)
- COM 368 Intercultural Communication (3)

Electives from APR, AUD, COM, DRA, SPE, VID and WRT for a total of 21 hours

### Communication Studies Endorsement (12 HOURS)

- COM 100 Intro. to Communications(3)
- COM 214 Communication Theory (2)
- COM 356 Pop Culture (3) **OR**  
COM 404 Oral and Digital Persuasion (3)
- COM 368 Intercultural Comm. (3)
- COM 232 Readings in Rhetoric (1)

## Notes regarding General Education:

COM 212 Rhetoric (3) fulfills the general education speech requirement. SOC 351(3) MAT 351(3) or PSY 351(3) Statistics fulfills the general education math requirement.

## Course descriptions:

### COM 100 Introduction to Communication (3)

Study and application of basic concepts in communication. Main focus is on learning how to communicate more effectively interpersonally and in small groups. (Offered in fall.)

### COM 110 Communication Technology (3)

The course introduces basic design principles and content management skills using industry standard design tools including WordPress, Adobe InDesign, and Photoshop. Basic audio and video editing techniques are taught using Adobe Premiere Pro, and Audition. Students apply learned design and project management skills to serve client needs in a client project. Students archive their coursework in a PebblePad portfolio, but are taught to maintain it as a tool for academic reflection and a professional portfolio to be used throughout their college career and beyond. (Offered in fall and spring)

### COM 212 Rhetoric (3)

Theory, research, organization, preparation and practice of speaking and writing. Explores ethical implications of narrative, informative and persuasive techniques in the context of historical and current principles of rhetoric. This course is required for all majors in the Department of Communication and Media. *Prerequisite:* COM 110 (Offered in fall)

### COM 214 Communication Theory (2)

Examination of selected theories of communication and message design, to include models, critical analysis and development of a Christian worldview of communication. *Prerequisite:* COM 100. (Offered in fall.)

### COM 232 Readings in Rhetoric (1)

Rhetorical studies teaches students to examine persuasive events from a critical perspective, providing an analytical framework that leads to a greater appreciation and understanding of the impact of the persuasive event. By examining the potential power of communication, rhetorical studies empower students to be effective communicators and thoughtful critics.

### COM 301 Communication, Spirituality and Service (3)

Explores the intersection between communication and Christianity in relation to redemptive service to others in today's world. Emphasis is on exploring connections among communication concepts and biblically informed

spiritual principles and practices for affecting personal, local, and global change. In addition, issues of faith and justice are surveyed in the context of fostering the biblical concept of "Shalom" in the world. A service project is required as part of this course. (Offered in fall of even academic years.)

### **COM 314 Communication Research (2)**

An introduction to communication research concepts and practical applications. Examines qualitative research paradigms and methods with a focus on planning and executing data collection in the real world. Discussions cover primary and secondary research strategies types of knowledge, ethical considerations, and crafting a research proposal. *Prerequisites: COM 100, COM 214* (Offered in spring online.)

### **COM 317 Digital Influence (1)**

Students will develop practical social media skills, explore digital spaces, learn best practices and use a variety of social media technologies to understand and develop social media influence. Students will engage in a long term project to identify a platform, connect with experts, create and propagate content, establish their own credibility, and build access to a large audience to understand and experience the journey of social media influencers. Must be taken 3 times during Freshman, Sophomore and Junior years. (Offered in fall)

### **COM 324 Web Content and Management (3)**

Exploration of web-based innovations in media production and distribution. Content quality and management issues are discussed, with opportunities to create and evaluate web media. The social and ethical implications of search and web-based collaboration and marketing are discussed. *Prerequisites: COM 110.* (Offered in spring)

### **COM 330 Genre (1-3)**

Style, form and content of varying communication media. Focuses on a single, limited aspect of the topic being considered. (Limited offering)

### **COM 354 Applied Social Media (3)**

Examines trends and tools in social media and applies key ideas and metrics to the execution of effective social media campaigns. (Offered online in spring)

### **COM 356 Popular Culture (3)**

The study of contemporary culture through analysis of popular artifacts, heroes, formulas, and rituals. This course focuses on the methods of analysis of popular culture with primary emphasis placed on analysis of popular arts such as music, television, literature, and film. Students will learn theories and methods of analysis that will assist them in better understanding our modern myths and their meanings. *Prerequisite: junior or senior status.* (Offered in spring)

### **COM 368 Intercultural Communication (3)**

Theory, skills and attitudes foundational to effective interpersonal communication with persons of other cultures and co-cultures. Focus is on critical analysis of various aspects of intercultural communication, as well as on building empathy and coping skills. *Prerequisite: Sophomore status.* (Offered in spring)

### **COM 385 Practicum (1-3)**

Supervised Field experience in communication within the student's area of specialization. A special registration procedure is required for this class. See Office of Registration and Records for details. May be repeated once. (Offered in fall, interim, spring, and summer)

### **COM 387 Agency Experience (3)**

An in-house practicum, students work on discipline-specific projects for clients under the supervision of faculty. Requires 120 clock hours. Assessed by portfolio. May be approved for two semesters. May substitute approved practicum (COM 385) for one or both semesters, Graded S/U. *Prerequisite: Junior or Senior status.* (Offered fall and spring)

### **COM 399 Communication Portfolio (1)**

Students prepare a portfolio of projects to demonstrate their analysis and application of communication and visual principles. *Prerequisites: COM 214, WRT 216. Senior status.* (Offered as needed)

### **COM 404 Oral and Digital Persuasion (3)**

Focus is on the theory and practice of persuasive messages. Specific emphasis on learning to ethically, effectively, and responsibly influence others through public speaking and digital contexts. *Prerequisite: SPE 100, 212, or COM212.* (Offered in spring)

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

The capstone of the academic experience, Senior Seminar focuses on career planning and personal growth. Students will prepare and present a professional portfolio, prepare for professional interviews, and explore the biblically-informed nature of vocation including personal gifting. The course includes a weekend retreat at Camp Michindoh in early October. *Pre-requisite: senior status.* (Offered in fall)

**Note:** Students may substitute course work from the Oxford program or the American Studies Washington D.C. Strategic Communication program offered by the Coalition of Christian Colleges and Universities. These semesters may meet the requirements for COM 385, COL 400 and required electives. Admission to the program requires a separate application process. Visit [www.bestsemester.com](http://www.bestsemester.com) for details and talk with your academic advisor.

# COMMUNITY OF LEARNERS

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## CORE

### Faculty

The CORE Community of Learners courses draw faculty members from throughout the University.

### About the discipline

The Christian perspective in the liberal arts is emphasized throughout the University's entire curriculum, but is brought especially into focus in the CORE Community of Learners courses required of all students. Community of Learners courses orient our students toward virtue through a rigorous academic journey among questions of community, place, faith, and citizenship. What is an academic community? How am I responsible to people and places? Where do I belong in this world? What is a well lived life and how do I live it? What can I learn from tradition? How do I practice my faith? How am I to love both God and my neighbor? A highlight of Community of Learners courses is their experiential nature.

### Community of Learners Requirements:

COL 100: Life in Community (Fr.)  
COL 200: Community, Place and Responsibility. (So.)  
COL 274/275: Community Across Cultures  
COL 300 Community and Christian Tradition (Jr.)  
COL 400: Community to Come (Sr.)

### Course descriptions:

#### COL 100 Life in Community (3)

Welcomes students into our community of learners by exploring the virtues of hospitality, fortitude, kindness, and perseverance. In it, we introduce students to academic rigor in university studies. We also investigate what it means to be new members in this community that is distinguished by our commitment to Christ as our perspective for learning, the study and application of the liberal arts as the fullest way of knowing, and our critical participation in the contemporary world. A highlight of Community of Learners 100 is the experiential weekend at Cedar Bend. (Offered in fall and spring.)

#### COL 200 Community, Place and Responsibility (3)

Explores the virtues of compassion, hope, and justice within the context of local communities. By engaging students in questions of local import—be it urban, suburban, or rural we investigate what it means to love in place and with responsibility. A highlight of Community of Learners 200 is a local, experiential weekend.

*Prerequisite: sophomore standing.* (Offered in fall and spring.)

#### COL 274 Community Across Cultures Orientation (1)

This course will prepare the student to gain an understanding of basic cross cultural theory, adaptation skills, knowledge of the host culture and basic conversational skills in the language of the host culture. Sections of this course are destination specific. (Offered fall and spring.)

#### COL 275 Community Across Cultures (3)

A distinctive of an SAU education and challenges students to practice the virtues of empathy, and humility. Through a three-week immersive experience, students learn how we are intimately connected to the rest of humanity and the world and that our neighbors are not only those who live near us. *Prerequisite: COL 274 and COL 200.* (Offered interim and summer. Opportunities for longer term options are available.)

#### COL 300 Community & Christian Tradition (3)

Invites students to practice the virtues of memory, gratitude, and faith within the context of the communion of saints. The Apostle's Creed reminds us that we are members of a community of believers that spans the Early Church and those who will come after us. In the course, students will explore our Christian tradition, its practices, and its doctrines in terms of community living, spiritual formation, and the SAU Statement of Faith.

*Prerequisites: COL 200 and junior standing.* (Offered fall, interim, and spring.)

#### COL 374 Adv. Community Across Cultures Orientation (1)

This course will prepare the student to gain an understanding of basic cross cultural theory, adaptation skills, knowledge of the host culture and basic conversational skills in the language of the host culture. Sections of this course are destination specific. (Offered with permission of the cross cultural office.)

**COL 375 Advanced Community Across Cultures (3)**

This course offers a variety of study options in several foreign countries. Students fulfill all of the same course assessments, experiences, and activities as 274/275 with an added research project related to the course objectives or some issue that can be explored and researched at a deeper level than would typically be required in 274/275. The research project must have the approval of the leading professor who evaluates the student's work. (Offered with permission of the cross cultural office. Opportunities for longer term options are available.)

**COL 400 Community to Come (3)**

Asks our students to reflect upon their time at SAU and to imagine how the virtues of integrity, service, thankfulness, and wisdom that have been woven throughout their education have prepared them for community to come.

*Prerequisites: COL 275, 300 and senior standing.* (Offered in fall, interim and spring.)

## Computer Science

### Major & Minor

**Information Systems Endorsement**

**Technology Tools Endorsement**

**School of Arts and Sciences**

**Department of Math/CPS/Physics**

### Faculty

Timothy Wegner, Chair

Shasha Wu

### About the discipline

Science, technology and contemporary business methods demand computer science expertise in the areas of analysis and problem solving. A computer science major or minor at Spring Arbor University approaches the fundamental concepts of the discipline (algorithms and data structures, programming languages, architecture, software methodology and engineering, artificial intelligence, operating systems, database, numerical and symbolic computation and human-computer communication) from the perspectives of theory, abstraction, design and social context. These concepts are applied in the laboratory setting, giving students practical experience.

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

### Career opportunities

Students majoring in computer science are prepared to enter business and industry with skills in areas of software development, networking and systems analysis. Information systems support is required across all sectors of the economy. Computer scientists are in demand by business, industry and government agencies, and this demand is expected to continue.

Students minoring in computer science develop computer competencies and technical skills, which can increase their marketability when competing for career opportunities within their major field.

### Program strengths and emphases

The computer science department has adopted a breadth-first approach to the discipline, exposing students to major concepts early in their experience. This approach is based on the Association for Computing Machinery (ACM) curriculum guidelines. Students apply these concepts as they analyze and develop solutions in the laboratory setting. Small class sizes provide many opportunities for one-on-one interaction between faculty and students. Early in their programs, students have the opportunity to gain practical experience in the discipline by working as lab assistants and in other computer related jobs on campus.

### Requirements

#### COMPUTER SCIENCE MAJOR: (48 HOURS)

CPS 201	Foundations of Computing I (4)
CPS 202	Foundations of Computing II (4)
CPS 210	Data Communications & Networking (3)
CPS 212	Computer Systems Security (3)
CPS 232	Proof & Discrete Structures (3)
CPS 301	Data Structures & Large Software Systems (3)
CPS 302	Architecture, Applications & Languages (4)
CPS 303	Introduction to Database Systems (3)
CPS 307	Mobile Programming (2)
CPS 310	Operating Systems (3)
CPS 320	Topics in Expert Systems (1)
CPS 330	Systems Analysis & Design (3)
CPS 331	Software Development Project (3)
CPS 350	Web Tools (4)
CPS 385	Practicum (1-8)
CPS 410	Algorithms & Formal Language (3)
CPS 480	Senior Seminar (1)

Support courses:

MAT 201	Calculus I (4) <b>OR</b>
MAT 222	Applied Calculus (4)
MAT 351	Statistics (3)

The following additional courses are recommended for students planning to pursue a graduate degree:

MAT 202	Calculus II (4)
MAT 321	Abstract Algebra I (3)
MAT 352	Linear Algebra (3)
PHY 211	Modern University Physics I (4)
PHY 212	Modern University Physics II (4)



## COMPUTER SCIENCE MINOR: (20 HOURS)

- CPS 201 Foundations of Computing I (4)
- CPS 202 Foundations of Computing II (4)
- CPS 301 Data Structures & Large Software Systems (3)

Choose at least nine hours from the following:

- CPS 210 Data Communications & Networking (3)
- CPS 212 Computer Systems Security (3)
- CPS 302 Architecture, Applications & Languages (4)
- CPS 303 Introduction to Database Systems (3)
- CPS 307 Mobile Programming (2)
- CPS 310 Operating Systems (3)
- CPS 330 Systems Analysis & Design (3)
- CPS 331 Software Development Project (3)
- CPS 350 Web Tools (4)

\*Note Computer Science faculty can assist students in selecting courses that best support their major and career goals.

## INFORMATION SYSTEMS ENDORSEMENT: (17 HOURS)

- CPS 201 Foundations of Computing I (4)
- CPS 202 Foundation of Computing II (4)
- CPS 210 Data Communications and Networking (3)
- CPS 303 Introduction to Database Systems (3)
- MIS 301 Management of Information Systems (3)

This endorsement is designed to develop skills that prepare an individual to participate in the systems development life cycle from a user's perspective. Information systems are related to virtually every job. An individual with an Information systems background would be able to use software effectively, to apply it to meet specific job requirements; ask knowledgeable questions related to the software used to maintain records; and understand the capabilities of information systems and develop specifications for new systems.

## TECHNOLOGY TOOLS ENDORSEMENT: (17 HOURS)

- BUS 161 Management Information Systems (3)
- CPS 150 Introduction to Computers (3)
- CPS 201 Foundations of Computing I (4)

- CPS 210 Data Communications and Networking (3)
- CPS 350 Web Tools (4)

This endorsement is designed to develop technical skills that can be applied in most careers. It is common for a work group or corporation to identify individuals who feel comfortable with technology and are able to use computer tools to increase productivity.

## Course descriptions:

### CPS130 Web Design and Web Development (1)

This class will cover topical subjects such as CSS, HTML, navigation, responsive design, search engine optimization, typography, web terminology and focus on hands-on learning. Students in the class will be required to provide their own laptop computer. (Offered interim, and spring.)

### CPS 150 Introduction to Computers (3)

This course introduces students to computer hardware and software. The major components of a computer, including CPU, memory, input, output, secondary storage, and communications are covered. The course discusses the selection of computer equipment and the social implications of computer technology. Students apply productivity tools, including word-processing, spreadsheet, presentation and database software in a laboratory setting. Students work with the Internet, e-mail, and web page creation. Does not count toward CPS major or minor. (Offered in fall, interim and spring.)

### CPS 201 Foundations of Computing I (4)

This course introduces major concepts within the discipline of computer science. The focus is on problem solving methods and algorithm development along with an introduction to mathematical logic. Principles of logic are applied to the architecture of computers. Social, ethical and professional aspects of computer science are integrated throughout the course. CPS 201 includes a directed lab where students apply problem solving skills by programming in Java. (Offered in fall.)

### CPS 202 Foundations of Computing II (4)

A continuation of CPS 201. Students are introduced to commonly used data structures and problem solving methods, including algorithm analysis, program design and implementation. CPS 202 includes a directed lab where the emphasis will be on development of object-oriented solutions using modern software development methodologies. *Prerequisite: At least a grade of "C" or higher in CPS 201.* (Offered in spring.)

## **CPS 206 Geographic Information Systems (4)**

The introduction to Geographic Information Systems (GIS) course covers the fundamentals of GIS and geospatial data analysis. This course focuses on the use of geographic information systems in the urban/suburban/metropolitan environments. Students will learn basic GIS concepts, develop skills with GIS tools, and frame spatial questions for research which they will implement in a project applied to their area of interest. *Prerequisite: CPS 150 or CPS 201 or high school computer applications course.* (Offered in spring of even academic years)

## **CPS 210 Data Communications and Networking (3)**

This course introduces students to several network protocols and industry communications standards. Also covered are the physical and architectural elements and information layers of a communication network, along with diagnostic, design, operational and performance measurement tools. Students gain hands-on experience in network administration through installation of a network. Also included are network security, reliability and maintenance. *Prerequisite: CPS 202.* (Offered in spring of odd academic years.)

## **CPS 212 Computer Systems Security (3)**

This course introduces students to the fundamental concepts of computer systems security access including: the threat environment, corporate security policy, cryptography, network security access control, firewall Architecture, host hardening, application security, data security, and business continuity. Security concepts are examined through case studies. *Prerequisite CPS 201.* (Offered spring of even academic years)

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

For description see MAT 232. (Offered in fall.)

## **CPS 301 Data Structures and Large Software Systems (3)**

This course examines the major structures used for data storage and processing. These include arrays, lists, stacks, queues, graphs and trees. Algorithms for searching, sorting and updating these structures are developed and analyzed. Students gain experience with larger software systems and related issues by developing and modifying larger programs both individually and in groups. *Prerequisite: CPS 202.* (Offered in fall.)

## **CPS 302 Architecture, Applications and Languages (4)**

This course emphasizes the variety of levels from which the disciplines of computing can be viewed. Levels of architecture are unfolded through the introduction of finite automata, digital logic and microprogramming. Levels of languages are revealed through an examination

of sequence control, type checking, runtime storage management and nonprocedural programming paradigms. Levels of applications are treated through a general introduction to the areas of database systems and artificial intelligence. *Prerequisite: CPS 202.* (Offered in fall of odd academic years.)

## **CPS 303 Introduction to Database Systems (3)**

This course is a study of contemporary models and methodologies for representing, storing and retrieving large quantities of information stored on external devices. Alternative views of data are seen from the perspectives of the system, the human interface and applications. *Prerequisite: CPS 202.* (Offered in fall of even academic years.)

## **CPS 307 Mobile Programming (2)**

This course will introduce students to application development for mobile devices. Students will learn about the various constraints facing mobile application designers, both with respect to hardware and with respect to user expectations. Students will also learn how to address these constraints with techniques in implementation, software design, and user-interaction design. Additionally, students will also focus on concepts at the core of modern mobile computing, such as software and data distribution models and location awareness. The general principles of mobile application development will be applied to a specific platform such as IOS, Android, or Windows 8. *Prerequisite: CPS 202.* (Offered in fall of even academic years.)

## **CPS 310 Operating Systems (3)**

This course in systems software focuses on the operating system. Included are topics such as process management, device management and memory management. The executive monitor and utilities and their interrelationship are examined. *Prerequisite: CPS 202.* (Offered in spring of odd academic years.)

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

This course surveys key concepts of artificial intelligence with a focus on expert systems. Students are introduced to the theoretical basis of expert systems including knowledge representation, logic and inference. The differences between imperative and functional programming languages are introduced as students gain hands-on experience with an expert systems tool. *Prerequisite: CPS 202.* (Offered in spring of even academic years.)

**CPS 330 Systems Analysis and Design (3)**

This course introduces students to systems development methodologies with an emphasis on the systems development life cycle: planning, analysis, design, implementation, testing, operation and support. Systems analysis concepts are applied within the framework of case studies. *Prerequisite: CPS 202.* (Offered in fall of even academic years.)

**CPS 331 Software Development Project (3)**

Students apply systems analysis concepts as they develop a system based on a real-life problem. Students gain experience working with a customer and strengthen their collaboration skills as they work in teams.

*Prerequisites: CPS 220 and CPS 330.* (Offered in spring of even academic years.)

**CPS 350 Web Tools (4)**

This course covers the development of Web-based applications. Students will develop skills using Java and various scripting languages. The course will address both content and technique for creating effective Web-based applications. *Prerequisite: CPS 202 or approved programming experience.* (Offered in spring of even academic years.)

**CPS 385 Practicum (1-8)**

For description, see Courses for All Disciplines.

**CPS 410 Algorithms and Formal Language (3)**

Formal models of computation such as finite state automata, pushdown automata and Turing machines will be studied, along with the corresponding elements of formal languages. These models will be used to provide a mathematical basis for the study of computability.

The study of Church's thesis and the universal Turing machine will lead to the study of undecidable problems.

*Prerequisite: CPS 232 and junior status.* (Offered in fall of odd academic years.)

**CPS 480 Senior Seminar (1)**

For description see MIS 480. (Offered in spring of even academic years.)

## Criminal Justice

**Major, Minor, Endorsement**  
**School of Arts and Sciences**  
**Department of Sociology**

### Faculty

Dr. Jeremy S. Norwood , Chair  
Dr. John W. Hawthorne  
Dr. Lori McVay

### About the discipline

Students majoring in criminal justice will develop awareness of society's understanding of and response to the challenges of crime. Classes cover a range of topics, including the nature and societal impact of crime, theories of criminal; behavior, current issues and practices in criminal justice systems both here and abroad. Special emphasis is placed on restorative justice. The department also offers a criminal justice endorsement and a criminal justice minor.

### Career Opportunities

The major will provide sufficient breadth so that students can go into careers in law enforcement, corrections, parole and probation, pre-law, homeland security, a variety of other careers in Criminal Justice, or graduate study.

### Program strengths and emphases

The greatest strengths of the Criminal Justice program come from its connection to the overall sociology curriculum. Students develop an awareness of issues of inequality, the importance of careful research, and the significance of a Christian commitment to Justice (Shalom). The faculty are committed to assisting students to become capable of critical reflection and analysis, rooted in Christian values, and ready to participate positively and critically in the contemporary world. These emphases reflect the mission of the department of Sociology, Global Studies, and Criminal Justice - social analysis for social change toward social justice.

### Requirements:

#### CRIMINAL JUSTICE MAJOR: (51 HOURS)

CRJ 201	Crime, Corrections, & Criminal Justice (3)
CRJ 202	Social Deviance (3)
CRJ 217	Criminal Justice Exploratory (1)
CRJ 301	Criminological Theory (3)
CRJ 302	Comparative Criminal Justice Systems (3)
CRJ 342	Criminal Law and Court Procedures (3)
CRJ 344	Juvenile Delinquency (3)
CRJ 447	Criminal Justice Policy (3)
CRJ 449	Restorative Justice (3)
CRJ 450	Criminal Justice Internship (6)
SOC 311	Racial and Ethnic Relations (3)
SOC 327	Social Stratification (3)
SOC 351	Statistics for Sociology (4)
SOC 352	Research Design (3)
SOC 360	Gender and Society (3)
SOC 480	Senior Seminar I (1)
SOC 484	Spirituality, Faith, and Justice (3)

#### Required support courses:

PSY 100	Introduction to Psychology (3)
SOC 100	Social Problems (3)
SOC 101	Introduction to Sociology (3)

#### CRIMINAL JUSTICE MINOR: (21 HOURS)

CRJ 201	Crime, Corrections, Criminal Justice (3)
CRJ 202	Social Deviance (3)
CRJ 301	Criminological Theory (3)
CRJ 447	Criminal Justice Policy (3)
CRJ 449	Restorative Justice (3)
SOC 484	Spirituality, Faith, and Justice (3)

#### Choose one of the following courses:

SOC 311	Racial and Ethnic Relations (3)
SOC 327	Social Stratification (3)
SOC 360	Gender and Society (3)

### Course descriptions:

#### CRJ 201 Crime, Corrections and Criminal Justice (3)

An introduction to the criminal justice system including an overview of criminological theory. Examines current theories, practices, and careers in criminal justice. Also listed as SOC 201. (Offered in fall)

#### CRJ 202 Social Deviance (3)

This course analyzes deviance and crime from a societal perspective as it is socially and contextually defined and constructed. This course will cover a range of social theories that account for deviance from functionalist,

anomie and strain theories, symbolic interactionist and labeling theories, to conflict and learning theories. Discussion issues may include alcohol and drug use, sexual deviance, mental illness, street crimes and white-collar crimes. Also listed as SOC 202. (Offered in fall of odd)

### **CRJ 217 Criminal Justice Exploratory (1)**

A course designed to expose the student to careers in Criminal Justice. Students will also be made aware of the minimum requirements (fitness, exam scores, etc.) for various careers in criminal justice. Should be taken concurrently with CRJ 201. (Offered in fall.)

### **CRJ 253 Forensic Psychology (3)**

See PSY 253 for description. *Prerequisite: PSY 100.* (Offered in spring.)

### **CRJ 301 Criminological Theory (3)**

An overview of biological, sociological, psychological, and cultural theories of crime causation. Includes a brief history of criminological theory and places special emphasis on social process, social structure, and social conflict theories. Also listed as SOC 301. *Prerequisite: CRJ 201, PSY 100 and SOC 101.* (Offered in fall of even academic years.)

### **CRJ 302 Comparative Criminal Justice Systems (3)**

Provides a basic overview of political, administrative, organizational and cultural differences in various state and national criminal justice systems. (Offered in spring of even academic years.)

### **CRJ 342 Criminal Law and Court Procedures (3)**

A basic introduction to criminal law, criminal procedures, the roles of prosecution and defense attorneys, court procedures and decision-making processes. The course will also deal with issues such as rules of evidence, prosecutorial and judicial discretion, and sentencing guidelines. (Offered in spring of even academic years.)

### **CRJ 344 Juvenile Delinquency (3)**

Introduction to juvenile delinquency including causes, incidence, and the history of juvenile delinquency in the United States. The course will include topics such as gangs, substance abuse, and runaways. Criminal justice policies and programs focused on juveniles will also be explored. (Offered in spring of odd academic years.)

### **CRJ 385 Criminal Justice Practicum (3)**

A basic internship that allows students broader exposure to the professions available in criminal justice. (Offered in fall and spring.)

### **CRJ 447 Criminal Justice Policy (3)**

This course focuses on criminal justice policies by emphasizing evidence-based policy analysis. Students will apply knowledge gained from criminological theory and research design to critically analyze and evaluate criminal justice policies. *Prerequisite: CRJ 201, CRJ 301* (Offered in fall of odd academic years)

### **CRJ 449 Restorative Justice (3)**

Students will study basic principles of restorative justice and will explore specific programs focused on redemptive practices in criminal justice including restitution programs, victim-offender reconciliation programs, and alternatives to incarceration. Students will actively explore principles of the Christian faith and how they inform criminal justice policies. *Prerequisites CRJ 201, CRJ 301* (Offered in spring of odd academic years)

### **CRJ 450 Criminal Justice Internship (6)**

Students will complete 240 hours of internship in an organization working in some aspect of criminal justice. (Offered fall and spring.)

**For more course descriptions, see Psychology and Sociology.**

## Digital Media

### Major, 2 Concentrations

School of Arts and Sciences

Department of Communication and Media

### Faculty

Dorie Shelby, Chair

Mary Albert Darling

Jen Letherer

Dr. Wallis C. Metts Jr.

Dr. Paul Patton

Dan Runyon

Dr. Robert H. Woods Jr.

### Mission

The mission of the department is to prepare credible, creative Christian professionals for a world where the mastery of communication skills and technologies is essential. This is accomplished by helping students produce, publish and perform original work that is both ethical and effective.

### About the discipline

Students in the department learn and do. This Bachelor of Science degree offers a mix of radio and television production courses to prepare you for a career in radio, video or film production. A course in web content and management ensures students are up to speed on emerging media. Through internships students will gain real world experience working with clients or professionals in the field. A senior capstone course prepares students for their career search and requires the completion of a professional portfolio.

### Career opportunities

The study of communication will help students develop useful skills in such fields as ministry, mass media, theatre, business, government and social services. The program is particularly appropriate for positions involving Film and video production, broadcasting, sales, corporate communication, public information management, employee communication, training and development, print journalism, and public relations.

### Program strengths and emphases

The study of communication at Spring Arbor University is a hands-on experience, with a foundation in classical and Christian perspectives. All students complete a core sequence that promotes a thoughtful and ethical understanding of communication principles and best practices. Throughout the program, students will apply these principles.

Extracurricular opportunities are offered in writing, acting, broadcasting, designing, producing and researching in addition to practical hands-on experiences in the classroom and through internships.

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

### The Digital Influence Initiative

The Digital Influence Initiative encourages students to use digital tools strategically, credibly, creatively and with civility. Students will produce, curate and share responsible and ethical content for a variety of social media platforms. Through engagement in a long term project, students will study the tools and strategies of digital influence to promote themselves and their work, impact culture, shape conversations, set agendas and connect with genuine communities of discourse.

#influence#credible#reflective#civility#saucom

**Sophomore check-** Student progress will be assessed by the department at both the freshman and sophomore levels (first year for transfer students). Students must pass a sophomore/transfer check to continue in the major.

Students choose ONE of the following concentrations:

- Digital Media- Broadcasting
- Digital Media- Video/Film

# DIGITAL MEDIA-BROADCASTING

## Requirements:

### **DIGITAL MEDIA MAJOR/ BROADCASTING CONCENTRATION: (62 HOURS)**

- AUD 174 Radio Production (3)
- AUD 321 Sound Design (3)
- COM 100 Introduction to Communication (3)
- COM 110 Communication Technology (3)
- COM 212 Rhetoric (3)
- COM 214 Communication Theory (2)
- COM 317 Digital Influence (1)
- COM 324 Web Content and Management (3)
- COM 354 Applied Social Media (3)
- COM 356 Popular Culture (3)
- COM 385 Practicum (must be approved) (3)
- COM 399 Communication Portfolio (1)
- COM 480 Senior Seminar (1)
- SPE 342 Oral Interpretation and Voice (3)
- VID 202 Video Production (4)
- VID 306 Advanced Video (4)
- VID 410 Directing (2)
- WRT 210 News Reporting (4)
- WRT 216 Writing for the Media (3)

Electives to total 62 hours from the following:

- ART 204 Photography (3)
- AUD 370 Special Topics (1-3)
- AUD 390 Independent Study (1-4)
- COM 368 Intercultural Communication (3)
- SPE 404 Persuasive Speaking (3)
- VID 372 Short Film Production (3)
- WRT 310 Multi-Media Reporting (4)
- WRT 316 Copy Editing (4)
- WRT 324 Photojournalism (3)
- WRT 373 Feature Writing (3)

### **DIGITAL MEDIA/BROADCASTING MINOR: (21 HOURS)**

- COM 100 Introduction to Communication (3)
- COM 214 Communication Theory (2)

Electives from AUD, VID, or WRT courses  
to total 21 hours.

**Notes regarding general education:** COM 212 Rhetoric (3) fulfills the general education speech requirement. ART 204 meets the general education requirement for Art.

## Course descriptions:

### **AUD 174 Radio Production (3)**

Students will study components of the day-to-day operation of a radio station. This includes an introduction to the principles of station management and promotion, study of the techniques used to write, produce and perform various types of programming for both live and voice-tracked broadcasts. (Offered in fall)

### **AUD 321 Sound Design (3)**

A concentrated study of the science of sound and audio in both live and studio settings. Explores concepts of microphone construction, design and placement, acoustics, mixing, equalizing, recording and sound editing for film, video and live events. Emphasis on practical, hands-on application of audio recording principles and practices. (Offered in fall of odd academic years.)

### **AUD 370 Special Topics (1-3)**

Topics selected to meet needs of careers.

\*Note: Students may substitute coursework from the American Studies Washington DC Strategic Communication Semester or the Nashville Contemporary Music Center semester programs offered by the Coalition of Christian Colleges and Universities. These semesters may meet the requirements for COM 385, COM 387, COL 400 and required electives. Admission to the program requires a separate application process. Visit [www.bestsemester.com](http://www.bestsemester.com) for details and talk with your academic advisor.

# DIGITAL MEDIA- VIDEO/FILM

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## Requirements:

### DIGITAL MEDIA MAJOR/ VIDEO/FILM CONCENTRATION: (62 HOURS)

- ART 204 Photography (3)
- AUD 321 Sound Design (3)
- COM 100 Introduction to Communication (3)
- COM 110 Communication Technology (3)
- COM 212 Rhetoric (3)
- COM 214 Communication Theory (2)
- COM 317 Digital Influence (1)
- COM 324 Web Content and Management (3)
- COM 356 Popular Culture (3)
- COM 385 Practicum (must be approved) (3)
- COM 399 Communication Portfolio (1)
- COM 480 Senior Seminar (1)
- VID 202 Video Production (4)
- VID 306 Advanced Video (4)
- VID 314 Script Writing (3)
- VID 324 Introduction to Film (3)
- VID 372 Short Film Production (3)
- VID 376 Video Editing (3)
- VID 401 Film History (3)
- VID 410 Producing and Directing (2)

Electives from the following to total 62 hours:

- COM 354 Applied Social Media (3)
- DRA 345 Stagecraft (3)
- ENG 313 Fiction Writing (3)
- SPE 342 Oral Interpretation and Voice (3)
- VID 370 Special Topics (1-3)
- VID 372 Short Film Production (3)  
(may be taken twice)
- VID 390 Independent Study (1-4)
- WRT 324 Photojournalism (3)
- WRT 373 Feature Writing (4)

### DIGITAL MEDIA/VIDEO MINOR: (21 HOURS)

- COM 100 Introduction to Communication (3)
- COM 214 Communication Theory (2)

Electives from VID for a total of 21 hours

### Video Production Endorsement (11 Hours)

- COM 110 Comm. Technology (3)
- VID 202 Video Production (4)
- VID 306 Adv Video Production (4)

## Course descriptions:

### VID 202 Video Production (4)

Introduction to TV studio and control room procedures, techniques and equipment, including TV cameras, video switching, special effects, lighting, videotape recording and TV audio. Production and analysis of TV programs. (Offered in spring.)

### VID 306 Advanced Video Production (4)

Concentrated instruction and experience in live on-tape productions and field video programs. Introduction to television producing and directing. *Prerequisite: VID 202.* (Offered in fall.)

### VID 314 Script Writing (3)

Promotes respect for and commitment to the processes necessary for effective playwriting and screenwriting. Students explore regimens leading to greater creative output, and the internally motivated disciplines contributing to artistic productivity. Also listed as DRA 314. (Offered in fall of odd academic years.)

### VID 324 Introduction to Film (3)

Vocabulary, methods and principles of film by focusing on the systems of meaning that make film the sophisticated art form it is. The course will focus on visual design (including composition, color and lighting), editing, cinematography, narrative structure, acting, sound and music as separate systems of meaning that derive new meanings and use new methods when combined in film art. (Offered in spring of even academic years.)

### VID 370 Special Topics (1-3)

Topics selected to meet needs of careers

### VID 372 Short Film Production (3)

This course will focus on the pre-production, production, post-production and distribution processes of making independent films. Students will fulfill various roles as director, producer, cinematographer, editor, production assistants, and writers. They may assume one of those roles one semester and another role another semester. New films will be produced each semester. Course can be taken both fall and spring. (Offered fall and spring )

### VID 376 Editing (3)

Students will work with the tools used by film and video editors as they apply to the practice of visual storytelling. The course will explore best practices for working in a digital environment, and examine standard theories and techniques of video editing. *Prerequisite: COM 110.* (Offered in fall of even academic years.)



## **VID 401 Film History (3)**

Students will conduct in-depth critical research and analysis on a short list of important films from the past century. Students will familiarize themselves with major schools of critical discourse in film and their place in the development of film as technical phenomenon, art form, and cultural medium. *Prerequisite: VID 324.* (Offered in fall of even academic years and online)

## **VID 410 TV Producing and Directing (2)**

Produce and direct television programs or films. May be repeated one time. Prerequisites: VID 306. (Offered in fall and spring)

**Note:** Students may substitute course work from the Los Angeles Film Studies semester program offered by the Coalition of Christian Colleges and Universities. This semester may meet the requirements for COM 385, COM 387, COL 400 and required electives. Admission to the program requires a separate application process. Visit [www.bestsemester.com](http://www.bestsemester.com) for details and talk with your academic advisor.

**For more course descriptions see Art, Communication, Professional Writing, Speech, and Sociology.**

## Drama

**Major & Minor**  
**School of Arts and Sciences**

**Department of Communication and Media**  
**Faculty**

Dorie Shelby, Chair  
Mary Albert Darling  
Jen Letherer-Director of Drama Program  
Dr. Wallis C. Metts Jr.  
Dr. Paul Patton  
Dr. Robert H. Woods Jr.

### **Mission**

The mission is to prepare credible, creative Christian professionals for a world where the mastery of communication skills and technologies is essential. This is accomplished by helping students produce, publish and perform original work that is both ethical and effective.

### **About the discipline**

The drama program puts you on stage early and often in our intimate "Prop Shop" theater space. Students also are on the road, with performances in several venues each year. The department is doing a lot of original work — with premieres directed, performed and written by students themselves. With opportunities on stage and screen, this program gives both presence and voice for a variety of acting and performance opportunities.

### **Career opportunities**

The study of communication will help develop useful skills in such fields as ministry, mass media, theatre, business, government and social services. The program is appropriate for positions involving public relations, broadcasting, corporate communication, public information management, sales, employee communication, training and development, and print journalism.

### **Program strengths and emphases**

The study of communication at Spring Arbor University is a hands-on experience, with a foundation in classical and Christian perspectives. All students complete a core sequence that promotes a thoughtful and ethical understanding of communication principles and best practices.

Throughout the program you will apply these principles. Extracurricular opportunities are offered in writing, acting, broadcasting, designing, producing and researching in addition to practical hands-on experiences in the classroom and through internships.

### **Requirements**

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

### **The Digital Influence Initiative**

The Digital Influence Initiative is available to drama majors as an elective option. As this academic discipline is directly concerned with identity, storytelling, and performance, and because marketing and branding are important components of being a contemporary thespian, drama majors are strongly encouraged to take the digital influence series of courses. Drama majors ought to be thoughtful managers of their personal brands, and conscientious users of the storytelling uses and practices available through digital communication platforms.

**Sophomore check-** Student progress will be assessed by the department at both the freshman and sophomore levels (first year for transfer students). Students must pass a sophomore/transfer check to continue in the major.

**Note:** Majors in this program are also required to complete a minor. Suggestions include psychology, ministry, digital media, business, advertising and public relations, or professional writing.

## DRAMA MAJOR: (45 HOURS)

- COM 100 Introduction to Communication (3)
  - COM 110 Communication Technology (3)
  - COM 212 Rhetoric (3)
  - COM 214 Communication Theory(2)
  - COM 324 Web Content and Management(3)
  - COM 356 Pop Culture (3)
  - COM 480 Senior Seminar (1)
  - DRA 105 Introduction to Theatre(1)
  - DRA 265 Acting Techniques (3)
  - DRA 285 Exploratory Experience (1)
  - DRA 300 History of Theatre (3)
  - DRA 345 Stagecraft (3)
  - DRA 353 Performance Ministry (3)
  - DRA 354 Acting II (3)
  - DRA 365 Stage Directing (3)
  - DRA 385 Practicum (1)
  - DRA 460 Recital (1)
  - SPE 342 Oral Interpretation and Voice (3)
- Electives from the following to total 45 hours:
- COM 317 Digital Influence (1)
  - COM 399 Communication Portfolio (1)
  - DRA 314 Script Writing (3)
  - DRA 390 Case Program Independent Study (1)
  - SPE 242 Storytelling (3)
- Students must also complete a minor in an area of vocational interest.

## DRAMA MINOR: (21 HOURS)

- COM 100 Introduction to Communication (3)
  - COM 212 Rhetoric (3)
  - COM 214 Communication Theory (3)
  - DRA 105 Introduction to Theatre (1)
  - DRA 285 Exploratory Experience (1)
- Additional DRA courses for a total of 21 hours

## Drama Endorsement -(10 Hours)

- DRA 105 Intro to Theatre (1)
- DRA 265 Acting Techniques (3)
- DRA 354 Acting II (3) **OR**
- DRA 365 Stage Directing (3)
- DRA 345 Stagecraft (3)

**Notes regarding general education:** COM 212 Rhetoric (3) fulfills the general education speech requirement. SOC 351, MAT 351, PSY 351 Statistics fulfills the general education math requirement.

## Course descriptions:

### DRA 105 Introduction to Theatre (1)

Introduction to theatre is a required course for all Drama majors and minors to be taken their first fall semester in the program. The course will serve students with various experiences and knowledge of theatre, giving them a grounding in theatrical traditions, practices and approaches. Students will be exposed to a range of dramatic productions, styles and important works and discuss parts of production, production roles, responsibilities, careers and opportunities in the theatrical field. (Offered fall of odd academic years)

### DRA 265 Acting Techniques (3)

Creative methods of role development for theatre, especially focused on realism styles of the 20th and 21st centuries. Also listed as SPE 265. (Offered in spring of even academic years.)

### DRA 285 Exploratory Experience (1-4)

Student involvement in SAU stage productions. Research, writing, journaling required.

### DRA 300 History of the Theatre (3)

Historical, theatrical and literary aspects from the origin of the dramatic form to the theatre of today. (Offered in fall of even academic years.)

### DRA 314 Script Writing (3)

Promotes respect for and commitment to the processes necessary for effective playwriting and screenwriting. Students explore regimens leading to greater creative output and the internally motivated disciplines contributing to artistic productivity. (Offered in fall of odd academic years.)

### DRA 345 Stagecraft (3)

Basic stagecraft covers the practical aspects of lighting, set and sound set design including terminology, tools, and techniques of building a production and theatrical lighting. Includes theory as well as practical hands-on experience with hand and power tools. Also listed as SPE 345. (Offered in spring of even academic years.)

### DRA 353 Performance Ministry (3)

Students learn about and are challenged to create a Biblically based concept of performance and how it is used effectively in ministry. (Offered in spring of even academic years.)

### DRA 354 Acting II (3)

Acting techniques in a mediated setting. *Prerequisite: DRA 265 or permission of instructor.* (Offered in spring of even academic years.)

# DRAMA

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## **DRA 365 Stage Directing (3)**

Basic elements of stage directing with emphasis on selecting, casting, planning and rehearsing plays. Also listed as SPE 365. *Prerequisite: DRA 265.* (Offered in spring of odd academic years.)

## **DRA 370 Topics in Drama (1-3)**

A course designed to provide enrichments in drama. Topics selected to meet needs and interests of students. *Prerequisite: permission of instructor.* (Limited offering.)

## **DRA 385 Practicum (3)**

Student assumes responsibility for a production role in a SAU show. Includes researching play, position or role, reflection paper and journal. May be repeated three times.

## **DRA 390 Independent Study**

Drama students will have the opportunity to become involved in an activity leadership capacity with SAU's Child Autism Spectrum Enrichment program(CASE)  
Students taking this 390 course will have demonstrated their ability to work with children and lead groups in theatrical activities. They will be required to build and run a theatre games curriculum within the CASE program agenda. The CASE program is run through the Psychology Program and requires instructor/supervisor permission both from the Drama program director and the CASE program director.

## **DRA 460 Senior Recital (1)**

Students prepare and present a performance. Also listed as SPE 460.

## Early Childhood Education

**Elementary Certification**  
**2 Majors & 1 Minor**  
**School of Education**

### Faculty

Dr. Linda Sherrill, Dean

Dr. Sharon C. Joplin

### About the discipline

Early Childhood Education (ECE) is a child-centered major or minor, offered through the SOE, earning certification in grades K-5, all subjects, along with an early childhood special education endorsement ZS. This program is designed for those who desire to work with young children ages birth to eight years old. The early childhood education program at SAU provides a broad spectrum of early childhood education courses built on the National Association for the Education of Young Children (NAEYC) Standards along with the Michigan Early Childhood Standards. The courses offer practical experiences that provide significant learning opportunities including infant-toddler development, social issues affecting the child, and curriculum development. All of these will be presented from a Christian liberal arts perspective.

### Career Opportunities

This major and minor prepare the student to apply for certification with an endorsement in early childhood special education (ZS), along with completion of the elementary education program requirements. Career opportunities include, but are not limited to, those who wish to teach in the public school setting and want to be highly qualified by the Michigan Department of Education standards. This includes school administrators, public schools with Great Start Reading programs, private programs that adhere to State of Michigan day care center licensing rules, and any program serving children birth to third grade.

### Program strengths and emphases

The program has been designed to provide the aspiring professional with understanding, practical knowledge, and the skills necessary to become a center-based teacher, program director, or any professional dealing with early childhood education. The program adheres to the highly qualified standards of the Michigan Department of Education as well as Michigan State Childcare Licensing Guidelines.

### Requirements

#### EARLY CHILDHOOD EDUCATION MAJOR: (40 HOURS)

ECE 265	Early Childhood Social Foundations (3)
ECE 266	Early Childhood Growth & Dev (3) (to be taken concurrently with EDU 267)
ECE 320	Assessment, Guidance, and Discipline of Early Childhood Education (2)
ECE 340	Emergent and Beginning Literacy (3)
ECE 360	Assessing Software (1)
ECE 361	Motor Dev & Motor Learning (3)
ECE 365	Curriculum & Methods of ECE (4)
ECE 368	Young Children with Special Needs (3)
ECE 378	Assessment & Intervention Strategies in Early Childhood Education (3)
ECE 416	Early Childhood Policies & Standards (2)
EDU 376	Children's Literature (3)
EDU 424	Elem/MS Reading Problems (3)
ECE 430	Seminar in Teaching Early Childhood (1)
ECE 450	Directed Teaching - Early Childhood (5)
EDU 267	Early Adolescent Dev (1) (to be taken concurrently with ECE 266)

#### EARLY CHILDHOOD NON-TEACHING MAJOR: (32 HOURS)

ECE 265	Early Childhood Social Foundations (3)
ECE 266	Early Childhood Growth & Dev (3)
ECE 320	Assessment, Guidance, and Discipline of Early Childhood Education (2)
ECE 340	Emergent and Beginning Literacy (3)
ECE 360	Assessing Software (1)
ECE 361	Motor Dev & Motor Learning (3)
ECE 365	Curriculum & Methods of ECE (4)
ECE 368	Young Children with Special Needs (3)
ECE 378	Assessment and Intervention Strategies in Early Childhood Education (3)
ECE 385	Practicum (1-8)*
ECE 416	Early Childhood Policies & Standards (2)
ECE 430	Seminar in Teaching Early Childhood (1) (Taken concurrently with ECE 385)
EDU 376	Children's Literature (3)

# EARLY CHILDHOOD EDUCATION

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\* One (1) credit of practicum is required but may be taken for the maximum of eight (8), based on the student's academic goals.

**Note:** *This major does not lead to teacher certification. It is designed for students who wish to work with the early childhood population in a setting other than the classroom.*

## EARLY CHILDHOOD EDUCATION MINOR: (30 HOURS)

- ECE 265 Social Foundations of Early Childhood (3)
- ECE 266 Early Childhood Growth & Dev (3)  
(to be taken concurrently with EDU 267)
- ECE 320 Assessment, Guidance, and Discipline of Early Childhood Education (2)
- ECE 340 Emergent and Beginning Literacy (3)
- ECE 365 Curriculum & Methods of ECE (4)
- ECE 368 Young Children with Special Needs (3)
- ECE 378 Assessment & Intervention Strategies in Early Childhood Education (3)
- ECE 416 Early Childhood Policies & Standards (2)
- ECE 430 Seminar-Teaching Early Childhood (1)
- ECE 450 Directed Teaching - EC (5)
- EDU 267 Early Adolescent Dev (1)

**Notes:** The Early Childhood Education major and minor for Elementary Certification requires the completion of Option II.

The following are prerequisites for courses and/or certification:

- Completion of the Basic Skills Examination prior to all 300-400 level ECE courses
- Michigan Central Registry Clearance (ECE 365)
- Adult and child CPR and first aid must be completed prior to and remain valid through the professional semester as well as at the time of certification.

### Course descriptions:

#### **ECE 265 Social Foundations of Early Childhood Education (3)**

Provides comprehensive coverage of the complex socialization process and its effect on the development of children. Requires students to research their own socialization histories and evaluate their development in the light of major concepts presented in class. *Prerequisites:* Successful completion of EDU 140 with a 2.67 or better and the Professional Skills Lab. (Offered in spring.)

#### **ECE 266 Early Child Growth and Development (3)**

The prenatal stages of human development through age eight are the focus of the course. Students will study normal and exceptional development of the physical, cognitive, emotional and social domains of young children (infant, toddler, and pre-K through age 8) in the contexts of home and group settings. Field assignments: two hours a week. Individually arranged with instructor. **Students endorsing in ECE should take this in place of EDU 262.** EDU 267 is to be taken concurrently. *Prerequisite:* EDU 140 with a 2.67 or higher; Professional Skills Lab and PSY100. (Offered in fall.)

#### **ECE 320 Assessment, Guidance and Discipline in Early Childhood Education (2)**

The focus of this course is assessing young children's development and the use of appropriate assessment practices in the ECE environment. Students will examine best practice in assessment and guidance of young children (infants, toddlers, preschool through grade 3) through in-depth research of contemporary theory and methodology. Through a systematic observation experience, students will determine the most appropriate method to guide children's behavior. As a result, the practitioner will develop strategies and practices to guide young children in developing acceptable and appropriate self-directed behavior as individuals and in group settings. *Prerequisites:* EDU 140 with a 2.67 or higher; Professional Skills Lab, and ECE 266. (Offered in spring.)

#### **ECE 340 Emergent and Beginning Literacy (3)**

For description see RDG 340. *Prerequisites:* EDU 140 with a 2.67 or higher; Professional Skills lab, ECE 266 and EDU 267 or EDU 242. (Offered in spring.)

#### **ECE 360 Assessing Software (1)**

Students will identify and analyze the usefulness of various technologies and how they affect young children. Through investigation and interaction with various technologies, students will learn how to use children's software, promote children's inquiry, and connect and integrate a variety of software and technologies into children's learning. *Prerequisites:* ECE 266. (Offered online in the spring.)

#### **ECE 361 Motor Development and Motor Learning (3)**

A study of the stages of motor development with observation and analysis in laboratory setting; also include exploration of developmentally appropriate instructional activities for skill learning in early childhood and adolescence. *Prerequisites:* EDU 140 with a 2.67 or higher; Professional Skills Lab, PSY 100 and Junior standing. (Offered in fall.)

## **ECE 365 Curriculum and Methods of Early Childhood Education (4)**

For teaching in a preschool or early elementary program. The basic curricular areas in preschool and early elementary grades are covered. Emphasis on methods and techniques. Lab requirement: Two hours weekly, in a site approved by the instructor. *Prerequisites: ECE 266, EDU 267, and admission to SOE.* (Offered in fall.)

## **ECE 368 Young Children with Special Needs (3)**

Students will become familiar with the characteristics of young children (birth to eight years) displaying special needs and with techniques for nurturing their development and interacting with parents. This course will include practice in observation and interaction, introduction to initial screening procedures and service provisions, planning, and implementation of appropriate activities. Off-campus site visits required. *Prerequisite: ECE 266 and EDU 267.* (Offered in fall.)

## **ECE 378 Assessment & Intervention Strategies in Early Childhood Education (3)**

Students will study the theories and implications of formal assessment in early childhood, examine the procedures for initiating and developing formal reporting assessment documents such as IEP, IAP, IFSP, and develop the essential dispositions and skills to develop positive respectful relationships with children and caregivers when discussing assessment results. An integral part of the course will include creating and practicing strategies to remediate diagnosed special needs at the appropriate age and developmental level, create an appropriate transition plan and explore the role of technology in providing services for students. *Prerequisites: ECE 266, 368, and admission to SOE* (Offered in spring.)

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

This course focuses on policies and regulations specific to early childhood care and educational settings. The course covers effective guidance of young children, birth, infants and toddlers, through age 8, as individuals and within group settings; government regulations for early childhood programs and personnel; as well as ethical standards for certification of early childhood professionals. To be taken the semester immediately

preceding the professional student teaching semester. *Prerequisites: ECE 265, 266, 365, admission to SOE and senior status.* (Offered spring.)

## **ECE 430 Seminar in Teaching Early Childhood (1)**

The professional seminar runs concurrently with student teaching (450). During the seminar, pertinent topics concerning ECE issues, such as: classroom management, professionalism, collaboration with . Discussion and feedback on the directed teaching experience take place in an online format. *Prerequisites: Admission to the School of Education, satisfactory completion of all required ECE courses. Approved by the SOE to student teach.* Note: Students seeking early childhood endorsement take EDU 430E for three credits hours and will also take ECE 430 for one credit hour. (Offered in fall and spring online.)

## **ECE 450 Directed Teaching - Early Childhood**

Mentored early childhood teaching experience to compliment a successful elementary placement. Provides observation and management of the classroom and learning activities of young children. The student assumes increasing responsibility for directing the classroom. Graded "S"/"U". *Prerequisites: Admission to SOE, satisfactory completion of all required EDU courses. Approved by the SOE to student teach.* (Offered in fall and spring.)

## Economics

### Endorsement

**Gainey School of Business**

**Department of Economics**

### Faculty

Dr. Caleb Chan, Dean

Dr. Gary Britten

Dr. Randall J. Lewis

Dr. Inyeop Lee

### About the discipline

Economics is a dynamic discipline that studies how individuals relate to one another and society in the face of scarce resources in order to improve well-being. Economics is a way of thinking—it uses logical thought and quantitative analysis to approach these issues in a rigorous way. In studying economics at Spring Arbor University, you will learn a new way of looking at the world in which you live. We do not currently offer a major or minor in economics.

### Career opportunities

Courses in economics are designed for those who anticipate careers in business, government or law, and for those who anticipate graduate study.

### Notes for general education:

ECN 101, 221 and 222 meet the social science requirement.

### 12-hour economics endorsement:

ECN 221 Introduction to Microeconomics (3)

ECN 222 Introduction to Macroeconomics (3)

ECN 301 Money and Banking (3)

ECN 322 Globalization :International Economics in the Information Age (3) **OR**

ECN 323 Economics of the Third World (3)

### Course descriptions:

#### ECN 101 Introduction to Economics (3)

Survey of the basic principles of economics and the leading "schools" of thought in the Western world—classical, Austrian and Keynesian contemporary—with their implications for present day life and political policy. (Offered in interim)

#### ECN 221 Introduction to Microeconomics (3)

Introduction to microeconomics. Influences that determine prices and functions of prices in a free market economy; distributions of income; study of various market structures. (Offered in fall.)

#### ECN 222 Introduction to Macroeconomics (3)

Introduction to macroeconomics: The American economy as a whole. Includes: organizational and functional aspects of American capitalism; the money and banking system; factors that determine aggregate employment, production and income; fiscal and monetary policies. Prerequisite: ECN 221 or Instructor Approval. (Offered in spring.)

#### ECN 268 Personal Finance (3)

Various alternatives available in planning financial affairs; budgeting, buying on credit, borrowing, saving, investing intelligently, home ownership and wise estate planning comprise the core of this course. Practical applications facilitate understanding of essential principles of finance and incorporate recent developments. Also listed as FIN 268. (Offered in fall and spring.)

#### ECN 301 Money and Banking (3)

The development of our monetary and banking structure, with emphasis on the role of government and the Federal Reserve System in today's economy. Also listed as BUS 301 and FIN301. Prerequisite: ECN 222. (Offered in spring of odd academic years.)

#### ECN 322 Globalization: International Economics in the Information Age (3)

This course surveys the principles, regimes and dynamics of the international economy looking at productive factors, trade, financial payments, regulatory mechanisms and international challenges in the information age. Also listed as POL 322. (Offered in fall of odd academic years.)

#### ECN 323 Economics of the Third World (3)

This course offers an economic survey of traditional societies, their transition to modernity, parameters of economic growth and dynamics of the world economic system. The course will survey key theories of economic development and discuss how they relate to the economic realities that the Third World confronts. Operational approaches to development by international financial institutions, bilateral aid agencies and non-governmental organizations will be compared. Also listed as GEO 323 and POL 323. (Offered in spring of odd academic years.)



# Education

## Elementary & Secondary Certification

### 21 Subject Areas

### 3 Special University Endorsements

### School of Education

#### Faculty

Dr. Linda Sherrill, Dean

Dr. David A. Hopper

Dr. Sharon C. Joplin

Dr. Dale B. Linton

Dr. Kathleen A. Wilcox

John M. Williams, III

John M. Williams IV

#### About the teacher preparation program

The School of Education's Christ-centered mission is to develop and empower dedicated professional educators committed to student learning in a global society. The teacher preparation program is firmly established and guided by the Conceptual Framework. This framework, shown in graphic form on the right, is called the Model of Teacher Education. This framework is infused into the program from the initial course to the final, professional semester. The core and central component of the framework is the Spring Arbor University Concept and the integration of faith in all learning experiences. There are six foundational domains in which every teacher candidate must be knowledgeable, skilled, and firmly grounded. We also identify four professional elements (located about the rim of the graphic) that permeate all aspects of what it means to be a professional educator.

SOE believes that all students who complete our program demonstrate competence in each domain/element of the Model. Assessment processes are used that are reasonable and consistent and use data from those processes to inform decisions. Faculty and staff housed in the School of Education intentionally monitor student and program outcomes and collaborate to make improvements.

#### The Conceptual Framework Model for Teacher Education



#### Career Opportunities

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

#### Accreditation and Certification

The program is approved by the Michigan Department of Education (MDE) for certification in Michigan. Students planning to be certified in other states should consult with the Certification Officer in the School of Education early in their program, to receive contact information for MDE out of state transcript evaluators. Those seeking a teaching position outside of Michigan should complete certification requirements in Michigan before accepting a position out of state. **Students desiring Michigan certification are responsible for meeting all certification requirements of the MDE, whether or not they are explicitly stated in this catalog.**

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The School of Education has been nationally accredited by NCATE and TEAC since 1994. These agencies have been dissolved and reconfigured as CAEP (Council for the Accreditation of Educator Preparation). The School of Education is preparing for our next accreditation visit to be fully accredited by the new agency (CAEP). Based on prior accreditations, the School of Education is currently a candidate in good standing for accreditation with CAEP. The program complies with the U.S. Department of Education Title II, Section 207 reporting procedures. Copies of the report are available upon request from the School of Education office.

Spring Arbor University is an active member of the Michigan Association of Colleges of Teacher Education (MACTE) as well as its parent organization, the American Association of Colleges of Teacher Education (AACTE). Spring Arbor is also a part of the Consortium for Outstanding Achievement in Teaching with Technology (COATT), a partnership of higher education and K-12 institutions that is committed to promoting and recognizing excellence in teaching with technology.

## **Association of Christian Schools International (ACSI) Accreditation**

In May 2009 the Spring Arbor University School of Education was approved for accreditation for a ten year period with ACSI. ACSI Higher Education Program Approvals are based on the recognition of the integral role of Christian colleges and universities in training educators for Christian schools, by partnering with them to accomplish a common vision, to enable Christian educators and schools worldwide to effectively prepare students for life. ACSI serves the evangelical Christian community of preschools, elementary, secondary schools, and postsecondary institutions. This collaboration engenders an ongoing dialogue about the development of educators who are equipped to serve as highly skilled and effective teachers in Christian schools.

## **Main Campus and Sites**

The School of Education policies apply to all Spring Arbor University sites. However, procedures for carrying out certain policies may vary from site to site. Stated semesters of class offerings in this catalog are applicable to the main campus only. Certain certifiable majors and minors listed in

this catalog are available at the main campus only. Information about the majors and minors available off-site can be obtained by contacting the admissions specialist at the off-site location. A student wishing to participate in majors and minors offered at the main campus only, must register and attend classes as a main campus student.

## **Petitions and Exceptions**

Exception to any SOE requirement needs approval by a vote of two-thirds of the School of Education Executive Team (E-team) members present at the meeting at which the petition is considered.

## **Disclosure of Criminal Record**

Regarding misdemeanor or felony convictions, as well as pending charges:

The Conviction Disclosure form regarding misdemeanor or felony convictions, as well as pending charges, is completed numerous times throughout a candidate's program. The form is initially addressed through participation in EDU 140 and again as part of the student teaching process.

**No student should enter P-12 schools for classroom observations or on-site work of any kind, prior to completion and clearance of this paperwork.**

Each student must answer the questions regarding disclosure of the conviction of a misdemeanor and/or felony honestly. An inaccurate response can be considered fraud and is possible grounds for denial of admission to the SOE, or grounds for revoking prior admission to the SOE. If a student has any questions regarding interpretation of the conviction questions, they should contact the Certification Officer in the SOE office, 517-750-6414.

**NOTE:** A criminal background check is required as part of the student-teaching application process.

## **Admission to the School of Education**

The standards for admission to the School of Education (SOE) include those for admission to Spring Arbor University, as well as other criteria as specified by the SOE. Admission to the SOE is determined by two-thirds vote of the SOE Executive Team present at the meeting at which the candidate is considered.

**In order to complete the teacher education program, a student must successfully meet the program requirements that are in effect at the time of the student's first semester of enrollment at Spring Arbor University, as defined in the catalog of entry.**

When a student is not enrolled for two consecutive semesters and is later readmitted, the student must meet the program requirements in effect at the time of readmission as defined in the catalog of entry.

### **Disclaimer**

Michigan Department of Education Administrative Rules, state laws and changes in requirements of accreditation bodies, may supersede any requirements printed in the university catalog or SOE Student Handbook.

### **Requirements for admission to the School of Education (SOE)**

Students must apply and be admitted to the SOE prior to taking any 300 level methods, or 400-level courses. Delaying admittance to the SOE can result in as much as a full semester delay in student teaching placement.

1. Successful completion of EDU 140 (minimum grade of 2.67) and the Professional Skills Lab (PSL) is the initial requirement for all students seeking admission to the SOE Teacher Preparation Program. Passing all 3 portions of the PSL (Reading, Writing, Group Interview) is a critical requirement for admission to the School of Education and is a separate prerequisite for many 300 and 400 level courses.

It is expected that students will take and pass the PSL Group Interview scheduled at the end of their EDU 140 course. If an emergency situation deemed valid by the EDU 140 instructor prevents a student from participating in the PSL offered at the end of their section of EDU 140, the student may request permission to participate in the Group Interview scheduled for the semester immediately following their EDU 140 course. This may mean the student will have to travel to another site at his or her own expense in order to participate. If the Group Interview is not attempted by the semester following EDU 140, the student will

be required to retake EDU 140 in its entirety, as well as attempt the interview scheduled at the conclusion of the semester.

2. A completed application for admission to the SOE. A student will complete an application for admission to the SOE during EDU 140. Admission will be considered by the SOE Executive Team when the following requirements are met:
  3. A cumulative SAU GPA of at least 3.0.
  4. A grade of at least 2.67 in EDU 202 Issues and Trends in American Education.
  5. A grade of at least 2.67 in ENG 104 College Writing or equivalent.
  6. A grade of at least 2.00 in each of the following courses:
    - SPE 212 Fundamentals of Speech.
    - PSY 100 Introduction to Psychology
  7. Recommendation initiated by SOE from the Office of Student Development and Learning (pertains to main campus students only). For students attending at an off-site location, an acceptable professional skills and disposition form from the Teacher Education Student Advisor is required.
  8. Official indication of having fulfilled the MDE Basic Skills Examination requirement. The SAT may be used to fulfill the Basic Skills Requirement. Information can be found at [www.collegeboard.org](http://www.collegeboard.org). Teacher candidates who have taken the SAT on or after March 5, 2016 may use their test results to fulfill the Basic Skills Requirement. Acceptable SAT scores are as follows:
    - Evidence Based Reading and Writing: minimum score: 480
    - Mathematics: minimum score: 530
 Students who have not yet fulfilled the Basic Skills requirement will be required to register for the SAT test during EDU140. No 300 or 400 level education courses may be registered until the Basic Skills

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Requirement has been successfully completed and scores received by SOE directly from College Board.

9. Acceptable ratings in "Professional Dispositions and Skills, mid-term and final evaluations in methods courses, as evaluated by the School of Education.
10. Completing the requirement for admission to the SOE as early as possible is imperative in order to complete the program in an efficient time frame.

## **The Professional Semester**

The professional semester consists of placement(s) in a school setting for directed teaching and the seminar(s) in teaching, both consistent with the student's program(s).

## **Requirements for student teaching eligibility**

Candidates for student teaching shall meet the following criteria in order to be eligible for assignment as a student teacher:

1. Admission to the School of Education.
2. A minimum 3.0 cumulative SAU GPA.
3. A minimum 3.0 cumulative GPA in each planned program (elementary) and professional program (elementary) and the professional education block (secondary).
4. A minimum 2.00 grade in each course in the planned program and professional program, except EDU140, EDU 202, ENG 104, NSC 200, and SST 200 which require a 2.67 grade.
5. A minimum 2.00 grade in each course in each content area major and minor.
6. A minimum 3.00 GPA (cumulative) in each of the applicants majors and minors for certification.
7. Completion of all education courses, all major and minor courses and all general education courses required by SAU and the MDE with the exception of Student Teaching Seminar(s) (430's) and Directed Teaching (450's).
8. A favorable recommendation by the student's major and minor departments and by the School of Education. (Off site students require a favorable recommendation from the Academic Advisor).
9. Verification of viability by the Office of Student Development and Learning (main campus) or Advisor (off-site locations).
10. Acceptable evaluations on "Professional Dispositions" and Skills, mid-term and final evaluations in method courses."
11. Fulfill the MDE Basic Skills Examination Requirement.
12. Pass appropriate MTTC (See section on following page titled, "Notes on the Michigan Test for Teacher Certification.")
13. An acceptable "criminal history record check" on file as designated by the SOE.
14. Completion of Child and Adult CPR and First Aid, with official documentation on file with the School of Education Office. Acceptable trainings can be found on the MDE website at [http://www.michigan.gov/documents/mde/Approved\\_First\\_Aid\\_and\\_CPR\\_Providers\\_397544\\_7.pdf](http://www.michigan.gov/documents/mde/Approved_First_Aid_and_CPR_Providers_397544_7.pdf).
15. Proof of Acceptable liability insurance as designated by the SOE, or signed waiver.
16. Completion and proper documentation of a minimum of 120 pre-student-teaching field experience hours. Fifteen hours must be identified as being in each of the following settings: Racially/Culturally diverse, Special needs, Majors. Minors complete minimum of 5 hours in each.
17. Student teacher candidates must take and pass the MTTC before placement of student teaching will be approved. Elementary candidates must receive a passing score on the elementary education MTTC. Secondary candidates must receive satisfactory score on the subject area test for the major.

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

An acceptable application for student teaching must be received in the School of Education Office (main campus or off-site Advisor) by the following dates:

- Candidates who plan to student teach during the fall semester must submit their completed application packet to the School of Education by February 1 of the prior spring semester.
- Candidates who plan to student teach during the spring semester must submit their completed application packet to the School of Education Office by September 15 of the prior fall semester.
- Candidates desiring to teach overseas should inquire with the SOE about specific requirements prior to the end of the sophomore year.

### **Unsuccessful Student Teaching**

Failure to complete a successful student teaching experience for any reason will result in not being recommended for certification. With approval of the SOE executive team, a repeat professional semester may be allowed depending on factors surrounding the termination. The student may not be refunded tuition or fees for the semester for which he or she is terminated, and may be required to pay full tuition for the repeat experience including student teaching and seminar. (See Student Teacher Handbook for specifics).

### **Certification**

Spring Arbor University recommends for certification to the Michigan Department of Education, students who qualify for or hold a Bachelor of Arts degree, have been cleared by the business office, and have met teacher certification program requirements for elementary or secondary certification. Note: The application for teacher certification to The Michigan Department of Education requires a fee paid directly to the state of Michigan.

For elementary certification, passing the MTTC in the major or minor content area is not required but strongly recommended for marketability.

For secondary certification passing the MTTC in the minor content area is not required for certification but strongly recommended for marketability.

**If a teacher education candidate plans on seeking a teaching position outside of Michigan, the SOE strongly recommends first obtaining the teacher certificate in Michigan and transferring Michigan certification to another state.**

### **Elementary Program Requirements:**

Completion of one certifiable major or two minors is required. See list in Option I and Option II.

# EDUCATION

## Option I-Content Centered

### Majors

Language Arts (BX)  
Mathematics (EX)  
Social Studies (RX)

### Minors

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

Option I: One major or two minors from the content centered area requires the student to complete courses in Option I.

## Option II-Child Centered

### Majors

Early Childhood Education (ZS)  
Spanish (FF)  
Special Education: Learning Disabilities (SM)

### Minors

Early Childhood Education (ZS)  
French(FA)  
Spanish (FF)  
Special Education - Non Teacher Certification  
Teaching English as a Second Language (NS)

Option II: One major or two minors from the child centered area OR one minor from the content centered area; and one minor from the child centered area require the student to complete courses in Option II.

## Elementary Education Option I requires:

### Planned Program

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

### Professional Program

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

## Elementary Education Option II Requires:

### Planned Program

ART 152 Art Foundations (2)  
BIO 281 Environmental Science (4) OR  
PHY 102 Conceptual Physics (4) OR  
PHY 120 Introduction to Earth Science (4)  
EDU 252 Teaching the Arts (1)  
MAT 330 Foundations of School Math I (3)  
MAT 331 Foundations of School Math II (3)  
EDU 376 Children's Literature (3)  
ENG 104 College Writing (3)  
ENG 112 World Literature (3)  
HIS 141 United States to 1877 (3)  
HPR 101 Personal Fitness & Wellness (2)  
HPR 201 Teaching Elem Health & Physical Educ (2)  
MUS 152 Music Foundations (2)  
NSC 200 Elementary Science Survey (4)  
PSY 100 Introduction to Psychology (3)  
RDG 426 Interventions & Remediation (3)  
SPE 212 Fundamentals of Speech (3)  
SST 200 Human Society: Learning in Social Studies (3)

### Professional Program

EDU 140 Exploring Critical Skills (3)  
EDU 202 Issues & Trends in American Educ (2)  
EDU 242 Psychology Applied to Teaching and Learning (2)  
(ECE majors/minors take ECE 266 and EDU 267)  
EDU 271 The Diverse Learner (4)  
(SED majors take EDU 273)  
EDU 350 Teaching Reading & Language Arts (5)  
EDU 352 Teaching Social Studies Methods in K-8 (2)  
EDU353 Teaching Science and Math Stem in K-8 (4)  
EDU 360 Integrating Technology in Teaching (3)  
EDU 424 Elem & Middle School Reading Problems (3)  
EDU 429 Effective Classroom Management, Assessment & Instruction (3)  
EDU 430 The Professional Semester (3)  
EDU 450 Directed Teaching - Elementary

## Secondary Program Requirements

Completion of a certifiable major or one comprehensive major approved by the MDE is required. (See list of certifiable majors and minors below).

### Comprehensive Majors

Music Education (JQ)  
Social Studies Comprehensive (RX)

### Majors

Biology (DA)  
Chemistry (DC)  
English Education (BA)  
History (CC)  
Mathematics (EX)  
Social Studies (group) (RX)  
Spanish (FF)  
Special Education: Learning Disabilities (SM)  
Speech and Drama Education (BD)

### Minors

Biology (DA)  
Chemistry (DC)  
English Education (BA)  
French (FA)  
History (CC)  
Mathematics (EX)  
Physics (DE)  
Political Science (CD)  
Psychology (CE)  
Spanish (FF)  
Speech and Drama Education (BD)  
Teaching English as a Second Language (NS)

### Secondary Professional

EDU 140 Exploring Critical Skills for the Professional Educator (3)  
EDU 202 Issues and Trends in American Educ (2)  
EDU 242 Psychology Applied to Teaching and Learning (2)  
EDU 271 The Diverse Learner (4)\* **OR**  
EDU 273 Diversity Issues for Educators (2) (SED majors only)  
EDU 360 Integrating Technology in Education (3)  
EDU 425 Reading Development in Middle & Secondary Content Areas (3)  
EDU 429 Effective Classroom Management, Assessment & Instruction (3)  
EDU 430S Seminar in Teaching Secondary (3)  
EDU 450S Directed Teaching - Secondary

Plus two of the following methods courses, one method course in the major and one in the minor:

- \* EDU 336 Teaching at the Secondary Level (2)
- EDU 341 Teaching English - Secondary Level (3)
- EDU 342 Foundations of Secondary School Math (3)
- EDU 343 Teaching Science - Secondary Level (2)
- EDU 344 Teaching History & SST - Sec Level (2)
- EDU 345 Teaching Speech and Drama at the Secondary level (2)
- EDU 346 Teaching World Languages (2)
- EDU 349 Methods & Materials for Teaching Music in the Secondary School (3)

**\*Note:** EDU 336 should be taken as one of the methods courses if the combination of the major and minor would put the student in the same methods course. Example: Chemistry major and Biology minor should register for EDU 343 and EDU 336. Consult your SOE advisor with questions.

### Post Baccalaureate Certification and Additional Endorsement Programs

Details of the following programs are available at the School of Education.

1. Initial certification at elementary and secondary levels.

**Note:** Students who have a bachelor's degree may earn elementary teacher certification by successfully completing one child centered minor and the courses in Option II.

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

# EDUCATION

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## Course descriptions:

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

This course seeks to identify those essential skills and dispositions necessary to become an effective teacher. Students will receive practical opportunities to develop the skills of critical thinking, human interaction, organization, reading, writing, and speaking in an educational context. Special emphasis will be given to the School of Education's program expectations and processes for those students seeking teacher certification. Field experience at all certification levels is required to enhance discussion and reflections on issues related to the teaching profession. Must earn a 2.67 or better to advance to Professional Skills Lab (PSL) and other EDU courses. Note: This course may not be transferred from another institution. *Prerequisite: 2.67 or better in ENG 104 or ACT Reading and Writing scores of 22 or higher OR SAT evidence based reading and writing minimum score of 480.*

### **Professional Skills Lab (PSL)**

The PSL serves as an interview process during which SOE representatives evaluate teacher candidate skills and dispositions: critical thinking, human interaction, reading, writing, and speaking. Successful completion of the PSL precedes and supports advancement to other EDU courses and an invitation to apply to the SOE. Students who do not successfully complete the PSL will be provided the opportunity to develop a professional improvement plan (with individual mentoring) to facilitate skill remediation. Successful completion will allow the opportunity to advance to the teacher preparation program. An additional PSL may be required - providing the opportunity to demonstrate proficiency in any skill area previously deemed unsatisfactory. *Prerequisite: EDU 140 with a grade of 2.67 or better.*

**NOTE: EDU 140 and the PSL are prerequisites for all EDU courses. Only students who successfully complete the PSL or are in PSL Remediation can advance to additional education courses.**

### **EDU 201 Teaching Elementary Health and Physical Education (2)**

For description see HPR 201.

### **EDU 202 Issues and Trends in American Education (2)**

Historical and contemporary educational ideas are examined, including how unique legal, religious, cultural and diversity issues have shaped education in the United States. Philosophical foundations of schools as instruments of national purpose, values, and social change are studied, and students begin to develop their own philosophy of education. Important educators and

topics such as school governance, finance, curriculum standards and accountability, and professional learning communities are also addressed. Note: A grade of 2.67 is required to advance in the SOE. *Prerequisite: EDU 140 with a grade of 2.67 or better and successful completion of the Professional Skills Lab.*

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

Goals of this course are to develop knowledge about how students learn, to understand and apply general principles of instruction, classroom management, and assessment to increase student learning. Major developmental and learning theories will be reviewed from the framework of educational psychology. Taxonomies of educational objectives will be introduced along with unit and lesson planning frameworks. Practical application activities for implementing instructional approaches and strategies for integrating technology into planned lessons will provide opportunities for skill development.

**Note: students endorsing in ECE should take ECE 266 and EDU 267 rather than EDU 242.** *Prerequisite: EDU 140 with a grade of 2.67 or better; successful completion of the Professional Skills Lab, and a grade of 2.00 or better in PSY 100.*

### **EDU 252 Teaching the Arts in the Elementary Classroom (1)**

Lab course to support ART 152 and MUS 152. The purpose of this course is to insure that candidates know that all students can obtain the knowledge and skills that make up the arts. *Prerequisite or Corequisite: ART 152, MUS 152.*

### **EDU 267 Early Adolescent Development (1)**

This course will focus on the development of children ages 9-13. Physical, cognitive, emotional and social development will be discussed, along with techniques to sustain them in attaining their potential. Enrollment concurrent with ECE 266, Early Child Growth and Development. Field assignments of two hours weekly are required, individually arranged. *Prerequisite: Successful completion of PSL, and a 2.00 or better in PSY100.*

### **EDU 271 The Diverse Learner (4)**

The course focuses on a wide variety of diversities found in today's schools such as: race, ethnicity, culture, religion, family, socioeconomic, gender, as well as physical and intellectual diversities and English Language Learners (ELLs). Special emphasis is placed on the teacher's role in creating an inclusive learning environment, including the use of IEPs. Course includes off-campus field experience with diverse student populations.



**Note: Special Education students should take EDU 273 Diversity Issues for Educators instead of EDU 271,**  
*Prerequisite: sophomore standing; EDU140 with a grade of 2.67 or better, and successful completion of PSL.*

### **EDU 273 Diversity Issues for Educators (2)**

This course focuses on a wide variety of diversities represented in contemporary American schools such as: race, ethnicity, culture, religion, family, socioeconomic status, gender, ELL/ESL and others. Special emphasis focuses on the teacher's role and responsibility in maximizing the learning for all students affected by or influenced by any of these factors. At least ten off-campus approved field experience hours in a diverse setting required. This course should be taken by Special Education majors. *Prerequisite: EDU140 with a grade of 2.67 or better, and successful completion of PSL.*

**No upper level (300 level methods, or 400 level) courses may be taken unless students have been admitted to the SOE.**

**Note: All ECE, EDU, ESL, RDG, and SED Methods courses must be taken at Spring Arbor University.** The SOE will not accept methods courses taken from another institution. In addition, methods courses should be scheduled as close to the start of student teaching as possible, while still taking only one methods course at a time.

**Note regarding secondary methods:** Secondary methods courses include a 20-hour, site-based component including practice teaching opportunities of at least two full-length, whole-group class lessons. Due to the time demands of such courses, students are strongly advised to avoid scheduling two secondary methods courses in the same semester. No double counting of hours is allowed. a 2.67 gpa is required for all methods courses.

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

For description, see MUS 319. *Prerequisites: Admission to SOE, and a grade of 2.00 or better in EDU 242 or ECE 266 and EDU 267.*

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

General topics unique to teaching at the secondary level. Emphasis on lesson planning and design, unit planning and design and classroom management. Students who have a major or minor not offering a specific methods class, would enroll in this course. Also appropriate for students desiring more learning opportunities in secondary methods. Off-campus site visits required.

*Prerequisites: Admission to SOE, and a grade of 2.00 or better in EDU 242 or ECE 266 and EDU 267.* (Offered in spring of odd academic years.)

### **EDU 341 Teaching English at the Secondary Level (3)**

Topics unique to the teaching of English at the secondary level. Emphasis on recent curriculum developments in English. Both grammar and literature are considered. Off-campus site visits required. *Prerequisites: Junior Standing, Admission to SOE, and EDU 242.* (Offered in fall of even academic years).

### **EDU 342 Foundations of Secondary School Mathematics (3)**

For description, see MAT 342. *Prerequisites: Admission to SOE, and EDU 242 or ECE 266 & 267.* (Offered in spring.)

### **EDU 343 Teaching Science at the Secondary Level (2)**

Topics unique to the teaching of science at the secondary level. Emphasis on recent curriculum developments in science and on laboratory supervision. Off-campus site visit required. *Prerequisites: Admission to SOE, and a grade of 2.00 or better in EDU 242 or ECE 266 and EDU 267.* (Offered in fall of even academic years.)

### **EDU 344 Teaching History and Social Studies at the Secondary Level (2)**

A practical learning course emphasizing the development and delivery of lesson and unit plans based upon the Michigan Curriculum Framework and Benchmarks along with the application of instructional strategies, lesson modification and assessment methodologies unique to teaching History and the Social Studies at the secondary level. *Prerequisites: Admission to SOE, and a grade of 2.00 or better in EDU 242 or ECE 266 and EDU 267.* (Offered in fall of odd academic years).

### **EDU 345 Teaching Speech and Drama at the Secondary Level (2)**

Topics unique to the teaching of speech and drama at the secondary level. Emphasis on recent developments in curriculum and pedagogical methods in both areas. Off-campus site visits required. *Prerequisites: Junior Standing, Admission to SOE, and a grade of 2.00 or better in EDU 242 or ECE 266 and EDU 267.* (Offered in fall of odd academic years).

### **EDU 346 Teaching World Languages (2)**

Topics unique to the teaching of world languages at the K-12 levels. Practical methods of developing oral and comprehension skills will be studied and utilized. Off-campus site visits required. *Prerequisites: Admission to SOE, and a grade of 2.00 or better in EDU 242 or ECE 266 and EDU 267.* (Offered in fall of odd academic years.)

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

For description, see MUS 349. *Prerequisites: Admission to SOE, and a grade of 2.00 or better in EDU 202, EDU 242 or ECE 266 and EDU 267.* (Offered in spring of even academic years.)

# EDUCATION

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## **EDU 350 Teaching Reading and Language Arts in Elementary School (5)**

An integrated reading/language arts methods and resources course designed to prepare teachers for an elementary/middle school classroom. Methods and strategies are discussed and practiced, and materials are examined. Class members participate in **required** on-site experience in an elementary/middle school classroom. Off-campus site visits required. *Prerequisites: Admission to SOE, and a grade of 2.00 or better in EDU 242 or ECE 266 and EDU 267.* (Offered in fall and spring.)

## **EDU 352 Teaching Social Studies Methods in K-8 Schools (2)**

A practical learning laboratory. This course examines a variety of techniques, activities, and methods for teaching social studies in elementary and middle school grades. There is a significant emphasis on understanding and using Michigan Content Standards (GLCEs & C3 Framework) in developing objective based lesson plans. A substantial part of this course is accomplished in a site-based setting in which students apply pedagogical content knowledge and effective practices in supervised settings under the direction of certified teachers and the professor. Off-campus site visits required. *Prerequisites – Admission to SOE and a grade of 2.67 or better in SST 200, a grade of 2.67 or better in EDU 350, MAT 330 or MAT331.*

## **EDU 353 Teaching Science & Math STEM in K-8 Schools (4)**

A practical learning laboratory. This course examines a variety of techniques, activities, and methods for teaching science, technology, engineering, and mathematics in elementary and middle school grades. There is a significant emphasis on understanding and using Michigan Science Standards and Common Core State Standards in developing objective based lesson plans. A substantial part of this course is accomplished in a site-based setting in which students apply pedagogical content knowledge and effective practices in supervised settings under the direction of certified teachers and the professor. Off-campus site visits required. *Prerequisites – Admission to SOE and a grade of 2.67 or better in NSC 200, EDU 350, 352, MAT 330 or 331.*

## **EDU 360 Integrating Technology in Education (3)**

This course focuses on the theory and practice of integrating technology into K-12 teaching. Emphases include the development of a technology portfolio, hands-on experience using hardware, software, and web tools generally used in K-12 settings, effective online teaching and learning with support skills, cognitive and motivational basis for effective use of technology, benchmarks for K-12 teaching and learning, and assessment of and reflection upon technology-based

teaching and learning in-class and through a field experience. *Prerequisites: EDU 140 with a grade of 2.67 or better, CPS 150 with a grade of C+ (2.33) or better, or a passing score on the SOE Computer Proficiency Exam.* (Offered in fall, and spring.)

## **EDU 376 Children's Literature (3)**

This course prepares prospective elementary teachers with knowledge and enthusiasm for the literature of children and young adults. The various genre' will be introduced, evaluative considerations for selection of appropriate materials and enrichment activities will reinforce the versatility of children's literature throughout the school curriculum. Does not count toward English or Language Arts major or minor. *Prerequisites: EDU 140 with a grade of 2.67 or better.*(Offered online ).

## **EDU 424 Elementary and Middle School Reading Problems (3)**

This course helps the classroom teacher diagnose and remediate reading problems in the five areas of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. Students will explore reasons for reading difficulties and remediation strategies for each area. Also listed as RDG 424. *Prerequisites: Admission to SOE, and a grade of 2.0 or better in EDU 350.* (Offered fall and interim.)

## **EDU 425 Reading Development in Middle and Secondary Content Areas (3)**

Literacy development strategies emphasizing effective learning in content contexts are the focus. Secondary school instruction necessarily encompasses reading comprehension, critical reading, integrated writing and study strategies. Students will examine the role of assessment, tools to enhance reading to learn as well as writing to learn, and methods to promote more extensive reading. Interaction with adolescent readers will be required in the course. *Prerequisites: Admission to SOE, and a grade of 2.0 or better in methods courses. May be taken concurrently with a second methods course.* (Offered in fall)

## **EDU 429 Effective Classroom Management, Assessment & Instruction (3)**

Designed as a capstone course for preparation as a professional educator. Students revisit what they have learned and investigate current research and best practice regarding the essential elements of classroom management, classroom assessment, and teaching style/strategies. *Prerequisites: Admission to SOE, and a grade of 2.67 or better in secondary methods course or EDU 350 OR EDU 354.* (Offered in fall and spring.)

## **EDU 430E/S Seminar in Teaching (3)**

The professional seminar runs concurrently with student teaching (450E/S). The course is designed to provide

support for student teachers during the professional semester and acquaints them to various education issues of importance to new teachers. In addition, a major emphasis is placed on preparing student teachers for future job interviews. Blending a set of prescribed student teaching experiences, students develop an interview portfolio that provides insight into their ability to effectively plan and deliver instruction, analyze and interpret student learning data, develop intervention programs, prepare resumes and cover letters, incorporate the language of the workplace, and participate in mock job interviews. *Prerequisites: Admission to SOE, satisfactory completion of all required education and program courses and required 120 hours of pre-student teaching field experience. Approved by the SOE to student teach. Note: Elementary student teachers seeking an endorsement in early childhood or special education will also be enrolled in a respective seminar course for their endorsement (ECE 430-1 credit/SED 430-1 credit).* (Offered in fall and spring online only)

**NOTE: All ECE, EDU, ESL, and SED 450 Directed Teaching credit hours will be determined individually based on specific number of weeks required for placement(s), as articulated in the student teacher policy.**

### **EDU 450E Directed Teaching-Elementary**

Mentored elementary school teaching. Provides observation and management of the classroom and the learning activities of pupils. The student assumes increasing responsibility for directing the classroom. Graded "S"/"U." *Prerequisites: Admission to SOE, satisfactory completion of all required education courses and the required 120 hours of pre-student teaching field experience. Approved by the SOE to student teach.* Students seeking early childhood endorsement take EDU 450E and ECE 450. Students seeking SED LD endorsement take EDU450 and SED450. (Offered in fall and spring.)

### **EDU 450M Directed Teaching-Middle School**

Mentored middle school teaching experience to compliment a successful elementary placement. Provides observation and management of the classroom and learning activities of pupils. The student assumes increasing responsibility for directing the classroom. Graded "S"/"U." *Prerequisites: Admission to SOE, satisfactory completion of all required education courses and the required 120 hours of pre-student teaching field experience. Approved by the SOE to student teach.* (Offered in fall and spring.)

### **EDU 450S Directed Teaching—Secondary**

Mentored secondary school teaching. Provides observation and management of the classroom and the learning activities of pupils. The student assumes increasing responsibility for directing the classroom.

Graded "S"/"U". *Prerequisites: Admission to SOE, satisfactory completion of all required education courses and the required 120 hours of pre-student teaching field experience. Approved by the SOE to student teach. Students seeking SED endorsement take EDU450 and SED450.* (Offered in fall and spring.)

### **EDU 452 Directed Teaching II**

An additional experience in mentored teaching for those who need further experience in development of classroom techniques. *Prerequisite: EDU 450E or EDU 450S. Approved by the SOE to student teach.* (Offered in fall and spring.)

## **Special Endorsements for SAU Education Candidates**

### **I. Endorsement in International Education Leadership**

This endorsement will prepare teacher education candidates who have a desire and heart for international education to be well-prepared with the knowledge and skills necessary to be effective in diverse international school settings.

#### **Requirements:**

- EDU 290 Independent Study - Field based content/expectation (2)
- EDU 390 Independent Study Thesis (2)
- SOC 314 Cultural Anthropology (3) **OR**
- COM 368 Intercultural Communication (3)

#### **Directed Teaching and Seminar**

- Teaching Internship (EDU 450) in an international placement is required.
- Required EDU 430 Online Seminar

#### **Cross Cultural Studies**

COL 275 Cross Cultural Studies must be in an international setting. Special arrangements will be made for those waiving the requirement due to significant international experience.

### **II. Endorsement in Urban Education Leadership**

The Urban Education Leadership Endorsement will cultivate an appreciation and love for urban students, while providing the knowledge and skills to be successful in the urban education setting.

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## Requirements:

EDU 290 Independent Study -  
Field based content/expectation (2)  
EDU 390 Independent Study (2)  
SOC 300 Urban Sociology (3) **OR**  
SOC 311 Racial and Ethnic Relations (3)

### Directed Teaching and Seminar

- Teaching Internship (EDU 450) must be in an urban setting
- Required EDU 430 Online Seminar

### Urban Visits

Participation in two all-day trips arranged by the School of Education.

### Field Participation Hours

At least 40 hours must be completed in a pre-approved urban setting.

- Acceptance into the SOE's ACSI program through the application process
- Successful completion of the standard SAU education program requirements, including student teaching, and
- Recommendation to the MDE for certification. Alternate arrangements may be considered if the candidate is initially certifying outside Michigan, or if the candidate is already certified.

## III. Credential (certification) from The Association of Christian Schools International (ACSI)

The SOE has partnered with ACSI to offer a recognized teacher certification for candidates desiring to teach in Christian schools. In addition to a teaching certificate from the MDE, SAU education students will be able to add a second certification desired and recognized by thousands of Christian schools worldwide. A candidate must successfully meet their requirements for certification from the MDE to be eligible to earn this specialized teaching certificate.

Note: The ACSI certificate is in no way related to, or recognized by the MDE.

### Requirements for Endorsement in Christian Education Leadership:

- Six credit hours of Bible coursework
- 20 hours of Field Experience in a Christian school
- Development of a written biblical philosophy of education
- Demonstration of ability to integrate biblical truth and principles within lesson plans and instruction

# English

**Major, 2 Minors**  
**School of Arts and Sciences**  
**Department of English**

## Faculty

Dr. Kimberly Moore-Jumonville, Chair  
 Dr. Jack R. Baker  
 Dr. Jeffrey Bilbro  
 Dr. Brent Cline  
 Dr. Cameron Moore

## About the discipline

The objectives of the English department are to provide students with a solid foundation in British and American literature, competence in writing and a working background in the Greek and Roman classics. However, it is not enough merely to know what Matthew Arnold calls “the best that has been known and thought” in the literary field. For the Spring Arbor University English graduate, the study of the history of literature and of literature itself will be framed within a liberal arts curriculum and be accompanied by an emphasis on the integration of faith and learning and a call to critical application in the contemporary world. Therefore, students will be able to think broadly and critically, analyze texts from a Christian worldview and apply their knowledge and skills in whatever situations they encounter in their lives beyond the university experience.

## Career opportunities

A degree in English prepares students specifically for careers in teaching at the secondary level or higher, writing, and publishing. However, because the discipline is firmly rooted in the classics and in the liberal arts, it also prepares students for opportunities in more diverse fields that require a broad educational base, such as advertising, marketing, ministry, public relations and law.

## Program strengths and emphases

The English Department emphasizes respect for the power of the word, analysis and evaluation of literature, study of the classics of the Western literary tradition, and training in British and American literature.

## Senior Thesis

English majors are required to take ENG 472 Advanced English Studies and produce a capstone writing project, the Senior Thesis, an extended literary analysis. Senior Theses will be graded; a passing grade of “C” or above is required for graduation.

## Requirements

### ENGLISH MAJOR: (36 HOURS)

ENG 208 Creative Writing (3)  
 ENG 220 Introduction to Literary Study (3)  
 ENG 333 Bible as Literature (3)  
 ENG 361 English Language (3)  
 ENG 472 Advanced English Studies (3)

Three literature courses including one American and one British:

ENG 322 19th Century American Literature (3)  
 ENG 350 20th Century American Literature (3)  
 ENG 352 American Literature World War II-Present (3)  
 ENG 329 Early British and Continental Literature (3)  
 ENG 360 19th Century British Literature (3)  
 ENG 362 20th Century British Literature (3)

One Creative Writing:

ENG 309 Creative Nonfiction (3)  
 ENG 311 Poetry Writing (3)  
 ENG 313 Fiction Writing (3)  
 ENG 314 Script Writing (3)

Three upper-level courses to total 36 hours:

ENG 309 Creative Nonfiction (3)  
 ENG 311 Poetry Writing (3)  
 ENG 315 Shakespeare (3)  
 ENG 322 19th Century American Literature (3)  
 ENG 329 Early British and Continental Literature (3)  
 ENG 350 20th Century American Literature (3)

# ENGLISH

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- ENG 352 American Literature World War II-Present (3)
- ENG 360 19th Century British Literature (3)
- ENG 362 20th Century British Literature (3)
- ENG 420 Major Authors (3)

Prerequisites:

- ENG 104 College Writing (3)
- ENG 112 World Literature (3)

## ENGLISH MINOR: (21 HOURS)

- ENG 220 Introduction to Literary Study (3)
- ENG 361 English Language (3)

Choose five additional courses of the following:

- ENG 322 19th Century American Literature (3)
- ENG 329 Early British and Continental Literature (3)
- ENG 315 Shakespeare (3)
- ENG 333 The Bible as Literature (3)
- ENG 350 Early 20th Century American Lit (3)
- ENG 352 American Lit: World War II-Present (3)
- ENG 360 19th Century British Literature (3)
- ENG 362 20th Century British Literature (3)
- ENG 420 Major Authors (3)

## ENGLISH WRITING MINOR: (21 HOURS)

- ENG 208 Creative Writing (3)
- ENG 220 Introduction to Literary Study (3)
- ENG 361 English Language (3)

Choose one upper-level literature:

- ENG 322 19th Century American Literature (3)
- ENG 329 Early British and Continental Literature (3)
- ENG 315 Shakespeare (3)
- ENG 333 The Bible as Literature (3)
- ENG 350 Early 20th Century American Lit (3)
- ENG 352 American Lit: World War II-Present (3)
- ENG 360 19th Century British Literature (3)
- ENG 362 20th Century British Literature (3)
- ENG 420 Major Authors (3)

Choose three Creative Writing:

- ENG 309 Creative Nonfiction (3)
- ENG 311 Poetry Writing (3)
- ENG 313 Fiction Writing (3)
- ENG 314 Script Writing (3)

Prerequisites:

- ENG 104 College Writing (3)
- ENG 112 World Literature (3)

**Notes for students certifying to teach:** The English major and the English minor meet certification requirements for secondary education. See Education for details.

## Course descriptions:

### ENG 103 Basic Writing (3)

Basic skills in writing with emphasis on the writing of clear sentences, paragraphs and short essays. Does not count toward a major or minor in English or language arts. (Offered in fall and spring.)

### ENG 104 College Writing (3)

Theory and practice of writing analysis and argument essays, with emphasis on how to do library research and writing for university courses. *Prerequisite:* Placement Scores, or ACT of 20 or SAT writing score of 27 or ENG 103. Does not count toward a major or minor in English or language arts. (Offered in fall and spring.)

### ENG 112 World Literature (3)

Selections from the great literary masterpieces of world literature (classical, to Renaissance periods), stressing analysis of genre. Required of all English majors and minors. Does not count toward the major or minor in English or language arts. *Prerequisite:* ENG 104. (Offered in fall, and spring.)

### ENG 208 Creative Writing (3)

Introduces students to techniques of writing fiction, poetry and drama. *Prerequisite:* ENG 104. (Offered in fall and spring.)

### ENG 220 Introduction to Literary Study (3)

Preparatory course for all required English literature courses. Introduction to basic elements of literature (character, theme, structure, etc.) and application of critical functions for interpreting fiction, poetry and drama. *Prerequisites:* Sophomore standing and ENG 112. (Offered in fall and spring)

### ENG 304 Writing and Research (3)

This course will focus on writing as process. It will help students develop writing skills that support research in the disciplines. Several shorter papers will contribute to a larger writing project to help students create a portfolio of their best work. Does not count toward the major or minor. *Prerequisite:* Successfully complete ENG 104. (Offered in fall and spring.)

**ENG 309 Creative Nonfiction (3)**

A study and application of the forms and theories behind "the fourth genre." Students will study formal techniques through readings and apply these techniques through writing the different styles of the genre: history, science, travel and political writing, as well as memoir and biography. Students will address the ethical aspects that exist within creative non-fiction by understanding the development of the genre and some of its most influential writers. *Prerequisite* ENG 208. (Offered spring of even academic years.)

**ENG 311 Poetry Writing (3)**

An in-depth study and application of the craft of contemporary poetry. Students will study the unique forms, techniques and styles of contemporary poets, engage in original research of an individual poet or school, and develop their own poetry. *Prerequisite* ENG 208. (Offered in fall of even academic years.)

**ENG 313 Fiction Writing (3)**

A study of how writers use theme, characterization, plot, conflict, dialogue, complication, scenes of movement, climax and denouement to create novels and short stories. Writing exercises cultivate the art of writing each component of both genre. *Pre-requisites* ENG208, ENG220 (Offered in spring of odd academic years.)

**ENG 314 Script Writing (3)**

For description see DRA 314. (Offered in fall of odd academic years.)

**ENG 315 Shakespeare (3)**

Selected Shakespearean histories, comedies and tragedies, with special emphasis upon Shakespeare's themes and Elizabethan worldview. *Prerequisite: ENG 220 or permission.* (Offered in fall of even academic years.)

**ENG 316 John Bunyan (3)**

John Bunyan was a master of fiction, creative non-fiction, and theological debate. He also wrote poetry, children's literature, spiritual autobiography, and allegory through works such as *Pilgrim's Progress* and *The Holy War*, this course examines "spiritual pilgrimage" in the English imagination. It also highlights key theological themes in the late English Reformation context, as well as reflecting on the metaphorical constructions of life as journey and life as a battle. *Pre-requisite* ENG 220, ENG 326 (Offered in spring of even academic years.)

**ENG 322 19th Century American Literature (3)**

This course covers the authors immediately following the formation of the United States as a nation, especially their voices and visions shaping the new nation. It reviews the work of the American Romantics prior to the

Civil War; after the war, the course focuses on the major writers who represent new voices of the American Realism in America's emerging landscape. *Prerequisites: ENG 112 and ENG 220 or permission.* (Offered in fall.)

**ENG 329 Early British and Continental Literature (3)**

A survey of Early British and Continental literature. *Prerequisite: ENG112 and ENG220 or permission.* (Offered in spring.)

**ENG 330 Genre (3)**

The style, form and content of varying types of literature: drama, film, mythology, fantasy, epic poetry, novel, short story. Examples: English novel, existential literature, major American novelists. *Prerequisite: ENG 220 or permission.* (Offered in fall.)

**ENG 333 The Bible as Literature (3)**

This course examines one of the foundational texts for Western literature, the Bible, in order to learn why not only its content, but also its form have so deeply influenced literary artists. Students will gain a deeper understanding of biblical narrative and poetry, will learn the features of key biblical genres, and will develop an appreciation for the aesthetic unity of the Bible. (Offered in spring)

**ENG 350 Early 20th Century American Literature (3)**

A study of the major and secondary authors of American literature from 1865 to 1945, including Ernest Hemingway and William Faulkner, with emphasis on the American experience. *Prerequisite: ENG 220.* (Offered in fall.)

**ENG 352 American Literature: World War II - Present (3)**

American literature since WWII with an emphasis on the changing culture and evolving canon regarding the emergence of ethnic writers. *Prerequisite: ENG 220.* (Offered in spring.)

**ENG 360 19th Century British Literature (3)**

A study of prose, poetry and selected novels of nineteenth-century Britain beginning with the roots of romanticism and continuing through the late Victorians. *Prerequisite: ENG 220.* (Offered in fall.)

**ENG 361 English Language (3)**

History of the English language from Anglo-Saxon time to present. Philosophy of language in general. *Prerequisite: ENG 220 and Junior standing.* (Offered in fall)

# ENGLISH

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## **ENG 362 20th Century British Literature (3)**

Selections from the major works of English literature.

*Prerequisite:* ENG 220. (Offered in spring.)

## **ENG 420 Major Authors (3)**

The examination of one or more literary figures in depth, such as John Bunyan, Dostoevsky, C.S. Lewis, and Wendell Berry. *Prerequisite:* ENG 104 and ENG 112. (Offered in spring.)

## **ENG 472 Advanced English Studies (3)**

Advanced English Studies provides students the opportunity to further investigate topics, authors, or works encountered in prior English studies and produce a scholarly paper, the Senior Thesis. This capstone course will allow students to examine primary texts more closely through textual analysis and critical theory. This course is not required for the Language Arts major. *Prerequisite:* ENG 208, 220, 333, 361, and Senior standing. (Offered in fall).



## Entrepreneurship

### Minor & Endorsement Gainey School of Business

#### Faculty

Dr. Caleb Chan, Dean

Dr. E. Allen Knight

Faculty from Gainey School of Business

#### About the discipline

Through the Hosmer Center for Entrepreneurship and Innovation and the Gainey School of Business, the following courses are offered to equip students to start a new business, to be small business or agency owners/operators, or to bring entrepreneurial skill and energy to social problems and needs. Students from business and non-business disciplines are welcome to take these courses as electives. With the increasing role of small business in society, the study of entrepreneurship has been a key component of most business schools.

#### Career opportunities

These courses will augment the ability to enter the world of small business whether you are a business major or a non-business major. For instance, students in social work might want to start an agency or a ministerial candidate might want to acquire skills and knowledge to help manage a church. With these courses, business majors will be able to expand career options while considering roles within for-profit as well as non-profit entities.

#### ENTREPRENEURSHIP MINOR: (24 HOURS)

BUS 107	Foundation of Leadership and Business Ethics (3)
ACC 221	Principles of Accounting I (3)
ECN 221	Intro to Microeconomics (3)
MKT 221	Principles of Marketing (3)
ENT 201	Small Business Management(3)
ENT 231	Creativity and Innovations(3)
ENT 311	Entrepreneurship & Planning for Success (3)
ENT 401	Social Entrepreneurship(3)

#### ENTREPRENEURSHIP ENDORSEMENT: (12 HOURS):

ENT 201 Small Business Management(3)

MKT 221 Principles of Marketing (3)

ENT 311 Entrepreneurship & Planning  
for Success (3)

ENT 401 Social Entrepreneurship (3)

#### Course Descriptions:

##### ENT 201 Small Business Management - An Entrepreneurial Approach (3)

This course will highlight how entrepreneurs approach small business opportunities and challenges. Students will be challenged to think critically and consider how to apply various business discipline concepts in a real-world context while embracing the necessary character attributes of innovation in business practice. (Offered in fall of even academic years.)

##### ENT 231 Creativity and Innovation (3)

For course description, see MKT 231.

##### ENT 311 Entrepreneurship and Planning for Success (3)

The course is designed to provide an introduction to the process of turning an idea into a successful startup enterprise. The course focuses on the Business Plan as a necessary component to beginning a small business and a process by which ideas can become businesses. It addresses facets of the business plan from determining actual content, reviewing examples of plans, to creating a comprehensive plan. (Offered in spring of even academic years.)

##### ENT 385 Practicum (3)

Any student of junior standing or above who has adequate coursework may secure college credit for significant working or participatory experience by enrolling in practicum. See a faculty in the discipline for specific guidelines. Graded "S/U".

##### ENT 401 Social Entrepreneurship (3)

This course offers students an opportunity to develop entrepreneurial approaches to addressing global challenges. Students will engage in the application of innovation and risk-taking to solve various social challenges from an entrepreneurial perspective. Business entrepreneurship skills such as planning, opportunity analysis, initiative, financial management, resourcefulness and creativity are offered as keys to the changing of the systems and patterns of society to provide creative solutions within a Christian context. (Offered in fall of odd academic years.)

## Finance

### Major & Minor & Endorsements

Gainey School of Business

Department of Finance

### Faculty

Dr. K. Caleb Chan, Dean

Dr. Randall J. Lewis

Faculty from Gainey School of Business

### About the discipline

The Finance major educates students in all aspects of personal financial planning, corporate finance and investments. Students will learn various methods of allocating capital when considering factors such as age, income, and personal situations. Finance majors will also become acquainted with international finance centers and will be exposed to key members of the international financial community. They will also examine the latest methods in international arbitrage and investment opportunities. Students may also choose specific courses to prepare for the Qualification Examination for General Securities Registered Representative (Series 7 Exam).

### Career opportunities

Money and finance touch almost every aspect of business and life. That's why finance is a wise career choice for anyone with broad business interests. The function of finance involves decisions on how to best use money. Financial planning binds together all functions of an organization, and it takes special skills to deal with the complexities of keeping a firm profitable.

Possible careers in finance include: benefits manager, capital budgeting analyst, commercial banker, corporate investment specialist, credit manager, currency manager, financial analyst, financial planner, investment banker, investment relations manager, loan officer, mergers and acquisitions analyst, portfolio manager, property management, real estate sales and appraisals, research and ratings analyst, risk and insurance specialist, securities sales, stockbroker and trust supervisor.

### Program strengths and emphases

The finance faculty are qualified professionals with over 70 years of combined teaching experience and many years of corporate and consulting expertise. The faculty can help you design your coursework to fit students specific needs.

The Series 7 emphasis will help students get a position with a reputable financial firm or prepare you to go into your own business. The corporate finance emphasis can prepare you to find a career as a corporate analyst or other corporate financial positions.

### Requirements

#### FINANCE MAJOR: (56 HOURS)

##### Accounting Courses (6 hours)

ACC 221 Principles of Accounting I (3)

ACC 222 Principles of Accounting II (3)

##### Business Courses (13 hours)

BUS 107 Foundations of Leadership & Ethics (3)

BUS 161 Management Information Systems (3)

BUS 271 Business Law I (3)

BUS 351 Statistics (3)

BUS 351L Statistical Applications for Business (1)

##### Economics Courses (6 hours)

ECN 221 Introduction to Microeconomics (3)

ECN 222 Introduction to Macroeconomics (3)

##### Finance Courses (24 hours)

FIN 268 Personal Finance (3)

FIN 301 Money and Banking (3)

FIN 362 Principles of Finance (3)

FIN 418 Investments (3)

FIN 450 Internship (6)

FIN 451 Business Forecasting (3)

FIN 480 Finance Capstone (3)

##### Required Support Courses (7 hours)

IBS 305 Principles of International Business (3)

MAT 222 Applied Calculus (4)

#### FINANCE MINOR: (24 HOURS)

ACC 221 Principles of Accounting I (3)

ACC 222 Principles of Accounting II (3)

ECN 221 Introduction to Microeconomics (3)

ECN 222 Introduction to Macroeconomics (3)

FIN 362 Principles of Finance (3)

FIN 368 Insurance and Risk Management (3)

FIN 418 Investments (3)

FIN 480 Finance Capstone (3) OR  
 FIN 452 Series 7 Preparation (3)

Prerequisite courses:

MAT 101 Intermediate Algebra (3) **OR**  
 MAT 104 Math for the Liberal Arts **OR**  
 ACT Math score of 24 or above or SAT  
 Math of 29 for ACC221 and BUS351.

## FINANCE ENDORSEMENT: (12 HOURS)

ACC 221 Principles of Accounting I (3)  
 ECN 221 Introduction to Microeconomics (3)  
 FIN 268 Personal Finance (3)  
 FIN 362 Principles of Finance (3)

## FINANCIAL PLANNING ENDORSEMENT: (12 HOURS)

FIN 201 Financial Institutions (1)  
 \*FIN 202 Student Managed Investments (1)  
 \*Must be taken twice  
 MKT 275 Sales (3)  
 ACC 391 Individual Taxation (3)  
 FIN 368 Insurance and Risk Management(3)**OR**  
 FIN 452 Series 7 Preparation (3)

## CORPORATE FINANCE ENDORSEMENT: (12 HOURS)

FIN 201 Financial Institutions (1)  
 \*FIN 202 Student Managed Investments (1)  
 \*Must be taken twice  
 ACC 392 Organizational Taxation (3)  
 BUS 372 Business Law II (3)  
 FIN 452 Series 7 Preparation (3) **OR**  
 APR311 Corporate Communication (3)

**Notes for general education:** BUS 351 Statistics meets the mathematics liberal arts requirement and ECN 221, 222 Introduction to Microeconomics and Intro to Macroeconomics meet the social science requirement. Both are required for the finance major.

## Course descriptions:

### FIN 201 Financial Institutions (1)

A trip that explores the financial districts of a major city such as New York, Chicago or London. The length of the trip may vary. This trip could be an extra week added onto the cross cultural experience. Graded S/U, unless required for the major/minor. (Offered in spring.)

### FIN 202 Student Managed Investments (1)

Participation in the Gainey School of Business Investment team that invests funds for student scholarships and trips. This course is graded S/U, unless required for the major/minor. This course may be repeated once. (Offered in fall and spring.)

### FIN 268 Personal Finance (3)

Various alternatives available in planning financial affairs; budgeting, buying on credit, borrowing, saving, investing intelligently, home ownership and wise estate planning comprise the core of this course. Practical applications facilitate understanding of essential principles of finance and incorporate recent developments. Also listed as ECN 268. (Offered in fall and spring.)

### FIN 301 Money and Banking (3)

The development of our monetary and banking structure, with emphasis on the role of government and the Federal Reserve System in today's economy. Also listed as BUS 301and ECN 301. *Prerequisite:* ECN 222. (Offered in spring of odd academic years.)

### FIN 362 Principles of Finance (3)

The principles and problems involved in the finance function of firms, including financial aspects of the form of the organization and the allocation of capital. *Prerequisites:* ECN 221, 222, ACC 221. (Offered in fall.)

### FIN 367 International Finance (3)

This course will focus on foreign exchange markets, forecasting exchange rates, currency risk hedging techniques, and current derivative instruments. In addition, macroeconomic policies, international portfolio management, and investment practices of multinational firms will be reviewed to expose students to current issues. *Prerequisite:* FIN 362. (Offered in fall of even academic years.)

### FIN 368 Insurance and Risk Management (3)

This course provides an overview of risk management and insurance concepts. The primary focus is on the identification and evaluation of loss exposures in personal and business settings. Alternative techniques for managing these risks will be analyzed. Decision making methods under uncertainty are covered in this course. *Prerequisite:* BUS or MAT 351. (Offered in spring of odd academic years.)

### FIN 370 Special Topics in Finance (3)

Topics may include Financial Information Systems and Real Estate offered on a rotating basis. *Prerequisite:* FIN 362. (Limited offering.)

**FIN 418 Investments (3)**

The theory and practice of investments, emphasizing securities, the manner and method of their exchange, the function of security market and the factors promoting changes in security prices. *Prerequisites: ECN 222, ACC 221.* (Offered in spring of even academic years.)

**FIN 450 Internship (6)**

Substantive business experience in Finance. A student is matched up with a corporate partner or a business of choice. The internship experience will involve the student in a substantial financial role. The advisor will visit the work site to assess the student in the workplace and make suggestions that could enhance the internship experience.

**FIN 451 Business Forecasting (3)**

This course will introduce students to the state-of-the-art techniques in business forecasting. Both principles and applications will be emphasized throughout the course. Students will develop forecasting models in Excel and/or other software programs. Mini and large cases will be utilized to enhance learning. *Prerequisite: BUS 351, or MAT351* (Offered spring of even academic years.)

**FIN 452 Series 7 Preparation (3)**

Comprehensive course with focus on Series 7 preparation. An in-depth examination of the securities industry from the perspective of the brokerage function, including the regulatory environment and legal liability issues, professional ethics, transaction settlement procedures, public/client relations, and investment planning strategies. This course prepares students to complete the Qualification Examination for General Securities Registered Representative (Series 7 Exam). *Prerequisite: FIN 362.* (Limited Offering)

**FIN 480 Finance Capstone (3)**

Comprehensive Course with focus on Corporate Finance concepts. An advanced course in financial management designed to cover theory and practice of the management of the finance function in corporations. Topics covered include capital budgeting, the theory and practice of capital structure, leasing, capital asset pricing model, long-term financing, expansion and synthetic securities. Also includes a study of the wide range of markets and instruments used to finance projects and control risk in today's global economy. Students are introduced to the operational, regulatory, and transitory characteristics of capital markets and financial institutions. Topics in this application-oriented course include the monetary system, stock, bond, mortgage, futures, and options markets, pension funds, investment firms, commercial banks, credit unions, mutual funds, and insurance companies. *Prerequisite: FIN 362.* (Offered in spring of even academic years.)

# General Studies

## Academic Student Connections Staff

Willie Lewis, Director

### About the discipline

Academic Student Connections offers a variety of services that empower students to maximize their learning experience at SAU. The personal attention helps link students to resources to assist with studying, writing, addressing learning challenges and making adjustments to the academic culture.

Note the following areas of focus which may meet various student needs:

- Study Groups
- Writing and Research Skills
- Reading Skills (GES Course Offerings)
- Math Review
- Study Skills
- English as a Second Language (ESL) Courses
- Testing Strategies
- Workshop for Michigan Basic Skills Test
- Disability Services\*

The Academic Student Connections Director is currently the official accommodation officer at Spring Arbor University. The Human Resources Director is the compliance officer.

### Contact information

Academic Student Connections  
517.750.6481  
E-mail:amber.hollowood@arbor.edu

### Course descriptions:

**General Studies** (GES100, 110, 112, 115, 116 and 155) are academic support courses designed to strengthen the study, reading, writing or math performance of students who need additional prerequisite skills to be successful in University courses. Students may be recommended to take one or more of the courses by University personnel, or students may choose to enroll in one or more of the courses after conferring with appropriate Academic Student Connections personnel, student development or academic advisor.

### GES 100 Writing Experience (1-2)

A course designed for students who want more opportunity to develop their writing skills. This is a process-oriented class in which writing and rewriting of all papers is expected. Course content includes development of ideas, different levels of support, and patterns of writing. Individual needs will be addressed. One additional lab hour a week is required for individual feedback from instructor. *By permission from the Academic Student Connections only.* (Offered fall and spring.)

### GES 110 Study Enhancement (1)

A course for entering students needing modeling and practice using successful study skill enhancement. Primary topics are time management, learning styles, goal setting, strategies for test taking, note taking and reading. GES 112 required as follow-up in the spring. (Offered in fall and spring.)

### GES 112 Application: Study Strategies (1)

A course emphasizing application of learning strategies presented in GES 110 and GES 116. Selected content courses being taken concurrently by the students will be monitored weekly through tutorial sessions. *Prerequisites: GES 110 or 116 or permission from the Academic Student Connections Director.* (Offered in spring.)

### GES 115 College Reading I (2)

A developmental reading course to assist new or returning students on strategies for dealing with university textbooks. Skills covered will include locating main ideas, drawing inferences, summarizing and vocabulary development. Entrance test required. (Offered in spring.)

### GES 116 Reading and Study Assistance Program (3)

A course designed to prepare a student to successfully handle college-level reading and study tasks. Goal-setting and time management are included early in the semester. Throughout the course, the focus will be on interactive strategies for handling reading, vocabulary development, note-taking and test-taking in targeted general education courses. GES 112 required as a follow-up in the spring. (Offered in fall.)

### Student Development and Learning Courses

#### SDL 100 Introduction to Academic Programs (1)

Various theories of leadership, effective communication and personal effectiveness will be covered. Students gain a deeper understanding of the skills necessary to become an effective Christian Leader and have opportunity to discover and develop their own skills/gift repertoire. To enable the student to make well informed decisions when applying for leadership positions on campus, will allow them insight into the positions available. (Offered in fall.)

## **SDL 110 Introduction to Leadership Development (1)**

The course is designed to introduce students to the academic programs at Spring Arbor University as they discern their career aspirations and options, so they can pursue future opportunities that match their skills, talents, and interests, which align with their response to God's calling on their lives. The course will utilize a variety of inventories and assessments in order to guide students towards understanding themselves as well as occupational fields, trends and demands. (Offered in spring.)

## **SDL 120 Life/Work Planning (1)**

Through group interaction and varied approaches, students are guided toward self-discovery of skills, interests and values for the purpose of relating their uniqueness to career choices. Also includes an overview of career fields and current labor market trends. (Offered in spring.)

## **English as a Second Language – ESL for international students**

In the academic English program students study facets of academic English and are prepared for the university classroom. Topics such as writing research papers, reading, effectively using the library, developing computer skills and learning to think critically are all emphasized and reinforced throughout each class. Active learning is encouraged through small classes, qualified instructors and the use of technology. (See GES courses 130-145).

**These courses are unique to the needs of the ESL student. They are assigned on an individual basis and manually registered by the Academic Student Connections staff.**

**The courses for the GES-ESL program for international students are as follows:**

### **GES 130 ESL Intermediate Topics (3)**

This course will offer a variety of intermediate topics allowing the students to focus on a particular area. The topics may vary by semester.

### **GES 131 ESL Intermediate Foundations I (2-4)**

This integrated skills English course will focus on reading, writing, listening/speaking and grammar. The specific focus will be on reading strategies, presentation skills, summary writing, introduction to essay writing, and comprehension and analyzation of a variety of authentic texts.

### **GES 132 ESL Intermediate Grammar (2-3)**

This grammar course will focus on understanding and using complex grammatical structures. A detailed editing procedure for written work will be introduced and practiced throughout the semester.

### **GES 133 ESL Intermediate Reading (2-4)**

This reading course will emphasize reading strategies to understand the organization of a text and the content. Increasing reading speed will also be a major focus.

### **GES 134 ESL Intermediate Writing Workshop (1-4)**

This course will focus on the organization of writing at the sentence and paragraph level. Students will learn to write topic sentences and develop each topic within a paragraph through clear explanations and examples. Effective use of transition words will be emphasized and practiced.

### **GES 135 ESL Intermediate Listening and Speaking (1-4)**

This course will focus on developing each student's ability to communicate fluently and accurately by integrating listening, speaking and pronunciation practice. Specific listening and speaking strategies that focus on the American culture as well as the expectations and requirements of the American classroom will be studied and practiced.

### **GES 136 ESL Intermediate Projects (3)**

Students will complete projects such as surveys, newsletters and a group presentation, as well as participate in American culture field trips. While researching for the group projects there will be many opportunities to interact and communicate with Americans in the Spring Arbor/Jackson community.

### **GES 137 ESL Current Issues in American Culture (3)**

This course will provide the opportunity to learn modern, idiomatic English—especially as used in U.S. journalism to fully understand the current events and issues in the host American culture. The student will focus on the five major social institutions as expressed in American culture. Students will also be exposed to the cultural elements by which those institutions are articulated such as art, movies, sports and leisure activities.

### **GES 140 ESL Advanced Topics**

This course will offer a variety of advanced topics allowing students to focus on a particular area. The topics will vary by semester.

### **GES 141 ESL Advanced Foundations II (3)**

This integrated skills English course will focus on reading, writing, listening/speaking and grammar. The specific focus will be expository writing, critical analysis, focused listening, note taking and the analyzation of academic texts.

**GES 142 ESL Writer's Workshop (1-4)**

This writing course will focus on the organization and development of Western-style academic writing. Students will practice writing referenced research papers, as well as personal essays. Grammatical structures will be analyzed and practiced.

**GES 143 ESL Biblical Literacy (2)**

The course is an introduction to Christianity and Biblical literacy. The basic tenets of Christianity and understanding the Bible will be the focus.

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

This course will provide the opportunity to learn modern, idiomatic English as used in U.S. journalism to more fully understand global current events and issues from a North American perspective. Students will be asked to research and articulate their own government's position on specific issues and present those through written and spoken methods of presentation.

## Geography

School of Arts and Science

Department of History/Geography/Politics

### Faculty

Dr. Mark R. Correll, Chair

Dr. Inyeop Lee

### About the discipline

As a component of the department of history, politics and geography, courses in geography are designed to facilitate knowledge of the physical landscapes and cultural regions of the world and to develop understanding of the ways in which human societies interact with their physical settings and environments.

### Career opportunities

A study of geography is essential to all cross-cultural endeavors and to any career that entails an understanding of place and space, from overseas missions or international politics to city planning. Courses in this field are part of preparation for teaching in social studies and are good preparation for advanced studies in any of the social sciences, law or business.

### Strengths and emphases

Geography at Spring Arbor is an interdisciplinary study. After an introductory course, several courses are cross referenced with history and focus on particular cultural realms in a broad perspective of time and space.

**Notes for students certifying to teach:** Courses in geography are included in the social studies major for elementary and secondary education. See Education for details.

### Course descriptions:

#### **GEO 221 Introduction to Geography (3)**

The physical and cultural elements of mankind's habitats; the importance of maps and their use; the significance of all elements of the earth to man. (Offered in fall online.)

#### **GEO 232 North America (3)**

A course designed to give the student an understanding and appreciation of the North American continent, within the context provided by physical, cultural and historical geography. (Offered online.)

#### **GEO 304 Geography and History of Russia and the Former Soviet Union (3)**

For description, see HIS 304. (Offered in fall of even academic years.)

#### **GEO 323 Economics of the Third World (3)**

For description see ECN 323. Also listed as POL 323. (Offered in spring of odd academic years.)

#### **GEO 331 China, India and Japan (3)**

For description, see HIS 331. (Offered in spring of odd academic years.)

#### **GEO 332 Africa (3)**

For description, see HIS 332. (Offered in spring of even academic years.)

#### **GEO 333 Latin America (3)**

For description, see HIS 333. (Offered online and as part of the Guatemala Semester).

#### **GEO 334 The Middle East (3)**

For description see HIS 334. Also listed as POL 334. (Offered in spring of even academic years.)

#### **GEO 335 East Asia (3)**

For description see HIS335. Also listed as POL 335 (Offered spring of odd academic years.)

#### **GEO 337 Chinese Civilization and Culture (3)**

For description see CHI 337. Also listed as HIS 337. (Offered in fall).

#### **GEO 342 Hebrew History and Geography (3-4)**

For description, see REL 342. (Limited Offering.)



## Global Missions

### Minor

School of Arts and Sciences

Department of Theology

### Faculty

Dr. Ken Brewer, Chair

The global missions minor draws faculty from the Department of Theology and other supporting disciplines.

### About the discipline

The missions program is built on a global missions minor and a broad professional major, like global studies or business. This minor will introduce the student to an interdisciplinary experience which takes them from biblical studies and world religions through a broad range of disciplines, like cultural anthropology and international relations.

### Career opportunities

Today's missionaries seldom use the term "missionary." They need to be prepared to go into a foreign or domestic environment as a well-grounded professional. Students with specific service goals in mind should check with mission organizations for guidance.

### Program strengths and emphases

All ministry programs in the Department of Theology offer a creative blend of solid academics, practical ministry training and application, and spiritual formation. Included in all department programs is a central theological curriculum, which provides an essential foundation for all forms of Christian ministry. This curriculum includes courses in the four areas that make up what is commonly known as the Wesleyan Quadrilateral: Scripture, Tradition, Reason and Experience.

### Requirements

#### GLOBAL MISSIONS MINOR: (27 HOURS)

- CMI 222 Introduction to Missions (3)
- COM 368 Intercultural Communication (3)
- ECN/POL 323 Economics of the Third World (3) **OR**
- BUS 223 Biblical Foundations of International Business (3)
- BIB 220 Biblical Interpretation (3)
- THE 205 History of Christian Thought (3) **OR**
- THE 206 Doctrines of the Christian Faith (3)
- REL 394 World Religions (3)
- SOC 314 Cultural Anthropology (3)

Choose one of the following:

- GEO/HIS 331 China, India and Japan (3)
- GEO/HIS 332 Africa (3)
- GEO/HIS 333 Latin America (3)
- GEO/HIS 334 The Middle East (3)
- GEO/HIS 337 Chinese Civilization and Culture (3)

Choose one of the following:

- POL 230 Contemporary World Affairs (3)
- POL 312 International Relations (3)

### Course descriptions:

See course descriptions under Christian Ministry, Communication, Economics, Geography, History, Politics, Religion and Sociology.

## Global Studies

**Major & Minor**  
**School of Arts and Sciences**  
**Department of Sociology**

### Faculty

Dr. Jeremy S. Norwood, Chair  
Dr. Mark Correll  
Dr. John W. Hawthorne  
Dr. Inyeop Lee  
Paul J. Nemecek  
Dr. Lori McVay

### About the discipline

The focus of the global studies major is to encourage students to develop an international perspective by examining international issues such as globalization and popular culture, political and religious conflict, and development and human rights. Combining courses in sociology, history,, politics, religion .and foreign language with internships and study abroad experiences, students will develop an awareness of the Christian's role in international issues.

### Career opportunities

The global studies major is designed to provide students with the experiences, language skills, and academic background necessary to prepare them for a international career in communications, diplomacy, international development, international human rights, missions, or education. The global studies major prepares students for rigorous graduate study in the fields of international relations, law, missiology, politics, and sociology.

### Program strengths and emphases

The global studies major combines a sociological foundation with the perspectives gains from several academic departments. Students will have the opportunity to expand upon their cross-cultural experiences with additional language study and encounters in an international setting. Special features of the global studies include the foreign language training, the off-campus semester requirement, and internship opportunities. The faculty are committed to assisting students to

become capable of critical reflection and analysis, rooted in Christian values, and ready to participate positively and critically in the contemporary world at home and abroad. These emphases reflect the mission of the department of sociology, global studies, and criminal justice - social analysis for social change toward social justice.

### Requirements

#### GLOBAL STUDIES MAJOR: (47 HOURS)

- COM 368 Intercultural Communication (3)
- POL 312 International Relations (3)
- POL 322 Globalization: International Economics in the Information Age (3)
- REL 394 World Religions (3)
- SOC 210 Careers in Sociology and Global Studies (1)
- SOC 282 Intro to International Development (3)
- SOC 311 Racial and Ethnic Relations (3)
- SOC 314 Cultural Anthropology (3)
- SOC 351 Statistics (4)
- SOC 352 Research Design (3)
- SOC 360 Gender and Society (3)
- SOC 382 International Human Rights (3)
- SOC 480 Senior Seminar I (1)
- SOC 484 Spirituality, Faith and Justice (3)
- Complete a Semester Abroad program

Two of the following courses:

- HIS 303 Twentieth Century Europe (3)
- HIS 304 Geography & History of Russia & the Newly Independent States (3)
- HIS 331 China, India and Japan (3)
- HIS 332 Africa (3)
- HIS 333 Latin America (3)
- (Offered as part of the Guatemala Semester only.)
- HIS 334 The Middle East (3)
- HIS 337 Chinese Civilization and Culture (3)

Required support courses:

- COL 274 Cross Cultural Orientation (1)
- COL 275 Cross Cultural Studies (3)
- SOC 100 Modern Social Problems (3)
- Intermediate or advanced level foreign language courses (6)

**Note:** Students pursuing the global studies major are required to participate in a semester-long study abroad program, strongly recommended to complete an internship, and to compile a substantive academic component (a paper or research project) prior to graduation. These components, in combination with courses and language requirement, are in place not to overwhelm the student, but instead allow the student to compete upon entry of the job market and/or graduate school.

**Study Abroad:** See the Overseas and Study Abroad section of the catalog for programs and information including the requirement that childhood immunizations, as defined by the Center for Disease Control, be complete before registration for study abroad can be completed.

## **GLOBAL STUDIES MINOR: (27 HOURS)**

- COM 368 Intercultural Communication (3)
- POL 312 International Relations (3)
- POL 322 Globalization: International Economics in the Information Age (3)
- REL 394 Living Religions of the World (3)
- SOC 314 Cultural Anthropology (3)
- SOC 282 Intro to International Development (3)
- SOC 382 International Human Rights (3)

Intermediate or advanced level foreign language courses (6) OR proficiency in a second language, at the sophomore level

**Notes for General Education:** COL 274/275 may be fulfilled by the Semester Abroad program chosen. See the Cross Cultural Office for information.

## **Course descriptions:**

See course descriptions under Communication and Media, Economics, French, History, Politics, Religion, Sociology and Spanish.

## Health & Exercise Science

### 2 Majors

School of Arts and Sciences

Department of Health and Human Performance and Recreation

### Faculty

Anil Joseph, Chair

Debra Thompson

Dr. Bethany Ulrich

Dr. Mitch Zigler

### The department offers two majors and one minor:

- Health & Exercise Science (BS)
- Military Science (minor)
- Sports Management (BS)

### About the discipline

The Department of Health, Human Performance, and Recreation is intended to provide students both depth and breadth of courses to prepare them for careers in the ever-expanding field of health and exercise science and recreation. The programs are carefully designed to provide students knowledge, skills, and abilities congruent with careers in the field and tailored according to guidelines of recognized professional organizations in the field of exercise science and sports medicine. Students with a health and exercise science or sports management major will earn a Bachelor of Science degree.

### Career opportunities

Spring Arbor graduates from the program are currently working in areas such as cardiac rehabilitation, corporate wellness, hospital-based wellness programs, and personal training. Recent graduates have pursued graduate degrees in clinical exercise physiology, physical therapy and physician's assistant.

### Program strengths and emphases

In recent years this program has gained significant recognition and respect among employers and graduate schools in the region. No doubt, this is due to the cutting-edge nature of the curriculum

and the abilities and successes of graduates from the program. Graduates are finding gainful employment in their field, pursuing and securing professional certifications, and are being accepted into well-recognized graduate programs.

### Notes for General Education:

Students taking the health and exercise science major or sports management also fulfill general education credits with BIO 263 Human Anatomy & Physiology (4), HES 351 Statistics (3) and HPR 153 Foundations of Physical Education, Health & Wellness (3) in place of HPR 101.

### Note for all HHPR Majors:

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

### Requirements

#### HEALTH AND EXERCISE SCIENCE

#### MAJOR: (47 HOURS)

BIO 263 Human Anatomy & Physiology (4)  
CHE 101 Introduction to Chemistry (4) **OR**  
CHE 111 General Chemistry (4)

HES 345 Principles of Exercise Prescription (2)

HES 351 Statistics (3)

HES 365 Introduction to Pharmacology & Medical Technology (3)

HES 381 Nutrition and Energy Metabolism (3)

HES 382 Functional Anatomy & Application (3)

HES 462 Cardiovascular Function and Electrophysiology (3)

HES 473 Biomechanical/Anatomic Analysis of Human Motion (4)

HES 474 Physiology of Exercise (3)

HES 475 Physiology of Exercise Lab (2)

HES 480 Senior Seminar (1)

HPR 151 Introduction to Health, Human Performance, and Recreation (3)

HPR 153 Foundations of Physical Fitness, Health, and Wellness (3)

HPR 178 Aerobic Activities (2)

HPR 179 Strength and Power Training (2)

### Prerequisites:

BIO 111 Introductory Biology I (4)

# HEALTH AND HUMAN PERFORMANCE

## Requirements

### SPORTS MANAGEMENT (39 HOURS)

- ACC 221 Principles of Accounting (3)  
BIO 263 Human Anatomy & Physiology (4)  
BUS 325 Principles of Management (3)  
HES 345 Exercise Prescription (2)  
HES 351 Statistics (3)  
HES 381 Nutrition and Energy Metabolism (3)  
HES 475 Exercise Physiology Lab (2)  
HES 450 Internship (6)  
HES 480 Senior Seminar (1)  
HPR 151 Introduction to Health, Human  
Performance and Recreation (3)  
HPR 153 Foundations of Physical Fitness, Health,  
and Wellness (3)  
REC 335 Facilities Planning & Oper. for Health  
Fitness, Recreation and Sports (3)  
REC 424 Liability and Risk Management in  
Recreation and Sport (3)

8 hours of upper level electives

#### Prerequisites:

- BIO 111 Introductory Biology I (4)

**\*The addition of a minor or 12 hour endorsement is encouraged.**

#### Course descriptions:

##### HES 335 Facilities Planning & Operations for Health, Fitness, Recreation & Sports (3)

For description see REC 335. *Prerequisite: Admission to the HES program and sophomore standing.* (Offered in fall of even academic years.)

##### HES 345 Principles of Exercise Prescription (2)

This course presents the essential components of systematic, individualized exercise prescriptions for healthy and special populations. The course covers appropriate pre-exercise screening, health-risk stratification, and principles of prescription including mode(s), intensity, duration, frequency, and progression of exercise following American College of Sports Medicine guidelines. *Prerequisites: sophomore standing, BIO 263 with C or higher, HPR 153, 178 and 179 (178 or 179 can be taken concurrently with HES 345.* (Offered in fall and spring.)

##### HES 351 Statistics (3)

This is an introductory course in statistics taught from an interdisciplinary perspective with examples, problems and applications from the health sciences. Principles in descriptive and inferential statistics will be covered. Emphasis is on problem-solving through careful

collection, organization, analysis and interpretation of data. Lab activities and computer applications are utilized. *Prerequisite: junior standing.* (Offered in fall.)

##### HES 365 Introduction to Pharmacology (3)

For description, see BIO 365. *Prerequisites: BIO 111 or equivalent, and CHE 101 or 111 equivalent, Junior Standing.* (Offered in spring.)

##### HES 381 Nutrition and Energy Metabolism (3)

A study of nutrients and their role in health and fitness, with an emphasis on nutrition knowledge and application for optimal performance. Particular attention is given to body composition, energy balance and fuel for aerobic/anaerobic metabolism. A computerized diet analysis and meal preparation are required. *Prerequisite: be a HPR major or minor and have sophomore standing.* (Offered in spring.)

##### HES 382 Functional Anatomy and Application (3)

An in-depth course on the functional aspects of anatomy, including study of muscle origin and insertions, joints, joint movement, gait and muscle function will be addressed. An introduction to the prevention, evaluation, treatment of athletic related injuries, and other related concepts/theories will also be covered. *Prerequisites: BIO 263 with C or higher, sophomore standing.* (Offered in fall and spring.)

##### HES 385 Practicum (1-8)

For description see 385 Practicum under the "Courses for all Disciplines" section, page 52 of the catalog. *Prerequisite: significant upper-level coursework completed.*

##### HES 442 Advanced Athletic Training (3)

Includes a thorough review of the structure and function of bones, joints and muscles, and instruction in specific anatomic components of major joints. The array of athletic injuries is covered with attention to common causes, examination and recommended treatment. Also provides instruction in the nature and use of various modalities of treatment; and comprehensive programs to rehabilitate and/or prevent specific injuries. *Prerequisites: BIO 263 with C or higher, HES 382.* (Limited offering.)

##### HES 450 Internship (6-12)

For description see 450 Internship under the "Courses for all Disciplines" section of the catalog. *Prerequisite: significant upper-level coursework completed.*

# HEALTH AND HUMAN PERFORMANCE

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## **HES 462 Cardiovascular Function and Electrophysiology (3)**

An in-depth study of circulation, heart structure and function, cardiovascular training responses and heart disease. Includes instruction in EKG interpretation and experience and EKG metabolic cart graded exercise testing. Cardiovascular medications and diagnostic procedures are also addressed. *Prerequisites:* BIO 263 with C or higher, HPR 153, and junior standing. (Offered in fall.)

## **HES 473 Biomechanical and Anatomical Analysis of Human Movement (4)**

An analysis of human movement as it relates to locomotion, basic skills and athletic performance. Biomechanical and anatomic approaches are utilized. Includes a lab. *Prerequisites:* BIO 263 with C or higher and senior standing. (Offered in fall.)

## **HES 474 Physiology of Exercise (3)**

This course is designed to assist the future practitioner - teacher, coach, athlete, trainer, fitness instructor, physical therapist or team physician - in the understanding of physiologic principles underlying the physical conditioning process and the body's acute and chronic adaptation to exercise. The understanding and application of basic physiologic principles such as muscular and neurological control of movement, metabolism and basic energy systems, hormonal regulation of exercise, and cardiorespiratory function and performance for improved human fitness and performance is the purpose of this course. *Prerequisites:* BIO 263 with C or higher and junior standing. (Offered in spring.)

## **HES 475 Physiology of Exercise Lab (2)**

Includes field and laboratory testing for various components of physical fitness with special emphasis given to graded exercise testing and metabolic calculations. Required of all students completing the health and exercise science major and strongly encouraged for all others taking HES 474. *Prerequisites:* BIO 263 with C or higher and junior standing. (Offered in spring.)

## **HES 480 Senior Seminar (1)**

This is a seminar course for seniors enrolled in the Health and Exercise Science and Recreation and Leisure majors. Intended as a capstone course to the curriculum, emphasis is placed on career and professional development skills and activities, as students prepare to move on to graduate programs or employment in discipline related fields. Also listed as REC 480. *Prerequisite:* senior standing. (Offered in fall.)

## **HPR 101 Personal Fitness and Wellness (2)**

Course covers the components of health-related

fitness and the relationship between lifestyle, individual fitness level and chronic disease risk. Emphasis is given to cardiovascular health, nutrition and weight management, and stress reduction. (Offered in fall, interim and spring.)

## **HPR 151 Introduction to Health, Human Performance, and Recreation (3)**

The historical and philosophical bases of the physical education profession are explored. In addition, social and educational trends impacting career options in exercise and sport are examined. Majors should take HPR 153 concurrently. (Offered in fall.)

## **HPR 153 Foundations of Physical Fitness, Health, and Wellness (3)**

This course provides students with comprehensive introduction to the assessment and development of physical fitness, health, and wellness; with emphasis on both personal application and group leadership. Topics include all components of physical fitness, plus nutrition; stress management; and cardiovascular disease, cancer, and metabolic disease. (Offered in fall and spring.)

## **HPR 178 Aerobic Activities (2)**

Designed to assist students in gaining competency in basic instruction of kickboxing, step, chair, water and line dance aerobics, as well as aerobic games. Students will learn basic elements of exercise design and leadership and will demonstrate these skills through teaching experience. *Prerequisite:* HPR 153. (Offered in fall and spring.)

## **HPR 179 Strength and Power Training (2)**

Students will learn fundamental concepts involved in structuring strength and power training programs for individuals from youth through adulthood. Consideration will be given to a wide range of training environments ranging from athletic to general fitness settings. *Prerequisite:* HPR 153. (Offered in fall and spring.)

## **HPR 201 Teaching Elementary Health and Physical Education (2)**

This course meets health and physical education standards of the Michigan Department of Education for elementary certification. It will address the health education standard (1.6) with its four competencies and the physical education standard (1.7) and its three competencies. Classroom and interactive activities will be included with pertinent peer practice teaching experience in both health and physical education. Also listed as EDU 201. (Offered in interim and spring).

## **HPR 281 Nutrition and Exercise (2)**

Examines the nature and benefits of physical fitness in the adult years as well as nutrients and their role in maintaining optimal health and preventing disease. Emphasis is given to body composition, obesity and energy balance, with

# HEALTH AND HUMAN PERFORMANCE

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attention to the scientific basis for modification of eating and exercise behaviors. (Offered in weekend college by Professional Studies).

## **REC 161-166 Adventure Skills (1)**

This series of courses is designed to introduce and acquaint the student with knowledge, skills, and abilities for a variety of adventure skills activities. The primary focus of each course is to allow each student to develop competency levels sufficient to be able to teach, demonstrate, and lead the activity in the recreation and leisure setting. Each course will be one credit hour with a variety of courses offered (see below).

NOTE: Enrollment priority is given to those who require these courses in their major.

**REC 161 Backpacking and Wilderness Experience (1)**  
(Offered in fall and spring.)

**REC 162 Kayaking (1)**  
(Offered in fall.)

**REC 163 High Ropes (1)**  
(Offered in spring of odd academic years.)

**REC 164 Low Ropes (1)**  
(Offered in spring of even academic years.)

**REC 165 Basic Rock Climbing (1)**  
(Offered in fall and spring.)

**REC 166 Bicycling (1)**  
(Offered in spring)

## **REC 171 Water Safety Instructor (2)**

A variety of educational methods, which may be employed in conducting swimming and safety courses on various levels will be taught. Emphasis will be given to setting up waterfronts for campus and recreational facilities. American Red Cross certification can be earned. *Prerequisite: HPR 138 or equivalent.* (Limited offering.)

## **REC 224 Recreation and Leisure Leadership (3)**

This course seeks to present the skills necessary for recreational and leisure professionals that are seeking a career in the recreation and leisure field. The skills needed to be successful such as organization, managing time, team work, supervision, conflict, and innovation will be addressed. (Offered in spring.)

## **REC 248 Lifeguard Training (2)**

Covers the skills and knowledge necessary in preventing and/or responding to aquatic emergencies. Includes waterfront lifeguards module. American Red Cross certification can be earned. *Prerequisite: Appropriate swimming skills.* (Limited offering.)

## **REC 335 Facilities Planning and Operations for Health, Fitness, Recreation and Sports (3)**

This course provides the student with the basic understanding of the planning, design, and operations processes in facility development. The course will cover an evaluation process required when planning, designing, and constructing facilities and establishing operations procedures for such facilities. *Prerequisite: Sophomore standing.* (Offered in fall of even academic years.) Also listed as HES 335.

## **REC 401 Grant Writing (2)**

This course is designed to teach the basics of grant writing. It will provide an effective and overall review of grant writing. It will cover the basics in creating and developing grants, including valuable techniques used in the development of grant writing. In particular, the course will look at funding and planning processes in developing grants in recreation and leisure areas, as well as non-profit settings. *Prerequisite: Junior standing.* (Offered in fall of even academic years.)

## **REC 424 Liability and Risk Management in Recreation and Leisure (3)**

This course serves to introduce, inform, and acquaint the student with legal issues related to risk and liability of operating recreation and leisure services. This course will aid the student in understanding how they can protect themselves and their organizations from legal exposure by the identification of legal risks, evaluation of the risks, and the implementation of an action plan to manage risks. *Prerequisite: Junior standing* (Offered spring of odd academic year.)

## History

### 1 Major & 2 Minors

School of Arts and Sciences

Department of History/Geography/Politics

### Faculty

Dr. Mark R. Correll, Chair

Dr. Mark T. Edwards

Dr. Inyeop Lee

### About the discipline

The fundamental purpose of the department of history, politics, and geography is to aid the student in gaining an understanding of the development of ancient, medieval and modern civilizations, as they compare developments in the United States and Michigan with the multicultural aspects of past as well as contemporary societies. Particular emphases will be placed on the legacies of Greece and Rome, Christianity, major non-Western societies like China, India and Japan; the Protestant Reformation; the Enlightenment; the American colonial world; the Revolution and Constitution; the emergence of democracy; the expansion of America in the 19th Century; the Civil War; and the significant events of the 20th Century, including the two world wars and the tumultuous 1960s. Insights from various Christian perspectives will be utilized as the past is examined so that students will be challenged to become effective citizens of the church, community, country and the world. A study of history provides a rich and varied background to all other disciplines in the liberal arts.

### Career opportunities

A major or minor in history at Spring Arbor University prepares the student for teaching at the secondary level. The major provides excellent preparation for graduate study in history, historical preservation and museum administration, law or seminary.

### Program strengths and emphases

Students who major or minor in history will develop strong skills in analysis and evaluation of the past as sources of critical inquiry into the nature of current issues. Students are encouraged to consider a semester off campus at one of the

many programs described in the off campus section of the catalog. Many of the semester abroad programs will benefit the history major or minor's academic goals and may fulfill the CCS requirement. SAU requires all students who study abroad to submit documentation of complete childhood immunizations as defined by the Center for Disease Control ([www.cdc.gov/travel](http://www.cdc.gov/travel)) before registration for study abroad can be completed.

### Requirements

#### HISTORY MAJOR: (35 HOURS)

HIS 121	History of Civilization I (3)
HIS 141	United States to 1877 (3)
HIS 302	19th Century Europe (3)
HIS 303	20th Century Europe (3)
HIS 309	Civil War & Reconstruction (3)
HIS 310	20th Century America (3)
HIS 478	History Seminar (3)
HIS 480	Philosophy of History (3)

Choose one of the following:

HIS 304	Geography & History of Russia & the Newly Independent States (3)
HIS 331	China, India and Japan (3)
HIS 332	Africa (3)
HIS 333	Latin America (3)
HIS 334	The Middle East (3)
HIS 335	East Asia (3)
HIS 337	Chinese Civilization & Culture (3)

Electives to total 35 hours

**Note:** A background in the other social sciences such as geography, sociology, economics, and politics and a study of French, German, and/or Spanish are strongly recommended.

**Note for teacher certification:** The following courses are required in addition to the History major:

HIS 361	Michigan History (3)
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Required support courses:

POL 213	American National Government (3)
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Choose one of the following:

ECN 101	Introduction to Economics (3)
ECN 222	Introduction to Macroeconomics (3)
ECN 323	Economics of the Third World (3)



**The 28-hour history major is designed to be paired with another major of Liberal Arts.**

**HISTORY PAIRED MAJOR: (28 HOURS)**

- HIS 121 History of Civilization I (3)
- HIS 141 United States to 1877 (3)
- HIS 302 19th Century Europe (3)
- HIS 303 20th Century Europe (3)
- HIS 309 Civil War & Reconstruction (3)
- HIS 310 20th Century America (3)
- HIS 478 History Seminar (3)
- HIS 480 Philosophy of History (3)

Choose one of the following:

- HIS 304 Geography & History of Russia & the Newly Independent States (3)
- HIS 331 China, India and Japan (3)
- HIS 332 Africa (3)
- HIS 333 Latin America (3)
- HIS 334 The Middle East (3)
- HIS 335 East Asia (3)
- HIS 337 Chinese Civilization & Culture (3)
- At least one hour of Independent Study HIS390  
OR Electives to equal 28 hours
- Completing a first major in the Liberal Arts

**HISTORY MINOR: (24 HOURS)**

- HIS 121 History of Civilization I (3)
- HIS 122 History of Civilization II (3)
- HIS 141 United States to 1877 (3)
- HIS 142 United States Since 1877 (3)
- Electives to total 24 hours

**HISTORY-EDUCATION MINOR: (24 HOURS)**

- HIS 121 History of Civilization I (3)
- HIS 122 History of Civilization II (3)
- HIS 141 United States to 1877 (3)
- HIS 142 United States Since 1877 (3)
- HIS 361 Michigan History (3)
- Electives to total 24 hours

Support courses:

- POL 213 American National Government (3)

Choose one from the following:

- ECN 101 Introduction to Economics (3)
- ECN 222 Introduction to Macroeconomics (3)
- ECN 323 Economics of the Third World (3)

**Notes for general education:** Courses required for the history major or minor meet the history portion of the liberal arts requirements.

**Notes for students certifying to teach:** Both the history-education major and history-education minor meet certification requirements for secondary education. See Education for details.

**Course descriptions:**

**HIS 121 History of Civilization I (3)**

A study of the rise and development of civilization throughout the world. Emphasis will be placed on the origins of Western civilization in the river valleys of Egypt and Mesopotamia, its development in Greece and Rome and its flowering during the Middle Ages. Attention will also be given to the civilizations of South and East Asia, Africa and the Americas, and their contributions to world civilization. The course will conclude with the voyages of European discovery, which brought the isolated civilizations of the world into direct contact with each other. The course will explore Christian interpretations of world history. (Offered in fall.)

**HIS 122 History of Civilization II (3)**

A continuation of HIS 121, from the rise of the Renaissance in Europe to the present day. Major themes that will be explored include the Scientific Revolution, Enlightenment, revolutionary era, industrialization and colonialism, the two world wars and the Cold War. The response of the peoples of Africa, Asia and Latin America to the encroachments of the West will also receive emphasis. The course will conclude with the rise of an uneasy global civilization in the 21st Century. Students will be invited to explore Christian interpretations of modern history. (Offered in spring.)

**HIS 141 United States to 1877 (3)**

A study of American history from colonial times through the Civil War and Reconstruction. Emphasis will be given to the fundamental forces or cultural ideals that have shaped this period of history, such as Puritanism, the Enlightenment, the Revolution, antebellum Evangelicalism and the struggle over slavery. A multidisciplinary approach will be taken, as well as efforts to develop Christian insights concerning the unfolding of American history. (Offered in fall.)

**HIS 142 United States Since 1877 (3)**

A study of the cultural ideals and forces that have helped to shape modern America, such as industrialization, progressivism, the battle between science and religion, the two world wars, the Great Depression, the New Deal and Great Society, the spirits unleashed in the 1960s, and the culture wars of the 1990s. A multidisciplinary framework will again be used, as well as efforts to develop Christian insights so that students will be better

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able to make sense out of life at the end of the 20th Century. (Offered in spring.)

### **HIS 221 Black Experience in America (3)**

A black studies course focusing on the experience of being black in America. The black experience will be analyzed from historical, sociological and artistic perspectives. (Offered in fall of even academic years.)

### **HIS 230 Contemporary World Affairs (3)**

For description see POL 230. (Offered in fall.)

### **HIS 236 Christianity and Politics (3)**

For course description see POL 236. (Offered in spring of even academic years.)

### **HIS 302 Nineteenth Century Europe (3)**

Examination of political, social and ideological developments in Europe during the "long peace" from 1815 to 1914. Special emphasis will be placed on the growth and development of the major ideologies of conservatism, liberalism, socialism and nationalism, and how they have changed from their inception to the present. Students will be encouraged to develop discernment in the study of primary sources and the variety of historical interpretations. (Offered in fall of odd academic years.)

### **HIS 303 Twentieth Century Europe (3)**

A study of events and developments in Europe from the outbreak of the first World War to the present. The challenge to democratic thought and institutions posed by communism and fascism will be explored, as well as the collapse of the communist system since 1989. The decline of Europe as the center of world power and the development of a post-imperial culture will be studied. Students will be encouraged to develop discernment in the study of primary sources. (Offered in spring of odd academic years.)

### **HIS 304 Geography and History of Russia and the Former Soviet Union (3)**

The physical and political geography of Russia and the newly independent states of the former Soviet Union, a region of enormous influence on the world stage. The historical development of the Russian state, the creation of communist ideology, the Soviet Union and collapse of both ideology and the Union will be emphasized. Also listed as GEO 304. (Offered in fall of even academic years.)

### **HIS 306 The Makings of Modern Europe (4)**

This seminar covers the major stations and creation of modern Europe from the end of the Roman Empire through the Enlightenment. This course will emphasize

the major institutions shaping modern European society: Christendom, the idea of Rome, the creation of nobility and social classes, the development of Western thought, and finally the exploration and expansion of European influence on the outside world. (Offered in the fall semester of even years.)

### **HIS 307 Colonial America, 1492-1760 (3)**

Examination of the American colonies from their founding by European powers to the expulsion of the French by the British at the conclusion of the French and Indian War. Concentration will be on the clash of various cultural ideals—both Native American and European—as well as the religious bases of many movements and colonies. Students will be encouraged to compare and contrast various movements in light of their own maturing perspectives, and to show connections between the colonial past and present conditions. (Limited offering.)

### **HIS 308 The American Revolution (3)**

Examination of this crucial period in the formation of the new nation, with special emphasis on clash of cultural ideals between British and colonial leaders. Students will be encouraged to understand both sides of the struggle and to reflect upon the fate of other communities, such as native Americans, loyalists and other minorities. The strengths and weaknesses of revolutionary ideals will be studied in light of subsequent history. (Offered in Interim of even academic years.)

### **HIS 309 Civil War and Reconstruction (3)**

Examination of the forces leading up to the war, the major battles and the difficulties of reuniting a country torn apart by major conflict. Special emphasis will be placed on causative factors such as slavery, comparing and contrasting the strengths and weaknesses of both sides, as well as the various reconstruction plans and realities. Students will be encouraged to see all sides of this conflict, as well as reflecting on the impact it has had on subsequent history. (Offered in fall of odd academic years.)

### **HIS 310 Twentieth Century America (3)**

Examination of the dominant cultural ideals that have shaped American history for the past century. Emphasis will be placed on the clash of secular and religious themes in the making of America, a struggle continuing to the present. Students will compare and contrast these movements and themes as they attempt to formulate their own perspectives on directions to take at the dawn of a new century. (Offered in spring of odd academic years.)

### **HIS 313 America in the 1960s (3)**

An in-depth examination of this tumultuous decade that brought so many changes into American culture—political, social, economic, cultural and religious. Insights from various Christian communities regarding this decade will also be introduced. Also listed as POL 313. (Offered in interim of odd academic years.)

### **HIS 331 China, India, Japan(3)**

Asia's lands and peoples, with special emphasis on China, India and Japan. Includes historical, political, cultural and economic insights within a geographical context. Also listed as GEO 331. (Offered online.)

### **HIS 332 Africa (3)**

The African continent: the natural environment, the people and their customs, the discovery and opening of the country by explorers and missionaries, the partition of Africa and the present political and economic trends. Also listed as GEO 332. (Offered online.)

### **HIS 333 Latin America (3)**

Latin America from the beginning of the colonial period to the present, with the purpose of understanding their history and culture in a geographical setting, and their relations with the rest of the world. Also listed as GEO 333. (Offered as part of Guatemala Semester.)

### **HIS 334 The Middle East (3)**

An interdisciplinary survey of the lands, history and political dynamics of Southwest Asia (commonly known as the Middle East) and North Africa, this course covers main elements of the realm's topography and cultural landscape, a survey of its history since 7th Century Muslim conquest and a discussion of current political issues. The course coincides with the holding of the Michigan Model Arab League, which students may attend in partial fulfillment of course requirements; alternatively, students may undertake focused research into a particular state or culture of the realm. Also listed as GEO 334 and POL 334. (Offered in spring of even academic years.)

### **HIS 335 East Asia (3)**

A study of the three largest cultures in East Asia, China, India, and Korea. This course offers a survey of the interplay between these three cultures over the past millennia. Special emphasis is on the twentieth and twenty-first century and the interplay between military, communist, and capitalist ideologies that led to the most destructive era in the history of the region but also has seen the dramatic restoration of Asian economic power in the world. Also listed as GEO 335 and POL 335. (Offered spring of odd academic years.)

### **HIS 337 Chinese Civilization and Culture (3)**

For description see CHI 337. Also listed as GEO 337. (Offered in fall.)

### **HIS 340 Women in American History (3)**

This course is designed to disclose the significant achievements of women in major fields of endeavor and will survey the voluminous literature that is available. The long struggle of American women to cast off the image of "the weaker sex" in an effort to have their roles recognized is a study that promises to contribute significantly to contemporary reform decisions. (Limited offering.)

### **HIS 343 History of Christianity (3)**

For description, see REL 343. (Offered in fall.)

### **HIS 346 History of Christianity in America (3)**

For description, see REL 346. (Offered in spring.)

### **HIS 361 Michigan History (3)**

This course will present the history of Michigan within its geographic context at the heart of the great lakes region. The settlement of the state, the variety of peoples which make up the area, the political, social and cultural institutions of the state will be discussed. Michigan's role in the economy of North America, and history of the state's use of resources will also be emphasized. (Offered online.)

### **HIS 368 Diplomatic History (3)**

A chronological and conceptual journey through the maze of relations between the United States and other states during the past 230 years. The course assumes an understanding of the broad outlines of U.S. history and a lively interest in our relations with other nation states. While grounded on founding principles, the course explores the changing dynamics of extra-territorial relations as the United States expands across the continent and extends its influence around the world. The interaction of non-state actors with national policy is a particular focus. The foreign policy challenges of the 21<sup>st</sup> century provide a prospective conclusion to this historical overview. Also listed as POL 368. (Offered fall of odd academic years.)

### **HIS 382 International Human Rights (3)**

See SOC 382 for course description. Also listed as SWK 382. (Offered in spring of odd years.)

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## **HIS 403 History of Biblical Interpretation and Criticism: 1750-1950 (3)**

A study of the intellectual currents of the modern era and how those were reinterpreted through study of the Old and New Testaments. We will begin with the initial challenges to traditional scripture by Reimarus and Michaelis through the Second Quest of Bultmann, Kaesemann and others. This will be a history course that focuses on the cultural developments of the Enlightenment, nationalism, radicalism, romanticism, realism, and the cult of science. Also listed as REL 403. (Offered spring semesters of even academic years).

## **HIS 478 Senior History Seminar (3)**

In this course students delve into one topic of historiographical importance to introduce methods and philosophies of interpretation. Students learn to navigate the differing opinions of historians and to evaluate their use of historical knowledge to create persuasive historical narratives. Students will write a historiographical paper that will serve as an introduction to their final capstone research paper in HIS 480: Philosophy of History. *Prerequisite: Junior or Senior status.* (Offered in fall beginning 2018)

## **HIS 480 Philosophy of History (3)**

Examination, in a seminar format, of the main secular and religious philosophies of history, as well as the methods of historical logic, research and writing. Students will demonstrate their insights by means of a major research paper which will also be delivered to the class as a formal presentation. *Prerequisite: Junior or senior status. Recommended Prerequisite : HIS 478 Senior History Seminar* (Offered in spring.)

## Integrated Science

### Elementary Certification

#### 1 Minor

School of Arts and Sciences/ School of Education

Department of Biology/Chemistry

### Faculty

Dr. Katie Weakland, Chair

The integrated science majors and minor draw faculty from biology, chemistry, physics, mathematics and computer science.

### About the discipline

The integrated science minor is designed for students certifying to teach elementary. It is intended to include essential elements of the Michigan Curriculum Framework Science Benchmarks in their academic content area settings.

Each of the component courses is expected to demonstrate not only the concepts necessary for understanding and teaching the benchmarks, but also to demonstrate the integration of the particular discipline with other scientific fields. Beyond this, each course is also expected to show applications of the discipline in daily life.

### INTEGRATED SCIENCE MINOR: (28 HOURS)

(All courses require a grade of 2.67 or better.)

- BIO 111 Introductory Biology I (4)
- BIO 112 Introductory Biology II (4)
- CHE 111 General Chemistry I (4)
- CHE 112 General Chemistry II (4)
- PHY 102 Conceptual Physics (4)
- PHY 120 Introduction to Earth Science (4)
- PHY 121 Astronomy (4)

Required support courses:

- MAT 112 Precalculus (3) **OR**
- MAT 201 Calculus I (4) **OR**
- MAT 222 Applied Calculus (4)
- CPS 150 Introduction to Computers (3) **OR**
- CPS 201 Foundations of Computing I (4)

**Notes for students certifying to teach:** The integrated science minor is certifiable for elementary education, and require completion of Option I.

### Course descriptions:

For course descriptions see Biology, Chemistry, Physics, Mathematics and Computer Science.

## Intercultural Communication

### Minor

School of Arts and Sciences

Department of Communication and Media

### Faculty

Dorie Shelby, Chair

The intercultural communication minor draws faculty members from various disciplines.

### About the discipline

Communication allows people to develop and exchange ideas, solve problems and work together to attain common objectives. This interdisciplinary minor provides students with a range of insights to help them navigate cross cultural encounters in a global economy. Students learn communication skills and understand issues related to specific cultures.

### Career opportunities

This is an ideal complement for students majoring in communication, media, ministry, political science, business or other careers involving extensive travel or cross-cultural communication.

### Program strengths and emphases

The theoretical perspectives provided by communication courses and language study inform course work related to specific cultures or continents.

### Requirements

#### INTERCULTURAL COMMUNICATION MINOR: (22 HOURS)

COM 214 Communication Theory (2)  
COM 314 Communication Research (2)  
COM 368 Intercultural Communication (3)

Foreign language study (200 level or above) (6)

SOC 311 Racial and Ethnic Relations (3)**OR**  
SOC 327 Social Stratification (3)

Choose two courses from the following:

GEO 331 China, India & Japan (3)  
GEO 332 Africa (3)  
GEO 333 Latin America (3)  
GEO 334 The Middle East (3)  
GEO 337 Chinese Civilization and Culture (3)  
HIS 303 Twentieth Century Europe (3)  
SOC 314 Cultural Anthropology (3)

### Course descriptions:

See course descriptions under Communication and Media, World Languages, Geography, History, and Sociology.

# International Business

**Major, Minor, & Endorsement**  
**Gainey School of Business**  
**Department of International Business**

## Faculty

Dr. Caleb Chan, Dean

The international business program draws from the faculty from the Gainey School of Business and School of Arts and Sciences.

## About the discipline

Built upon the core business curriculum, the International Business program educates and equips students to work effectively in a global business environment. In addition to business knowledge and skills, students will develop and assimilate cultural understanding and language proficiency that increase their ability to function in a global business environment. Students will engage in an overseas practicum. Though not mandatory, students are highly encouraged to participate in a semester abroad program approved by the international business faculty. The Christian perspective will be emphasized throughout the program.

## Career Opportunities

If students are interested in meeting people from different cultures, traveling to foreign countries, taking risks, and accepting challenging assignments, this program may be what students desire. The program will prepare graduates primarily for one of three career paths: 1) working domestically or globally for a business or non-profit, 2) self-employed entrepreneur engaging in international business, and 3) combining business and biblical principles to advance God's kingdom. Some graduates might also pursue a career in the government sector, working domestically or globally. Possible careers in international business include: international consultant, international market researcher, international purchasing agent, international finance manager, international sales manager, international logistic manager, international economic development manager,

international business operator, and international human resources manager.

## Program strengths and emphases

The program integrates the best of business coursework with international business core courses enriched by the study of inter-cultural communication (or cultural anthropology) and international relations (or international economics) offered by various departments outside the Gainey School of Business.

Students will develop (or demonstrate through standardized tests) their proficiency in a foreign language and gain working experience in a global business environment through their practicum.

Students can add an endorsement, depending on career interest, to further develop technical skills and/or knowledge in that field. The international business faculty can help design coursework to fit your specific needs. Students are strongly encouraged to participate in a semester abroad program to broaden their cross-cultural preparation while strengthening language skills.

**Study Abroad:** See the Overseas and Study Abroad section of the catalog for programs and information including the requirement that childhood immunizations, as defined by the Center for Disease Control, be complete before registration for study abroad can be completed.

## Requirements

### INTERNATIONAL BUSINESS MAJOR: (56 HOURS)

- ACC 221 Principles of Accounting I (3)
- BUS 271 Business Law I (3)
- BUS 325 Principles of Management (3)
- BUS 351 Statistics (3)
- BUS 351L Statistical Application for Business (1)
- COM 368 Intercultural Communication (3) **OR**  
SOC 314 Cultural Anthropology (3)
- ECN 221 Introduction to Microeconomics. (3)
- ECN 222 Introduction to Macroeconomics (3)
- FIN 362 Principles of Finance (3)
- IBS 223 Biblical Foundation of Intl Bus (3)
- IBS 305 Principles of Intl. Business (3)

# INTERNATIONAL BUSINESS

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- IBS 370 Special Topics (2)
- IBS 385 Practicum (3)
- IBS 480 Senior Seminar (2)
- MKT 221 Marketing Principles (3)
- POL 312 International Relations (3) **OR**  
POL 322 Globalization: Int'l Economics (3)
- Foreign Language (200-Level and above) (6) **OR**  
12 credits 100 level or above.

#### Required Support Courses:

- BUS 107 Foundations of Leadership & Ethics(3)
- BUS 161 Management Information Systems (3)

#### **INTERNATIONAL BUSINESS MINOR: (24 HOURS)**

- COM 368 Intercultural Communication (3) **OR**  
SOC 314 Cultural Anthropology (3)
- ECN 221 Introduction to Microeconomics (3)
- ECN 222 Introduction to Macroeconomics (3)
- IBS 223 Biblical Foundation of Intl. Bus (3)
- IBS 305 Principles of Intl. Business (3)
- MKT 221 Marketing Principles (3)
- POL 312 International Relations (3) **OR**  
POL 322 Globalization: Intl. Economics (3)
- Foreign Language (200-Level or above) (3) **OR**  
Any 3 credit Elective from Gainey  
School of Business.

#### **INTERNATIONAL BUSINESS ENDORSEMENT: (12 HOURS)**

- IBS 223 Biblical Foundation of Intl. Bus.(3)
- IBS 305 Principles of Intl. Business(3)
- COM 368 Intercultural Communication (3) **OR**  
SOC 314 Cultural Anthropology (3)
- POL 312 International Relations (3) **OR**  
POL 322 Globalization: Intl. Economics (3)

#### **Notes for General Education**

The following courses required in the International Business major also fulfill general education requirements. BUS 351 Statistics meets the mathematics liberal arts requirement and ECN222, introduction to Macroeconomics, meets the social science requirement. Students choosing to take the semester abroad program may also meet the cross cultural study requirement, the foreign language (3-6 hours) requirement, plus the international practicum. Please consult with your advisor and/or

the Office of Registration and Records for details.

#### **Course Descriptions**

#### **IBS 223 Biblical Foundation of International Business (3)**

This survey course seeks to integrate business and Christian principles for students who are interested in exploring a career that applies business skills and talents to advance God's Kingdom. The biblical foundation along with examples from the Scriptures and the global economy will be reviewed and discussed in this course. Field trips and guest speakers may be arranged to enhance the experience of students as they consider various options for integrating business and faith, especially in the growing arena of international business. Also listed as BUS 223. (Offered interim of odd academic years.)

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

This course canvasses key aspects of contemporary international business. Topics in the course include international trade theory, trading patterns, foreign exchange rates and markets, strategic alliances, direct foreign investments, regional business issues, cultural, political and economic influences, as well as trade management practices. It may also include special topics such as diversity issues in international business, legal issues in international business, international marketing, and international finance. (Offered in spring).

#### **IBS 370 Special Topics in International Business (2)**

This course will cover special topics introduced in IBS 305 that will be rotated to cover more in depth information. Topics may include but not be limited to international trade theory, trading patterns, foreign exchange rates and markets, strategic alliances, direct foreign investments, regional business issues, cultural, political and economic influences, as well as trade management practices. It may also include special topics such as diversity and legal issues, as well as country-specific topics. (Offered in fall.)

#### **IBS 385 Practicum (3)**

Practicum hours can be received by working with firms in the U.S. or overseas which have a global emphasis. Students should begin the practicum the summer of the junior year, or during the senior year.



## **IBS 480 Senior Seminar in International Business (2)**

This business capstone course seeks to integrate the various aspects of the international business curriculum. The case study approach will be employed for students to demonstrate their understanding of the dynamics of international business. Students will assume the role of an international business consultant as they make recommendations to real or simulated multinational firms. Students will be able to choose among their completed case studies to produce a portfolio of best work samples along with skills developed throughout their college career - and develop a job searching strategy that fits their career objectives. Prerequisite: IBS 305. (Offered spring of even academic years.)

**For more course descriptions see Accounting, Business Administration, Communication Studies, Economics, Finance, Marketing, Politics, and World Languages.**

## Language Arts

**Major & Minor**  
**School of Arts and Sciences**  
**Department of English**

### Faculty

Dr. Kimberly Moore-Jumonville, Chair

The language arts (group) minor and major draw faculty from English, professional writing and speech.

### About the discipline

The language arts (group) major and minor are designed for students certifying to teach at the elementary level, and requires completion of Option I. See Education for certification requirements.

### Requirements

#### LANGUAGE ARTS MAJOR: (36 HOURS)

- ENG 208 Creative Writing (3)
- ENG 220 Introduction to Literary Study (3)
- ENG 361 English Language (3)
- SPE 242 Story Telling (2)
- WRT 210 News Reporting (4)

Choose four of the following including one from American and one from British:

- ENG 322 19<sup>th</sup> Century American Literature (3)
- ENG 350 Early 20<sup>th</sup> Century American Literature (3)
- ENG 352 American Literature: World War II-Present (3)
- ENG 329 Early British and Continental Literature (3)
- ENG 360 19<sup>th</sup> Century British Literature (3)
- ENG 362 20<sup>th</sup> Century British Literature (3)

Choose six hours from the following:

- SPE 265 Acting Techniques (3)
- SPE 342 Oral Interpretation and Voice (3)
- SPE 370 Special Topics (1-3)
- SPE 404 Oral and Digital Persuasion (3)

Choose one of the following:

- ENG 309 Creative Nonfiction (3)
- ENG 311 Poetry Writing (3)

- ENG 313 Fiction Writing (3)
- ENG 314 Script Writing (3)
- WRT 316 Copy Editing (3)
- WRT 373 Feature Writing (3)

Prerequisites:

- ENG 104 College Writing (3)
- ENG 112 World Literature (3)

#### LANGUAGE ARTS MINOR: (26 HOURS)

- ENG 208 Creative Writing (3)
- ENG 220 Introduction to Literary Study (3)
- ENG 361 English Language (3)
- SPE 242 Story Telling (2)

Three additional hours of speech above SPE 100.

Choose three of the following including one from American and one from British:

- ENG 322 19<sup>th</sup> Century American Literature (3)
- ENG 350 Early 20<sup>th</sup> Century American Literature (3)
- ENG 352 American Literature: World War II-Present (3)
- ENG 329 Early British and Continental Literature (3)
- ENG 360 19<sup>th</sup> Century British Literature (3)
- ENG 362 20<sup>th</sup> Century British Literature (3)

Choose one of the following:

- ENG 309 Creative Nonfiction (3)
- ENG 311 Poetry Writing (3)
- ENG 313 Fiction Writing (3)
- WRT 316 Copy Editing (3)
- WRT 373 Feature Writing (3)

Prerequisites:

- ENG 104 College Writing (3)
- ENG 112 World Literature (3)

**Notes for general education:** ENG 104 College Writing, ENG 112 World Literature, and SPE 212 Fundamentals in Speech, meet general education requirements.

#### Course descriptions:

For course descriptions see English, Professional Writing and Speech.

## Management

**Minor, & Endorsement**  
**Gainey School of Business**

### Faculty

Dr. Caleb Chan, Dean

The management minor draws faculty from the Gainey School of Business.

### About the discipline

A management minor provides students a foundational understanding of the theories and principles that are important for anybody serving a supervisory role. Merriam-Webster defines management as the act or art of managing: the conducting or supervising of something (as a business). Coursework in the minor includes both the theoretical underpinnings of managements as well as practical skills that managers need to run organizations effectively.

### Career opportunities

This is an ideal complement for students in a lot of majors such as business administration, ministry, social work, psychology, recreation and leisure management, political science, art, and music. Managerial skills are in high demand both in the private and public sector as well as among the non-profits. Students will gain fundamental knowledge and acquire basic skills in the management area that will augment their major, thus making them more marketable and increasing their potential in the workplace. It will also position students better for future career changes.

### Program strengths and emphases

The theoretical perspectives and the practical hands-on experience provided by the management coursework give students the best of both worlds. The vast amount of electives that students can choose from affords much flexibility for them to fit the minor into their program of study.

### Requirements

#### MANAGEMENT MINOR: (24 HOURS)

- BUS 107 Foundations of Leadership & Ethics (3)
- BUS 325 Principles of Management (3)
- BUS 310 Organizational Theory and Design (3)
- SOC/PSY/BUS 371 Organizational Behavior (3)

Choose four courses (12 credits) from the following.  
 (At least two courses must be at the 300-400 level.)

- BUS 161 Management Information Systems (3)
- IBS 223 Biblical Foundations of International Business (3)
- BUS 271 Business Law I (3)
- ENT 201 Small Business Management (3)
- FIN 268 Personal Finance (3)
- IBS 305 Principles of International Business (3)
- MIS 301 Management Informations Systems \* (3)
- ACC 341 Cost and Managerial Accounting \* (3)
- BUS 426 Operations Management (3)

\* This course has a prerequisite.

#### MANAGEMENT ENDORSEMENT: (12 HOURS)

- BUS 325 Principles of Management (3)
- BUS 310 Organizational Theory and Design (3)
- BUS 371 Organizational Behavior (3)
- BUS 426 Operations Management (3) **OR**  
 ENT201 Small Business Management  
 An Entrepreneurial Approach (3)

### Course descriptions:

See course descriptions under Accounting, Business Administration, Management Information Systems, International Business, Finance, and Entrepreneurship

## Management Information Systems

**Major & Minor & Endorsement**  
**Gainey School of Business**  
**Department of Management Information Systems**

### Faculty

Dr. Caleb Chan, Dean

The MIS program draws faculty from the Gainey School of Business and computer science departments.

### About the discipline

The management information systems major (MIS) at Spring Arbor University provides the student with an opportunity to combine preparation for a career in information systems technology with a liberal arts education. The MIS major focuses on two related topics; organizations and technology. Businesses and other organizations have a strong need for individuals who understand the various business functions and who understand the role of computers, software and other information technologies in modern organizations. Our curriculum has been carefully developed to ensure that the MIS major is prepared to step into these positions upon graduation.

### Career opportunities

Computer and information systems managers play a vital role in the technological direction of their organizations. They do everything from constructing the business plan to overseeing network security to directing Internet operations. This industry provides services related to the commercial use of computers on a contract basis, including custom computer programming services; computer systems integration design services; computer facilities management services, including computer systems or data-processing facilities support services; and other computer-related services, such as disaster recovery services and software installation. Other large employers include insurance and financial firms, government agencies, and manufacturers.

### Program strengths and emphases

The MIS program brings the best of information technology and business curriculum together, allowing students to interface effectively with both internal and external customers on their information systems needs. Students gain the technical knowledge and skills in the information technology area while recognizing that all information systems are operated in the context of a business environment that is constantly changing. This is where the business curriculum fills the gap. As students take the business courses, they also develop the people skills that are so critical to success in the business world.

Most courses require the completion of final projects and/or analysis of case scenarios. Both of these activities are geared toward helping students see the applications of their coursework and be better prepared for the challenges of the dynamic workplace. All students are required to complete an exploratory experience and practicum, which provide opportunities for them to see management information systems in action.

### Requirements

#### MANAGEMENT INFORMATION SYSTEMS MAJOR: (59 HOURS)

ACC 221	Principles of Accounting I (3)
BUS 310	Organizational Theory (3)
BUS 325	Principles of Management (3)
BUS 351	Statistics (3)
BUS 351L	Statistical Application for Business (1)
CPS 201	Foundations of Computing I (4)
CPS 202	Foundations of Computing II (4)
CPS 210	Data Comm & Networking (3)
CPS 301	Data Structures & Large Software Systems (3)
CPS 303	Introduction to Database Systems (3)
CPS 330	Systems Analysis and Expert Systems (3)
CPS 331	Software Development Project (3)
ECN 101	Introduction to Economics (3)
MIS 285	Exploratory Experience (1)
MIS 385	Practicum (2)
MIS 480	MIS Senior Seminar (1)

# MANAGEMENT INFORMATION SYSTEMS

Required Support Courses:

BUS 107 Foundations of Leadership & Ethics (3)

Also choose two courses from each group below:

*Quantitative*

BUS 426 Production & Operations Mgmt (3)

FIN 362 Principles of Finance (3)\*

MAT 222 Applied Calculus (4)\*

\*These courses have pre-requisites

*Computer Science*

CPS 206 Geographic Information Systems (4)

CPS 302 Architecture, Applications & Lang (4)

CPS 310 Operating Systems (3)

CPS 350 Web Tools (4)

(Note: Satisfactory completion of approved certification programs may substitute for the *Computer Science* group.)

## MANAGEMENT INFORMATION SYSTEMS MINOR: (24 HOURS)

BUS 161 Management Information Systems (3)

BUS 325 Principles of Management (3)

CPS 201 Foundations of Computing I (4)

CPS 202 Foundations of Computing II (4)

CPS 303 Introduction to Database Systems (3)

Complete one of the following groups:

*Accounting*

ACC 341 Cost & Managerial Accounting (3)

ACC 360 Accounting Information Systems (4)

*Management*

BUS 310 Organizational Theory (3)

BUS 426 Production & Operations Mgmt (3)

MIS 285 Exploratory Experience (1)

*Systems*

CPS 330 Systems Analysis and Design (3)

MIS 285 Exploratory Experience (1)

An additional CPS course 200-level or above (3)

## MANAGEMENT INFORMATION SYSTEMS ENDORSEMENT: (14 HOURS)

CPS 201 Foundations of Computing I (4)

CPS 202 Foundations of Computing II (4)

BUS 310 Organizational Theory (3)

BUS 371 Organizational Behavior (3) **OR**

BUS 426 Production & Operations Mgmt (3)

**Notes for general education:** BUS 351, as well as MAT 222, meet the mathematics liberal art requirement. In addition, ECN 101 meets part of the social science requirement. Each of these is required for the management information systems major.

### Course descriptions:

#### MIS 301 Information Technology Management (3)

Introduction to the following: organizations as systems, managerial decision-making processes and the role of information technology and systems supporting management and operations. *Prerequisite:* BUS 161, CPS 202. (Offered in spring of odd academic years.)

#### MIS 480 Senior Seminar (1)

This course will cover ethical issues, installation issues, organizational issues and software analysis. Also listed as CPS 480. *Prerequisite:* Senior standing or permission. (Offered in spring of even academic years.)

## Marketing

**Major, Minor, & Endorsement**  
**Gainey School of Business**  
**Department of Marketing**

### Faculty

Dr. Caleb Chan, Dean  
Dr. E. Allen Knight  
Dr. Wally Metts  
Dr. Inna Molitoris

### About the discipline

An important part of any business, effective and efficient marketing plans may make the difference in the success of an organization. Marketing majors learn to generate and support important market exchanges between customers and for profit or nonprofit organizations. Students with a marketing major earn a Bachelor of Science degree. The Gainey School of Business professors utilize various methodologies to incorporate current marketing methods into courses, including researching and developing marketing strategies and plans for local businesses.

### Career opportunities

Because of the importance and high visibility of their jobs, advertising, marketing, promotions, public relations, and sales managers often are prime candidates for advancement to the highest ranks. Well-trained, experienced, and successful managers may be promoted to higher positions in their own or another firm; some become top executives. Managers with extensive experience and sufficient capital may open their own businesses. Marketing managers held more than a fourth of the jobs; the professional, scientific, and technical services, and the finance and insurance industries employed almost one-third of marketing managers.

### Program strengths and emphases

Students in the marketing major will learn to utilize analytical thinking and creativity for generating a marketing mix appropriate for the current business environment. The marketing curriculum facilitates student focus on effectiveness, efficiency and the overall ethics of strategic marketing.

### Requirements

#### MARKETING MAJOR: (58 HOURS)

##### Marketing Core

MKT 207	Advertising (3)
MKT 275	Sales (3)
MKT 221	Marketing Principles (3)
MKT 340	Consumer Behavior (3)
MKT 341	Retailing (3)
MKT 347	Public Relations (3)
MKT 351	Statistics (3)
MKT 351L	Statistical Application for Marketing (1)
MKT 385	Practicum (3)
MKT 452	Marketing Research and Design (3)
MKT 461	Marketing Strategy (3)

##### Business Core

ACC 221	Accounting I (3)
ACC 222	Accounting II (3)
BUS 271	Business Law (3)
ECN 221	Introduction to Microeconomics (3)

##### Electives (Choose six credit hours)

APR 311	Corporate Communication (3)
COM 404	Oral and Digital Persuasion (3) <b>OR</b>
BUS 403	Argument and Persuasion (3)
BUS 325	Principles of Management (3)
COM 110	Communication Technology (3)
FIN 362	Principles of Finance (3)
MKT 231	Creativity and Innovation (3)
MKT 309	Advanced Advertising (4)
MKT 421	International Marketing (3)
WRT 216	Writing for the Media (3)

##### Required Support: 9 hours

BUS107	Foundations of Leadership & Ethics (3)
BUS 161	Management Information Systems (3)
<b>OR</b> COM110	Communication Technology (3)
	if not chosen as elective above.
IBS 305	Principles of International Business (3)

#### MARKETING MINOR: (24 HOURS)

MKT 221	Principles of Marketing (3)
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Choose 21 hours of electives from the following four groups:

##### Group A: choose four courses (12 hours)

BUS 107	Foundations of Leadership & Ethics (3)
BUS 161	Management Information Systems (3) <b>OR</b>
COM 110	Communication Technology (3)
MKT 275	Sales (3)
MKT 231	Creativity and Innovation (3)
MKT 351	Statistics (3) <b>AND</b>
MKT 351L	Statistical Application for Marketing (1)

**Group B: Choose one course (3 hours)**

- MKT 340 Consumer Relations (3)
- MKT 341 Retailing (3)

**Group C: Choose one course (3 hours)**

- APR/MKT 347 Public Relations (3)
- APR/MKT 207 Advertising (3)

**Group D: Choose one course (3 hours)**

- MKT 452 Marketing Research (3) \*
- MKT 461 Marketing Strategy (3)

\*This course has a prerequisite of MKT 351 or equivalent.

**MARKETING ENDORSEMENT: (12 HOURS)**

- MKT 221 Principles of Marketing(3)
- MKT 231 Creativity and Innovation (3) **OR**  
MKT 207 Advertising (3)
- MKT 275 Sales (3)
- MKT 340 Consumer Relations (3) **OR**  
MKT 341 Retailing (3)

**Course descriptions:**

**MKT 207 Advertising (3)**

See APR 207 for course description. (Offered in spring).

**MKT 221 Marketing Principles (3)**

Functions and problems of the marketing process, including financing, transportation, distribution, and some aspects of advertising and salesmanship. Students will be working with clients to put their knowledge and skills into practice. (Offered in fall and spring).

**MKT 231 Creativity and Innovation (3)**

A course designed to support the major by exploring concepts of creative thinking and innovative decision-making. Creative problem-solving of marketing, public relations, and advertising situations will be the focus of the course. An additional focus will be on the marketing of new innovations and exploration of the entrepreneurial stage of the product life cycle. Also listed as ENT 231. (Offered fall of even academic years).

**MKT 275 Sales (3)**

Explores the theory, skills, and techniques necessary for success in the field of sales. An emphasis will be placed on ethics and biblical values throughout the course. (Offered in fall of odd academic years).

**MKT 309 Advanced Advertising (4)**

See APR for course description. (Offered in fall of odd academic years).

**MKT 340 Consumer Relations (3)**

Marketing strategy implications of consumer behavior, anthropology, economics, psychology, sociology and the consumer. (Offered in spring of odd academic years).

**MKT 341 Retailing (3)**

A critical part of many businesses is getting products into the hands of consumers. Retail is one of the largest industries in the United States. This course covers all activities involved in selling goods or services directly to final consumers. Topics include: types and structures of retail operations; pricing and positioning stores in minds of consumers; marketing strategy for retailers; promotional strategies; growth of non-store retail: global retail operations. (Offered spring of even academic years).

**MKT 347 Public Relations (3)**

See APR 347 for course description. (Offered in fall).

**MKT 351 Statistics (3)**

See BUS 351 for course description. (Offered in fall).

**MKT 351L Statistical Application for Marketing (1)**

This is the lab portion of MKT 351. Special application of statics to the field of marketing will be explored. Must be taken concurrently with MKT 351.

**MKT 421 International Marketing (3)**

A conceptual framework will be developed to help students understand international business practices, international marketing strategy, and international market positioning. Additional topics will include: importing and exporting issues, international trade laws and ethics; pricing and promotion issues, geopolitical concerns, and rival strategies. (Limited offering.)

**MKT 452 Marketing Research and Design (3)**

Students will learn and practice developing and conducting marketing research. The goal of the research will be to determine an organization's competitive position and enhance its performance. Techniques covered will include: questionnaire design, focus groups, observational research, testing/sampling results, and statistical analysis of collected data. *Prerequisite: MKT 221, co-requisite: MKT 351*(Offered fall of odd academic years.)

**MKT 461 Marketing Strategy (3)**

Designed as a marketing capstone course, this course integrates content from previous coursework. Students develop competitive marketing strategies for various types of complex organizations. *Prerequisite: MKT 221.* (Offered spring of odd academic years.)

## Mathematics

### 3 Majors, 4 Minors

School of Arts and Sciences

Department of Math/CPS/Physics

#### Faculty

Timothy S. Wegner, Chair

Jeralynne Hawthorne

#### About the discipline

The number of applications of mathematics has grown enormously in the natural, physical and social sciences over the past century. In addition, the computer has transformed problem-solving in both pure and applied mathematics. The mathematics department at Spring Arbor University has responded by developing a program designed to prepare students for a variety of careers or graduate and professional schools. The department offers three majors and four minors.

The department provides services for three types of students.

1. All graduates of the University must have at least one quantitative literacy course. The department takes seriously its responsibility to design and teach courses that prepare University graduates to be quantitatively literate. Our selection of quantitative literacy courses takes into consideration applications in a variety of areas.
2. Some students major in programs that require the study of specialized mathematics. The department supplies courses for students from computer science, biology, chemistry, physics, health and exercise science, education and business.
3. For students wishing to major or minor in mathematics, the department offers a program consistent with the recommendations of Mathematical Association of America ([www.maa.org](http://www.maa.org)), National Council of Teachers of Mathematics ([www.nctm.org](http://www.nctm.org)) and Conference Board of the Mathematical Sciences.

#### Career opportunities

Students who major or minor in mathematics pursue a variety of careers. Many certify to teach mathematics in elementary and secondary schools. A good proportion prepare for graduate school in mathematics or related fields. Still others combine their mathematics major or minor with other majors or minors (such as computer science, biology, chemistry, physics, business, accounting and health and exercise science) to prepare for entry-level positions in business and industry. A probability and statistics minor is available for students who want to enhance their career options within their academic discipline with a quantitative emphasis.

An interdisciplinary actuarial science major is available to help students prepare for careers that use mathematics in business and industry. Actuarial Science majors would be positioned to pass the first two actuarial exams (P and MF) before graduation, to obtain employment using their skills, and to pursue other educational opportunities that will allow them to advance in the field (graduate school, passing additional exams, etc.). See Actuarial Science.

The department has a strong commitment to prepare students for careers in specific areas. For example, the department conducts special problem seminars to help students prepare to take the GRE and actuarial exams. The GRE exams are needed for students going to graduate school and the actuarial exams are needed by those preparing for careers in insurance, pension planning and risk management. The department has information on graduate schools in mathematics and related areas. In addition, the department often arranges independent studies for advanced work in mathematics for those students who have taken all of our current mathematics offerings and wish to prepare for specific graduate or professional programs. The department also works with majors in arranging internships and practica for students preparing for entry-level jobs in business and industry. (See [www.ams.org](http://www.ams.org), [www.siam.org](http://www.siam.org) and [www.archives.math.utk.edu](http://www.archives.math.utk.edu).)



## Program strengths and emphases

The mathematics program at Spring Arbor University stresses two major strands in mathematics—pure/classical mathematics and applied mathematics. It is our belief that each complements the other, that the techniques of applied mathematics are based on the concepts and results of pure/classical mathematics, and that applications of mathematics often serve as an appropriate pedagogical segue into a study of pure/classical mathematics.

The course offerings of the department have traditional pure/classical offerings like abstract algebra, linear algebra, real analysis and vector calculus. Within each of these courses, significant applications of concepts and results are considered.

The department also offers courses more appropriately considered applied mathematics, such as differential equations, probability and statistics (see probability and statistics minor), numerical analysis, and mathematical modeling. Each of the topics studied in these courses is based firmly on theoretical aspects of pure/classical mathematics.

The probability and statistics minor is intended for students who are not math majors or minors but who might want to strengthen their program with a quantitatively based minor. Students who take this minor with a major in biology or health and exercise science, are then prepared for graduate programs in biostatistics or other quantitatively oriented health related science programs. The combination of this minor with a major in finance or business, are then prepared for graduate programs in finance or more quantitatively oriented business programs.

The faculty members in the mathematics department work closely with faculty from computer science, biology, chemistry, physics, health and exercise science, business, and education to provide mathematical experiences that serve their students.

## Requirements

### MATHEMATICS MAJOR: (32-36 HOURS)

- MAT 201 Calculus I (4)
- MAT 202 Calculus II (4)
- MAT 232 Proof and Discrete Structures (3)
- MAT 302 Vector Calculus (3)
- MAT 311 Differential Equations (3)
- MAT 321 Abstract Algebra I (3)
- MAT 322 Abstract Algebra II (2)
- MAT 352 Linear Algebra (3)
- MAT 401 Real Analysis (3)

Two additional courses from MAT - 300-level or above (excluding MAT 330, 331 and 342) OR  
Two courses from CPS - 200-level or above OR  
Two courses from PHY - 200-level or above

### MATHEMATICS MAJOR FOR THOSE CERTIFYING TO TEACH ELEMENTARY: (31 HOURS)

- MAT 201 Calculus I (4)
- MAT 202 Calculus II (4)
- MAT 232 Proof & Discrete Structures (3)
- MAT 321 Abstract Algebra I (3)
- MAT 342 Foundations of Secondary School Math (3)
- MAT 351 Statistics (3)
- MAT 401 Real Analysis (3)
- MAT 421 Modern Geometry (3)

Electives from the following to reach 30 hours:

- MAT 302 Vector Calculus (3)
- MAT 311 Differential Equations (3)
- MAT 322 Abstract Algebra II (2)
- MAT 352 Linear Algebra (3)

### MATHEMATICS MAJOR FOR THOSE CERTIFYING TO TEACH SECONDARY: (35 HOURS)

- MAT 201 Calculus I (4)
- MAT 202 Calculus II (4)
- MAT 232 Proof & Discrete Structures (3)
- MAT 302 Vector Calculus (3)
- MAT 311 Differential Equations (3)
- MAT 321 Abstract Algebra I (3)
- MAT 342 Foundations of Secondary School Math (3)
- MAT 351 Statistics (3)
- MAT 352 Linear Algebra (3)
- MAT 401 Real Analysis (3)
- MAT 421 Modern Geometry (3)

# MATHEMATICS

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## **MATHEMATICS MINOR: (20 HOURS)**

- MAT 201 Calculus I (4)
- MAT 202 Calculus II (4)
- MAT 232 Proof & Discrete Structures (3)
- MAT 321 Abstract Algebra I (3)
- Six additional hours in MAT - 300-level or above (excluding MAT 330, 331 and 342).

## **MATHEMATICS MINOR FOR THOSE CERTIFYING TO TEACH ELEMENTARY: (23 HOURS)**

- MAT 201 Calculus I (4)
- MAT 202 Calculus II (4)
- MAT 232 Proof & Discrete Structures (3)
- MAT 321 Abstract Algebra I (3)
- MAT 342 Foundations of Secondary School Math (3)
- MAT 351 Statistics (3)
- MAT 421 Modern Geometry (3)

## **MATHEMATICS MINOR FOR THOSE CERTIFYING TO TEACH SECONDARY: (26 HOURS)**

- MAT 201 Calculus I (4)
- MAT 202 Calculus II (4)
- MAT 232 Proof & Discrete Structures (3)
- MAT 321 Abstract Algebra I (3)
- MAT 342 Foundations of Secondary School Mathematics (3)
- MAT 351 Statistics (3)
- MAT 352 Linear Algebra (3)
- MAT 421 Modern Geometry (3)

Note: MAT 342 and one other upper level course in this minor must be taken with SAU.

## **PROBABILITY AND STATISTICS MINOR: (24 HOURS)**

- CPS 201 Foundations of Computing I (4)
- MAT 201 Calculus I (4)
- MAT 202 Calculus II (4)
- MAT 302 Vector Calculus (3)
- MAT 351 Statistics (3)
- MAT 363 Theory of Probability I (3)
- MAT 364 Theory of Probability II (3)

See **Physics for the Physics/Mathematics major.**

## **Students planning to attend graduate school in mathematics or a related area should take:**

Recommended courses:

- MAT 322 Abstract Algebra II (2)
- MAT 421 Modern Geometry (3)
- MAT 422 Seminar: Topics in Advanced Mathematics (1-3)

## **Students planning on entry level careers in business and industry should take:**

Recommended courses:

- MAT 351 Statistics (3)
- MAT 363 Theory of Probability I
- MAT 364 Theory of Probability II
- At least two courses in computer science beyond CPS 150.

Students maximize their chances for employment and career advancement by obtaining a minor or second major in biology, business, chemistry, computer science, economics, accounting, health and exercise science or physics.

**Notes for general education:** MAT 201 is required for the major and also meets the requirement for one of two natural science liberal arts courses. Mathematics majors who minor in biology, chemistry or physics will take courses in those programs that meet the requirement for the lab natural science liberal arts course.

**Notes for students certifying to teach:** The mathematics for elementary major and minor meet certification requirements for elementary (complete Option I). The mathematics for secondary major and minor meet certification requirements for secondary. See Education for details.

## **Course descriptions:**

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

Properties and operations of the real number system, word problems involving integers, fractions, or decimals including percents, ratios, and proportions, graphical representations of equations including tables and charts, one- and two-variable equations and inequalities, word problems involving one and two variables, operation and properties of algebraic expressions and polynomials, problems involving geometric figures. (Offered in fall and interim)

## **MAT 101 Intermediate Algebra (3)**

Operating with algebraic and geometric properties of linear, quadratic, polynomial, rational, radical, exponential, and logarithmic functions; linear inequalities in one and two variables. Applications in many areas. Does not count toward major or minor. *Prerequisites: MAT 100 with a "C" or better or one year high school algebra, one year high school geometry and ACT math score of 18 to 23 or SAT Math of 24.* (Offered in fall and spring.)

## **MAT 104 Mathematics for the Liberal Arts (3)**

This is a math course for liberal arts, emphasizing the great ideas of mathematics and how a mathematician looks at the world. Incorporated into this course are "Life Lessons" to draw from the methods of doing mathematics. Some of the great ideas that mathematics have contributed to the world of thought are: rigorous thinking, number theory, infinity, geometry, the fourth dimension, topology, chaos and fractals, etc. *Prerequisite: Math 100 with a C or higher or ACT 18 or higher or SAT Math score of 24.* (Offered in interim and spring)

## **MAT 112 Precalculus (3)**

The study of elementary functions to prepare students for the calculus sequence or courses in the sciences. Topics include properties of the real number system, inequalities and absolute value, functions and their graphs, solutions of equations; polynomial, rational, radical, trigonometric, exponential, and logarithmic functions. *Prerequisite: A grade of "C" or better in MAT 101 or three years of high school mathematics including two years of algebra with at least a "B" average.* (Offered in spring.)

## **MAT 201 Calculus I (4)**

A study of limits especially as applied to the concept of the continuity of a function and development of theory and techniques of differentiation and integration of polynomial, trigonometric, exponential, and logarithmic functions of one variable. Includes applications of the calculus in the physical and social sciences. *Prerequisite: A grade of "B" or higher in MAT 112 or high school math through precalculus with at least a "B" average.* (Offered in fall.)

## **MAT 202 Calculus II (4)**

Differentiation and integration of functions defined by parametric equations including polar coordinates, and applications of the calculus in the physical and social sciences. Sequences and series, including Taylor's formula and tests of convergence for sequences and series and determine the sum of an infinite series if it exists. Solve simple first order differential equations. *Prerequisite: A grade of "C" or better in MAT 201.* (Offered in spring.)

## **MAT 222 Applied Calculus (4)**

Mathematical models of linear equations and inequalities, differential and integral calculus of algebraic, exponential, and logarithmic functions, maxima and minima, curve sketching, exponential growth and decay, and differential equations; focus on applications in business, economics, life sciences, and social sciences. *Prerequisite: A grade of "B" or better in MAT 112 or high school math through precalculus with at least a "B" average.* (Offered in fall of odd academic years.)

## **MAT 232 Proof and Discrete Structures (3)**

Functions, relations, sets, basic logic, proof techniques including mathematical induction, counting theory, graph and tree concepts, discrete probability, recurrence relations, algorithm development, and efficiency analysis. Also listed as CPS 232. *Prerequisite: At least a grade of "C" or better in MAT 112 or high school math through precalculus with at least a "B" average.* (Offered in fall.)

## **MAT 302 Vector Calculus (3)**

Calculus of functions of two variables: limits, continuity, partial derivatives, chain rule, directional derivatives and the gradient, tangent planes and normals to surfaces, iterated integrals, cylindrical and spherical coordinates, curves in space, polar coordinates, line integrals, surface integrals, Green's theorem, Stoke's theorem, change of variable, Taylor's expansion, implicit function theorem, and Divergence theorem. *Prerequisite: MAT 202.* (Offered in fall.)

## **MAT 311 Differential Equations (3)**

Fundamental methods of solving differential equations of the first order higher ordered differential equations, both linear and nonlinear models, solving systems of differential equations, including phase plane analysis and the use of eigenvalues and eigenvectors and Laplace transform methods. *Prerequisite: MAT 202.* (Offered in spring.)

## **MAT 321 Abstract Algebra I (3)**

Structure of our number system. Topics such as rings, fields and integral domains are covered. *Prerequisite: MAT 201 and 232.* (Offered in fall.)

## **MAT 322 Abstract Algebra II (2)**

The structure of our number system with emphasis on group theory. *Prerequisite: MAT 321.* (Offered in spring of even academic years.)

## **MAT 330 Foundations of School Mathematics I (3)**

Fundamental concepts of mathematics for prospective teachers of grades K-8. Topics include strands I, IV and V from Michigan Curriculum Framework: Patterns, Relationships and Structures; Number Sense and Numeration; Numerical and Algebraic Operations and

Analytical Thinking. *Prerequisite: EDU 140.* Does not count toward mathematics major or minor. (Offered every fall, and spring of even academic years.)

### **MAT 331 Foundations of School Mathematics II (3)**

Fundamental concepts of mathematics for prospective teachers of grades K-8. Topics include strands II, III, VI from Michigan Curriculum Framework: Geometry and Measurement; Data Analysis and Statistics; Probability and Discrete Mathematics. *Prerequisite: EDU 140.* Does not count toward mathematics major or minor. (Offered every spring, and fall of odd academic years.)

### **MAT 342 Foundations of Secondary School Mathematics (3)**

Topics unique to the teaching of mathematics at the secondary level. Emphasis on recent curriculum developments in mathematics including reform curricula, use of technology and cooperative groups. *Prerequisites: SOE acceptance; MAT 201, EDU 202, 242.* (Offered in spring.)

### **MAT 351 Statistics (3)**

Descriptive and inferential statistics including z- and t-tests for means and proportions, Chi-Square, ANOVA and regression. Topics from probability: sample space, events, additive rules, conditional probability, multiplicative rules, Bayes' rule, random variables, discrete and continuous probability distributions, expected value, Chebyshev's theorem. *Prerequisite: MAT 101, 201 or 222.* (Offered in spring.)

### **MAT 352 Linear Algebra (3)**

This course deals with systems of linear equations and matrices, determinants, vector spaces, eigenvalues and eigenvectors, inner product spaces including the Gram-Schmidt process, and linear transformations. *Prerequisite: MAT 201 or 222.* (Offered in spring of even academic years.)

### **MAT 363 Theory of Probability I (3)**

General Probability (Set functions including set notation and basic elements of probability, Mutually exclusive events, Addition and multiplication rules, Independence of events, Combinatorial probability, Conditional probability – Non Bayes Theorem, Bayes Theorem/ Law of total probability); Univariate probability distributions including binomial, negative binomial, geometric, hypergeometric, Poisson, uniform, exponential, chi-square, beta, Pareto, lognormal, gamma, Weibull, and normal (Probability functions and probability density functions, Cumulative distribution functions, Conditional probability, Mode, median, percentiles, and moments, variance and measures of dispersion, moment generating functions, Transformations. *Prerequisites: MAT 202 and MAT 351.* (Offered in fall of odd years).

### **MAT 364 Theory of Probability II (3)**

Multivariate probability distributions including the bivariate normal (Joint probability functions and joint probability density functions, joint cumulative distribution functions, central limit theorem, conditional and marginal probability distributions, moments for joint, conditional, and marginal probability distributions). Joint moment generating functions, variance and measures of dispersion for conditional and marginal probability distributions. Covariance and measures of dispersion for conditional and marginal probability distributions. Transformations and order statistics, probabilities and moments for linear combinations of independent random variables. *Prerequisite: MAT 363.* (Offered in spring of odd years.)

### **MAT 401 Real Analysis (3)**

A rigorous treatment of the calculus of functions of one real variable. Formal proofs are given for the familiar theorems dealing with limits, continuity, differentiation, integration, sequences and series. Special topics may include vector analysis, gamma functions and Fourier analysis. *Prerequisite: MAT 232.* (Offered in spring of odd academic years.)

### **MAT 421 Modern Geometry (3)**

A general overview of elementary geometry appropriate for all math majors and required of secondary education math majors. Primary emphasis on Euclidean and non-Euclidean geometries with some discussion of finite, neutral, transformational, hyperbolic, and projective geometry. Consideration of historical development. *Prerequisite: MAT 202, MAT 232.* (Offered in the fall of even academic years.)

### **MAT 422 Seminar: Topics in Advanced Mathematics (1-3)**

Designed to meet the current needs of the mathematics majors. Examples of topics that may be selected are: Introduction to topology, projective geometry, complex variables and partial differential equations. *Prerequisite: MAT 232.* (Limited offering.)

## Military Science

### Minor

School of Arts and Sciences

Department of Health, Human Performance and Recreation

### Advising Coordinator

Claudia Cullin (EMU)

### About the discipline

Spring Arbor University students may participate in Reserve Officer Training Corps (ROTC) through either the Army or the Air Force; students completing either ROTC program will receive an officer commission upon graduation. Army ROTC students may also receive a minor in Military Science and Leadership. Army ROTC courses listed below may be offered on Spring Arbor University's main campus or at Eastern Michigan University in Ypsilanti, Michigan. Students taking Air Force ROTC courses commute to the University of Michigan campus in Ann Arbor, Michigan for all coursework. Spring Arbor University has agreed that credits from courses in either program may be used as elective credits and can appear on Spring Arbor transcripts. Further information for the ROTC programs may be obtained from the respective addresses below.

Department of Military Science  
Eastern Michigan University  
18 Roosevelt Hall  
Ypsilanti, MI 48197

Air Force Officer Education Program  
1105 N. University (North Hall)  
University of Michigan  
Ann Arbor, MI 48109-1085

### Requirements

**NOTE:** Students must take all of the courses below unless granted advanced placement for the Military Science minor.

### MILITARY SCIENCE MINOR: (23 HOURS)

MSL 101	Foundations of Officership (2)
MSL 102	Basic Leadership (2)
MSL 201	Individual Leadership Studies (2)
MSL 202	Leadership and Teamwork (2)
MSL 301	Leadership and Problem Solving (3)
MSL 302	Leadership and Ethics (3)
MSL 401	Leadership and Management (3)
MSL 402	Officership (3)
MSL 498	Military History (3)

**Note:** The twelve semester hours of credit earned in the advanced program may be used as elective credit. Requirements in certain majors and curricula will cause the ROTC student to take more than the minimum 124 credit hours for graduation. When finalizing their undergraduate program, students should consult an academic advisor within the department of their declared major.

**Notes for general education:** MSL 101 Foundations of Officership fulfills the general education requirement of HPR 101 Personal Fitness and Wellness.

### Course descriptions:

**NOTE:** Students may need to travel in order to fulfill requirements for MSL courses.

#### MSL 101 Foundations of Officership (2)

This course introduces students to issues and competencies that are central to a commissioned officer's responsibilities. Established framework for understanding officership, leadership, and Army values. Includes life skills such as physical fitness training and time management. (Offered in fall.)

#### MSL 102 Basic Leadership (2)

This course establishes foundation of basic leadership fundamentals such as problem solving, communications, briefings, effective writing, goal setting, techniques for improving listening and speaking skills, and introduction to counseling, additional physical fitness training and time management training. (Offered in spring.)

#### MSL 201 Individual Leadership Studies (2)

Students identify successful leadership characteristics through observation of others and self through experiential learning exercises. Students record observed traits (good and bad) in a dimensional leadership journal and discuss observations in small group settings, additional physical fitness training and additional time management training. (Offered in fall.)

# MILITARY SCIENCE

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## **MSL 202 Leadership and Teamwork (2)**

Students examine how to build successful teams, various methods for influencing action, effective communication in setting and achieving goals, the importance of timing the decision, creativity in the problem solving process, and obtaining team buy-in through immediate feedback and additional physical fitness training. (Offered in spring.)

## **MSL 301 Leadership and Problem Solving (3)**

Students conduct self-assessment of leadership style, develop personal fitness regimen, and learn to plan and conduct individual/small unit tactical training while testing reasoning and problem solving techniques. Students receive direct feedback on leadership abilities. (Offered in fall.)

## **MSL 302 Leadership and Ethics (3)**

This course examines the role communications, values, and ethics play in effective leadership. Topics include ethical decision-making, consideration of others, spirituality in the military and survey Army leadership doctrine. Emphasis is on improving oral and written communication abilities, as well as, additional physical fitness training. (Offered in spring.)

## **MSL 401 Leadership and Management (3)**

This course develops student proficiency in planning and executing complex operations, functioning as a member of a staff, and mentoring subordinates. Students explore training management, methods of effective staff collaboration and developmental counseling techniques along with additional physical fitness training. (Offered in fall.)

## **MSL 402 Officership (3)**

Study includes case study analysis of military law and practical exercises on establishing an ethical command climate. Students must complete a semester long senior leadership project that requires them to plan, organize, collaborate, analyze, demonstrate their leadership skills, and additional physical fitness training. This course is designed to transition the student/cadet to service as a second lieutenant in the Army or for government service. (Offered in spring.)

## **MSL 498 Independent Study (3)**

Intensive study or project approved by the department head. Study or project is directly related to a military subject.

# Music

## 3 Majors, 1 Minor

**Associate of Piano Pedagogy**

**School of Arts and Sciences**

**Department of Music**

### Faculty

Dr. Mark Douglass, Chair  
 Audrejean M. Heydenburg  
 Dr. Richard Hintze  
 Dr. Ji Hyun Kim, Affiliate  
 Dr. Brian Walrath

Spring Arbor University's music majors are accredited by the National Association of Schools of Music (NASM).

### Music department philosophy

The Spring Arbor University music department believes that music, as both a science and an art, is a gift from God, to be used to express all of the emotions, moods, values and thoughts He has given us. We believe in the sacredness of all music-making (in composition or performance), whether the music is sacred or secular, or classical, jazz or contemporary. Therefore, whatever music is written or performed at Spring Arbor should honor God through a striving for excellence, genuineness of expression, and a broader understanding of God's purpose and presence in our lives.

### Mission statement

The mission of the music department at Spring Arbor University is to develop to perform music with expertise and insight and to understand music within a context of serious study of the liberal arts, Jesus Christ as the perspective for learning, and critical participation in the contemporary world.

### Programs of study

The music department offers a Bachelor of Arts degree – with four options for a major, as well as an Associate of Arts in Piano Pedagogy. Music may also be selected as a minor, however the Michigan Department of Education (MDE) does not allow teaching certification in music with a music minor.

### Music (B.A.)

This program offers broad musical preparation for the student who wishes to major in music as part of a liberal arts curriculum. The B.A. in music prepares students for many different career possibilities including private music teaching and graduate school. The B.A. in music is ideal for combination with other campus minors or for students interested in a double major.

### Music Education (B.A.)

This 76-hour program prepares students for careers in choral, instrumental or general music education in public or private schools. Music is the student's major and minor in this intensive professional program. This degree will qualify the candidate to teach K-12 music on a secondary certificate.

### Music - Worship Arts (B.A.)

This major incorporates music, communication, and religion courses to prepare students for worship arts ministries in today's church. Spring Arbor University has designed this program to meet the rapidly growing need for staff and volunteers who are knowledgeable in the areas of music, drama, worship planning, video and audio design, and production. (See the Worship Arts Major in this catalog.)

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

This program is designed for students who want to focus on improving keyboard skills and learning techniques for teaching private beginning piano lessons in the context of a two-year degree. It is also available as a supplemental degree in conjunction with other Bachelor of Arts degrees.

### About the discipline

Excellence in music study requires dedication, self-discipline and consistent practice, as well as talent. Private lessons and recital requirements increase performance skill. Group performance develops interaction skills and knowledge of literature. Courses in music theory and history develop musical understanding and knowledge base. Other required courses are designed to develop specific skills, such as the ability to conduct. Specific degree requirements are carefully aligned with national and state standards and are designed to provide a balance of skills needed for success in a chosen profession or in graduate study.

## **Juries, Sophomore Check and Recitals**

Progress made by music majors is monitored in annual "juries" in which the students perform selected compositions and technical skills for the music faculty. At the end of the sophomore year, music majors must perform a sophomore check, a more elaborate jury that includes sight reading and technical skills. Successful completion of the sophomore check is required. Music majors must also perform a senior recital and faculty approval of the recital satisfies the jury requirement if all performance requirements have been met. (Details of all music department policies are available in the Music Department Handbook.)

## **Admission requirements**

Students must perform an entrance audition to be formally admitted as a music major.

## **Transfer students:**

Coursework from other institutions is accepted in accordance with SAU's transfer policies (See "Degrees, Programs and Policies"). Placement of students in music programs and courses is subject to verification of skills through an entrance audition and applicable departmental exams.

## **Career opportunities**

Students interested in teacher certification should opt for the major in instrumental music education or vocal music education. Other career opportunities include ministry in performing groups and/or churches, careers in music business and private studio teaching. A bachelor's degree in music provides the foundation for graduate studies leading to careers in fields such as ministry, college teaching, arts management and music therapy.

## **Program strengths and emphases**

Spring Arbor University offers a rich environment for musical participation. Interested students are able to participate in several different kinds of performance ensembles including chamber choir, university singers, concert band, string orchestra, and contemporary-Christian music ensembles. Students perform often in chapel and other University events and are in demand in area churches. Music scholarships are available to many students, including non-majors, who are active in performance groups and/or accompanying.

Students are able to work closely with the department's skilled faculty. Adjunct faculty members provide specific expertise in a variety of areas. An excellent student-to-faculty ratio and small class sizes allow students to receive personal attention and instruction geared toward their own educational goals.

The curriculum and performance ensembles explore many different musical styles. The rich heritage of classical and sacred music is fundamental to the curriculum. Jazz and other popular styles are studied in a variety of settings. Contemporary music plays an important role, and incorporating it effectively in ministry is a key emphasis. There are also numerous possibilities for composing, arranging and producing recordings in the music department's electronic music studio.

## **Notes for music students:**

In lecture-discussion courses, one semester hour of credit normally equals one 60-minute period of class instruction each week for 15 weeks and appropriate work outside class, as determined by the instructor, normally two hours outside of class for each hour of classroom instruction. One-credit private lessons meet for one half hour (30 minutes) each week. Two-credit lessons meet for one hour (60 minutes) each week. All private lessons require significant individual practice on the student's own time.

One credit hour per semester is earned by participation in a performance group, in aural harmony courses (MUS 103, 104, 203 and 204) and music methods courses (MUS 332, 333, 336 and 337). The class time for these courses is normally more than one clock hour.

**Notes for students certifying to teach:** The requirements listed in this catalog, for music education majors, will qualify the candidate to teach K-12 music on a secondary certificate. This comprehensive K-12 music-education major does not require a certifiable minor. See Education for details.

## **Requirements**

### **MUSIC EDUCATION MAJOR: (76 HOURS)**

#### **Choose: Instrumental or Vocal concentration**

- MUS 101 Music Theory I (3)
- MUS 102 Music Theory II (3)
- MUS 103 Aural Harmony I (1)
- MUS 104 Aural Harmony II (1)
- MUS 115 Music Perspectives (2)



- MUS 201 Music Theory III (3)
- MUS 202 Music Theory IV (3)
- MUS 203 Aural Harmony III (1)
- MUS 204 Aural Harmony IV (1)
- MUS 212 Introduction to Electronic Music (2)
- MUS 230/240 Large Ensemble (8)  
(concert band, chamber choir,  
university singers, or string orchestra)
- MUS 310 Secondary Instrument or Voice (2)
- MUS 310 Private Lessons on  
principal instrument or voice (8)
- MUS 310C1 Private Conducting (1)  
(taken concurrently with student teaching)
- MUS 313 The History and Literature of Music  
to 1750 (3)
- MUS 314 The History and Literature of Music  
since 1750 (3)
- MUS 319 Elementary Methods (3)
- MUS 323 World Music (2)
- MUS 349 Secondary Methods (3)
- MUS 361 Choral Conducting (2)
- MUS 362 Instrumental Conducting (2)
- MUS 461 Rehearsal Strategies (2)
- MUS 480 Theory Seminar (2)
- MUS 486 Senior Recital  
Piano Proficiency Exam

Complete one of the following concentrations:

*Instrumental Concentration*

- MUS 311 Vocal Pedagogy (2)
- MUS 318 Instrumental Studio Class (8)
- MUS 332 Brass Methods (1)
- MUS 333 Percussion Methods (1)
- MUS 336 String Methods (1)
- MUS 337 Woodwind Methods (1)
- MUS 341 Marching Band Materials/  
Methods(1)

*Vocal Concentration*

- MUS 311 Vocal Pedagogy (2)
- MUS 312 Diction (3)
- MUS 317 Vocal Studio Class (8)
- MUS 338 Survey of Instrumental Techniques(2)

**MUSIC - WORSHIP ARTS MAJOR: (66 HOURS)**

- BUS 107 Foundations of Leadership (3) **OR**  
CMI 344 Church Leadership (3)
- CMI 210 Philosophy of Ministry (3)
- MUS 101 Music Theory I (3)

- MUS 102 Music Theory II (3)
  - MUS 103 Aural Harmony I (1)
  - MUS 104 Aural Harmony II (1)
  - MUS 115 Music Perspectives (2)
  - MUS 201 Music Theory III (3)
  - MUS 202 Music Theory IV (3)
  - MUS 203 Aural Harmony III (1)
  - MUS 204 Aural Harmony IV (1)
  - MUS 212 Introduction to Electronic Music (2)
  - MUS 230/240 Large Ensemble (4)  
(concert band, chamber choir,  
university singers, or string orchestra)
  - MUS 260 Worship Arts Ensemble (4)
  - MUS 302 Music in Praise and Worship (2)
  - MUS 306 Music in Ministry (2)
  - MUS 310 Private Lessons on principle instrument  
or voice. (8)
  - MUS 313 The History and Literature of Music  
to 1750 (3)
  - MUS 314 The History and Literature of Music  
since 1750 (3)
  - MUS 361 Choral Conducting (2)
  - MUS 362 Instrumental Conducting(2)
  - MUS 480 Theory Seminar (2)
  - MUS 486 Senior Recital
  - WOR 200 Foundations of Worship (2)
  - WOR 300 Integrative Worship Arts (2)
  - WOR 480 Philosophy of Worship (4)  
Piano proficiency exam
- \*See Worship Arts Major for Leadership track

**MUSIC MAJOR:(46 HOURS)**

(This major is not approved for teacher certification)

- MUS 101 Music Theory I (3)
- MUS 102 Music Theory II (3)
- MUS 103 Aural Harmony I (1)
- MUS 104 Aural Harmony II (1)
- MUS 115 Music Perspectives (2)
- MUS 201 Music Theory III (3)
- MUS 202 Music Theory IV (3)
- MUS 203 Aural Harmony III (1)
- MUS 204 Aural Harmony IV (1)
- MUS 212 Intro to Electronic Music (2)
- MUS 230/240 Large Ensemble (4)  
(concert band, chamber choir,  
university singers, or string orchestra)
- MUS 310 Private Lessons on  
principal instrument or voice (8)
- MUS 313 The History and Literature of Music  
to 1750 (3)

# MUSIC

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MUS 314 The History and Literature of Music since 1750 (3)  
MUS 361 Choral Conducting (2) OR  
MUS 362 Instrumental Conducting (2)  
MUS 486 Senior Recital  
Piano Proficiency Exam

Electives (at least 6 credits)

*For vocal majors, electives must include:*

MUS 311 Vocal Pedagogy (2)  
MUS 312 Diction (3)

*For keyboard majors, electives must include:*

MUS 308 Survey of Keyboard Literature (2)  
MUS 309 Piano Pedagogy (3)

## **MUSIC MINOR: (24 HOURS)**

MUS 101 Music Theory I (3)  
MUS 102 Music Theory II (3)  
MUS 103 Aural Harmony I (1)  
MUS 104 Aural Harmony II (1)  
MUS 115 Music Perspectives (2)  
MUS 230/240 Large Ensemble (4)\*  
MUS 310 Private Lessons (4)\*  
MUS 313 The Hist. & Lit. of Music to 1750 (3) **OR**  
MUS 314 The Hist. & Lit. of Music since 1750 (3)  
MUS 361 Choral Conducting (2) **OR**  
MUS 362 Instrumental Conducting (2)  
Plus electives from MUS to total 24 hours.

\*Piano or organ students take 6 hours of lessons and 2 hours of ensemble.

## **The Associate of Piano Pedagogy Degree**

This is a two-year program requiring the completion of 62 hours distributed as follows (audition is required for entrance into this curriculum):

### *GENERAL REQUIREMENTS*

ENG 104 College Writing (3)  
SPE 100 Oral Communication (2)  
HPR 101 Personal Fitness (2)  
FRE 101 Elementary French (3)  
(or FRE 102, 201 or 306)  
PHI 200 Introduction to Philosophy (3)

Choose one from the following:

BIB 217 Survey of the Old Testament (3)  
BIB 218 Survey of the New Testament (3)  
COL 300 The Christian Faith: Its Practices (3)

Choose one from the following:  
PSY 100 Introduction to Psychology (3)  
SOC 100 Modern Social Problems (3)  
SOC 101 Introduction to Sociology (3)  
SOC 250 Marriage and Family (3)

### *MUSIC REQUIREMENTS*

MUS 101 Music Theory I (3)  
MUS 102 Music Theory II (3)  
MUS 201 Music Theory III (3)  
MUS 103 Aural Harmony I (1)  
MUS 104 Aural Harmony II (1)  
MUS 203 Aural Harmony III (1)  
MUS 115 Music Perspectives (2)  
MUS 212 Intro. to Electronic Music (2)  
MUS 250 Applied Pedagogy Methods (1, 1)  
MUS 308 Survey of Keyboard Literature (2)  
MUS 309 Piano Pedagogy (3)  
MUS 310 Private Lessons (8) two credit hours each semester.)  
MUS 314 The Hist. and Lit. of Music from 1750 (3)  
MUS 361 Choral Conducting (2)  
MUS 486 Senior Recital  
A 30-minute piano recital in the final semester.  
Electives (at least 5-7 credits) from music offerings to total a minimum of 62 hours.  
Piano Proficiency Exam  
Freshman and Sophomore Juries

### **Course descriptions:**

#### **MUS 101 Music Theory I (3)**

Comprehensive study and application of the basic materials of music and the fundamentals of common practice harmony, with an emphasis on the development of analytical skills. (Offered in fall.)

#### **MUS 102 Music Theory II (3)**

Comprehensive study and application of the basic materials of music and the fundamentals of common practice harmony, with an emphasis on the development of analytical skills. *Prerequisite: MUS 101.* (Offered in spring.)

#### **MUS 103 Aural Harmony I (1)**

Application of principles covered in MUS 101, through ear training, sight-singing, error detection and keyboard skills. To be taken with 101. (Offered in fall.)

#### **MUS 104 Aural Harmony II (1)**

Application of principles covered in MUS 102, through ear training, sight-singing, error detection and keyboard skills. To be taken with 102. *Prerequisite: MUS 103.* (Offered in spring.)

**MUS 115 Music Perspectives (2)**

An introductory survey of a wide range of musical styles and issues. Emphasis on cultural understanding, informed judgment and understanding the challenges of preparing for a career in music. Required for all music majors and minors. (Offered in the fall.)

**MUS 152 Music Foundations (2)**

A survey of music literature and history focusing on critical listening and enjoyment. Works by significant composers are discussed in terms of their design, place in history and aesthetic impact. Designed to satisfy the fine arts liberal arts requirement for art majors and minors. One or more field trips may be taken in order to provide a greater understanding of various music forms. Student may not take both MUS 152 and MUS 220. Does not count toward music major or minor. (Offered in fall, interim and spring.)

**MUS 201 Music Theory III (3)**

Comprehensive study and application of nineteenth and twentieth century harmony, with an emphasis on the analysis of style and form of representative works from this period. *Prerequisite: MUS 102.* (Offered in fall.)

**MUS 202 Music Theory IV (3)**

Comprehensive study and application of compositional practices from the late nineteenth century to the present day, with an emphasis on the analysis of style and form of representative works from this period. MUS 202 will include the study and application of practical orchestration. *Prerequisite: MUS 201.* (Offered in spring.)

**MUS 203 Aural Harmony III (1)**

Continuation of skills taught in MUS 103 and 104. *Prerequisite: MUS 104.* (Offered in fall.)

**MUS 204 Aural Harmony IV (1)**

Continuation of skills taught in MUS 203. *Prerequisite: MUS 203.* (Offered in spring.)

**MUS 210 Applied (1)**

One half-hour private lesson per week for one semester hour of credit. Private lessons may not be taken for audit. Not available to majors or minors in music. (See listing below for options.)

- Private Brass (B)
- Private Guitar (G)
- Private Harp (H)
- Private Organ (O)
- Private Percussion (D)
- Private Piano (P)
- Private Strings (S)
- Private Voice (V)
- Private Woodwinds (W)

**MUS 210 Lab (0)**

This lab is required for all students registered for MUS 210. Graded S/U.

**MUS 212 Introduction to Electronic Music (2)**

Hands-on practice with equipment and strategies for sound recording and playback: multi-channel recording; using synthesizers, mixers and digital sound "effects"; networking synthesizers and computers (MIDI). (Offered in spring.)

**MUS 220 Music Appreciation (3)**

The student gains a thorough exposure to musical literature through extensive listening to examples of music by significant composers. Details of the lives of these composers are placed in historical perspective. During the course a foundation is laid for a lifelong process of discovery and enjoyment of music. Student may not take both MUS 152 and MUS 220. Does not count toward music major or minor. (Offered online.)

**MUS 230 Instrumental Groups (1)****Concert Band (C)**

Performs standard band literature including marches, contemporary composition, transcribed orchestral literature and combined band and choral literature. Periodic public appearances are required. Membership is open to interested and reasonably competent musicians. (Offered fall and spring.)

**Instrumental Ensembles**

The following instrumental ensembles are available for one credit and are offered when enrollment permits.

- Brass Ensemble (B)
- Clarinet Ensemble (R)
- Flute Choir (F)
- Guitar Ensemble (G)
- Horn Ensemble (H)
- Percussion Ensemble (D)
- Sax Ensemble (X)

**Jazz Ensemble (J)**

A 20-member group that performs big-band and jazz-oriented compositions. Membership is open by invitation and/or audition.

**String Orchestra (S)**

A string orchestra performing a variety of music from the Baroque, Classical, Romantic and Contemporary periods. Membership is open by invitation or audition to students and community members with sufficient experience in violin, viola, cello or bass.

## **MUS 240 Choral Groups (1) Chamber Choir (CC)**

The university's select 40-voice mixed ensemble, the Chamber Choir performs a variety of literature (sacred and secular) for churches, schools and civic groups. In addition, the Chamber Choir tours in selected years. Members are required to participate in both the fall and spring semesters unless prior permission is given to register for only one of the semesters. The Chamber Choir rehearses on Monday, Tuesday and Thursday from 4 to 5 p.m. An audition and approval for participation in Chamber Choir is required. (Offered fall and spring).

## **MUS 240 (US) University Singers (1)**

A mixed ensemble of 30-80 singers that performs a variety of literature, both sacred and secular. Two on-campus concerts are given each semester, with additional performance opportunities as they are presented. No audition required. (Offered fall and spring.)

## **MUS 250 Applied Pedagogy Methods (1,1)**

This is the "student teaching" segment for the associate in piano pedagogy degree. The student has one or two students, is observed five times each semester, with follow up meetings, writes a journal and a paper. *Prerequisite: Must be enrolled in pedagogy program.* (1 credit hour each semester for one year.)

## **MUS 260 Contemporary Worship Ensemble (1)**

A music ministry group with an emphasis in contemporary worship music. Other groups may be formed if potential enrollment permits. A very active performance schedule. Membership by audition. Sophomore standing is required, except by permission. Open to all music students regardless of major. (Offered in fall and spring.)

## **MUS 302 Music in Praise and Worship (2)**

The use of music in modern Christian ministry, including an historical overview, administration of the church music program, use of music in Christian outreach ministries and a survey of the Contemporary Christian Music industry. (Offered in fall of even academic years.)

## **MUS 306 Music in Ministry (2)**

A survey of 19 centuries of music in Christian worship, including hymnology and varieties of liturgical and non-liturgical services. Will include Sunday field trips to participate in a number of different church worship services. (Offered in fall of odd academic years.)

## **MUS 308 Survey of Keyboard Literature (2)**

Survey of keyboard literature and composers from the late 1500s through the 1900s and an in-depth study of the various style characteristics and performance

practices of literature surveyed. *Prerequisite: MUS 101 or permission.* (Offered in spring of even academic years.)

## **MUS 309 Piano Pedagogy (3)**

Methods and techniques used in teaching piano. Emphasis on study of materials available. Required for keyboard majors and associate in piano pedagogy majors. *Prerequisite: audition and/or two semesters of private piano.* (Offered in interim of even academic years.)

## **MUS 310 Applied (1-2)**

One half-hour private lesson per week for one semester hour of credit. Private lessons may not be taken for audit. Two-credit-(one hour)lessons must have the approval of the music department.

Open only for music majors and minors.

- Private Brass (B)
- Private Composition (M)
- Private Conducting (C)
- Private Guitar (G)
- Private Harp (H)
- Private Organ (O)
- Private Percussion (D)
- Private Piano (P)
- Private Strings (S)
- Private Voice (V)
- Private Woodwinds (W)

## **MUS 310 Lab (0)**

Student performances of works studied in private lessons and presentations by guest artists. Required for all students registering for MUS 310. Graded S/U.

## **MUS 311 Vocal Pedagogy (2)**

Methods and techniques used in teaching voice. Emphasis on study of the anatomy involved in vocal production. Required of education majors. *Prerequisite: Two semesters of private voice.* (Offered in spring of even academic years.)

## **MUS 312 Diction (3)**

Elementary singing pronunciation techniques in English, Latin, Italian, French and German. Students prepare songs in all five languages. Required of vocal education majors and vocal performance majors. *Prerequisite: At least two semesters private voice study.* (Offered in spring of odd academic years.)

## **MUS 313 The History and Literature of Music to 1750 (3)**

Survey of the history and literature of music. Emphasis on style, periods, composers and form. This course covers medieval through baroque periods. *Prerequisite: MUS 102 and MUS 115.* (Offered in fall of even academic years.)

**MUS 314 The History and Literature of Music since 1750(3)**

Survey of the history and literature of music. Emphasis on style, periods, composers and form. This course covers classical through 20th Century. *Prerequisite: MUS 102 and MUS 115.* (Offered in fall of odd academic years.)

**MUS 317 Vocal Studio Class (1)**

Small-group instruction in voice for vocal students. Includes training in small-ensemble performance techniques and literature. Required each semester (total of 8) for vocal music education majors. (Additional credits of MUS 310 vocal study may substitute, by petition, for up to 4 credits.)

**MUS 318 Instrumental Studio Class (1)**

Small-group instruction in the principal instrument for instrumental students. Includes training in small-ensemble performance techniques and literature. Required each semester (total of 8) for instrumental music education majors. (Additional credits of MUS 310 study in the principal instrument may substitute, by petition, for up to 4 credits.)

**MUS 319 Methods and Materials for Teaching Music in the Elementary School (3)**

Principles, methods and materials for teaching general, vocal and instrumental music in the elementary school. Required of music education majors. Includes 20 hours of clinical and field experience. Also listed as EDU 319. *Prerequisites: grade of 2.67 in EDU 202 and 242.* (Offered in fall of even academic years.)

**MUS 323 World Music (2)**

A survey of traditional music outside the Western Classical heritage, including genres from Africa, South America, the Far East, the South Pacific, the mid-East and Europe. Special emphasis is given to the role of music within culture. (Offered in the interim of even years.)

**MUS 332 Brass Methods (1)**

Fundamental techniques of playing and teaching the brass instruments are explored. A minimal proficiency on the various instruments is expected. *Prerequisite: MUS 102.* (Offered in fall of odd academic years.)

**MUS 333 Percussion Methods (1)**

Fundamental techniques of playing and teaching the percussion instruments are explored. Minimal proficiency on the various instruments is expected. *Prerequisite: MUS 102.* (Offered in fall of even academic years.)

**MUS 336 String Methods (1)**

Fundamental techniques of playing and teaching the string instruments are explored. A minimal proficiency on the various instruments is expected. *Prerequisite: MUS 102.* (Offered in spring of even academic years.)

**MUS 337 Woodwind Methods (1)**

Fundamental techniques of playing and teaching the woodwind instruments are explored. A minimal proficiency on the various instruments is expected. *Prerequisite: MUS 102.* (Offered in spring of odd academic years.)

**MUS 338 Survey of Instrumental Techniques (2)**

Study of basic performance and pedagogy skills for wind, string and percussion instruments. Required for vocal music education majors. (Offered in spring of even academic years.)

**MUS 341 Marching Band Materials and Methods (1)**

Specialized study of the techniques and skills associated with the preparation and management of marching bands, including organization, show design, music arranging, teaching of marching fundamentals and rehearsal of marching routines and marching show music. Also included will be specific instruction on working with percussion sections and auxiliary units. Required for instrumental music education majors. (Offered Interim of odd years.)

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

Procedures for teaching vocal and instrumental music in the secondary school, as well as philosophy and principles of secondary school music curriculum design. Emphasis on organization, administration and pedagogy for ensemble instruction. Includes 20 hours of clinical and field experience. Also listed as EDU 349. *Prerequisites: SOE acceptance; grade of 2.67 in EDU 202 and 242.* (Offered in spring of even academic years.)

**MUS 361 Choral Conducting (2)**

Fundamentals of conducting, with emphasis on choral conducting techniques, including gestures, score study and rehearsal methods. *Prerequisite: MUS 102.* (Offered in fall.)

**MUS 362 Instrumental Conducting (2)**

Advanced course, following MUS 361, with emphasis on instrumental conducting techniques. *Prerequisite: MUS 102.* (Offered in spring.)

**MUS 390 Independent Study (1-4)**

A research project to be undertaken by music performance majors in their junior or senior year. Project should involve research into the history, pedagogy or performance practices of their principle instrument. Variable credit approved by instructor.

**MUS 461 Rehearsal Strategies (2)**

A capstone course to be taken by music education students prior to student teaching. Topics covered include advanced conducting skills, artistic decision making, rehearsal planning and organization, error-detection in the rehearsal setting, motivational aspects for performing

# MUSIC

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ensembles and evaluating ensembles from an adjudicator's perspective. *Prerequisites: MUS 361 and MUS 362.* (Offered in the spring semester of odd years.)

**MUS 480 Theory Seminar (2)**

Application of music theory skills to advanced topics including detailed analysis of extended works, orchestration, arranging and composition. *Prerequisite: MUS 202.* (Offered in fall.)

**MUS 486 Senior Recital (0)**

Required for all music majors. Graded S/U.

# Natural Science

## Faculty

Dr. Katie Weakland, Chair  
Dr. Tom Kuntzleman

**Note on general education:** For students certifying to teach elementary, NSC 200 meets the lab science requirement in the liberal arts.

## Course descriptions:

### **NSC 200 Elementary Science Survey - Science by Inquiry (4)**

A survey course of life science, physical science and earth/space science taught in an inquiry format. Students will learn science concepts through inquiry-based activities as well as more traditional teaching methods. Technology activities will be integrated into the science conceptual material. Ability to work independently and responsibly is essential. *Prerequisite: sophomore status and certifying elementary. As a required support course for the elementary education program, a grade of 2.67 or better is required.* (Offered in fall and in spring of odd academic years.)

## Nursing- BSN Pre-licensure track

### 1 Major

School of Human Services

Department of Nursing

### Faculty

Dr. Alvin Kauffman, DNP MSN/MSBA, RN, Chair

Mindy Rice, DNP,MSN, RN, Director

Cheryl Gillespie, MSN, RN Simulation Coordinator

### About the discipline:

Nursing is an applied discipline that expresses itself in practice and has as its foundation scientific/empirical knowledge, theory, and research. Nursing is also expressed as a caring, therapeutic, and teaching discipline. The Department of Nursing (DON) curriculum reflects the belief that the generalist nurse must function in an independent role in many situations and is responsible for independent decisions and actions. Faculty in the DON use a science-based and goal-directed nursing process as a framework for critical thinking and decision-making to produce therapeutic nursing interventions, which are evidence-based. Theoretical and empirical knowledge from nursing, biological sciences, social sciences, and the humanities are synthesized in utilization of the nursing process. The therapeutic component of nursing is realized by providing health care or knowledge of health care practices to enhance wellness. The teaching component of nursing includes providing information to make health care decisions, acquire skills, and change behavior of clients. When it is not possible to promote wellness, nursing seeks to enable clients to adjust to illness, relieve suffering. Enable individuals to adjust to the loss and experience a peaceful death. The nurse must assume a leadership role to design nursing systems that meet their client's overt and covert health care needs.

The nurse must collaborate with the multi-disciplinary health care team, which is an innate part of professionalism. The nurse must also understand the role of health care policy as it relates to client care as well as having an appreciation for health care needs from a global perspective.

### Career Opportunities

Nursing graduates work in areas like emergency, critical care/ ICU, cardiology, home health care, nursing research, mother-baby, neurology, orthopedics, pediatrics, flight nursing, transplant teams, nursing education, missions, and more.

### Pre- Licensure Track strengths and emphases:

- Individualized attention and advising from concerned faculty (15:1 Student to Faculty ratio)
- Christian life perspective
- Honors program
- Innovative clinical opportunities
- State of the art Simulation Center
- Opportunity to participate in research

### Accreditation and Certification:

The program has been granted initial approval by the Michigan State Board of Nursing. The Spring Arbor University (SAU) Nursing Program is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001. Phone number: 202.887.6791.

**\*\*Students desiring nursing licensure are responsible for meeting all requirements of the State Board of Nursing of the state in which they will be practicing, whether or not they are explicitly stated in this catalog.**

### Admission Considerations:

Admission to SAU does not automatically guarantee admission into the Official Nursing Program.

- Students are permitted to declare a Nursing major upon acceptance into Spring Arbor University (SAU). Students will make a formal application to the Official Nursing Program usually in the Spring Semester during the NUR 201 Fundamentals of Nursing course.
- Students who wish to apply for admission to SAU and the Bachelor of Science in Nursing (BSN) pre-licensure program should have a strong commitment to living a Christ-like lifestyle and a willingness to explore ways to use nursing as a ministry to transform this world and people's lives for Christ.
- Minimum Recommendations to apply: (Meeting the minimum admission criteria does not ensure that an applicant will be admitted to the Official Nursing Program. This decision is made and considered final by the Department of Nursing Admissions Committee. Students who wish to appeal should follow the Academic Appeal Process outlined in the Student Handbook.

### Freshman Students

- 2.5 cumulative college GPA
  - A minimum grade of "C" in BIO 264, BIO 265, CHE 142, NUR 201
- Transfer students
- 2.5 cumulative college GPA
  - 2.5 cumulative college GPA in Sciences

### International Students:

- If student has access to ACT (24) or SAT (1100), AND TOEFL score of 90 or higher (scores within 2 years)

### Previous Degree

- 2.5 cumulative college GPA in last 60 hours



**BACHELOR OF SCIENCE NURSING PRE-LICENSURE TRACK: (60 HOURS)**

NUR 201 Fundamentals of Nursing (3)  
 NUR 203 Skills & Health Assessment (3)  
 NUR 324 Community Health Theory & Clinical (6)  
 NUR 325 Med-Surg Theory & Clinical I (6)  
 NUR 326 Med-Surg Theory & Clinical II (6)  
 NUR 327 Mental Health Theory & Clinical I (6)  
 NUR 328 OB/Women's Health Theory & Clinical (6)  
 NUR 329 Pediatric Theory & Clinical (6)  
 NUR 370 Special Topics (2)  
 NUR 424 Adult/Critical Care Theory & Clinical (6)  
 NUR 425 Nursing Leadership & Transitions (3)  
 NUR 426 Nursing Research Methods & Pract. (4)  
 NUR 443 NCLEX Review (3)

*Required Support*

BIO 232 Microbiology for Nurses (3)  
 BIO 234 Pathophysiology for Nurses (3)  
 BIO 236 Pharmacology for Nurses (3)  
 BIO 262 Genetics for Nurses (3)  
 BIO 264 Anatomy and Physiology for Nurses I (3)  
 BIO 265 Anatomy and Physiology for Nurses II (3)  
 CHE 142 General Organic Biochemistry for Nurses (3)  
 HES 351 Statistics (3)  
 HES 381 Nutrition and Energy Metabolism (3)  
 PSY 100 Introduction to Psychology (3)  
 FAS 152 Introduction to Fine Arts (3)

**Course descriptions:****BIO 232 Microbiology for Nurses (3)**

Essential structure and function of microorganisms with focus on recent advances in medical microbiology, pathogens, disease control, and immunity (natural and artificial) Course includes Lab. *Prerequisite* BIO 264, 265, CHE142. (Offered in fall.)

**BIO 234 Pathophysiology for Nurses (3)**

An examination of why patients look the way they do when they have certain diseases, why medicines work, side effects occur, and complications transpire. Students will also learn how pathophysiology forms the rationale for evidence-based medicine. *Prerequisite:* BIO 264,265,CHE 142. (Offered in fall.)

**BIO 262 Genetics for Nurses (3)**

Genetic bases for health and disease. Basic genetic principles with applications to health care and the future of medicine. *Prerequisite:* BIO 232 (Offered in spring.)

**BIO 264 Anatomy & Physiology for Nurses I/lab (3)**

Essential elements of basic biology plus detailed study of anatomy and physiology. Each system of the body will be examined with regard to both structure and function. Special emphasis will be placed on nursing applications of class material. Material to be covered: Essentials of biology(cellular and molecular basics), human cells and tissues, integumentary system, skeletal system, muscular system, nervous system, and endocrine system. Includes lab with histology and dissection. (Offered in fall.)

**BIO 265 Anatomy & Physiology For Nurses II/lab (3)**

This course continues the study of the structure and function of the body. Material to be covered: Excretory system, reproductive system, cardiovascular system, immune system, lymphatic system, respiratory system, and digestive system. Includes lab. *Prerequisite* BIO 264 (Offered in spring.)

**CHE 142 General Organic Biochemistry for Nurses (3)**

Designed specifically for the Nursing Program, this course includes basics of general chemistry, organic chemistry, and biochemistry. Topics include the following: ions, concentrations, reactivity, organic compounds (carbohydrates, starches, proteins, fats, nucleic acids), metabolism, nuclear chemistry, and actions of some medications with application to these concepts. Course includes laboratory. (Offered in fall.)

**FAS 152 Introduction to Fine Arts (3)**

This course explores the relationships between the fine arts (visual arts and music) and the religious, political, and social values of a culture. Through systematic, comparative study of two style periods (e.g.Renaissance and Contemporary), students develop an increased perceptual and aesthetic awareness. Assessment and integration of information from a variety of sources and perspectives are emphasized. This course meets the general education fine arts requirement (music and art) for nursing students. (Offered in spring.)

**HES 351 Statistics (3)** *Junior class standing; see HES section for description.*

**HES 381 Nutrition and Energy Metabolism (3)** *See HES. for course description.*

**NUR 201 Fundamentals of Nursing (3)**

This course provides an introduction to basic nursing skills, a brief overview of the history of the profession, contributions of selected nursing leaders, and the influence of social change on the development and image of the profession. the diversity of today's nursing roles and practice settings is presented. Ethical, legal, and political considerations related to the profession

are explored. Field trips, guest speakers and teaching of selected basic patient care skills supplement the traditional methods of instruction. (Offered in spring.)

### **NUR 203 Skills Lab & Health Assessment (3)**

Students have opportunity to practice assessment and intervention skills in simulated laboratory situations and concurrent clinical practice with individuals of different development and cultural backgrounds. Students must pass a pharmacology test, as well as the Lab and Lecture portion, to progress in the program. Students complete a nursing history and physical assessment in a simulated laboratory situation. Basic skills of inspection, palpation, percussion, and auscultation are learned. (Offered in fall.)

### **NUR 324 Community Health Theory /Clinical (6)**

The theory and practice of community health nursing with a focus on meeting the wholeness needs of families groups and communities. The nursing process is applied to select problems in the community and the needs of select population groups. Students participate in family and community assessment and provide wholistic care for these client groups in community settings and client homes. (Offered in spring.)

### **NUR 325 Medical Surgical Theory /Clinical I (6)**

Course assists students in applying principles from nursing, basic sciences, and liberal arts as they provide care to adult clients through use of the nursing process. Caring behaviors are practiced as the student promotes and maintains adaptation/wholeness of clients with more complex needs, including disturbance in nutrition, oxygenation, metabolism, and loss of body integrity. The clinical component provides laboratory and client care experiences in institutional settings where students utilize their assessment and advanced psychomotor skills. The student is expected to establish and maintain therapeutic relationships, to begin educating and advocating for clients, and to collaborate with other members of the health care team. *Prerequisite: NUR 203* (Offered in spring.)

### **NUR 326 Medical Surgical Theory/ Clinical II (6)**

The clinical component provides laboratory and client care experiences in institutional settings where students utilize their assessment and advanced psychomotor skills. The student is expected to establish and maintain therapeutic relationships, to begin educating and advocating for clients, and to collaborate with other members of the health care team. *Prerequisite: NUR 325, and pass mock NCLEX exam.* (Offered in fall.)

### **NUR 327 Mental Health Theory/Clinical (6)**

Focusing on the use of nursing process in the application of psychiatric/mental health principles. Students are exposed to a variety of therapies and nursing roles in the care of clients with alterations in mental health. Clinical application

takes place in a variety of community and institutional mental health settings. (Offered in spring.)

### **NUR 328 OB & Women's Health Theory/Clinical (6)**

A theoretical basis for the application of the nursing process to families in the childbearing cycle, including families experiencing altered responses. Emphasis on caring, promotion, maintenance and restoration through examination of families' antepartal, intrapartal, and postpartal experience. Care of the newborn is included. A wholistic approach will be reflected in the course, learning the physical, emotional, spiritual, psychosocial, and cultural aspects of women's health. Application takes place in outpatient settings and birthing centers. *Must pass mock NCLEX-prep Exam* (Offered in fall.)

### **NUR 329 Pediatric Theory/Clinical (6)**

Emphasis on the use of the nursing process in caring for families as they respond to well and ill children. It is designed to enhance the knowledge base of students in pediatric nursing and to provide them with opportunities to deliver comprehensive nursing care. Clinical application occurs in a variety of community and institutional settings. *Must pass mock NCLEX exam.* (Offered in fall.)

### **NUR 370 Special Topics (2)**

This course is designed to introduce a variety of nursing concepts that will impact the future nurse in their practice. Topics that will be discussed include: Just culture, culture of safety & quality, abuse, advanced directives, end of life care, emergency nursing, primary care nursing, phone triage, sleep/ rest/ fatigue, chronic illness & acute illness, medical tests & procedures, lab & diagnostic studies, working with interdisciplinary teams, nutritional deficiencies & therapies, pain management, restraints, documentation expectations & informatics, legal aspects in nursing, health promotion, patient education & health literacy, spiritual care & assessment, providing culturally appropriate care, death & dying, ethical dilemmas in nursing, technology & nursing resources. Course taken student's senior year. (Offered in spring.)

### **NUR 424 Adult/ Critical Care Theory Clinical (6)**

This course focuses on caring for clients and families across the life span who are experiencing major and life threatening disturbances in wholeness. Application of crisis theory, adaptation theory, and principles of critical care are explored within the context of the nursing process. The clinical component includes direct care to clients with complex wholeness needs and observational experiences in a variety of settings. *Must pass mock NCLEX exam.* (Offered in spring.)

**NUR 425 Nursing Leadership & Transition (3)**

The nurse's role as leader and manager in client care, the nursing care delivery system, and the health care system are explored. Students are expected to assess their own philosophies of leadership and nursing care management. Course is designed to help students prepare for the transition into professional nursing practice and employment. (Offered in spring.)

**NUR 426 Nursing Research Methods & Practicum (4)**

Exploring the art and science of nursing within a scientific problem-solving framework as the student learns to evaluate and apply nursing research to meet the wholeness needs of clients. *Prerequisite: HES 351* (Offered in spring.)

**NUR 443 NCLEX Review (3)**

This course, taken in the last semester before graduation, is designed to provide senior nursing students the opportunity to review theoretical and clinical material in preparation for the NCLEX. Students will learn critical thinking skills and appropriate testing strategies to enable them to successfully pass the NCLEX. (Offered in spring.)

## Pastoral Ministry

**Major & Minor**  
**School of Arts and Sciences**  
**Department of Theology**

### Faculty

Dr. Kenneth W. Brewer, Chair  
Dr. Brian S. Kono  
Dr. Robert Moore-Jumonville  
Dr. Laura Widstrom

### About the discipline

The pastoral ministry program is designed to: (1) cultivate a broad perspective on Christian life as ministry; (2) introduce the student to an expanding variety of pastoral ministries, particularly in the church; (3) provide significant preparation for pastoral service in one of several vocational areas; and (4) help the student assess what further education might be needed for effective service in the chosen area of ministry. For students from the Free Methodist Church, the program also fulfills the educational requirements for ministry ordination.

### Career opportunities

The pastoral ministry major is a “career entry” program for students who anticipate beginning a career in pastoral ministry or other forms of church ministry immediately after college graduation or after further education. In specialized ministries, such as counseling, additional education may still be required, yet generally this program should fulfill the minimal entry requirement for certain agencies. In these and other cases, the church or agency through which an individual will minister will determine the level of education required—some churches and agencies require seminary preparation.

### Program strengths and emphases

A primary objective of the pastoral ministry program is the meaningful integration of academic and experiential learning, of the theoretical bases of ministry as well as practical skills in ministry. The student is required to do vocational exploration in ministry (through class and service experience) as well as six semesters of supervised ministry experience. Adjunct faculty serve also to bring

into the classroom current practices in ministry for additional perspectives.

All ministry programs in the Department of Theology offer a creative blend of solid academics, practical ministry training and application, and spiritual formation. Included in all department programs is a central theological curriculum, which provides an essential foundation for all forms of Christian ministry. This curriculum includes courses in the four areas that make up what is commonly known as the Wesleyan Quadrilateral: Scripture, Tradition, Reason and Experience.

### Requirements:

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

## PASTORAL MINISTRY MAJOR: (59 HOURS)

### COMMON THEOLOGICAL CURRICULUM

#### *Scripture*

BIB 220 Biblical Interpretation (3)  
One 300/400 level OT course (3)  
One 300/400 level NT course (3)  
One 300/400 level Bible elective (3)

**Note:** *Non- Biblical studies majors may take 1 full year (2 semesters) of GRE or HEB in place of one upper level Bible course.*

#### *Tradition*

THE 205 History of Christian Thought (3) OR  
THE 206 Doctrines of the Christian Faith (3)  
REL 343 History of Christianity (3) OR  
REL 346 History of Christianity in America (3)

#### *Reason*

PHI 314 Ethics (3)  
One 300/400 level PHI course (3)  
One 300/400 level THE Theology course (3)

#### *Experience*

CMI 127 Exploring Ministry (2)  
CMI 275 Supervised Ministry (2)  
CMI 375 Supervised Ministry (2)  
CMI 475 Supervised Ministry (2)

*Pastoral Ministry Required Courses:*

- CMI 210 Philosophy of Ministry (3)
- CMI 316 Church Planting and Growth (3)
- CMI 337 Principles of Preaching (3)
- CMI 344 Church Leadership (3)
- CMI 422 Counseling in Ministry (3)
- YMI 316 Adolescent Spirituality(3)**OR**
- CMI 202 Children's Spirituality through the Developmental Process (3) **OR**
- SOC 250 Marriage and Family (3) **OR**
- PSY 306 Adolescence & Early Adult Development (3)

Two additional courses (6 credits) from:

- CMI or YMI **OR**
- BUS 325 Principles of Management (3) **OR**
- PSY 100 Introduction to Psychology (3) **OR**
- REL 322 Introduction to Free Methodism (2) **OR**

any other course required for denominational ordination.

**PASTORAL MINISTRY MINOR: (20 HOURS)**

- CMI 127 Exploring Ministry (2)
- CMI 210 Philosophy of Ministry (3)
- CMI 316 Church Planting and Growth (3)
- CMI 337 Principles of Preaching (3)
- CMI 344 Church Leadership (3)
- CMI 422 Counseling in Ministry (3)

One of the following:

- YMI 316 Adolescent Spirituality (3)
- CMI 202 Children's Spirituality Through the Developmental Process (3)
- SOC 250 Marriage and Family (3)
- PSY 306 Adolescence and Early Adult Development (3)

NOTE: The program also offers the possibility of fulfilling the educational requirements for ministry ordination in the Free Methodist Church

## Philosophy

**Major & Minor**  
**School of Arts and Sciences**  
**Department of Theology**

**Faculty**  
Dr. Kenneth W. Brewer, Chair  
Dr. Matthew Hill

### About the discipline

The philosophy major at Spring Arbor University seeks to stimulate a sense of wonder that leads to wisdom; encourage development of a capacity for analytical and critical judgment; foster discriminating reflection on reality, existence, knowledge, duty and values; and set a pattern for continuing growth in faith and philosophy of life.

### Career opportunities

Students completing a major in this area are, many times, interested in immediate graduate school work in philosophy. Preparation in this area may lead to a teaching career in higher education or may be used as a pre-law program. Philosophy majors also may enter seminary as a way into Christian ministry.

### Program strengths and emphases

The philosophy program is purposefully broad-based. It uses a two course sequence to engage the student in the history of philosophy. Along with the historical emphasis the student is offered courses in special topics such as logic, ethics, world religions and philosophy of religion.

Philosophy courses are used as support courses for the other majors and programs within the Department of Theology. All programs in the Department of Theology offer a unique blend of solid academics and spiritual formation, seen most readily in a central theological curriculum that all these programs share. This curriculum includes courses in the four areas that make up what is commonly known as the Wesleyan Quadrilateral: Scripture, Tradition, Reason and Experience.

## Requirements PHILOSOPHY MAJOR: (36 HOURS)

### COMMON THEOLOGICAL CURRICULUM

*Scripture, Choose **one** of the following:*

- BIB 220 Biblical Interpretation (3)
- One 300/400 level OT course (3)
- One 300/400 level NT course (3)
- One 300/400 level Bible elective (3)

**Note:** *Non-biblical studies majors may take 1 full year (2 semesters) of GRE and or HEB in place of one upper level Bible course.*

*Tradition, Choose **one** of the following:*

- THE 205 History of Christian Thought (3)
- THE 206 Doctrines of the Christian Faith (3)
- REL 343 History of Christianity (3)
- REL 346 History of Christianity in America (3)

*Reason, All of the following:*

- PHI 314 Ethics (3)
- One 300/400 level PHI course (3)
- One 300/400 level THE Theology course (3)

*Experience*

Academic Conference

### PHILOSOPHY

- PHI 301 Great Thinkers of the Western World (3)

**Four** of any 300/400 level Philosophy Courses (12)

**Two** of any 300/400 level Theology Courses (6)

## PHILOSOPHY MINOR: (21 HOURS)

- PHI 200 Introduction to Philosophy (3) **OR**
- PHI 210 Survey of Worldviews (3)
- PHI 301 Great Thinkers of the Western World (3)

**Three** of any 300/400 level Philosophy Courses (9)

**Two** of any 300/400 level Theology Courses (6)

### Course descriptions:

#### PHI 200 Introduction to Philosophy (3)

Introduction to logic, philosophy of science, and traditional and contemporary answers to the human problems of knowledge, reality and morality. (Offered in fall and spring.)

### **PHI 210 Survey of Worldviews (3)**

This course seeks to introduce and examine the major belief systems found in our contemporary world: theism, deism, naturalism, nihilism, existentialism, Islam, eastern religious thought, new age teaching, post-modernism and other beliefs as reflected in pop culture. Non-western views of reality found in much of the world (animism/spiritism) will also be explored and compared to the western secular worldview. (Offered in fall and spring.)

### **PHI 301 Great Thinkers of the Western World (3)**

A survey of the greatest minds and ideas through the history of the Western World. We will discuss prominent thinkers from the Pre-Socrates to the 21st century. Some individuals and topics include: Plato, Aristotle, Augustine, Aquinas, Descartes, Hume and Kant, pragmatism, positivism, and existentialism. Prominent exponents of these views will be discussed and primary sources read. *Prerequisite: PHI 200 or 210.* (Offered in spring of odd academic years.)

### **PHI 314 Ethics (3)**

Analyzes selected current and vital, moral problems such as those in medical, legal and political ethics; race, sex and other forms of discrimination; the impact of technology in human values; war and peace; poverty and hunger. Topics vary with concerns of students. Ethical resources are the great philosophers as well as Christian thinkers. *Prerequisite: PHI 200 or 210.* (Offered in fall and spring )

### **PHI 316 Western Political Thought (3)**

For description see POL 316. (Offered in fall of odd academic years.)

### **PHI 318 War and Peace (3)**

Christians have wrestled with the issue of war and violence throughout history, propounding a wide spectrum of views. This course will consider the question of the ethics of war and violence from a biblical, theological, and historical perspective. The course will examine the biblical and theological criteria and arguments made for and against war and violence. The Pacifist tradition and Just War tradition will be central to the discussion. Recent and current global events will be considered as well as practical application for faithful Christian living in church and society. (Offered in spring of even academic years.)

### **PHI 334 Critical Thinking (3)**

This course is an introduction to epistemology, critical thinking, basic reasoning, basic logic, basic rhetoric, argumentative essay writing, and argumentative oral presentation. Students will examine epistemological theory, language theory, common fallacies, deductive and inductive reasoning, the evaluation of evidence, and

the credibility of arguments. (*Prerequisite: PHI 200 or 210.*) (Offered in spring of odd academic years.)

### **PHI 381 Philosophy of Religion (3)**

Evaluates the ideas of religion in a philosophical manner. The reliability of the theistic hypothesis; the nature of acceptable evidence; and the possibility of religious knowledge. Alternatives, positions, and key problems of freedom, determinism and evil. *Prerequisite: PHI 200 or 210.* (Offered in fall of odd academic years.)

### **PHI 394 World Religions (3)**

For description see REL 394. *Prerequisite: PHI 200 or 210.* (Offered in fall of even academic years.)

### **PHI 401 Philosophy of Science (3)**

This class will discuss the relationship between the Christian faith and the natural sciences. We will cover a range of topics from evolution and creationism, to stem cell research and genetic modification. Besides exploring the theoretical roots, this course will have a pragmatic component. *Prerequisite: PHI 200 or 210.* (Offered spring of even years)

### **PHI 402 Environmental Ethics(3)**

This course introduces the student to philosophical ethics through an engagement with environmental issues of population growth and resource use, sustainability, non-human and animal warfare, biodiversity loss, environmental justice, and global climate change. The course is also an introduction to prominent questions and themes in environmental ethics. We will begin with a study of theoretical approaches to nature, animals, and the place of human beings in the environment. Next we will consider a number of issues that raise ethical questions in the context of environmental philosophy, such as ecojustice, pollution, consumption, economics, poverty, politics, education, place, lifestyle, restoration, and wilderness. *Prerequisite: PHI 200 or 210* (Offered in spring of odd academic years)

### **PHI 483 Seminar in Philosophy (3)**

In-depth study of particular problems in philosophy. A different topic will be chosen each time it is offered. *Prerequisite: 12 hours of philosophy or instructor's permission.* (Limited offering.)

### **PHI 490 Philosophy Honors Project (3-6)**

An opportunity for a student to do a significant project of scholarly productivity and/or research in philosophy. The student must have senior status and a GPA of 3.50 in the major.

## Physics

### Major & Minor

### 2+2 & 3+2 Engineering

### School of Arts and Sciences

### Department of Math/CPS/Physics

### Faculty

Timothy Wegner, Chair

### About the discipline

Physics is a basic science, underpinning all the other sciences. With an emphasis on the principles of how things work, analytical problem-solving skills, and critical thinking, physics provides a broad base for many careers. There will always be a need for people trained in physics as long as we have a technological society. In the next decade more than half of the nation's high school physics teachers will have retired, and there will be a shortage of physics teachers. Many industries are experiencing difficulty finding enough technically trained people. Our department can help meet that demand with graduates who can represent Christ as they apply physics in the schools and industries of our nation.

The physics program at Spring Arbor University provides the physics-mathematics major, the physics minor and two pre-engineering programs. The normal (2+2) pre-engineering program involves two years of study at Spring Arbor University, followed by transfer to an engineering school for the second two years to complete an engineering degree. The dual-degree (3+2) pre-engineering program results in a Bachelor of Arts degree with the physics-mathematics major awarded by Spring Arbor University following successful completion of the appropriate Bachelor of Science in Engineering degree from an engineering school.

Although the (2+2) pre-engineering degree allows students to begin their engineering program sooner, the cross-over skills such as communication, leadership, and a multi-disciplinary perspective developed by students in the liberal arts (3+2) dual-degree program prepares students for management tracks in engineering.

Students selecting both the (2+2) and (3+2) pre-engineering program experience the benefits of small classes and one-on-one interaction with faculty. Student success is enhanced by developing a firm foundation in the pre-requisite engineering courses in a faith-based setting. SAU students are well-prepared to enter nationally recognized engineering programs.

### Career opportunities

The physics-mathematics major is a possible preparation for careers in business, industry, or graduate school in medicine, dentistry, veterinary medicine, pharmacy, law and engineering. (Additional chemistry and biology courses will be needed where appropriate.) The American Institute of Physics posts information on careers in physics at [www.aip.org](http://www.aip.org).

The physics minor provides preparation for secondary school teaching, and broadens the majors in mathematics, computer science, chemistry, biology and business administration.

The dual-degree (3-2) engineering program is designed to provide quality engineering preparation with a broad liberal arts background from an evangelical Christian perspective.

### Requirements

#### PHYSICS-MATHEMATICS MAJOR: (36 HOURS)

PHY 211	Modern University Physics I (4)
PHY 212	Modern University Physics II (4)
MAT 201	Calculus I (4)
MAT 202	Calculus II (4)
MAT 302	Vector Calculus (3)
MAT 311	Differential Equations (3)

Plus choose 8 hours from the following:

PHY 311	Electromagnetism (4)
PHY 321	Intermediate Mechanics (4)
PHY 349	Electronics (4)
PHY 350	Intermediate Laboratory (3)
PHY 351	Heat and Thermodynamics (4)
PHY 372	Atomic and Nuclear Physics (4)

Plus choose 6 hours from the following:

MAT 232	Proof & Discrete Structures (3)
MAT 321	Abstract Algebra I (3)



- MAT 351 Statistics (3)
- MAT 352 Linear Algebra (3)
- MAT 360 Mathematical Modeling (2)
- MAT 363 Theory of Statistics I (3)
- MAT 364 Theory of Statistics II (3)

Required support courses:

- CPS 201 Foundations of Computing I (4)
- CPS 202 Foundations of Computing II (4)

## PHYSICS MINOR: (20 HOURS)

- PHY 211 Modern University Physics I (4)
- PHY 212 Modern University Physics II (4)

Choose 12 hours from the following:

- PHY 120 Introduction to Earth Science (4) OR
- PHY 121 Astronomy (4)
- PHY 311 Electromagnetism (4)
- PHY 321 Intermediate Mechanics (4)
- PHY 349 Electronics (4)
- PHY 350 Intermediate Laboratory (3)
- PHY 351 Heat and Thermodynamics (4)
- PHY 372 Atomic and Nuclear Physics (4)

Required support courses:

- MAT 201 Calculus I (4)
- MAT 202 Calculus II (4)
- MAT 311 Differential Equations (3)
- MAT 302 Vector Calculus (3)

**Note:** For secondary teacher certification, the minor also requires CHE 101 Introductory Chemistry, or high school chemistry with a minimum grade of "B."

## (2+2) PRE-ENGINEERING PROGRAM: (34 HOURS)

- CHE 111 General Chemistry I (4)
- CHE 112 General Chemistry II (4)
- CPS 201 Foundations of Computing I (4)
- MAT 201 Calculus I (4)
- MAT 202 Calculus II (4)
- MAT 302 Vector Calculus (3)
- MAT 311 Differential Equations (3)
- PHY 211 Modern University Physics I (4)
- PHY 212 Modern University Physics II (4)

### Additional requirements for 2+2

(as established by ABET for pre-engineering)

- ENG 104 College Writing (3)
- POL 213 (3), or HIS 141 (3), or HIS 142 (3)
- SPE 100 (2) or SPE 212 (3)

- 18 hours of Social Studies and Humanities electives, (GEO, POL, HIS, ART, MUS) not including studio or performance classes. [Of the 18 hours, 6 credits must be beyond the introductory level, and one of the following courses must be included: ECN 221 or ECN 222.]

## DUAL-DEGREE (3+2) ENGINEERING PROGRAM: (37-38 HOURS)

- CHE 111 General Chemistry I (4)
- CHE 112 General Chemistry II (4)
- CPS 201 Foundations of Computing I (4)
- MAT 201 Calculus I (4)
- MAT 202 Calculus II (4)
- MAT 302 Vector Calculus (3)
- MAT 311 Differential Equations (3)
- PHY 211 Modern University Physics I (4)
- PHY 212 Modern University Physics II (4)

Choose one of the following Physics courses:

- PHY 311 Electromagnetism (4)
- PHY 321 Intermediate Mechanics (4)
- PHY 349 Electronics (4)
- PHY 350 Intermediate Laboratory (3)
- PHY 351 Heat and Thermodynamics (4)
- PHY 372 Atomic and Nuclear Physics (4)

### Additional requirements for 3+2

(as established by ABET for pre-engineering)

- ENG 104 College Writing (3)
- POL 213 (3), or HIS 141 (3), or HIS 142 (3)
- SPE 100 (2) or SPE 212 (3)
- 18 hours of Social Studies and Humanities electives, (GEO, POL, HIS, ART, MUS) not including studio or performance classes. 6 credits must be beyond the introductory level, and one of the following courses must be included: ECN 221 or ECN 222.]

During the first three years, a minimum of 90 credit hours are taken at Spring Arbor University, including all the general education requirements. It is assumed that Calculus will be taken in the freshman year. The last two years are completed at an engineering university studying mechanical, electrical or civil engineering.

**Notes for General Education:** PHY 102 Conceptual Physics, PHY 120 Introduction to Earth Science (geology) and PHY 121 Astronomy are

# PHYSICS

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recommended for meeting the liberal arts lab science requirement. Lab courses required for physics majors and minors also meet the liberal arts science requirement.

**Notes for students certifying to teach:** The physics minor meets the certification requirements for secondary education. See Education for details.

## Course descriptions:

### PHY 102 Conceptual Physics (4)

A liberal arts physics course emphasizing scientific literacy, modern physics, societal connections and appropriate quantitative skills at a basic math level. Practical laboratory exercises. (Offered in fall of odd academic years.)

### PHY 120 Introduction to Earth Science (4)

A survey of the structure of the earth's interior, surface and atmosphere, with emphasis on physical geology. Origin and identification of rocks, minerals and landforms; features of the ocean floor, currents; atmospheric circulation. Includes lab. (Offered in spring.)

### PHY 121 Astronomy (4)

Planetary, stellar and galactic astronomy, and discoveries of recent years. Labs cover visual and telescopic observations, computer simulations, videos and problem solving. Includes lab. (Offered in fall of even academic years.)

### PHY 201 General Physics I (4)

Trigonometry based. Classical physics with applications to the life sciences, including mechanics, thermodynamics, material properties and waves. Includes lab. *Prerequisites:* MAT 101 or MAT 112 or equivalent high school course. (Offered in fall.)

### PHY 202 General Physics II (4)

Continuation of PHY 201. Trigonometry-based. Modern physics with applications to the life sciences. Electromagnetism, optics, relativity, quantum physics, atoms, molecules, solids, nuclei and quarks. Includes lab. *Prerequisite:* PHY 201. (Offered in spring.)

### PHY 211 Modern University Physics I (4)

Calculus-based. Classical physics, including mechanics, thermodynamics and waves. Includes lab. *Corequisite:* MAT 201. MAT 202 is recommended. (Offered in fall.)

### PHY 212 Modern University Physics II (4)

Continuation of PHY 211. Calculus-based. Modern physics. Electromagnetism, optics, relativity, quantum physics, atoms, molecules, solids, nuclei and quarks. Includes lab. *Prerequisite:* A grade of "C" or better in PHY 211. (Offered in spring.)

### PHY 311 Electromagnetism (4)

The phenomena of static and dynamic electromagnetic fields. Maxwell's equations developed and applied to various situations, including potentials due to conductors of different geometries, radiation, electromagnetic waves, waves in plasmas and some topics from special relativity. *Prerequisite:* PHY 212. MAT 311 is recommended. (Limited offering.)

### PHY 321 Intermediate Mechanics (4)

Vector analysis, statics and dynamics of rigid bodies, particle dynamics, central forces and simple harmonic oscillators, with emphasis placed on the mathematical modeling of physical motions. *Prerequisites:* MAT 311 and PHY 211. (Offered in spring of even academic years.)

### PHY 349 Electronics (4)

Introduction to electronic devices and circuitry. AC and DC circuits, instrumentation, diodes, transistors, transistor amplifiers, operational amplifiers and selected specific devices. Includes lab. *Prerequisite:* PHY 202 or 212. (Limited offering.)

### PHY 350 Intermediate Laboratory (3)

Principles of experimental research, with problems and applications in the areas of atomic and nuclear physics. Covers experimental design, data acquisition, and reduction and reporting of results. Specific lab techniques, such as vacuum technology, with use of magnets and the use of electronic instrumentation. *Prerequisite:* Permission of the instructor. (Limited offering.)

### PHY 351 Heat and Thermodynamics (4)

Thermal expansion, calorimetry, specific heat, change of state, heat transfer, the thermodynamics laws, elementary kinetic theory and statistical mechanics, entropy and other thermodynamic functions. *Prerequisites:* PHY 212 and MAT 202. (Offered in fall of odd academic years.)

### PHY 372 Atomic and Nuclear Physics (4)

Atomic and atomic/molecular spectra and structure, radiation detection, radioactivity, particle detection, nuclear structure and related topics. *Prerequisite:* PHY 212 and MAT 202. (Limited offering.)

## Political Economy

**Major**  
**School of Arts and Sciences**  
**Department of History/Geography/Politics**

### Faculty

Dr. Mark Correll, Chair  
Dr. Gary Britten  
Dr. K. Caleb Chan  
Dr. Randall J. Lewis  
Dr. Inyeop Lee

### About the discipline

The political economy major provides a thorough grounding in economics and politics to undergraduates, allowing them to be conversant with basic theories and practices of the political world and to connect that knowledge to the study of economic forces in the global environment. With a strong liberal arts focus strategically linked to realities of political and economic action, the major prepares students for entry-level positions in government and business, and graduate studies in economics, politics or law.

### Requirements

#### **POLITICAL ECONOMY MAJOR: (36 HOURS)**

- ECN 221 Introduction to Microeconomics (3)
- ECN 222 Introduction to Macroeconomics (3)
- ECN 301 Money and Banking (3)
- ECN/POL 385 Practicum (3)
- POL 213 American National Government (3)
- POL 312 International Relations (3)
- POL 316 Western Political Thought (3)
- POL 351 Statistics for Behavioral Sciences(3) OR  
BUS 351 Statistics (3) and BUS351L Lab (1)

One of the following courses:

- ECN/POL 322 Globalization: Intl Economics in the Information Age (3)
- ECN/POL 323 Economics of the Third World (3)

One of the following courses:

- POL 412 Constitutional Law (3)
  - BUS 435 Business & Government (3)
- Plus six hours of electives from Business, Economics, and Politics.

### Course descriptions:

For course descriptions see Business, Economics and Politics.

Political economy majors are encouraged to consider a semester off campus at one of the many programs described in the off campus section of the catalog. Many of the semester abroad programs will benefit the political economy major academic goals and may fulfill the CCS requirement. SAU requires all students who study abroad to submit documentation of complete childhood immunizations as defined by the Center for Disease Control. ([www.cdc.gov/travel](http://www.cdc.gov/travel) <<http://cdc.gov/travel>>) before registration for study abroad can be completed.

## Politics

### Minor

School of Arts and Sciences

Department of History/Geography/Politics

### Faculty

Dr. Mark Correll, Chair

Dr. Mark T. Edwards

### About the discipline

The study of politics within the Department of History, Politics and Geography uses political philosophy, comparative studies, constitutional analysis, empirical theory and economic concepts to give students a broad-based orientation to the American political institutions, other models of governance around the world, and issues facing contemporary society. The discipline explores a pluralistic universe of opinion and method within a community of common commitment to lifelong learning and service. Equipping students to engage critically in the public arena as followers of Christ and active citizens is the goal of the disciplined study of politics.

### Program strengths and emphases

Students interested in politics may take the major in political economy or the major in social studies with emphasis on politics, or a minor in political science.

A minor in political science is broadly based on core courses in politics and serves as a complement to any major in the liberal arts where students hold a continuing interest in political affairs.

### Requirements

#### **POLITICAL SCIENCE MINOR:**

#### **(20 HOURS)**

POL 213 American National Government (3)

POL 236 Christianity & Politics (3)

POL 311 Comparative Government (3)

POL 316 Western Political Thought (3)

Electives to total 20 hours

**Note for students certifying to teach:** For students certifying in secondary education with a political science minor, the following support courses are required:

Choose one of the following:

ECN 101 Introduction to Economics (3)

ECN 222 Introduction to Macroeconomics (3)

ECN 323 Economics of the Third World (3)

GEO 221 Introduction to Geography (3)

HIS 141 United States to 1877 (3) **OR**

HIS 142 United States Since 1877 (3)

### Course descriptions:

#### **POL 213 American National Government (3)**

A study of the structure and direction of the federal system, concentrating on the various overlapping aspects of the national government. Policy issues, such as welfare, preservation of the environment, social security and foreign affairs, will be seen from the "top-down", that is from the point of view of national norms and their impact on other levels of government, as well as individuals and communities. (Offered in fall.)

#### **POL 214 State and Local Government (3)**

A study of the structure and direction of state, county and local governments, with a major focus on how they function together and how they relate to the national government. Policy issues, such as welfare, the environment, social security and zoning, will be seen from the "bottom-up" of our federal system, that is, how they originate at one of these "lower" levels, yet do so within the guidelines and constraints of the national agenda. (Offered online.)

#### **POL 230 Contemporary World Affairs (3)**

Contemporary events of the world, with an emphasis on critical use of such sources as newspapers, journals of opinion, electronic media and library materials. Christian perspectives on current topics and a diversity of views on events of the day will be presented. Also listed as HIS 230. (Offered in fall.)

#### **POL 236 Christianity and Politics (3)**

An examination of ancient civilizations, especially Greece and Rome, as background to Christianity, and a survey of key Christian individuals and movements, such as Roman Catholicism (Augustine/Aquinas), Luther, Calvin, Anabaptists, Wesleyans, Christian socialism, Conservatism, Christian Coalition. Questions dealing with the nature of the state and what difference Christian insights make for public policy will receive major attention. Required for political science minors. Also listed as HIS 236. (Offered in spring of even academic years.)

**POL 310 Freedom, Order and Justice in the Western World (3)**

A study of the major ideas on politics and society in Western civilization from the Greeks to the present. The course will stress the analysis of primary sources in shaping Western ideas of freedom, order and justice. (Offered in weekend college only.)

**POL 311 Comparative Government (3)**

A study of the political culture, behavior and institutions of the governments of Great Britain, France, Germany, Russia, Japan and selected other countries. Emphasis is placed on geography and history as vital factors in the understanding of politics. Students will each explore the government of one other sovereign state in the contemporary world. Comparisons of political systems will lead students to consider the elements of a "good" government. (Offered in spring of even academic years.)

**POL 312 International Relations (3)**

The background of international politics and forces, organizations and laws influencing international relations within the present state system. (Offered in spring of odd academic years.)

**POL 313 America in the 1960s (3)**

For course description see HIS 313. (Offered in interim of odd academic years.)

**POL 316 Western Political Thought (3)**

A study of approaches to building human community and organizing power developed by classic philosophers of antiquity: Plato, Aristotle, Augustine and Aquinas, as well as by the fathers of contemporary social thought: Machiavelli, Hobbes, Locke, Rousseau and Kant. Also listed at PHI 316. (Offered in fall of odd academic years.)

**POL 322 Globalization: International Economics in the Information Age (3)**

This course surveys the principles, regimes and dynamics of the international economy looking at productive factors, trade, financial payments, regulatory mechanisms and international challenges in the information age. Also listed as ECN 322. (Offered in fall of odd academic years.)

**POL 323 Economics of the Third World (3)**

For course description, see ECN 323. Also listed as GEO 323. (Offered in spring of odd academic years.)

**POL 334 The Middle East (3)**

For description see HIS 334. Also listed as GEO 334. (Offered in spring of even academic years.)

**POL 335 East Asia (3)**

A study of the three largest cultures in East Asia, China, India, and Korea. This course offers a survey of the interplay between these three cultures over the past millennia. Special emphasis is on the twentieth and twenty-first century and the interplay between military, communist, and capitalist ideologies that led to the most destructive era in the history of the region but also has seen the dramatic restoration of Asian economic power in the world. Also listed as HIS 335 and POL 335. (Offered spring of odd academic years.)

**POL 351 Statistics for the Behavioral Sciences (3)**

Also listed as SWK 351. (Offered fall and spring.)

**POL 352 Research Design (4)**

For description, see PSY 352. *Prerequisite: POL 351.* (Offered in fall and spring.)

**POL 368 Diplomatic History (3)**

For description see HIS 368. (Offered fall of odd academic years.)

**POL 412 Constitutional Law (3)**

A case approach to constitutional principles, organization of the US judiciary, limits of state action and the protection of civil liberties. (Offered in fall of even academic years.)

**POL 484 Spirituality, Faith and Justice (3)**

For description see SOC 484. Also listed as SWK 484. (Offered in fall )

## Pre-Law

### Minor

School of Arts and Sciences

Department of Theology/Philosophy

### Faculty

Dr. Ken Brewer, Chair

The Pre-Law minor draws faculty from Philosophy, English, business, sociology, political science and history

### About the discipline

The pre-law minor at Spring Arbor University seeks to serve as a starting point for students going on to graduate work in Law. It also seeks to stimulate critical thinking skills, knowledge in ethical theory, and a better understanding of the socio/political influences on law.

### Career opportunities

The typical student who adopts a pre-law minor will likely go on to graduate work in law or business. Still, this minor might look good to prospective businesses that want to hire persons with critical thinking skills.

### Program strengths and emphasis

The pre-law minor is purposefully broad in nature. It utilizes basic courses in philosophy and sociology as its foundation. The philosophical classes lay the groundwork for critical thinking and ethics, while the sociological classes provide the framework for praxis. The students must complete a 3 credit independent study in philosophy, history, or sociology to be determined by the student and a supervising professor. This allows the student to be mentored by a faculty member.

### Requirements

#### PRE-LAW MINOR: (24 HOURS)

- BUS 271 Business Law I (3)
- ENG 420 Major Authors (3)
- PHI 301 Great Thinkers of the Western World (3)
- PHI 334 Critical Thinking (3)
- POL 213 American National Government (3)
- SOC 382 International Human Rights (3)
- SPE 404 Oral and Digital Persuasion (3)

Choose one of the following:

HIS 390 Independent Study in History (3)

**OR**

PHI 390 Independent Study in Philosophy (3)

**OR**

SOC 390 Independent Study in Sociology (3)

## Professional Writing

### Major & Minor

School of Arts and Sciences

Department of Communication and Media

### Faculty

Dorie Shelby, Chair  
Mary Albert Darling  
Jen Letherer  
Dr. Wallis C. Metts Jr.  
Dr. Paul Patton  
Dr. Dan Runyon  
Dr. Robert H. Woods Jr.

### Mission

The mission of the department is to prepare credible, creative Christian professionals for a world where the mastery of communication skills and technologies is essential. This mission is accomplished by helping students produce, publish and perform original work that is both ethical and effective.

### About the discipline

The professional writing program explores all the ways nonfiction writers make a living — writing, editing, reporting for newspaper, magazines and the Web. It's not a creative writing program, although we are creative enough. It is a professional writing program that will prepare students for a variety of careers in writing for publication. With strong thinking and writing skills and a little design, photography and web management, students can find their way as a writer in a rapidly changing world.

Through internships students will gain real world experience working with clients or professionals in the field. A senior capstone course prepares students for a career search and requires the completion of a professional portfolio. Students with a Professional Writing major earn a Bachelor of Science degree.

### Career opportunities

The study of communication will help you develop useful skills in such fields as ministry, mass media, theatre, business, government and social services.

This program is particularly appropriate for positions involving public relations, broadcasting, corporate communication, public information management, employee communication, training and development, and journalism.

### Program strengths and emphases

The study of communication at Spring Arbor University is a hands-on experience with a foundation in classical and Christian perspectives. All students complete a core sequence that promotes a thoughtful and ethical understanding of communication principles and best practices. Throughout the program students will apply these principles. Extracurricular opportunities are offered in writing, acting, broadcasting, designing, producing and researching in addition to practical hands-on experiences in the classroom and through internships.

### Digital Influence Initiative

The Digital Influence Initiative encourages students to use digital tools strategically, credibly, creatively and with civility. Students will produce, curate and share responsible and ethical content for a variety of social media platforms. Through engagement in a long term project, students will study the tools and strategies of digital influence to promote themselves and their work, impact culture, shape conversations, set agendas and connect with genuine communities of discourse.

#influence#credible#reflective#civility#saucom

### Requirements

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

**Sophomore Check-** Student progress will be assessed by the department at both the freshman and sophomore levels.(first-year transfers) Students must pass a sophomore/transfer check to continue in the major.

Note: Students may substitute coursework from the Oxford program or the American Studies Washington D. C. Strategic Communication program offered by the Coalition of Christian

# PROFESSIONAL WRITING

Colleges and Universities. These semesters may meet the requirements for COM 385, Admission to the program requires a separate application process. Visit [www.bestsemester.com](http://www.bestsemester.com) for details.

## PROFESSIONAL WRITING MAJOR: (65 HOURS)

- ART 204 Photography (3)
- COM 100 Introduction to Communication (3)
- COM 110 Communication Technology (3)
- COM 212 Rhetoric (3)
- COM 214 Communication Theory (2)
- COM 314 Communication Research (2)
- COM 317 Digital Influence (1)
- COM 324 Web Content and Management (3)
- COM 354 Applied Social Media (3)
- COM 356 Popular Culture (3)
- COM 385 Practicum (must be approved) (3)
- COM 399 Communications Portfolio (1)
- COM 480 Senior Seminar (1)
- WRT 210 News Reporting (4)
- WRT 216 Writing for the Media (3)
- WRT 310 Multi-Media Reporting (4)
- WRT 316 Copy Editing (4)
- WRT 324 Photo Journalism (3)
- WRT 373 Feature Writing (3)

Electives to total 65 hours from:

- COM 368 Intercultural Communication (3)
- COM 385 Practicum (1-4)
- VID 372 Short Film Production (3)
- WRT 306 Writing for Children (3)
- WRT 370 Special Topics (1-3)
- WRT 390 Independent Study (1-4)
- Writing courses from ENG and/or DRA

## PROFESSIONAL WRITING MINOR: (21 HOURS)

- COM 100 Introduction to Communication (3)
- COM 214 Communication Theory (2)
- COM 314 Communication Research (2)
- Electives from WRT to total 21 hours

### Professional Writing Endorsement (12 Hours)

- WRT 210 News Reporting (4)
- WRT 310 Multi Media Reporting (4)
- WRT 316 Copy Editing (4)

**Notes for general education:** COM 212 Rhetoric (3) fulfills the general education speech requirement. ART 204 fulfills the general education requirement for Art.

## Course descriptions:

### WRT 210 News Reporting (4)

A study of basic objective news gathering and writing. Includes combined campus-based publications and/or broadcast experiences. Also listed as ENG 210. *Prerequisite: ENG 104.* (Offered in spring.)

### WRT 216 Writing for the Media (3)

Students will develop a portfolio with various forms of writing for electronic and print delivery, including brochure and website copy, scripts for audio and video production, and others. (Offered in fall and spring.)

### WRT 306 Writing for Children (3)

This course reviews skills and techniques for writing fiction and nonfiction for children. Publication strategies and current markets will also be reviewed. Students prepare a portfolio and submit articles for publication. (Offered online.)

### WRT 310 Multi-Media Reporting (4)

Students will explore the changing concepts of news and the impact of media convergence. Students will practice collecting information and constructing stories for radio, television, web and social media platforms. Requires off-campus reporting experiences. *Prerequisite: WRT 210.* (Offered in fall of even academic years hybrid course.)

### WRT 316 Copy Editing (4)

Emphasis on mastery of a craft and understanding principles involved in editing copy for various media. Includes headline writing and layout. *Prerequisite: ENG/ WRT 210* (Offered in spring of odd academic years.)

### WRT 324 Photo Journalism (3)

Relationship of photography to journalism. Basic visual communication theory, photographic design, and technical skills of the photographer. Assignments allow opportunity to tell a story, set a mood, and catch the high point of an event. Each student will develop a portfolio of photographic work. *Prerequisite: ART 204 or ART 205 or permission.* (Offered in fall of even academic years.)

### WRT 370 Topics in Professional Writing (1-3)

Topics selected to meet the needs and interests of students interested in writing careers. (Limited offering.)

### WRT 373 Feature Writing (3)

Steps involved in writing for magazine and book publication from the time the idea is conceived until the manuscript is accepted for publication. Explores freelance opportunities. *Prerequisite: ENG 104.* (Offered in spring online.)



# Psychology

**Major & Minor**  
**School of Arts and Sciences**  
**Department of Psychology**

## Faculty

Dr. Terry W. Darling, Chair  
 Dr. Terri L. Pardee  
 Dr. Jan Yeaman

## About the discipline

The purpose of the psychology department is to foster the understanding of the methods and applications of the discipline of psychology within a Christian worldview. Course offerings provide exposure to experimental and clinical methods for studying persons; study of the major theoretical concepts and research findings of the field; exploration of the historical background and philosophical assumptions underlying the methods and theories of modern psychology, and how these relate to Christian belief and experience; and applying psychological knowledge to address significant human need in the field setting.

## Career opportunities

The psychology major leads to careers in the helping professions including entry-level positions in crisis intervention and counseling centers, community service agencies and social work programs, evaluation and intervention in the psychiatric clinical and hospital settings, substance-abuse programs, rehabilitation services, law enforcement, services and programs for senior citizens, youth ministry, services to children and adolescents with special needs and international service.

The psychology major at Spring Arbor University has also successfully prepared students for admission into graduate training programs so that they can embark on careers as professionals and leaders in clinical and counseling psychology, social work, administration and management, public health, law, diplomacy and foreign service and advanced seminary training for full-time Christian ministry. A psychology minor prepares one to teach psychology at the secondary level.

## Requirements

### PSYCHOLOGY MAJOR: (36 HOURS)

- PSY 100 Introduction to Psychology (3)
- PSY 200 Essentials of Psychology (3)
- PSY 351 Statistics for Behavioral Sciences(3)
- PSY 352 Research Design (4)
- PSY 385 Psychology Practicum (4-8) OR  
 PSY 460 or PSY 490 Honors Thesis (3-6)
- PSY 411 Systems of Psychology (3)
- PSY 498 Capstone in Psychology (4)

#### *Experimental Physiological*

Choose one course:

- PSY 382 Learning and Thinking (4)
- PSY 403 Physiological Psychology (4)

#### *Developmental*

Choose one course:

- PSY 300 Psychological Issues in Children (3)
- PSY 306 Adolescent & Early Adult Devel. (3)
- PSY 309 Lifespan Development (3)

#### *Clinical-Counseling*

Choose one course:

- PSY 305 Abnormal Psychology (3)
- PSY 422 Methods & Procedures of  
 Counseling (3)

Electives to total 36 Hours.

**Note:** Students planning to do graduate study in psychology are advised that success in PSY 385/460 or 480/490 will enhance chances for acceptance into a quality counseling or clinical graduate program. PSY 460 is described in the catalog section *Courses for All Disciplines*. If students intend to complete PSY 460 or 480/490 their senior year, they are encouraged to complete the PSY 351 and PSY 352 sequence no later than their junior year of study.

### PSYCHOLOGY MINOR: (20 HOURS)

- PSY 100 Introductory Psychology (3)
- PSY 200 Essentials of Psychology (3)

#### *Experimental Physiological*

Choose one course:

- PSY 382 Learning and Thinking (4)
- PSY 403 Physiological Psychology (4)

# PSYCHOLOGY

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## *Developmental*

Choose one course:

- PSY 300 Psychological Issues In Children (3)
- PSY 306 Adolescent & Early Adult Devel. (3)
- PSY 309 Lifespan Development (3)

## *Clinical-Counseling*

Choose one course:

- PSY 305 Abnormal Psychology (3)
- PSY 422 Methods & Procedures of Counseling (3)

### **Required for Teacher Education:**

- PSY 382 Learning and Thinking (4)
- PSY 403 Physiological Psychology (4)

Electives to total 20 hours

### **Rationale for requirements:**

1. In Introduction to Psychology (PSY 100) students will receive a broad overview of the large federation of sub-disciplines that exist in the field of psychology.
2. Essentials of Psychology (PSY 200) will provide students with some of the requisite skills that will help prepare them for graduate training or a career in the field of psychology.
3. Through Systems of Psychology (PSY 411) students gain historical perspective on the discipline of psychology and its relationship to a Christian worldview.
4. By taking courses in statistics (PSY 351) and research design (PSY 352) students develop a confident knowledge of the basic quantitative methods of inquiry used in the social sciences.
5. A course from the development psychology group of courses, helps students obtain a basic knowledge of the major paradigms for understanding human development, of the philosophical assumptions that shape those paradigms, and of the strengths and limitations of each.
6. A course from the experimental-physiological courses, allows students to receive exposure to basic methods, logic, findings and theories in several of the traditional "hard science" sub-disciplines of psychology.
7. From the course in the clinical-counseling area, students learn skills in how to relate more effectively to a diverse group of people

(e.g., differently abled, mentally ill).

8. Through Integration of Psychology and Christianity, students will develop skills in relating psychological science to the Christian faith with a specific focus on areas of tension for Christian psychologists.
9. By taking either a psychology practicum or doing a research project, students will receive supervised experience in direct application of psychological knowledge.
10. Through the Capstone in Psychology, students will be able to demonstrate actual competencies in the field of psychology.

**Notes for general education:** The following courses required for the psychology major also meet a liberal arts requirement: PSY 100 Introduction to Psychology (social science requirement), PSY 351 Statistics (math requirement), PSY 403 Physiological Psychology (natural science requirement).

**Notes for students certifying to teach:** The psychology minor meets teacher certification requirements for secondary education. Please note that PSY 382 Learning and Thinking (4) and PSY 403 Physiological Psychology (4) are required for certification. See Education for details.

### **Course descriptions:**

#### **PSY 100 Introduction to Psychology (3)**

This course will provide students with a broad, general introduction to the discipline of psychology. Some of the basic subject matter covered includes: personality theory, psychophysiology, learning, developmental psychology, motivation, abnormal behavior, psychotherapy and social psychology. Introductory psychology students will also be exposed to the approaches to gathering and evaluating evidence about the causes and correlates of behavior. Emphasis is also given to the means by which psychological knowledge is (or can be) applied to improve the quality of individual and community life. *Prerequisite: ENG 104 may be concurrent.* (Offered in fall and spring.)

#### **PSY 200 Essentials of Psychology (3)**

The focus of this course is to give psychology majors and minors the essential tools to pursue graduate training or have a career in the field of psychology. The course emphasizes self-exploration, critical thinking, writing in the APA style, and efficient communication in the psychology field. The student will also learn how to be an

effective consumer of professional literature and will be introduced to post-baccalaureate options. *Prerequisite:* A grade of “C” or better in PSY 100. (Offered in fall and spring).

### **PSY 210 Explorations in People-Helping Careers (1)**

A seminar course to present students with possible career options in the people-helping fields. Students will have an opportunity to explore what is involved in some of the various fields of psychology: school, consumer, community, industrial/organizational, human resource management, counseling, academics, health and business. This course is open to students of any major who might be considering working in a career focused on people. (Offered as needed)

### **PSY 234 Group Dynamics (3)**

An introduction to the study of group process from a psychological perspective. Students will learn about the current theories and research of group process. The course will study multiple types of groups including task (goal oriented) groups, interpersonal groups and therapy groups. Both member and leader roles in groups will be examined as well as group dynamics, group development, and decision-making. Effectiveness and appropriateness of groups will be addressed. Students will learn about the applied components of group dynamics in a learning environment that includes lecture, readings, and experimental exercises. *Prerequisites:* PSY100. (Offered in fall of even academic years)

### **PSY 240 Health Psychology (3)**

This course will focus on the current research on wellness. Through personal exercises, students will learn how to identify sources of stress, as well as coping resources. Understanding of how stress physiology impacts both mental and physical health will be emphasized. As a result of this course, students will not only gain a conceptualization of wellness as it relates to such fields as psychology, business and athletics but will also be expected to apply that knowledge to their personal lives. *Prerequisite:* PSY 100. (Offered in fall)

### **PSY 242 Death, Grief and Loss (3)**

For description, see SOC 242. Also listed as SWK 242. (Offered in spring of even academic years.)

### **PSY 246 Substance Abuse and Society (3)**

For description see SOC 246. Also listed as SWK 246. (Offered in spring of odd academic years.)

### **PSY 253 Forensic Psychology (3)**

Forensic psychology is any application of psychological knowledge or methods to a task faced by the legal

system. This course will provide a broad perspective of the field of forensic psychology and cover the role that psychology has played in the legal system through topics such as issues of morality, the evaluation of criminal suspects, jury selection, trial consultation, child-custody evaluation, expert witness testimony, sexual offense or other dangerous behaviors, employment selection, eyewitness identification, etc. Through lecture and class discussion students will gain an appreciation for the breadth of this field. With a group research project, students will be given the opportunity to focus on a particular area of interest. Also listed as CRJ 253.

*Prerequisite:* PSY 100. (Offered in spring.)

### **PSY 300 Psychological Issues in Children (3)**

The goal of this course is to help prepare students to work with children in a variety of settings, Students will begin to learn to distinguish between normal and delayed development. Child development is considered along the biosocial, cognitive, and psychosocial domains. Common mental and emotional and child disorders are studied and a variety of interventions are explored.

*Prerequisite:* A grade of “C” or better in PSY 100. (Offered in spring of odd academic years).

### **PSY 301 Positive Psychology (3)**

One of the growing areas in the field is the study of positive psychology. The course will examine the scientific areas of the study and application of that which is good in people. Among the key topics to be covered are positive subjective experiences such as happiness, well-being, optimism, gratitude, forgiveness, and hopefulness. The course will also explore character traits such as altruism and resilience. *Prerequisite:* A Grade of “C” or better in PSY 100. (Offered in the fall of even academic years).

### **PSY 305 Abnormal Psychology (3)**

This course is designed to introduce students to the major psychological disorders, with a primary focus on diagnosis, etiology and treatment of abnormal behavior. *Prerequisite:* PSY 100. (Offered in fall.)

### **PSY 306 Adolescent and Early Adult Development (3)**

This class focuses on the psychological, social and physical development of the adolescent through adulthood. Through classroom presentations, small group activities and writing assignments students will become familiar with the major theories, concepts and issues of adolescent and early adult development. Students will have an opportunity to apply what they are learning to their own personal lives. *Prerequisite:* PSY 100. (Offered spring of even academic years.)

# PSYCHOLOGY

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## **PSY 309 Lifespan Development (3)**

This course provides students with an integrated approach to the biosocial, cognitive, and psychosocial aspects of human development across the lifespan and in a variety of multicultural contexts. *Prerequisite: PSY 100.* (Offered in fall.)

## **PSY 325 Religion, Self, and Society (4)**

For description see SOC 325. Also listed as REL 325. (Offered in fall of even academic years.)

## **PSY 351 Statistics for Behavioral Sciences (3)**

This is an introductory applied statistics course and uses statistical computer software. The course includes topics like types of variables (nominal, ordinal and interval/ratio), frequency and percentage distributions as well as graphical representations of data, measures of central tendency and dispersion, and confidence intervals. Hypothesis testing for statistical significance is done via CHI Square, t-tests (for independent and dependent samples), ANOVA, correlation, and simple linear regression. Multiple linear regression may be included. Primarily for students concentrating in psychology, social work or political science. Also listed as POL 351 and SWK 351. (Offered in fall and spring.)

## **PSY 352 Research Design (4)**

An overview of the major research methodologies in the behavioral sciences, especially intended for psychology, sociology, social work and political science majors. The course includes an introduction to conceptualization and measurement, operationalization, construction of indexes, scales, and typologies and sampling techniques. Diversity issues and research ethics will also be addressed. Students learn the basic methods for experiments, survey research, field research, program evaluation and case studies. The course centers around a required original research project using APA Publication Manual guidelines. The MICROCASE computer statistical software curriculum is used for various assignments and analysis of data for the final project. *Prerequisite: PSY 200 and PSY 351.* Also listed as POL 352. (Offered in fall and spring.)

## **PSY 354 Social Psychology (3)**

Humans operate within a social context and the experimental research that contributes to an understanding of this phenomena. Emphasis on current research and methodology from sociology and psychology. *Prerequisite: PSY 100.* Also listed as SOC 354. (Offered in spring.)

## **PSY 371 Organizational Behavior (3)**

The systematic study of the actions and attitudes that people exhibit in organizations. The course will be taught

from an interdisciplinary perspective, and will focus on topics such as motivation, productivity, decision-making, communication and leadership. Also listed as BUS 371 and SOC 371. (Offered in fall of odd academic years.)

## **PSY 375 Psychology of Personality (3)**

Includes an intensive study of the major theories of personality, with a primary emphasis on applying the course content to the students' personal experience. The course culminates for each student in formalizing his or her own theory of personality. *Prerequisite: PSY 100.* (Offered in fall of odd academic years.)

## **PSY 380 Carol Lee Seminar (1)**

For description, see SWK 380. (Offered in spring.)

## **PSY 382 Learning and Thinking (4)**

This course provides students with an introduction to basic and advanced principles of learning and thought processes. Includes a focus on Pavlovian, operant and vicarious learning; attention, memory, problem solving, and decision making. One-hour lab included. *Prerequisite: PSY 100.* (Offered in spring.)

## **PSY 385 Psychology Practicum (4-5)**

Students gain practical experience in the field of psychology. Placement opportunities include working with children, adolescents and adults in a variety of settings. Experiences may also be available in the area of human resources, research, animal behavior, organizational behavior, or other areas of psychology. Students may review a list of possible sites that are located in the Greater Jackson Area or they may request a site of special interest (i.e. out of area, out of state, international) to be approved by the practicum director. Students are encouraged to participate in an area that is related to personal career goals. In addition to the hours completed at the practicum site, each student is responsible for maintaining timely communication with SAU faculty supervisor and completing paperwork and other assignments as outlined. Please note that students opting to do a PSY 385 must complete a minimum of 4 credit hours (160 hours at the practicum site). A maximum of only 1 credit may be taken during Interim with the remainder of practicum credits in a contiguous semester. Interested students will need to apply to the department no later than March 1 for Summer or Fall semesters and November 1 for Interim or Spring semesters. See *Practicum Handbook* for more information on policy and procedures. *Prerequisites: PSY major; PSY 200, plus an earned minimum of 18 hrs. in the psychology major.*

## **PSY 403 Physiological Psychology (4)**

Physiological psychology is an upper-division course concerned with the physiological basis of behavior, with an emphasis on the organization and function of

the central nervous system. Psychopathology, emotion, sleep, sexuality, and stress will be studied from an anatomical and physiological viewpoint. The biological basis of this course is applicable to many fields including clinical, abnormal, developmental, behavioral and health psychology. This course is recommended for students preparing for the advanced Graduate Record Exam in psychology. One-hour lab included. *Prerequisite: PSY 100 and junior status.* (Offered in fall.)

### **PSY 411 Systems of Psychology (3)**

The historically significant approaches to and interpretations of psychology, with special attention to structural, functional, behavioristic, psychoanalytic, Gestalt, humanistic and cognitive schools of thought. *Prerequisites: PSY 200, PSY 352 and senior standing or department permission.* (Offered in fall and spring.)

### **PSY 422 Methods and Procedures of Counseling (3)**

A combination of various theories of counseling, methodology and interviewing. *Prerequisites: PSY 305 or PSY 375, junior standing.* (Offered in spring.)

### **PSY 450 Psychology Internship (6-12)**

A student may enroll for an internship as approved by the Psychology Department by registering for 6-12 hours of credit for appropriate field learning experience. The experience must be significantly related to the student's major and/or concentration within the major. It requires a minimum of 26 class credits completed in the major; requires a minimum of 40 hours of experience for each hour of credit; and will have a site supervisor/evaluator, as well as the faculty advisor/supervisor. Specific readings, seminar requirements and/or appropriate written assignments may be assigned by the faculty. Departmental guidelines for an internship may be obtained from the Psychology Department. Graded "S/U".

### **PSY 460 Senior Research Project (3)**

Information and guidelines are available in the Psychology Department.

### **PSY 480 Thesis Prospectus (1)**

This course provides a student with the opportunity to explore a topic of their choosing, with the idea that this will be expanded into an Honors Thesis. During this course a student will develop the literature review, bibliography and tentative methodology for their PSY 490 project. This course is to be taken the semester before the student expects to do an Honors Thesis. Ideally this is to be taken in the spring of the junior year. *Prerequisite: PSY 352, at least as 3.5 GPA in the major, and departmental permission.* Copies of the honors thesis handbook can be obtained from the Psychology Department.

### **PSY 490 Honors Thesis (3)**

This course provides an opportunity for a student to do a significant project of scholarly productivity and/or research in the student's major area of study. To apply for an Honors project, the student must have senior status and a GPA of 3.50 in the major. Ideally taken the semester directly following PSY 480. While this course may be taken for up to six credit hours, usually it would be taken for three. *Prerequisite: PSY 480.*

### **PSY 490H Honors Thesis (with honors) (4-6)**

There are several ways in which a student may receive an additional "H" designation on their transcript for their thesis, which is a recognized manner to indicate that a student went above and beyond the normal expectations for an honors thesis. A student who successfully completes a PSY 490 (three credit hours) and presents their research at an undergraduate research conference will be given the designation of PSY 490H on their transcript. The student could also earn a PSY 490H designation by submitting their research to an appropriate undergraduate journal for publication. The final way for a student to earn a PSY 490H designation would be to do a much more extensive project over two semesters for more than three credit hours. Note that this would mean working on the project for a total of three semesters for the PSY 480 and 490 requirements.

### **PSY 498 Capstone: Integration & Preparation (4)**

This course is designed to help psychology majors transition from undergraduate students to either graduate school or a career in the field of psychology. This interactive seminar class is co-taught by faculty in the psychology department focusing on the interface between Christianity and the field of psychology. A review of psychological content, strong critical thinking skills and dynamic communication skills will be emphasized. Each student will prepare a resume, a portfolio and will participate in practice job interviews. Graduate school application procedures, admission interviews and information on the GRE will be explored. Each student may also be given a comprehensive exam to help assess knowledge of the field of psychology. *Prerequisite-PSY352 or permission.* (Offered fall and spring)

## Reading

### Elementary Certification Minor School of Education

#### Faculty

Dr. Linda Sherrill, Dean

Dr. Kathleen A. Wilcox, Director

#### About the discipline

The objective of the elementary education reading minor offered through the School of Education is to provide students with a solid understanding of the theoretical and practical understanding of teaching reading methods. In addition, the minor will prepare students with the skill strategies to use formative assessments, diagnosis and interventions to inform lesson instruction. The reading minor is based upon research-based practices in the field and will be presented from a Christian liberal arts perspective, with an emphasis on integrating Christian faith into teaching practice. Required courses will address all components of the "Model for Teacher Education" designed to produce teachers with a broad understanding of the field of reading and in-depth skills geared toward practical application for teaching practice.

#### Career Opportunities

Students who complete the reading minor may apply for certification with an endorsement in reading (BT) after passing the appropriate Michigan Test for Teacher Certification (MTTC). Individuals with a reading endorsement may teach reading and developmental reading in the regular education classroom, in the grade levels indicated on the teaching certificate.

#### Program strengths and emphases

This minor has been designed to provide an understanding of research and evidence-based practices in instructing, assessing, diagnosing, and the remediating of reading skills in students.

The program content and pedagogy prepares teacher candidates with the knowledge and evidence-based teaching skills necessary to help

students learn to read. The reading program offers early, continuous and varied field-based experiences in the teaching of reading that ensure candidates meet content and pedagogical expectations.

This minor emphasizes practical application of skills so that the graduate is prepared to function day-to-day in a regular education setting. The student will have many opportunities to practice and demonstrate these skills as a result of required field experience in a number of the courses.

#### Requirements

##### READING MINOR: (33 HOURS)

- EDU 350 Teaching Reading & Language Arts (5)
- EDU 360 Integrating Technology in Education (3)
- EDU 376 Children's Literature (3)
- RDG 340 Emergent and Beginning Literacy (3)
- RDG 356 Culturally Responsive Pedagogy (3)
- RDG 361 Information Literacy (1)
- RDG 377 Young Adult Literature (3)
- RDG 424 Elementary & MS Reading Problems (3)
- RDG 426 Reading Interventions & Remediation (3)
- RDG 428 Teaching Writing for K-8 Teachers (3)
- RDG 439 Issues & Trends in Literacy Education (3)

#### Note:

Acceptable ratings in the Professional Dispositions and Skills instrument, as evaluated by the faculty of SOE, may be considered as part of the criteria for recommendation for student teaching in Elementary Education. Students certifying in elementary education with the Reading (BT) Endorsement must pass the Michigan Test for Teacher Certification (MTTC).

**Notes for students certifying to teach:** The reading minor for Elementary Certification requires the completion of Option I. See Education for details.

#### Course descriptions:

##### RDG 340 Emergent and Beginning Literacy (3)

This course will explore the theories and research in emergent literacy and beginning reading, phonics

instruction and spelling. Students will compare historical perspectives on language acquisition, beginning reading and writing, and the interrelationship of reading, writing, listening, and various stages of reading and writing, and spelling development, using a wide range of children's literature, poetry, creative dramatics and storytelling. Field experiences observing, interviewing, assessing language needs, and providing targeted strategies for book creation with individual students provide rich opportunities for applications of course content. Also listed as ECE 340. *Prerequisites: Admission to SOE, grade of 2.00 or better in EDU 262 or ECE 266 and EDU 267.* (Offered spring.)

### **RDG 356 Culturally Responsive Pedagogy (3)**

This course will explore the theories and research in first and second language acquisition and reading, writing, listening, and speaking instruction of children with linguistic, cultural, ethnic, and racial differences. Students design a Family Literacy plan to enhance parent involvement and literacy development of all members of the family. Fieldwork includes interviews with learners at various stages of English language development, including a newly arrived immigrant student. Using information from those interviews, students develop appropriate instructional practices for teaching reading, listening, speaking and writing for the interviewees. Students translate a newsletter into the native speaker's language and have their translation critiqued by a speaker of that language. *Prerequisite: Admission to SOE, grade of 2.00 or better in EDU 350.* (Offered in fall of odd academic years.)

### **RDG 361 Information Literacy (1)**

This course addresses specific aspects of information literacy related to the teaching of reading, including engaging elementary school students in media-rich environments while helping them to grasp essential content. Course experiences help teacher candidates select and evaluate computer and web-based materials to develop literacy and then create strategies for elementary students to access and use such materials. Students create three media-enhanced genre selections accessible to elementary students and design an assessment to determine student understanding. TE candidates pilot the works and assessments with an elementary student and report outcomes. *Prerequisite: Admission to SOE, grade of 2.00 or better in EDU 360 (may be taken concurrently).* (Offered in spring of odd academic years)

### **RDG 377 Young Adult Literature (3)**

This course provides broad exposure to quality classic, contemporary, and multi-cultural young adult literature and non-fiction texts. Students consider curricular and pedagogical issues salient to the adoption of multicultural curricula, such as identity, ethnicity, and gender in contemporary text selections. They acquire sensitivity to the linguistic, historical and cultural contexts for texts selected and identification of key issues and reoccurring themes. Various instructional approaches will be explored, including reader response theory, comprehension strategies, and contemporary critical theories. Students will explore and develop strategies to enhance engagement and motivation in cross-curricular reading. Each TE candidate will develop and implement a lesson for a middle school student and determine appropriate modifications to the lesson based on feedback. *Prerequisite: Admission to SOE,* (Offered in spring of even academic years.)

### **RDG 424 Elementary and Middle School Reading Problems (3)**

For description see EDU 424. *Prerequisites: Admission to SOE, grade of 2.00 or better in EDU 350.* (Offered in fall and Interim.)

### **RDG 426 Reading Interventions and Remediation (3)**

This course focuses on a wide range of assessment and intervention strategies used for diagnosis and remediation of oral language, reading fluency, reading comprehension, vocabulary knowledge, and spelling difficulties. Students develop a field-based case study of a selected elementary or middle school reader to identify the child's strengths and weaknesses in relation to the various components, and then plan, execute and evaluate the child's response to intervention. The intervention model will be based on a balanced approach of word study, fluency, comprehension, and vocabulary development. The intervention will include independent reading application and home-based connections for promoting the child's own purposes for reading. Students will communicate the results of the response to intervention to the student, parents, and others. *Prerequisite: Admission to SOE, grade of 2.00 or better in EDU 350, RDG/EDU 424.* (Offered in spring)

### **RDG 428 Teaching Writing for K-8 Teachers (3)**

Candidates explore research in writing, review the developmental stages of writing, examine writing processes and instructional strategies, and evaluate commercial writing programs. To better understand how writers write, candidates will experience the writing process themselves to create model texts for use with students and to contribute to a classroom anthology. In addition, students will be onsite supporting elementary students with their writing. Candidates will

# READING

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also be demonstrating a variety of K-8 writing instructional strategies using various genres and mentor texts.

*Prerequisites: Admission to SOE, grade of 2.00 or better in EDU 350. (Offered in fall of odd academic years.)*

### **RDG 439 Issues and Trends in Literacy Education (3)**

Candidates examine contemporary models for literacy learning and reading. They trace the history and influences on the teaching of reading and reading practices relative to current issues and trends in the field. They explore the effect of policies at the national, state and local levels on staff and program development, text selection, and interpretation of student assessment for reading and language arts. Field experiences include: an interview with a literacy specialist of K-12 school administrator, attendance at school board meeting, professional development participation, and investigation of a literacy grant opportunity in partnership with a local school. *Prerequisite: Admission to SOE, grade of 2.00 or better in EDU 350. Preferrably taken at the end of reading coursework. (Offered in spring of even academic years.)*



# Religion

## School of Arts and Sciences

### Department of Theology

#### Faculty

Dr. Kenneth W. Brewer, Chair  
 Dr. Richard E. Cornell  
 Dr. Thomas J. Holsinger-Friesen  
 Dr. Robert S. Moore-Jumonville  
 Dr. Elisée Ouoba

#### Programs

The Department of Theology contributes courses in biblical literature and philosophy to the university's general education curriculum. In addition, the department offers nine different majors:

##### *Ministry majors and or minors*

Camping Ministry  
 Children's Ministry  
 Pastoral Ministry  
 Urban Ministry  
 Worship Ministry  
 Youth Ministry

##### *Theology majors and or minors*

Biblical Studies  
 Philosophy  
 Theological Studies

**Note:** Specific information for a particular program may be found under the respective major.

### Religion Course Descriptions:

#### **REL 202 Introduction to Christianity (3)**

The various forms of Christian belief, worship and life from New Testament times to the present. The problem of authority and principles of interpretation of the Biblical sources. (Offered in weekend college only.)

#### **REL 322 Introduction to Free Methodism (2)**

The origin, the organization and the doctrines of the Free Methodist Church. The course is open to any student, but is recommended for Free Methodist ministerial students. (Offered as needed.)

#### **REL 325 Religion, Self, and Society (4)**

For description see SOC 325. Also listed as PSY 325. (Offered in fall of even academic years.)

#### **REL 343 History of Christianity (3)**

The era of the apostolic fathers, the councils, the church-state issues, scholasticism, the Reformation, and major leaders and movements of the modern era, including pietism, emergence of new theological patterns, social movements, the missionary movement, etc. Also listed as HIS 343. (Offered in fall.)

#### **REL 346 History of Christianity in America (3)**

The origin and growth of Christianity in the United States from colonial times to the present. Also listed as HIS 346. (Offered in spring.)

#### **REL 394 World Religions (3)**

Survey of the theories of the origin of religion. Comparative study of the history of the development and teachings of the leading religions of the modern world. Also listed as PHI 394. *Prerequisite: PHI 200 or 210.* (Offered in fall of even academic years.)

## Social Studies

### 4 Majors

School of Arts and Sciences

Department of History/Geography/Politics

### Faculty

Dr. Mark Correll, Chair

The social studies major and minor draws faculty from Economics, Geography, History, Politics, Psychology and Sociology.

### About the discipline

The field of social studies has as its purpose the study of humans as individuals and as part of the social order. Society's problems are multi-dimensional and have roots far in the past. The aim of the social studies group major is to give the student a well-rounded outlook on life beyond one's own area of specialty.

### Requirements

#### **SOCIAL STUDIES MAJOR (NON-TEACHING): (36 HOURS)**

20 hours from one of the following disciplines:

- Communications
- Economics
- Geography
- History
- Politics
- Psychology
- Sociology

A concentration of 8 hours from a discipline not used above.

A second concentration of 8 hours from a discipline not used above.

**Note:** A minimum of nine hours of upper level work is required for this major.

#### **SOCIAL STUDIES GROUP MAJOR (ELEMENTARY CERTIFICATION): (36 HOURS)**

ECN 101 Introduction to Economics (3)  
ECN 222 Introduction to Macroeconomics (3)

GEO 221 Introduction to Geography (3)  
CPS 206 Geographic Information Systems (4)  
HIS 121 History of Civilization I (3)  
HIS 141 United States to 1877 (3)  
HIS 361 Michigan History (3)  
POL 213 American National Government (3)  
One additional Politics course (3)  
Electives from ECN, GEO, HIS or POL to total 36 hours.

**Note:** A minimum of nine hours of upper level work is required for this major.

#### **SOCIAL STUDIES GROUP MAJOR (SECONDARY CERTIFICATION): (39 HOURS)**

CPS 206 Geographic Information Systems (4)  
ECN 101 Introduction to Economics (3)  
ECN 222 Introduction to Macroeconomics(3)  
GEO 221 Introduction to Geography (3)  
HIS 121 History of Civilization I (3)  
HIS 122 History of Civilization II (3)  
HIS 141 United States to 1877 (3)  
HIS 142 United States Since 1877 (3)  
HIS 361 Michigan History (3)  
POL 213 American National Government (3)  
POL 311 Comparative Government (3)

One upper-level elective from ECN, GEO, HIS or POL to total 39 hours.

**Note:** A minimum of nine hours of upper level work is required for this major.

## SOCIAL STUDIES COMPREHENSIVE MAJOR - SECONDARY CERTIFICATION (MINOR NOT REQUIRED): (51 HOURS)

- CPS 206 Geographic Information Systems (4)
- ECN 101 Introduction to Economics (3)
- ECN 222 Introduction to Macroeconomics (3)
- GEO 221 Introduction to Geography (3)
- HIS 121 History of Civilization I (3)
- HIS 122 History of Civilization II (3)
- HIS 141 United States to 1877 (3)
- HIS 142 United States Since 1877 (3)
- HIS 361 Michigan History (3)
- HIS 480 Philosophy of History (3)
- POL 213 American National Government (3)
- POL 311 Comparative Government (3)
- One additional Politics course (3)

Choose one from the following:

- HIS 307 Colonial America 1492-1760 (3)
- HIS 308 The American Revolution (3)
- HIS 309 Civil War & Reconstruction (3)
- HIS 310 Twentieth Century America (3)
- HIS 313 America in the 1960s (3)
- HIS 340 Women in American History (3)
- HIS 368 Diplomatic History (3)

Choose one from the following:

- HIS 302 Nineteenth Century Europe (3)
- HIS 303 Twentieth Century Europe (3)
- HIS 306 The Makings of Modern Europe (4)
- HIS 403 History of Biblical Interpretation and Criticism (3)

Choose one from the following:

- HIS 304 Geography & Hist of Russia & the Newly Independent States (3)
- HIS 331 China, India, and Japan (3)
- HIS 332 Africa (3)
- HIS 333 Latin America (3)
- HIS 334 The Middle East (3)
- HIS 337 Chinese Civilization & Culture (3)

Required participation in model U.N. or model Arab League.

**Note:** A minimum of nine hours of upper level work is required for this major.

### Notes for students certifying to teach:

The social studies elementary major for Elementary

Certification requires the completion of Option I. See Education for details.

### Course descriptions

#### SST 200 Human Society: Learning in the Social Studies (3)

This course explores the ways in which social studies disciplines systematically approach the interaction of human beings within the social forms they have created. Using concepts and techniques common to history, geography, politics and economics, the course helps students to grasp and to communicate the fundamental dynamics of human society. Emphasis in the course is on practical exercises in understanding structures and processes, organizing and analyzing data and drawing conclusions that will enlarge the students' skills as classroom communicators and as critical participants in today's world. *Prerequisite: Sophomore standing and must be certifying to teach elementary. As a required support course for the elementary education program, a grade of 2.67 or better is required.* (Offered in fall and spring)

#### SST 300 Teaching Social Studies Standards (3)

This course is designed to prepare candidates to teach Social Studies content directly aligned to the revised Michigan Social Studies standards (C3 framework), including grade level content expectations (GLCE) and high school content expectations (HSCE). This is required for all elementary and secondary social studies majors. To be taken prior to or concurrently with EDU429. (Offered in fall and spring)

## Social Work

### Major

**Child Welfare Endorsement**

**School of Human Services**

**Department of Social Work**

### Faculty

Dr. Bonnie Holiday, Chair and BSW Director

Dr. Cindy Livingston, Director of Field Instruction

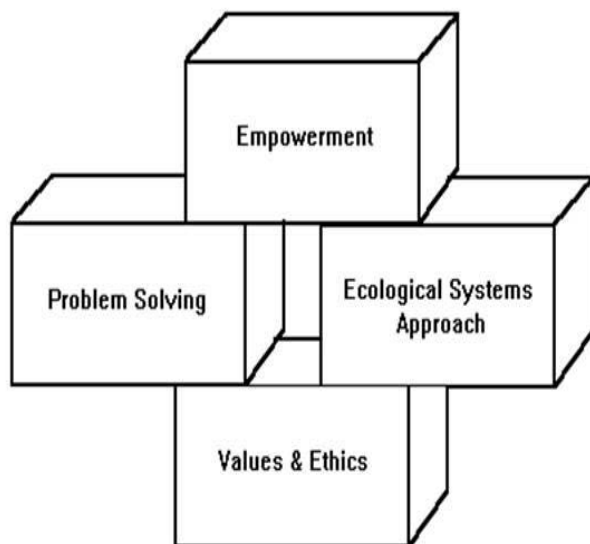
Sarah Bartzen

Kurt Hoffman

Ama Konadu - Agyemang Larsen

Leona Mickles-Burns

Jerry Walden



### Mission

The social work program of Spring Arbor University is dedicated to helping students build upon and integrate their liberal arts foundation with the knowledge and skills of the social work profession, and to apply social work and Christian values to ethical social work practice. We are also dedicated to preparing competent generalist social workers who are sensitive to and appreciative of diversity, committed to social and economic justice, and prepared to empower individuals, families, groups, organizations and communities.

### About the discipline

The discipline of social work involves using a planned problem-solving process to help individuals improve relationships and resolve problems. A distinction of this profession is a focus on how individuals and their environment interact which gives social workers a wide variety of options for intervention.

Social workers are especially interested in helping those people who are most at risk due to social and economic injustices and discrimination. Social workers with a bachelor of social work (BSW) are prepared to work with a wide variety of client populations in a wide variety of settings. A BSW from an accredited program also makes you eligible for admission into advanced standing master of social work (MSW) programs, which prepares you for specialized practice, including individual, family and group psychotherapy.

### Program strengths and emphases

The social work program at Spring Arbor University is accredited by the Council on Social Work Education. A major strength of our program is a faculty dedicated to mentoring, nurturing and supporting students as they develop academically, spiritually and professionally. Students take classes in sequence that allows them to build supporting and caring relationships with each other. The curriculum focuses on a balance between theory and skill development in small classes that provides ample opportunity for active participation.

Our faculty have extensive practice experience in social work and create learning experiences that reflect actual agency experiences. The curriculum also provides direct experience working in the social work field through a senior level internship. Qualified students are permitted to participate in internships away from campus and abroad.

*An internship is required for this program. Convicted felons may be limited to the type of location or client population in which their internships may be conducted.*

**Study abroad:** See the Overseas and Study Abroad section of the catalog for programs and information including the requirement that childhood immunizations as defined by the Center for Disease Control([www.cdc.gov/travel](http://www.cdc.gov/travel)) be complete before registration for study abroad can be completed. This includes social work internships.

Students majoring in social work are encouraged to explore how their Christian beliefs can be integrated with the knowledge, skills and values of the profession as they prepare for their professional career.

## Acceptance to the major

Application to the major is required before junior level practice courses are taken. Freshmen, sophomores and transfer students can declare their intent to major in social work and will be assigned to a social work advisor who will help them prepare for admission to the major. Application to the major takes place after completion of SWK 281 Introduction to Social Work. Transfer students who have completed the equivalent of SWK 281 at another accredited program may provisionally take one semester of junior-level courses while they apply to and are accepted into the program.

## Criteria for acceptance to the social work major

1. Cumulative grade point average of 2.50.
2. Successful completion of SWK 281 (C+ or better).
3. Timely submission of application materials for admission to the social work major. These materials can be obtained from and returned to the program director.
4. Personal interview with social work faculty.

**Note:** The decision as to whether all requirements are adequately met for admission to the social work major will be made by the social work faculty. See the Social Work Handbook for more information.

The social work major requires 18 credits of support courses and 43 major credits in a sequence. Because the curriculum has been developed to build on previous learning, deviations from this sequence will be allowed only in extreme circumstances, and require approval from your social work advisor. No life-learning credit will be granted for social work course credit.

**Notes for general education:** The following courses required for the major also meet liberal arts requirements:

ECN 101, PSY 100 or SOC 101 meets one social science requirement.

BIO 100 or PSY 403 meets the laboratory science requirement.

SWK 351 meets the math requirement.

## Requirements

### SOCIAL WORK MAJOR: (59 HOURS)

SWK 281	Introduction to Social Work (3)
SWK 305	Human Behavior in the Social Environment (3)
SWK 311	Racial and Ethnic Relations (3)
SWK 335	Interviewing (3)
SWK 340	Practice with Individuals and Families (3)
SWK 351	Statistics for the Behavioral Sciences (3)
SWK 352	Research Design (4)
SWK 442	Social Welfare Policies (3)
SWK 446	Practice with Groups (3)
SWK 447	Practice with Communities and Organizations (3)
SWK 450	Internship (10)
SWK 480	Internship Seminar (2)

Required support courses:

BIO 100 Principles of Biology (4) OR  
PSY 403 Physiological Psychology (4)  
(with permission)

ECN 101 Introduction to Economics (3) **OR**

ECN 221 Intro. to Microeconomics (3) **OR**

ECN 222 Intro. to Macroeconomics (3)

POL 213 American National Govt (3) **OR**

POL 214 State and Local Government (3)

PSY 100 Introduction to Psychology (3)

SOC 101 Introduction to Sociology (3)

Note: SWK 285 Exploratory Experience is highly recommended.

**Note:** Social work majors also completing a sociology or psychology minor can count SWK 351 and 352 toward both major and minor.

**BSW is also offered as an online program, please see the website for more information.**

# SOCIAL WORK

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## Course descriptions:

### **SWK 242 Death, Grief and Loss (3)**

For course description see SOC 242. Also listed as PSY 242. (Offered in spring of even academic years.)

### **SWK 246 Substance Abuse and Society (3)**

For course description see SOC 246. Also listed as PSY 246. (Offered in spring of odd academic years.)

### **SWK 250 Marriage and Family (3)**

For course description see SOC 250. (Offered in fall and spring.)

### **SWK 281 Introduction to Social Work (3)**

An introduction to the field of social work. Knowledge will be gained of various practice settings, the history of social work, and the purposes and values that guide social work practice with individuals, groups, organizations, communities and social welfare. Case studies, guest speakers and videos are used to introduce the social issues and vulnerable populations that social work is concerned with. You will be encouraged to assess your potential as a social worker through self-reflection and course assignments. *Prerequisite: Sophomore status.* (Offered in fall.)

### **SWK 305 Human Behavior in the Social Environment (3)**

An overview of normal biological, psychological and social development of individuals from a life-span and family life-cycle perspective. An emphasis on how the interaction of the individual, culture, race, gender and the social environment affect human behavior using social systems theory. Issues of gender and other current social problems associated with the family life-cycle will be addressed. This course provides the theoretical foundation for social work practice with individuals, families, groups, organizations and communities. Additional theory of group and community behavior will be provided in SWK 446 and 447. *For SWK majors: Co-requisite: SWK 281. Prerequisites: BIO 100, PSY 100, SOC 101.* (Offered in fall and online in spring.)

### **SWK 307 Child Welfare (3)**

Course is designed for students who would like to work with children and families in any type of setting. Content includes concepts, policies, and practices in the broad field of family and child services. Students will gain knowledge of the traditional child welfare services, as well as current "concentrations" or "specializations" that are more broadly defined as "services to families, children, and youth." The objective is to prepare students to be aware of policies and services that impact children and families and to be aware of services available for children and families who are experiencing problems. (Offered in fall and online.)

### **SWK 308 Adulthood and Aging (3)**

Course explores human development from age 40 through death. Research on developmental issues such as the changing family, work and retirement, faith, leisure, biological changes, and health will be explored. Developmental tasks and personality characteristics that lead to successful aging will be discussed. Social policies that impact on the ability to meet personal needs will also be analyzed. Of special interest will be the exploration of how the Baby Boomers are and will be changing our definitions of aging. (Offered fall of odd academic years.)

### **SWK 311 Racial and Ethnic Relations (3)**

For description see SOC 311. (Offered in fall, and online)

### **SWK 322 Volunteer Administration: Managing the Work of an Unpaid Work Team (2)**

This course explores the complex nature of volunteerism using a multidisciplinary approach. Students explore theoretical concepts from sociology, social work, business, history, communications, theology, motivation, and education as they engage in an exploration of what constitutes volunteer administration. Interactive exercises explore such topics as who is volunteering in the U.S. today, the impact of age on volunteer behavior, the history of formalized volunteering, the influence of religion on voluntary behavior, and more. There is also a review of the elements essential to the effective organization and management of a successful volunteer program. (Offered online.)

### **SWK 335 Interviewing (3)**

An introduction to the researched-based theory and techniques of interviewing for the helping relationship. This is a pre-practice course that will teach interviewing skills necessary for effective practice with individuals, families, groups, organizations and communities. Role playing will be used to practice skills within the classroom setting as well as interview assignments outside the classroom. *Prerequisite: SWK 305, or permission. Concurrent with SWK 340.* (Offered in spring.)

### **SWK 340 Practice with Individuals and Families (3)**

Course covers theoretical foundations of generalist social work practice with individuals and families. Theories of Human Behavior and Social Environment (HBSE) will be applied to practice of assessment, goal-setting, intervention, termination and practice evaluation. Special attention given to intervention with diverse and vulnerable populations. Case materials and role-playing will be used. Problem solving process is learned that will also be applied to practice with groups, organizations and communities. *Prerequisite: SWK 305.* Concurrent with SWK 335. (Offered in spring.)

**SWK 341 Trauma Informed Child Welfare (3)**

This course will provide future child welfare practitioners with foundational knowledge related to trauma and child traumatic stress. It will focus utilizing a "trauma lens" to examine practice with children and families within the child welfare system, and the role of the social worker in effectively identifying traumatic stress, responding to children and families in a trauma-informed manner, and ensuring that they receive trauma-specific treatment services. (Online)

**SWK 351 Statistics for the Behavioral Sciences (3)**

Descriptive statistics (measures of central tendency and dispersion, graphical representation of data), inferential statistics (binomial and normal distributions, central limit theorem, standard tests of significance), and special statistical techniques (analysis of variance, linear regression, chi square test). Students have found it helpful to take SWK 351 and 352 concurrently. Also listed as POL 351 and PSY 351. (Offered fall and spring.)

**SWK 352 Research Design (4)**

Basic theory of research design is used to design a proposal for doing program outcome evaluation, needs assessment, and single subject research. Primarily covers design and analysis of quantitative research with introduction to qualitative research methods. Students use Micro Case to understand how statistics are used to report research results. Course material will also prepare students for reading and using professional research articles. Students have found it helpful to take SWK 351 and 352 concurrently. *Prerequisite: SWK 351 or concurrent.* (Offered in fall and spring.)

**SWK 360 Gender and Society (3)**

For description see SOC 360. (Offered in spring of even academic years)

**SWK 370 Special Topics (1-3)**

The Social Work Program offers courses on campus, weekend college, or online, that cover topics that are of special interest to social workers or those new to the field of social work. Please contact social work faculty for information on course scheduling and topics. (Limited offering.)

**SWK 380 Carol Lee Seminar (1)**

The Carol Lee Seminar is a day-long meeting (usually a Saturday) that focuses on some aspect of death, grief and loss utilizing the expertise of a guest speaker. Independent reading and writing will also be required allowing the student to further explore an aspect of death, grief or loss. Also listed as PSY 380. (Offered in spring of even years.)

**SWK 382 International Human Rights (3)**

See SOC 382 for course description. Also listed as HIS 382. (Offered in spring of even years.)

**SWK 442 Social Welfare Policies (3)**

Provides a review of the historical development and philosophical basis of social work's response to those in need and of social welfare policy. Will also examine the current welfare system with the purpose to enable students to develop beginning practice skills in the construction, analysis and implementation of social welfare policy at local, state and national levels. This course will prepare students to effectively utilize social policy as a generalist social worker. *Prerequisites: SWK 281, POL 213 or 214, ECN 101.* (Offered in fall online, and spring.)

**SWK 446 Practice with Groups (3)**

Theories of group behavior and the impact of group participation on human behavior are covered with emphasis on how these theories can be used in applying the problem-solving methods for treatment and task groups. Systems theory is used to understand how the social work profession makes use of groups to accomplish individual, family, organizational and/or community goals. Content on issues of diversity within and between various groups in our society. Content covers group dynamics, group development, group decision-making, use of self within group dynamics, group leadership skills and evaluation of group practice. Students practice group dynamics in the classroom through role-play. *Prerequisites: SWK 335 and SWK 340.* (Offered in fall.)

**SWK 447 Practice with Communities and Organizations (3)**

This course builds on theory of human behavior in the social environment gained in SWK 305 and SWK 446 by providing additional theory of community and organizational behavior. The primary focus is on a macro-perspective involving work with and in the community. The course is designed to teach students how social work uses knowledge and skills in organizing and planning to change or reform social conditions and to achieve better organization and coordination of community systems for meeting human needs. Students integrate their knowledge of theory and practice by developing and implementing a group project in the community. *Prerequisites: SWK 305, SWK 335, SWK 340. Concurrent with SWK 446.* (Offered in fall.)

# SOCIAL WORK

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## **SWK 450 Internship (10)**

Participation in a social service program in a community agency, under the educational direction of social work professionals and university faculty. Students advance their knowledge of the profession and refine their generalist practice skills. The internship will involve 400 hours that can be split between interim and spring semesters. Graded S/U. *Prerequisites: Admission to the SWK major and successful completion of the field practice application process. Taken concurrently with SWK 480.*

## **SWK 480 Internship Seminar (2)**

Designed to integrate the concepts, knowledge and values learned in previous course work with agency experience. This capstone course provides opportunities for students to share learning experiences from agency placement and to demonstrate their competencies through a series of integration assignments. *Prerequisite: Admission to the SWK major and successful completion of the field practice application process. Taken concurrently with SWK 450. (Offered in spring and online.)*

## **SWK 484 Spirituality, Faith and Justice (3)**

See SOC 484 for description. Also listed as POL 484. (Offered in fall.)



# Sociology

**2 Majors, 1 Minor**  
**School of Arts and Sciences**  
**Department of Sociology**

## Faculty

Dr. Jeremy S. Norwood, Chair  
 Dr. John W. Hawthorne  
 Dr. Lori McVay  
 Paul J. Nemecek

## About the discipline

Sociology courses at Spring Arbor University provide students with an understanding of social order, social conflict and social change. Significant social issues are confronted by bringing together sociological principles with Christian perspectives. Students majoring in sociology will develop skills in social analysis and intervention that are as applicable to families and small groups as they are to complex organizations and communities. The sociological perspective is particularly valuable as a second major to students in a variety of fields.

## Career opportunities

The sociology major is designed to provide a solid foundation for critically participating in contemporary society. Students planning to enter organizational development, social work, teaching, business, communications, pre-law, or Christian ministry would benefit greatly from a major or minor in sociology.

The clinical sociology major allows students to tailor their sociological interests around particular areas of emphasis. The social justice track will assist those students interested in engaging probation, pre-law, or policy work without the specific focus of the criminal justice major. The community development track is well suited for students working and living in contemporary urban areas. The international change and development track prepares students for careers in missions, diplomacy, and international development.

## Program strengths and emphases

The department of sociology offers two programs leading to the baccalaureate degrees in sociology. The traditional sociology major provides a solid liberal arts foundation in social issues, social research, and social theory that develops a Christian perspective on contemporary social issues. The clinical sociology major brings a focused examination on particular settings for social change. The sociology major brings a flexibility that allows a student to craft a program around particular interests. The clinical sociology major includes an internship which can best be fulfilled in a semester study program either domestic or international (the international semester is required for the international change and development track). Concentrations in specific areas will allow the student to develop specialized skills and practical experience that will make the student better prepared for critical participation in the affairs of the contemporary world. Concentrations are available in social justice, community development, and international change and development.

The faculty are committed to assisting students to become capable of critical reflection and analysis, rooted in Christian values, and ready to participate positively and critically in the contemporary world at home and abroad. These emphases reflect the mission of the department of Sociology, social analysis for social change toward social justice.

## Requirements

### SOCIOLOGY MAJOR: (33 HOURS)

- SOC 100 Modern Social Problems (3)
- SOC 101 Introduction to Sociology (3)
- SOC 210 Careers in Sociology and Global Studies (1)
- SOC 311 Racial and Ethnic Relations (3)
- SOC 325 Religion, Self, and Society (3)
- SOC 327 Social Stratification (3)
- SOC 351 Statistics for Sociology (4)
- SOC 352 Research Design (3)
- SOC 360 Gender and Society (3)
- SOC 452 Sociological Theory (3)
- SOC 480 Senior Seminar (1)
- SOC 484 Spirituality, Faith & Justice (3)

# SOCIOLOGY

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## **SOCIOLOGY MINOR: (21 HOURS)**

- SOC 100 Modern Social Problems (3)
- SOC 101 Introduction to Sociology (3)
- SOC 311 Racial and Ethnic Relations (3)
- SOC 327 Social Stratification (3)
- SOC 360 Gender and Society (3)
- SOC 452 Sociological Theory (3)
- SOC 484 Spirituality, Faith & Justice (3)

At least 18 of the 30 credits in the major are upper-level courses. It is highly recommended that a sociology major consider spending a semester in one of the following locations: 1) Council for Christian Colleges and Universities: Washington, D.C. or Costa Rica; 2) SAU's Guatemala Semester; 3) Chicago: Chicago Semester.

## **CLINICAL SOCIOLOGY MAJOR: (47-52 HOURS)**

- SOC 100 Modern Social Problems (3)
- SOC 101 Introduction to Sociology (3)
- SOC 210 Careers in Sociology and Global Studies (1)
- SOC 311 Racial and Ethnic Relations (3)
- SOC 351 Statistics for Sociology (4)
- SOC 352 Research Design (3)
- SOC 360 Gender and Society (3)
- SOC 450 Internship in Clinical Sociology (7-12)
- SOC 452 Sociological Theory (3)
- SOC 480 Senior Seminar I (1)
- SOC 484 Spirituality, Faith and Justice (3)

Also upper level electives to equal a minimum of 47 hours.

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

## **Special notes on the Clinical Sociology internship:**

The internship would ideally take place in the second semester of the senior year. In special cases, the internship may be taken in the junior year. However, the student must have completed SOC 100 Modern Social Problems, SOC 101 Introduction to Sociology and the required courses in the concentration before doing the internship. The internship must involve 360-480 hours of actual practice in clinical sociology in the student's designated concentration.

**Notes for general education:** The courses that are required for the major also meet the following liberal arts requirements: SOC 101 meets a social science requirement, SOC 351 meets the math requirement.

## **Course descriptions:**

### **SOC 100 Modern Social Problems (3)**

A study of problems such as poverty, racism, sexism, the rich and powerful, possible solutions to social problems and secular and Christian theories. (Offered in fall and spring.)

### **SOC 101 Introduction to Sociology (3)**

Introduction to the concepts, theories and methods of analyzing society, culture, social institutions, organizations, groups, classes, races and ethnic groups. Required for the major. (Offered in fall and spring.)

### **SOC 201 Crime, Corrections and Criminal Justice (3)**

For description see CRJ 201. (Offered in fall online.)

### **SOC 202 Social Deviance (3)**

For description, see CRJ 202. (Offered in fall of odd academic years.)

### **SOC 210 Careers in Sociology and Global Studies (1)**

A seminar course introducing students to career options in the fields of sociology and global studies. Students will have an opportunity to explore what is involved in the various fields of sociology: community organizing, conducting research leading to social change through policy making, preparing for graduate school to pursue a career in teaching or research, as well as other available opportunities based on student need. Students will also have the opportunity to explore various fields incorporated in global studies: international development, diplomacy, missions work, teaching English abroad, preparing for graduate school, as well as other available opportunities based on student need. This

course is open to students of any major who might be considering a career related to sociology and/ or global studies. (Offered in fall.)

### **SOC 242 Death, Grief and Loss (3)**

Grief and loss as experienced in various human settings: nursing homes, hospitals, and private homes, or through death or divorce, examined from different viewpoints, (e.g., doctor, chaplain, emergency room nurse, the bereaved, etc.). Also listed as PSY 242 and SWK 242. (Offered in spring of even academic years.)

### **SOC 246 Substance Abuse and Society (3)**

Addresses the issues of alcohol and drug abuse in contemporary society from a historical perspective and provides students with information that they can use to bring a Christian solution to the problem of substance abuse in their lives and the lives of those they meet personally and professionally. Also listed as PSY 246 and SWK 246. (Offered in spring of odd academic years online.)

### **SOC 250 Marriage and Family (3)**

A study of the institution of marriage and the family with special emphasis on the changes in their structures and family roles. The family is traced through the life-cycle and is analyzed in its interaction with social class, ethnic, race and other variations. Discussions include issues of intimacy, communication and conflict that face contemporary families. Also listed as SWK 250. (Offered in fall)

### **SOC 282 Introduction to International Development (3)**

This course will serve as an introduction to the history of international development, to the realities of contemporary life in the world's low income countries, and to competing theoretical perspectives on development and social change. The course addresses cultural, social, political, religious, economic, and environmental elements of people's lives in the developing world. It also surveys and critiques such dominant perspectives on development as modernization, dependency, world systems, globalization, and sustainable development. (Offered in fall of odd academic years.)

### **SOC 300 Urban Sociology (3)**

An introduction to theories of urbanization, urban development and urban change. This course is historical and international in emphasis, with special emphasis on contemporary issues and theories of urban society in the United States. Topics covered will include: public housing, crime and urbanization, ethnic transition and community development (Offered in fall of even academic years.)

### **SOC 301 Criminological Theory (3)**

For description see CRJ 301. (Offered in fall of even academic years; online.)

### **SOC 310 Organization Theory (3)**

The study of formal organizations (such as prisons, corporations, hospitals and universities) in modern society. The work of classical and contemporary theorists will provide a theoretical framework for understanding empirical research findings. Students will learn to use the open systems model as a framework for organizational diagnosis. Also listed as BUS 310. (Offered in fall of even academic years.)

### **SOC 311 Racial and Ethnic Relations (3)**

The cultures and experiences of minority ethnic groups in the United States, and the impact of prejudice, discrimination and racism on these minority groups and on white society. Also listed as SWK 311. (Offered in fall)

### **SOC 314 Cultural Anthropology (3)**

Cross cultural sociological and anthropological perspectives on human behavior and social institutions. The course examines social and cultural similarities and differences among human populations. (Offered in spring of odd academic years.)

### **SOC 325 Religion, Self, and Society (3)**

This course will explore research and issues encountered in the scientific study of religion. Religious beliefs, attitudes, practices and institutions will be studied from a multi-disciplinary perspective that draws primarily on psychology, sociology and anthropology. Also listed as PSY 325 and REL 325. (Offered in spring of even academic years.)

### **SOC 327 Social Stratification (3)**

The study of social stratification in societies. Issues of social class, social status and social power will be addressed from historical and cross cultural perspectives. Students will be encouraged to confront a variety of theories for the purpose of evaluating their fit with Christian faith. (Offered in spring.)

### **SOC 351 Statistics for Sociology(4)**

Topics include measures of central tendency and dispersion and graphical representation of data. Other topics include inferential statistical theory and hypothesis testing for statistical significance. Bivariate and multivariate measures of statistical relationship include chi-square, nominal and ordinal measures of association, correlation and regression, analysis of variance, and multiple correlation and regression techniques. Factor analysis of covariance are briefly introduced. (Offered in fall.)

**SOC 352 Research Design in Sociology (3)**

An overview of the major research methodologies. The course includes an introduction to conceptualization and measurement, operationalization, construction of indexes, scales, and typologies and sampling techniques. Diversity issues and research ethics will also be addressed. Students learn the basic methods for experiments, survey research, field research, program evaluation and case studies. The course centers around a required original research project using APA Publication Manual guidelines. *Prerequisite: SOC 351* (Offered in spring.)

**SOC 354 Social Psychology (3)**

For description, see PSY 354. *Prerequisite: PSY 100.* (Offered in spring.)

**SOC 360 Gender and Society (3)**

Will explore how gender and gender roles impact on participation in major social institutions such as family, church, work, politics and education. Impact of gender role socialization across the life-span will be explored. Also listed as SWK 360. (Offered in spring.)

**SOC 371 Organizational Behavior (3)**

For description see PSY 371. Also listed as BUS 371. (Offered in fall of odd academic years.)

**SOC 382 International Human Rights (3)**

The study of which rights, freedoms, and protections are essential to humanity on a global scale. This course will discuss and explore the holistic biblical concept of justice and how it is or is not present in countries around the world. Problems dealing with the unequal distribution of wealth, power, and natural resources will be discussed in the context of international organizations, nations, and people groups. International organizations, multilateral and bilateral treaties, and country reports/histories will be studied. Some of the conflicts which will be analyzed include the Congo, Nazi Germany, Cambodia, Bosnia, Kosovo, Rwanda, Chechnya, and the Sudan, among others. Human rights issues discussed include sex trafficking, forced prostitution, bonded slavery, domestic/sexual abuse, the HIV/AIDS crisis, genocide, ethnic cleansing, systematic rape, as well as other problems that exist. Students will be encouraged to expand their perspective outside of their immediate surroundings and to embrace a more global perspective. This class will focus not on profit, conquest, or expansion, but the sanctity of the human life. Also listed as HIS 382 and SWK 382. (Offered in spring of even years.)

**SOC 450 Internship in Clinical Sociology (7-12)**

The internship would ideally take place in the second semester of the senior year. In special cases, the

internship may be taken in the junior year. However, the student must have completed SOC 100, 101 and the required courses in the concentration before doing the internship. The internship must involve 360-480 hours of actual practice in clinical sociology in the student's designated concentration. Graded S/U.

**SOC 452 Sociological Theory (3)**

This course will briefly explore the socio-historical contexts and events that gave rise to the development of sociology as an academic discipline based on the scientific method. Next, this course examines and critically analyzes selected ideas of key sociologists from the classical era (e.g., Marx, Durkheim, Weber, Comte, Simmel, Cooley and Mead). Finally, this course will examine contemporary theory and the various paradigms that are influential in sociological theory today. *Prerequisite: SOC 101, junior status.* (Offered in spring of odd)

**SOC 480 Senior Seminar I (1)**

This class serves as a capstone course during each semester of the senior year. Covers advanced studies in selected sociological, criminological, and global topics. Course design relates the concepts in these disciplines to contemporary, historical, technological, and societal issues. Lectures, current journal readings, library research, student presentations and discussion will aid in further developing inquiry techniques and critical thinking skills. Students will also be encouraged to prepare graduate school/job/internship applications in order to prepare them for graduation. *Prerequisite: Senior status.* (Offered in fall.)

**SOC 484 Spirituality, Faith and Justice (3)**

A capstone course focused on the integration of Christian faith, principles of spiritual formation and basic principles of social analysis and planned change. Special emphasis will be placed on the implications of the Christian faith for an understanding of social justice, as well as the implications of sociological thought for praxis and planned change. Also listed as POL 484 and SWK 484. (Offered in fall.)

## Special Education: Learning Disabilities

**Elementary and Secondary Certification**  
**2 Majors, 1 Minor**  
**School of Education**

### About the discipline

The objective of the Special Education L.D. major offered through the SOE, is to provide students with a solid understanding of diagnostic and teaching methods with which to meet the curriculum and classroom management needs of students with learning disabilities. In addition, the major will prepare students with the skills to communicate those needs to colleagues and parents.

For the Spring Arbor University special education L.D. graduate, best practice in the field will be presented from a liberal arts perspective and will include an emphasis on integrating Christian faith into teaching practice. The courses will address all areas of the "Model for Teacher Education" designed to produce teachers with both a broad understanding of the field and in-depth skills geared toward practical application for daily teaching practice.

### Career opportunities

This major prepares the student to apply for certification with an endorsement in special education L.D. This certification, along with the completed elementary or secondary education program, allows the student to teach in both the regular education classroom and in the special education programs in K-12. Students with this background would also be prepared to work in sales or consultation for publishers who specialize in books and tests for students with special needs.

### Program strengths and emphases

This major has been designed to provide an understanding of best practice in identifying and addressing the skill deficits of students with learning disabilities. Understanding the law and the role of the L.D. teacher as a child advocate will also

be addressed. An assistive/adaptive technology course and a course in communication skills unique to students with learning disabilities are cutting-edge courses in the program. This major emphasizes practical application of skills so that the graduate is prepared to function on a day-to-day basis in a special education and inclusive setting. The student will have many opportunities to practice and demonstrate these skills as a result of required field experiences in a number of the courses.

### Requirements

#### **SPECIAL EDUCATION MAJOR: (31 HOURS)**

SED 200	Introduction to Special Education (3)
SED 269	Human Development for the Special Education Student (1)
SED 300	Curriculum Design for L.D. (3)
SED 305	Classroom Management for L.D. (3)
SED 340	Special Education Rules, Procedures & Law for People with Disabilities (3)
SED 360	Technology for Special Education (3)
SED 420	Elementary Special Education Methods (3)
SED 421	Secondary Special Education Methods (3)
SED 422	Communication Skills (3)
SED 423	Assessment of L.D. (3)
SED 426	Consultation Models for L.D. (3)

**Note:** Those seeking an endorsement in special education: LD on their Michigan elementary or secondary certificate must successfully complete student teaching in special education: LD and Seminar in Teaching Special Education.

SED 430	Seminar in Teaching Spec Ed: L.D. (1)
SED 450	Mentored Experience in Teaching Special Education L.D. (5,6 or 9)

In addition, acceptable ratings on Professional Dispositions and Behaviors, Knowledge, Skills, mid-term and final evaluations in methods courses as evaluated by the faculty of the special education L.D. major may be considered as part of the criteria for recommendation for student teaching in special education. Students certifying in Elementary Education with the K-12 Learning

# SPECIAL EDUCATION: LEARNING DISABILITIES

Disabilities Endorsement must pass the Elementary Education MTTC prior to student teaching and must pass the LD -MTTC to be recommended for the endorsement. Students certifying in Secondary Education with the K-12 Learning Disabilities Endorsement must pass the Learning Disabilities MTTC and the MTTC in the minor area in order to be certified in both areas.

## Notes for students certifying to teach:

The special education: LD major is available for elementary and secondary teacher certification. Students certifying to teach Special Education at the elementary level, must complete Option II. See Education for details.

Due to the number of student teaching weeks required for those who are seeking initial elementary certification with the special education L.D. major, a student should not plan on taking an interim class just prior to spring student teaching. To successfully complete the required weeks, spring student teaching must begin in early January.

## **SPECIAL EDUCATION NON-TEACHING MAJOR: (31 HOURS)**

- SED 200 Introduction to Special Education (3)
- SED 269 Human Development for the Special Education Student (1)
- SED 300 Curriculum Design for L.D. (3)
- SED 305 Classroom Management for L.D. (3)
- SED 340 Special Education Rules, Procedures & Law for People with Disabilities (3)
- SED 360 Technology for Special Education (3)
- SED 420 Elementary Special Education Methods (3)
- SED 421 Secondary Special Education Methods (3)
- SED 422 Communication Skills (3)
- SED 423 Assessment of L.D. (3)
- SED 426 Consultation Models for L.D. (3)
- SED 385 Practicum (1-8)\*

\*Not required, but strongly recommended.

NOTE: Choosing this major does NOT lead to certification as a special education teacher and is not intended to prepare students to be successful on the Special Education Certification (MTTC:LD) exam.

## **SPECIAL EDUCATION (NON-SPECIAL EDUCATION CERTIFICATION) MINOR: (22 HOURS)**

- SED 200 Introduction to Special Education (3)
- SED 269 Human Development for the Special Education Student (1)
- SED 300 Curriculum Design for Special Education (3)
- SED 305 Classroom Management for Learning Disabilities (3)
- SED 340 Special Education Rules, Procedures and Laws for People with Disabilities (3)
- SED 420 Elementary Special Education Methods (3)
- SED 426 Consultation Methods (3)

Choose one of the following:

- SED 422 Communication Skills (3)
- SED 423 Assessment of Learning Disabilities Students (3)

**Note:** This minor is specifically designed for teacher education candidates who are seeking certification in elementary education in a general education classroom. This minor will supplement other elementary minors to prepare teacher candidates to meet the needs of all students in a general education classroom. Choosing this minor does NOT lead to certification as a special education teacher and is not intended to prepare students to be successful on the Special Education Certification (MTTC:LD) exam.

## **Course descriptions:**

### **SED 200 Introduction to Special Education (3)**

This course focuses on the student with exceptional needs: knowledge of disabling conditions, educational implications, legal considerations and procedures for identification and placement of students with disabilities, due process and privacy requirements, history and philosophical background of special education and the instructional strategies applied in educational settings.  
*Prerequisite: EDU140 with a 2.67 or higher; May take concurrently, Sophomore standing.*

### **SED 269 Human Development for the Special Education Student (1)**

This course complements and extends EDU 242 with special emphasis on the exceptional development of special education students. Common mental, emotional, neurological, environmental, and physiological

# SPECIAL EDUCATION: LEARNING DISABILITIES

conditions that affect learning will be explored.

*Prerequisite: Grade of 2.00 or better in EDU 242 or ECE 266.*

*May be taken concurrently.*

## **SED 300 Curriculum Design for L.D. (3)**

A study of a variety of curriculum designs and strategies for student's with learning disabilities. Topics will include: preplanning, principles of curriculum decision making, effective schools research, participatory strategies for curriculum instruction, exemplary curriculum practices, and the process of change. *Prerequisites: Grade of 2.00 or better in SED 200.*

## **SED 305 Classroom Management for L.D. (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 understand basic behavioral management concepts and 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. A variety of instructional formats will be used in this course including; lecture and demonstration, small group discussion, student presentations and video presentations.

*Prerequisites: Grade of 2.00 or better in SED 200.*

## **SED 340 Special Education Rules, Procedures and Law for People With Disabilities (3)**

This course will focus on the history of special education laws, each law's intent and the working state and federal laws. Special emphasis will be placed in IDEA and the evolution of the reauthorizations. The student will also be able to effectively communicate the needs and rights of persons with disabilities. Institutional and administrative factors that facilitate or impede delivery of services will be studied. The student will develop an understanding of the roles and organizational structures of regular and special education and the part they play in providing total service for the student. *Prerequisites: Grade of 2.00 or better in SED 200.*

## **SED 360 Technology for Special Education (3)**

This course provides an understanding of how assistive technology may be used to enhance the education of students with disabilities. It teaches a framework for assessing special needs students' abilities, environment, required tasks and assistive tools. Students will investigate high-tech, low-tech and no-tech responses to a variety of students' special needs. *Prerequisites: Grade of 2.00 or better in SED 200, EDU 242, SED 269, and SED 300.*

## **SED 385 Practicum with Special Needs Population (2)**

This course provides the student with an opportunity to work with special needs population in significant new learning situations related to the student's major field. Students will be expected to apply the knowledge gained in their major and minor fields to design authentic participation in their profession. The student will have 80 work hours at professional placement. The student will have a work supervisor and an academic supervisor. Graded "S/U". Note: **This course is for the Special Needs Population minor. It does not count in the Special Education: L.D. major.** *Prerequisite: Grade of 2.00 or better in SED 200.*

## **SED 420 Elementary Special Education Methods (3)**

This course focuses on 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 intensive interventions for reading, mathematics and written expression. *Prerequisites: Basic Skills Exam, Admission to SOE, Grade of 2.00 or better in SED 200, SED 423 and EDU 242, or ECE 266 and EDU 267.*

## **SED 421 Secondary Special Education Methods (3)**

This course focuses on the educational methods and strategies to meet the needs of the student with learning disabilities at the middle school and secondary level. This course will also provide skills in making adaptations and modifications in lesson plans and tests. *Prerequisites: Basic Skills Exam, Admission to SOE, SED 423, EDU 242 or ECE 266, and EDU 267.*

## **SED 422 Communication Skills (3)**

This course provides skills and techniques in understanding learning problems by focusing on the development of language as it relates to reasoning, thinking, listening, speaking, reading, writing and spelling. Emphasis will be placed on understanding the components of language, knowing how the assessment of these skills is conducted and what effect disorders in listening, speaking and thinking have on learning to read, write and spell. Finally, instruction will be provided on teaching strategies to help the student with learning disabilities in the area of language and additional information will be provided on resources the teacher can utilize to become a more effective teacher. *Prerequisites: SED 200, SED 269 and junior standing.*

## **SED 423 Assessment of L.D. (3)**

This course provides instruction in appropriate procedures for the assessment and reporting of the 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

# SPECIAL EDUCATION: LEARNING DISABILITIES

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into goals and objectives and statements of progress on the student's IEP. Methods of evaluating instructional outcomes will be explored so that an ongoing instructional plan can be adjusted to meet the student's needs. *Prerequisites: Grade of 2.00 or better in SED 200.*

## **SED 426 Consultation Models for L.D. (3)**

This course provides information on identifying and accessing resources relevant to persons with disabilities. These resources may be within the school setting or from outside agencies. The course will also address factors that impede the use of these resources. Instruction will be provided on the development of interpersonal skills needed to effectively communicate with parents, colleagues and outside agencies. Instruction will also be provided in cooperative teaching, IEP team participation, and supervising volunteers and paraprofessionals.

*Prerequisite: Grade of 2.00 or better in SED 200.*

## **SED 430 Seminar in Teaching Special Education L.D. (1)**

Seminar will focus on topics specific to the special education field. Those student teachers who are candidates for the special education L.D. endorsement will meet as a group during their special education student teaching placement period. *Taken concurrently with SED 450. Prerequisite: Admission to SOE, Completion of all SED coursework. Approved by SOE to student teach.*

## **SED 450 Mentored Experience in Teaching Special Education L.D.**

Provides observation and management of the classroom and learning activities of special education pupils. The student assumes increasing responsibility for directing the classroom. Graded "S/U". In addition to the elementary or secondary student teaching experience in a regular classroom, there will be a required 8-10 weeks of student teaching in a special education elementary classroom. Or 15 weeks in a secondary special education classroom. *Prerequisites: Admission to SOE, satisfactory completion of all required EDU courses, SED courses and the pre-student teaching experience. Approved by SOE to student teach. To be taken concurrently with SED 430.*

## **SED 452 Directed Teaching II**

An additional experience in mentored teaching for those who need further experience in development of classroom techniques. *Prerequisite: SED 450. Approved by SOE to student teach.*



# Speech

**Major & Minor**  
**School of Arts and Sciences**  
**Department of Communication and Media**

## Faculty

Dorie Shelby, Chair  
 Mary Albert Darling, Coordinator  
 Jen Letherer  
 Dr. Wallis C. Metts, Jr.  
 Dr. Paul Patton  
 Dr. Robert H. Woods, Jr.

## Mission

The mission of the department is to prepare credible, creative Christian professionals for a world where the mastery of communication skills and technologies is essential. This is accomplished by helping students produce, publish and perform original work that is both ethical and effective.

## About the discipline

The Bachelor of Arts in speech prepares credible, convincing public speakers who are authentic and ethical. And with a minor in business, political science or another area you care about, students will have something to say and be able to say it well. Here is a major that opens lots of doors, providing a highly sought after basic — but uncommon — skill.

## Career opportunities

The study of communication will help students develop useful skills in such fields as ministry, mass media, theatre, business, government, and social services. Our program is particularly appropriate for positions involving public relations, broadcasting, sales, corporate communication, public information management, employee communication, training and development, and print journalism.

## Program strengths and emphases

The study of communication at Spring Arbor University is a hands-on experience, with a foundation in classical and Christian perspectives. All students complete a core sequence that promotes a thoughtful and ethical understanding of communication principles and best practices.

Throughout the program you will apply these principles. Extracurricular opportunities are offered in writing, acting, broadcasting, designing, producing and researching in addition to practical hands-on experiences in the classroom and through internships.

## Requirements

**Note:** Speech majors are also required to complete a minor. Suggestions include psychology, literature, ministry, political science, broadcasting, video and film, advertising and public relations or professional writing.

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

**Sophomore Check-**Student progress will be assessed by the department at both the freshman and sophomore levels (first year transfer students). Students must pass a sophomore/transfer check to continue in the major.

## SPEECH MAJOR: (49 HOURS)

- COM 100 Introduction to Communication (3)
- COM 110 Communication Technology (3)
- COM 212 Rhetoric (3)
- COM 214 Communication Theory (2)
- COM 314 Communication Research (2)
- COM 324 Web Content and Management (3)
- COM 356 Popular Culture (3)
- COM 404 Oral and Digital Persuasion (3)
- COM 480 Senior Seminar (1)
- SPE 242 Story Telling (3)
- SPE 265 Acting Techniques (3)
- SPE 342 Oral Interpretation and Voice (3)
- SPE 460 Recital (1)

Electives to total 49 hours from the following:

- COM 301 Communication, Spirituality, & Serv.(3)
- COM 354 Applied Social Media (3)
- COM 368 Intercultural Communication (3)
- COM 399 Communication Portfolio (1)
- DRA 353 Performance Ministry (3)
- SPE 370 Special Topics (1-3)

Students must also complete a 21 hour or higher minor, supportive of major or vocational interest.

# SPEECH

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## **SPEECH MINOR: (21 HOURS)**

COM 100 Introduction to Communication (3)  
COM 212 Rhetoric (3)  
Speech courses to total 21 hours

## **SPEECH AND DRAMA MAJOR FOR SECONDARY EDUCATION: (31 HOURS)**

COM 100 Introduction to Communication (3)  
COM 212 Rhetoric (3)  
COM 214 Communication Theory (2)  
COM 404 Oral and Digital Persuasion (3)  
SPE 242 Storytelling (3)  
SPE 342 Oral Interpretation (3)  
DRA 265 Acting Techniques (3)  
DRA 285 Exploratory Experience (2)  
DRA 300 Theater History (3)  
DRA 345 Stagecraft (3)  
DRA 365 Stage Directing (3)

## **SPEECH AND DRAMA MINOR FOR SECONDARY EDUCATION: (23 HOURS)**

COM 100 Introduction to Communication (3)  
COM 212 Rhetoric (3)  
COM 404 Oral and Digital Persuasion (3)  
SPE 242 Storytelling (3)  
SPE 342 Oral Interpretation (3)  
DRA 265 Acting Techniques (3)  
DRA 285 Exploratory Experience (2)  
DRA 365 Stage Directing (3)

## **Public Speaking Endorsement -(12 Hours)**

COM 212 Rhetoric (3) **OR**  
SPE 212 Fundamentals of Speech (3)  
and Readings in Rhetoric (1)  
SPE 242 Storytelling (3)  
SPE 342 Oral Interpretation and Voice (3)  
COM 404 Oral and Digital Persuasion (3)

**Notes for general education:** COM 212 Rhetoric (3)  
fulfills the general education speech requirement.

**Notes for students certifying to teach:** Extra-curricular requirements for speech majors and minors are required. See the Communication department for details.

## **Course descriptions:**

### **SPE 100 Oral Communication (2)**

**(Non-majors only, EDU majors take SPE 212)**

Focuses on, small group and public communication. Activities include informal and formal speaking. (Offered in fall, interim and spring.)

### **SPE 212 Fundamentals of Speech (3)**

**(Communication majors take COM 212)**

Theory, organization, preparation and practice of speechmaking. Required speeches: storytelling, inspirational, informative, persuasive and symposium-panel-forum. (Offered in fall.)

### **SPE 242 Story Telling (3)**

Study and application of the history, theory, practice, and ethics of storytelling. Main focus is on developing storytelling skills and understanding narrative paradigms. Assignments include study and performance of personal and others' stories, as well as attending the Jackson Storyfest. (Offered in spring of odd academic years.)

### **SPE 265 Acting Techniques (3)**

Creative methods of role development for theater. Includes play analysis. Also listed as DRA 265. (Offered in fall.)

### **SPE 285 Exploratory Experience (1-4)**

See Courses for all Disciplines for description.

### **SPE 342 Oral Interpretation and Voice (3)**

Analysis, practice and oral reading of prose, poetry, and other forms of written word. Study and application of sounds for improved vocal quality and clear enunciation in public speaking. Preparing and presenting a program of literature required. (Offered in spring of odd academic years.)

### **SPE 370 Special Topics (1-3)**

Selected topics for students wishing to develop specialized competencies in public speaking. (Limited offering.)

### **SPE 460 Recital (1)**

See DRA 460 for description.

## Spiritual Formation and Leadership

**This minor has been suspended for 18-19 catalog.**

**Minor**

**School of Arts and Sciences**

**Department of Theology**

### **SPIRITUAL FORMATION AND LEADERSHIP MINOR: (21 HOURS)**

- SFL 100 Intro to Christian Spiritual Formation (3)
- SFL 201 Christian Traditions: A Balanced Vision (3)
- SFL 480 Capstone – The Role of Creation, Community and Pilgrimage (3)

Students choose four of the following:

- SFL 301 Comm., Spirituality and Service (3)
- SFL 302 Spirituality and Creative Arts (3)
- SFL 304 Theology and Praxis of Prayer (3)
- SFL 306 Christian Mysticism:  
Revelations of Love (3)
- SFL 308 Readings in Christian Spirituality (3)

**NOTE:** Students with spiritual formation and leadership minor would be exempt from COL 300 general education requirement.

**Objectives:**

- Students will delve into how the spiritual life equates to a journey and a process (individually and communally).
- Students will physically explore the role of the created order in Christian spiritual formation.
- Students will learn how the topography of creation parallels to that of the spiritual life.
- Through living and moving as a community, students will learn the practice of hospitality in a tangible way.
- Students will practice disciplines of simplicity, slowing, stillness, and hospitality through the hiking trip.

**Course Descriptions:**

#### **SFL 100 Intro to Christian Spiritual Formation (3)**

This class will explore the process by which we open our hearts to a deeper connection with God. By studying and practicing the classic spiritual disciplines of the faith we learn to position our will and our lives before God, engaging in the process God uses to transform the human personality. (Offered in fall.)

#### **SFL 201 Christian Traditions (3)**

A Balanced Vision: For over two thousand years faithful followers of Jesus have been engaged in a great conversation about the growth of the soul. This course will explore various historic Christian traditions of the Church: contemplative, holiness, charismatic, social justice, evangelical, and incarnational (Offered in fall.)

#### **SFL 301/COM 301 Communication, Spirituality & Service (3)**

This course explores the intersect between communication and Christianity in relation to redemptive service to others in today's world. Emphasis on exploring connections among communication concepts and Biblically informed spiritual principles and practices for affecting personal, local, and global change. In addition, issues of faith and justice are surveyed in the context of fostering the Biblical concept of "Shalom" in the world. A service project is required as part of this course.(Offered in fall.)

#### **SFL 302 Spirituality and Creative Arts (3)**

Through Spirituality and Creative Arts students will develop spiritual perception as a tool for prayer, as a way of communicating with God: both hearing from God and responding back to God through creative practices. You do not have to be a creative individual to benefit from this class; it is a class for amateurs(to practice what they enjoy;) it is a class for those seeking creative ways to approach God; it is a class where failure is not possible. Mediums such as film, fiction, writing, painting, drawing , and many other visual art or creative enterprises as well as the artistic process itself- will serve as the canvas upon which students will explore more deeply their own unique style of spiritual formation. Emphasis will be placed on practice, experiment, and on what brings us joy. (Offered in fall.)

#### **SFL 304 Theology and Praxis of Prayer (3)**

This course will explore the connection between the practice of prayer and various theological models. Biblical teaching on prayer as well as the prayers of the Bible will be examined in some detail. In addition, various models of how to pray will be investigated. The student will engage in several prayer practices as an integral part of the course. (Offered in spring.)

# SPIRITUAL FORMATION AND LEADERSHIP

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## **SFL 306 – Christian Mysticism: Revelations of Love (3)**

Though the terms “mystical” and “mysticism” are used frequently in our culture, it is not entirely clear what is being talked about when the subject is discussed. In the Christian tradition, mysticism refers to the mystery of God and the profound types of religious experiences or encounters with the Divine. This course will explore Christian mysticism through the reading of primary texts from the fourth to twentieth centuries in an attempt to define Christian mysticism. It will also explore the potential relevance of these texts to contemporary spiritual practice. (Offered in spring of even academic years)

## **SFL 308 – Readings in Christian Spirituality (3)**

Throughout the history of the Christian tradition, women and men have reflected deeply on life with God and its implications for life in the world. This class surveys broadly the historical development of Christian spiritual reflection as expressed by select recognized spiritual masters in their classic writings. As such, the focus is on primary texts reflecting the diversity of mainstream Christian spirituality. By looking to other voices in the tradition, students will glean wisdom for authentic Christian discipleship today, deepen their own understanding of Christian spirituality, and enhance their personal devotional life. (Offered in spring of odd academic years.)

## **SFL 480 Capstone: The Role of Creation, Community and Pilgrimage (3)**

This capstone course will draw on the student’s previously acquired knowledge and growth in their Spiritual Formation courses. Students will reflect on their past studies and personal transformation. They will also combine this analysis with the exploration of themes of their spiritual journey, their role in God’s created order, and how their lives within the community of believers inform and aid their growth. (Offered in spring.)

## Teaching English As A Second Language

### Elementary and Secondary Certification Minor School of Education

#### Faculty

Dr. Linda Sherrill, Dean  
Kim Bowen

**Please note: ESL courses for international students are found in the General Studies (GES) section of the catalog.**

#### About the discipline

The objective of the TSL minor is to prepare individuals to teach English as a Second Language to children and adults of all ages in school or community settings. Students will learn how to effectively teach English listening, speaking, reading and writing, to groups of children or adults with multiple levels of English language proficiency and diverse backgrounds.

The ESL minor/endorsement program meets the standards for teaching in public or private schools or for teaching English abroad. It provides candidates with a theoretical background in critical issues in second language learning, linguistics, language education, assessment and content instruction to assessment and evaluation. Candidates will be exposed and evaluated on a variety of teaching methodologies used in the TESOL profession.

Completion of the minor allows teacher education candidates seeking initial certification to add an ESL endorsement to their elementary or secondary teaching certification by successfully completing the courses in the program, practicum experiences, and the Michigan Test for Teacher Certification in English as a Second Language (NS).

#### Career opportunities

The ESL endorsement is highly valued in regular classrooms of K-12 school districts with high concentrations of English Learners (EL).

Teacher education candidates seeking positions in ESL classrooms and Sheltered Immersion Programs are required to have this endorsement on their initial certificate.

Teachers seeking a Post BA 18-hour program and who teach in a district with high concentrations of ELLs can use this minor/endorsement to enhance their current teaching or to qualify for an ESL classroom in their district. Many states require all teachers to have training in culturally and linguistically appropriate methods beyond teacher certification.

#### Career opportunities for non-teacher education students:

Students seeking the Certificate in TESL: There are many opportunities for non-teacher certified students to teach English as a Second Language in the United States or abroad. Many urban churches offer ESL classes for their growing immigrant populations. Community programs need trained teachers to conduct ESL classes for adults.

The TESL certificate will prepare students in business, social work, Christian ministry, to teach English in communities both in the United States and around the world.

#### Program strengths and emphases

This minor enhances the preparation of teacher education candidates for meeting the demands of a growing population of U.S. immigrants from other language groups or for teaching English internationally.

Students have an added advantage when they combine teaching English as a Second Language, with World languages.

Practicum experiences for teaching English are required in the program.

# TEACHING ENGLISH AS A SECOND LANGUAGE

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## Requirements:

### TEACHING ENGLISH AS A SECOND LANGUAGE MINOR FOR TEACHER CERTIFICATION IN MICHIGAN: (23 HOURS)

TSL 311	Cross Cultural Communication (4)
TSL 321	Essential Linguistics for Teachers of English (2)
TSL 326	Methods and Materials for Second Language Acquisition (4)
TSL 327	Teaching Grammar for Writing and Speaking (2)
TSL 411	Content-Based Instruction for ELLs: Sheltered English Immersion (4)
TSL 420	Assessment and Evaluation of Language Minority Students (3)
TSL 421	Methods for Teaching Reading, Writing and Spelling for ELLs (4)

## Support Course:

One year of college-level foreign language. (May be waived (petition) by completion of two years of high school foreign language with a "B" or better.)

English language proficiency will be determined by an interview and writing assessment in EDU140.

## Notes for students certifying to teach PK-12

Those seeking a first-time teacher certification will student teach in an ESL setting which is also at the level required by the particular certification (elementary or secondary).

EDU 430 Seminar in Teaching ESL (1)  
EDU 450E Directed Teaching - Elementary  
EDU 450S Directed Teaching - Secondary  
(Taken concurrently with EDU 450E OR EDU 450S  
TSL placement required in EDU450E.)

Those seeking an elementary certificate complete Option II.

Note: Students with a major in Spanish and a minor in TSL who are seeking secondary certification must student teach in both a Spanish and an ESL setting.

## Adding an endorsement

Candidates who hold a valid Michigan Teacher Certificate may complete the coursework in the minor.

## 12-hour Certificate in TSL open to all majors:

TSL 311	Cross Cultural Communication (4)
TSL 321	Essential linguistics for Teachers of English (2)
TSL 326	Methods and Materials for Second Language Acquisition (4)
TSL 327	Teaching Grammar for Speaking and Writing (2)

## Course descriptions:

### TSL 311 Cross Cultural Communication (4)

Students explore personal biases and basic principles underlying multicultural communication competence. This course provides an opportunity to develop cross cultural communication competence and activities for use in culturally diverse classrooms. A practicum experience of 15 hours in a K-12 ESL classroom or community ESL program is required. (Offered in fall.)

### TSL 321 Essential Linguistics for Teachers of English (2)

The course content provides a study of English linguistics for those preparing to teach English to non-native speakers of English. The coursework compares different theories of language development and how grammar, reading, writing and spelling instruction fit into current practices of language teaching. (Offered in fall of even academic years.)

### TSL 326 Methods and Materials for Second Language Acquisition (4)

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 practicum setting. Prerequisite: TSL 311. (Offered in spring.)

### TSL 327 Teaching Grammar for Writing and Speaking with English Language Learners (2)

This course enhances the classroom instruction for teachers of beginning and intermediate English

# TEACHING ENGLISH AS A SECOND LANGUAGE

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Language Learners by blending classroom strategies with the study of the most important grammatical structures of English for speaking and writing. Students will develop metalanguage skills for describing grammar correction. Students study different language groups in order to understand the most frequent error types for these languages. (Offered in fall of odd academic years.)

## **TSL 411 Content Based Instruction for ELLs: Sheltered English Immersion (4)**

This course uses Sheltered Immersion Observation Protocol (SIOP) training materials and theory. Students develop an understanding of how to plan a supportive classroom learning environment for ELL students in general and content classrooms. Candidates will plan for multi-levels of diverse students using standards-based ESL and content curriculum. Candidates will design integrated activities through thematic and inquiry-based units that focus on listening, speaking, reading and writing goals for content area objectives and English language development. One hour a week lab in science/social studies or math classroom with ELLs is required. Prerequisite: TSL 311. (Offered in spring, of odd academic years, online )

## **TSL 420 Assessment and Evaluation of Language Minority Students (3)**

Theoretical and practical aspects of language assessment and evaluation will be explored, particularly in measuring second language skills of students in ESL programs. Prerequisite: TSL 311. (Offered online in spring of even academic years.)

## **TSL 421 Methods for Teaching Reading, Writing and Spelling for ELLs (4)**

Focuses on teaching methods and classroom organization ideas for promoting oral language, vocabulary, reading comprehension, writing and spelling for pre K-12 ELLs. Candidates will practice methods for developing reading comprehension, writing and spelling for students at different levels of language proficiency. A field experience of 10 hours in a K-12 ESL classroom is required. Prerequisite: TSL 311. (Offered online in the fall of odd academic years.)

## **TSL 430 Seminar in Teaching English as a Second Language (1)**

Seminar will focus on topics specific to the TSL field. *Prerequisite: Admission to SOE, Completion of all TSL course work. Approved by SOE to student teach.* (Offered in fall and spring.)

## Theological Studies

**1 Major & 1 Minor**  
**School of Arts and Sciences**  
**Department of Theology**

### Faculty

Dr. Kenneth W. Brewer, Chair  
Dr. Thomas J. Holsinger-Friesen  
Dr. Robert Moore-Jumonville

### About the discipline

The theological studies program at Spring Arbor University focuses on the history and contemporary practices of theological reflection, with particular attention on the role of the Bible as the church's Scriptures. Thus, the curriculum includes courses on particular periods of Christian thought, biblical literature, and contemporary Christian theology. In keeping with the academic values of the University, the theological studies major provides a solid academic foundation for graduate or seminary studies.

### Career opportunities

Students completing this major will find themselves prepared to go on to seminary or other graduate education, for specific kinds of Christian ministry or for university teaching. Students seeking to enter a career in ministry immediately after college should consider one of the six ministry majors offered by the Department of Theology.

### Program strengths and emphases

This program prepares students by the development of skills in theological methods that engage the church's Scriptures and that consider the history of Christian thought and practice. This holistic approach to theology gives the student an adequate understanding in theological studies for further graduate studies.

All programs in the Department of Theology offer a unique blend of solid academics and spiritual formation, seen most readily in a central theological curriculum that all these programs share. This curriculum includes courses in the four areas that make up what is commonly known as the Wesleyan

Quadrilateral: Scripture, Tradition, Reason, and Experience.

### Requirements

**THEOLOGICAL STUDIES MAJOR:**  
**(54 HOURS)**

#### COMMON THEOLOGICAL CURRICULUM

##### *Scripture*

BIB 220 Biblical Interpretation (3)  
One 300/400 level OT course (3)  
One 300/400 level NT course (3)  
One 300/400 level Bible elective (3)

**Note:** *Non-Biblical Studies majors may take 1 full year (2 semesters) of GRE and or HEB in place of one upper level Bible course.*

##### *Tradition*

THE 205 History of Christian Thought (3) **OR**  
THE 206 Doctrines of the Christian Faith (3)  
REL 343 History of Christianity (3) **OR**  
REL 346 History of Christianity in America (3)

##### *Reason*

PHI 314 Ethics (3)  
One 300/400 level PHI course (3)  
One 300/400 level THE Theology course (3)

##### *Experience*

CMI 127 Exploring Ministry (2)  
CMI 275 Supervised Ministry (2)  
CMI 375 Supervised Ministry (2)

### Theological Studies Required Courses

GRE 331 Elementary New Testament Greek I (3)  
GRE 332 Elementary New Testament Greek II (3)  
**OR**  
HEB 331 Elementary Biblical Hebrew I (3)  
HEB 332 Elementary Biblical Hebrew II (3)

Three of any 300/400 level theology courses: (9)  
Two of any 300/400 philosophy courses (6)



## **THEOLOGICAL STUDIES MINOR: (21 HOURS)**

- THE 205 History of Christian Thought (3)
- THE 206 Doctrines of the Christian Faith (3)

Three of any 300/400 level theology courses: (9)  
Two of any 300/400 Philosophy Courses: (6)

### **Course Descriptions:**

#### **THE 205 History of Christian Thought (3)**

A survey of the major theological developments, doctrines, figures, and ideas that have shaped Christian thought from the beginning of the Christian church until the 21st Century. Students will explore the relevance of historic Christian doctrine for personal life and the practice of ministry. (Offered in spring.)

#### **THE 206 Doctrines of the Christian Faith (3)**

This is an introductory course in basic Christian doctrine. The student will explore the nature, task and sources of theology; the essential doctrines of Christianity, disputed issues within evangelical theology; a major contemporary issue (open view theism); and the theological roots of their own tradition. The students will also become acquainted with major theological figures, terms, traditions and periods of the historic Christian faith. (Offered in fall.)

#### **THE 307 The Holy Spirit, Spiritual Gifts, and Spirit Movements (3)**

This course is a biblical, theological, and practical study of the person and work of the Holy Spirit (pneumatology), spiritual gifts, and Spirit-movements. Specific attention will be given to the role of the Holy Spirit and spiritual gifts in the life of the believer and the church. Various controversial issues regarding the Holy Spirit, spiritual gifts, and Spirit-movements will be addressed. (Offered spring of even academic years.)

#### **THE 318 Christian Origins: Heretics and Saints (3)**

This course explores the seminal contributions of Christian theologians during the first five centuries of the church. In studying select writings that were pivotal for doctrinal formulation in the areas of Christology, Trinitarian theology, ecclesiology, and soteriology, the course will give special emphasis to patristic biblical interpretation. Various exemplars (such as Irenaeus and Augustine) will be critically evaluated in light of our own contemporary ecclesial and cultural contexts and concerns. *Prerequisites: PHI 200 or 210, and THE 205/206 or instructor's permission.* (Offered in the fall of odd academic years.)

#### **THE 320 Luther, Calvin, and the European Reformations (3)**

This course seeks to introduce students to the background, the major figures and the significant theological issues of the Reformation period in the 16th century which gave rise to Protestantism. The writings of Martin Luther, John Calvin, and other reformers will be reviewed in some detail. Theological developments will be traced throughout the Lutheran, Calvinist, Radical, English and Counter-Reformation movements. Key theological issues particular to the Reformation period will also be discussed: sola scriptura, justification by grace, the nature of the sacraments, the understanding of the church, etc. *Prerequisite: THE 205/206 or instructor's permission.* (Offered in fall of odd years.)

#### **THE 405 The Problem of Evil (3)**

This course examines the biblical, theological, philosophical, and personal problem of suffering and evil. Students will examine the doctrines of God, creation, and providence as well as the nature, origin, and challenge of sin, evil, and Satan. Age-old questions will be treated and students will explore various responses to suffering and evil for personal life and the practice of ministry today. (Offered fall of even years.)

#### **THE 411 From Modern to Postmodern Theology(3)**

This is an advanced seminar course in theology, looking at the challenges to traditional theology in the Enlightenment period in the 18th Century. Various responses to modernism from the 19th to the 21st centuries will be studied beginning with Classic Liberal Theology, Fundamentalism, Mediating Theologies, Neo-Orthodox Theologies, Neo-Liberal Theologies, Bonhoeffer and Radical Thought, Evangelical Theology, and concluding with a special emphasis upon the Postmodern revolt against Modernity. Basic knowledge of philosophy and theology will benefit the student to understand theology in the Modern and Postmodern periods. *Pre-requisites: THE 205/206* (Offered in spring.)

#### **THE 470 Development of Wesleyan Thought (3)**

Explores Wesley's roots in the Reformation, Wesley's cultural and intellectual heritage, Wesley's theology and the development of Wesleyan thought from Wesley to the present day. *Prerequisite: THE 205/206 or instructor's permission.* (Offered in spring of odd academic years.)

#### **BIB/THE 490 Religion Honors Project (3-6)**

An opportunity for a student to do a significant project of scholarly productivity and/or research in religion. *Prerequisites: Senior status and 3.5 GPA in the major.*

## Urban Ministry

### Major

School of Arts and Sciences

Department of Theology

### Admission to the Urban Ministry Major:

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

### Faculty

Dr. Kenneth W. Brewer, Chair

Dr. Brian S. Kono

### About the discipline

The urban ministry program combines both theological and interdisciplinary courses to prepare the student for the vast opportunities for ministry in urban and cross cultural settings. The focus of this major is on the preparation of the student rather than on the development of specific ministry skills, so that the student may be faithful in the call to serve and share the Christian gospel creatively. Thus, this program seeks to develop both a wholesome theological understanding and an understanding of the significant issues in overcoming social and cultural obstacles.

### Career opportunities

The urban ministry major is for students who anticipate a career in Christian ministry in urban and cross cultural settings. Such ministry opportunities may be found within local churches, in parachurch organizations, and in a variety of Christian social service organizations. For some ministries and organizations, additional education or study in a second area may be required. In most cases, the church, organization, or agency through which an individual will minister will determine the level of education required—some churches/agencies may require seminary preparation.

### Program strengths and emphases

The urban ministry program combines the strengths of the religion faculty and the faculty in other areas of the university, particularly those disciplines that contribute to the University's urban studies

program. Thus, this interdisciplinary program brings together the subjects and disciplines that will come to bear on the student's future ministry practices, giving the individual the background by which to serve in creative and effective ways. The student is required to do vocational exploration in missions or cross cultural ministry as well as six semesters of supervised ministry experience.

All ministry programs in the Department of Theology offer a creative blend of solid academics, practical ministry training and application, and spiritual formation. Included in all department programs is a central theological curriculum, which provides an essential foundation for all forms of Christian ministry. This curriculum includes courses in the four areas that make up what is commonly known as the Wesleyan Quadrilateral: Scripture, Tradition, Reason and Experience.

### Requirements

#### **URBAN MINISTRY MAJOR REQUIRES: (56 HOURS)**

#### *COMMON THEOLOGICAL CURRICULUM*

##### *Scripture*

BIB 220 Biblical Interpretation (3)

One 300/400 level OT course (3)

One 300/400 level NT course (3)

One 300/400 level Bible elective (3)

**Note:** *Non- Biblical Studies majors may take 1 full year (2 semesters) of GRE and or HEB in place of one upper level Bible course.*

##### *Tradition*

THE 205 History of Christian Thought (3) **OR**

THE 206 Doctrines of the Christian Faith (3)

REL 343 History of Christianity (3) **OR**

REL 346 History of Christianity in America (3)

##### *Reason*

PHI 314 Ethics (3)

One 300/400 level PHI course (3)

One 300/400 level THE Theology course (3)

##### *Experience*

CMI 127 Exploring Ministry (2)

CMI 275 Supervised Ministry (2)

CMI 375 Supervised Ministry (2)

CMI 475 Supervised Ministry (2)

## *Urban Ministry Required Courses*

- CMI 210 Philosophy of Ministry (3)
- CMI 320 Urban Ministries (3)
- PSY 305 Abnormal Psychology (3)
- PSY 354 Social Psychology (3)
- SOC 100 Modern Social Problems (3)
- SOC 300 Urban Sociology (3)
- SOC 484 Spirituality, Faith & Justice (3)

## **Course descriptions:**

For course descriptions see Christian Ministry, Philosophy, Religion, Psychology, Social Work and Sociology.

## Urban Studies

### Minor

School of Arts and Sciences

Department of Sociology

### Faculty

Dr. Jeremy Norwood, Chair

The urban studies minor draws faculty from Christian ministries, psychology, social work, sociology and world languages.

### About the discipline

The urban studies minor is intended to prepare the University graduate for effective service in a variety of occupations in urban settings. In a world where the majority of the population lives in cities, it is increasingly urgent for students to be well-prepared for urban service. The urban studies minor can be added to any of several majors such as sociology, psychology, theology or Christian ministries.

### Career opportunities

The urban studies minor provides practical experience and theoretical background for anyone planning to live or work in an urban setting. Students anticipating careers in urban ministry, social services, criminal justice, community development, community organizing, or urban planning should consider including the urban studies minor as part of their program.

### Program strengths and emphases

One of the strengths of the urban studies minor is the academic background and professional experience of the faculty. Faculty involved in the program have experience in urban ministry, community development, and community organizing. The curriculum is interdisciplinary and includes experiential components and community analysis projects conducted by the students. The program has a strong emphasis on developing skills for personal and social interventions.

### Requirements

#### URBAN STUDIES MINOR: (24 HOURS)

CMI 320	Urban Ministry (3)
PSY 246	Substance Abuse and Society (3)
PSY 305	Abnormal Psychology (3)
PSY 354	Social Psychology (3)
SOC 300	Urban Sociology (3)
SOC 311	Racial and Ethnic Relations (3)
SOC 327	Social Stratification (3)
SOC 484	Spirituality, Faith and Justice (3)

Required support courses:

PSY 100	Introduction to Psychology (3)
SOC 100	Modern Social Problems (3)

### Course descriptions:

For course descriptions see Christian Ministries, Psychology, Social Work, Sociology and Spanish.

## Visual Communication

### Major

School of Arts and Sciences

Department of Communication and Media

### Faculty

Dorie Shelby, Chair

Mary Albert Darling

Jennifer M. Letherer

Dr. Wallis C. Metts Jr.

Dr. Paul Patton

Dr. Robert H. Woods Jr.

See also Art faculty

### Mission

The mission is to prepare credible, creative Christian professionals for a world where the mastery of communication skills and technologies is essential. This is accomplished by helping students produce, publish and perform original work that is both ethical and effective.

### About the discipline

This interdisciplinary program combines communications, advertising/public relations and visual literacy. Students with a Visual Communication major will earn a Bachelor of Arts degree.

### Career opportunities

The study of communication will help students develop useful skills in such fields as ministry, mass media, theatre, business, government and social services. This program is particularly appropriate for positions involving public relations, broadcasting, sales, corporate communication, public information management, employee communication, training and development, and print journalism.

**Note:** Students specifically interested in graphic design or photography as careers should consider an art major that concentrates in one of these areas.

### Program strengths and emphases

The study of communication at Spring Arbor University is a hands-on experience, with a foundation in classical and Christian perspectives. All students complete a core sequence that promotes a thoughtful and ethical understanding of communication principles and best practices. Throughout the program, students will apply these principles. Extracurricular opportunities are offered in writing, acting, broadcasting, designing, producing and researching in addition to practical hands-on experiences in the classroom. Students can win awards in state and national competitions, and engage in meaningful internships.

### Requirements

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

### The Digital Influence Initiative

The Digital Influence Initiative encourages students to use digital tools strategically, credibly, creatively and with civility. Students will produce, curate and share responsible and ethical content for a variety of social media platforms. Through engagement in a long term project, students will study the tools and strategies of digital influence to promote themselves and their work, impact culture, shape conversations, set agendas and connect with genuine communities of discourse.

#influence#credible#reflective#civility#saucom

**Sophomore Check-** Student progress will be assessed by the department at both the freshman and sophomore levels(first year for transfer students). Students must pass a sophomore/transfer check to continue in their major.

**Note:** Students may substitute coursework from the Oxford program, or the American Studies Washington D.C. Strategic Communication program offered by the Coalition of Christian Colleges and Universities. These semesters may meet the requirements for COM 385, COL 400 and required electives. Admission to the program requires a separate application process. Visit [www.bestsemester.com](http://www.bestsemester.com) for details and talk with your academic advisor.

# VISUAL COMMUNICATION

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## VISUAL COMMUNICATIONS MAJOR: (66 HOURS)

- ART 162 Drawing 1 (3)
- ART 165 2-D Design (3)
- ART 167 Color (2)
- ART 204 Photography 1 (3)
- ART 272 Introduction to Graphic Design (4)
- ART 274 Graphic Design I (4)
- APR 207 Advertising (3)
- APR 309 Advanced Advertising (3)
- COM 100 Introduction to Communication (3)
- COM 110 Communication Technology (3)
- COM 212 Rhetoric (3)
- COM 214 Communication Theory (2)
- COM 317 Digital Influence (1)
- COM 324 Web Content & Management (3)
- COM 354 Applied Social Media (3)
- COM 356 Popular Culture (3)
- COM 385 Internship (must be approved) (3)
- COM 399 Communication Portfolio (1)
- COM 480 Senior Seminar (1)
- WRT 216 Writing for the Media (3)

Plus electives from the following to total **66 hours**:

- ART 333 Graphic Design II (4) (with permission)
- APR 311 Corporate Communication (3)
- COM 370 Special Topics (1-3)
- COM 385 Practicum (1-8)
- MKT 221 Marketing Principles (3)
- MKT 340 Consumer Behavior (3)
- VID 202 Video Production (4)
- VID 372 Short Film Production (3)

**Notes for General Education:** COM 212 Rhetoric (3) fulfills the general education speech requirement. ART 204 fulfills the general education Art requirement.

### Course descriptions:

For descriptions see Advertising and Public Relations, Art, Business, Communication, and Professional Writing.

## World Languages

### School of Arts and Sciences

#### Department of World Languages

1 Major, 3 Minors

Arabic-Minor, Endorsement

Chinese- Courses

French- Minor

German- Courses

Spanish-Major, Minor

Kim Bowen, Chair

#### The Study of World Languages and Culture:

- Gives students a powerful key to successful communication: knowing how, when, and why to say what to whom. These language skills promote building relationships for the purpose of modeling Christ Incarnate.
- Enhances one's personal education in multiple ways. When students learn a foreign language, they gain new respect for and understanding of their own language, as well as appreciation of other languages.
- Increases greatly one's ability to see connections across the curriculum. Since the content of a world language course includes history, geography, social studies, science, math, and the fine arts, it is easy for students to develop an interdisciplinary perspective while gaining intercultural understanding that helps build God's kingdom.
- Provides an especially rich preparation for the future. It is difficult to imagine a job, profession, career, or leisure activity that would not be enhanced by the ability to communicate effectively with others. Furthermore, the skills and knowledge derived from world language study to make it possible for students to be responsible citizens in the global community.
- Interacts with other fields of study including Global Studies, Sociology, Criminal Justice and Social Work. Students will need to enroll in the appropriate level of elementary and

intermediate language courses either on campus or abroad.

#### Study Abroad:

See the Off Campus Study Opportunities section of the catalog for programs and information including the requirement that childhood immunizations, as defined by the Center for Disease Control, be complete before registration for study abroad can be completed. To prepare for a study abroad experience, the student must attend an off campus semester workshop in the Center for Global Studies and Initiatives at least a year in advance of their study abroad experience and must complete the Off-Campus Study Enrollment form and processes prior to leaving campus to register for the credits earned abroad.

## Arabic

### Minor

#### Endorsement

School of Arts and Sciences

Department of World Languages

**This program is being temporarily suspended due to travel warnings by U.S. State Department.**

### Faculty

Courses are taught by faculty at the off-campus site, Kelsey Language Institute in Amman.

### Arabic Language and Culture

SAU partners with Kelsey Language Institute in Amman Jordan to offer studies in Arabic language and culture in a Christian context. The Kelsey curriculum focuses on an oral approach to the language to speed up student acquisition of spoken Arabic initially as much as possible. Grammar, reading and listening comprehension and speaking proficiency at the elementary and intermediate levels are taught in a cultural context that promotes awareness and appreciation for the culture. The curriculum is designed to enable the beginning student to use spoken language to build relationships with locals that will last for the duration of the language learning process. Learning Arabic is a challenging process, but also rewarding and empowering. Opportunities include service projects such as ministering to the needs of Syrian refugees and participating with the Christian churches of Amman.

### About the discipline

The study of Arabic language and cultures is recognized by the United States Department of State as a high needs area, currently being offered by only a few area colleges and universities. By incorporating course work in Middle East studies offered on campus with immersion study abroad in Jordan, the endorsement or the minor enables students to interact and serve Arabic cultures in the US and the Middle East with an informed, Christian perspective consistent with the goals and mission of Spring Arbor University.

SAU students who seek recognition as graduates prepared as critical participants in the contemporary

world have this opportunity to develop global perspectives through the curriculum. This endorsement provides students with an excellent option, first studying about and then living in and experiencing an ancient arabic speaking culture and civilization.

### Career opportunities and program strengths

Study of Arabic language and culture in semester immersion intensifies language acquisition allowing the student to achieve intermediate proficiency in one semester and advanced proficiency in two semesters. Completion of the endorsement or the minor gives students opportunity to develop global perspectives and promotes graduates' marketability in careers such as international business, finance and trade, government service, social services, and Christian service and missions.

### Requirements

#### ARABIC MINOR: (31 HOURS)

HIS 334	The Middle East (3)*
REL 394	World Religions (3) **

Semester Abroad (Two semesters)	
ARA 101	Elementary Arabic I (3)
ARA 102	Elementary Arabic II (3)
ARA 201	Intermediate Arabic I (3)
ARA 202	Intermediate Arabic II (3)
ARA 300	Advanced Arabic and Culture (12)
COL 274	Comm. Across Cult. Orientation (1)*
COL 275	Community Across Cultures (3)

\* To be completed before the semester abroad.

\*\* This course is not required for the minor, but is highly recommended as an elective to be completed before the semester abroad.

#### ARABIC ENDORSEMENT: (18 HOURS)

HIS 334	The Middle East (3)*
REL 394	World Religions (3)*

Semester Abroad	
ARA 101	Elementary Arabic I (3)
ARA 102	Elementary Arabic II (3)
ARA 201	Intermediate Arabic I (3)
ARA 202	Intermediate Arabic II (3)
COL 274	Comm. Across Cult. Orientation (1)*
COL 275	Community Across Cultures (3)

\* To be completed before the semester abroad.



**First Semester:**

Students in the full time immersion setting for language study will complete the objectives for both Elementary and Intermediate Arabic (101-102, 201-202) for 12 credit hours. Students will study grammar, reading and communication including listening comprehension and speaking proficiency at the elementary and intermediate levels all taught in a cultural context designed to promote awareness and appreciation of Arabic culture.

**Second Semester:**

Students in the full time immersion setting for language study will complete 12 credit hours of advanced language and culture studies. Advanced Arabic Grammar, Phonetics and Conversation including intensive practice in communication as well as elements of linguistics and practice perfecting speaking skills through phonetics.

ARA 355 - Advanced Arabic Grammar (3)

ARA 355 - Advanced Arabic Phonetics (3)

ARA 355 - Advanced Arabic Conversation (3)

ARA 355 - Arabic Culture (3)

**Course descriptions:**

For course descriptions see History, Community of Learners, and Religion

**• Study Abroad:**

See the Off Campus Study Opportunities section of the catalog for programs and information including the requirement that childhood immunizations, as defined by the Center for Disease Control, be complete before registration for study abroad can be completed. To prepare for a study abroad experience, the student must attend an off campus semester workshop in the Center for Global Studies and Initiatives at least a year in advance of their study abroad experience and must complete the Off Campus Study Enrollment form and processes prior to leaving campus to register for the credits earned abroad.

## Chinese

### Endorsement

**The Chinese endorsement program is temporarily suspended due to re-development by the Council for Christian Colleges and Universities CSP program.**

School of Arts and Sciences

Department of World Languages

### Faculty

Visiting Professor from Wuhan University in China

### About the discipline

Did you know that the U.S. State Department has designated Chinese as a critical language? Many students are increasingly aware that China is well on its way to becoming the largest economy in the world, a superpower, and one of the United States' greatest trading partners and competitors for resources. In order to maintain and cement long-lasting business and cultural relations with China, American education must prepare more people to be able to enter Chinese culture with language skills and cultural understanding.

The 22-hour endorsement in Chinese Language and Culture offers students a unique opportunity to study language and culture with a visiting professor from Wuhan University in China.

### Career Opportunities and Program Strengths

The study of Chinese language and culture is recognized nationally as an area of need. By incorporating existing related courses in Chinese language and culture offered on campus with the semester abroad study of the CCCU, known as the China Studies Program, or through a program designed for SAU students through the Wuhan University of Technology, an endorsement may be obtained that will be noted on the student transcript and promotes student marketability in career areas such as international business, finance and trade, social services, Christian service and missions.

SAU students who seek recognition as graduates prepared as critical participants in the contemporary world have this opportunity to develop global perspectives through the curriculum. This endorsement provides students with an excellent option, first studying about and then living in and experiencing Chinese civilization.

### Requirements

#### CHINESE LANGUAGE AND CULTURE ENDORSEMENT: (22 HOURS)

CHI 101 Elementary Chinese I (3)  
CHI 102 Elementary Chinese II (3)  
CHI 337 Chinese Civilization and Culture (3)  
China Studies Program (13)

- **Study Abroad:**

See the Off Campus Study Opportunities section of the catalog for programs and information including the requirement that childhood immunizations, as defined by the Center for Disease Control, be complete before registration for study abroad can be completed. To prepare for a study abroad experience, the student must attend an off-campus semester workshop in the Center for Global Studies and Initiatives at least a year in advance of their study abroad experience and must complete the Off Campus Study Enrollment form and processes prior to leaving campus to register for the credits earned abroad.

### Course descriptions:

#### CHI 101 Elementary Chinese I (3)

This course, the first in a two-course sequential study is an introduction of elementary Chinese language taught by a visiting professor from China, involving the study of a basic Chinese language presented in authentic cultural context. It includes an overview of language characteristics focusing on basic characters, knowledge of Chinese Pin Yin pronunciation and components such as form, sound and meaning, initials and finals with emphasis on student oral fluency and spelling. (Offered in fall.)

#### CHI 102 Elementary Chinese II (3)

This course is the second in a two-course sequential study of elementary Chinese language taught in authentic cultural context. It includes an overview

emphasis on student oral fluency and writing. Students will learn basic Chinese conversation elements designed to aid in communication with native Chinese speakers.

*Prerequisite: CHI 101.* (Offered in spring.)

### **CHI 337 Chinese Civilization and Culture (3)**

While setting the stage with a brief overview of the thousands of years of Chinese history, philosophical thought, and culture, the emphasis of this course will be on the significant changes in Chinese civilization, culture and thought development during the past 100 years. Students will understand how Chinese philosophers and thinkers have influenced the traits of Chinese culture and contemporary thought. Present day Chinese culture will be studied through the lenses of political thought, geography, economics, family life, education, and religion. Also listed as GEO 337 and HIS 337. (Offered in fall.)

## French

### Minor

School of Arts and Sciences

Department of World Languages

### About the discipline

The continuing study of a language develops ability to comprehend and interpret the literature, civilization and culture of the country or countries in which the language is spoken. Language study is basic to cross cultural understanding and sensitivity. Language study aids in understanding multiculturalism and diversity. It is traditionally and historically a part of a liberal arts education.

### Career opportunities

Facility in language is useful for a variety of business, academic and professional careers, such as elementary and secondary teaching, international business, finance and trade, social services, medicine and emergency services, Christian service and mission work. Language study is recommended for students planning to pursue graduate or advanced professional studies. Many graduate programs require foreign language study.

### Program strengths and emphases

Language study is designed to emphasize a cross cultural approach to learning. Class sizes are small, and paired or small group activities are frequently used in order to give students many opportunities for oral practice and performance in class sessions. Elementary and intermediate courses make use of audio and video programs that focus on lifestyles and cultures, as well as communication skills development. Computer learning software and online workbook and laboratory activities are integrated into courses for independent student use in developing listening and speaking skills.

### French Minor Requirements

The French minor requires *24 credit hours* of French language study at the **300 level or above** 3 or more hours to be obtained by taking FRE 323 Contemporary French Culture or the equivalent during a minimum three-week residency and study abroad at Accès in Strasbourg, France.

A French minor may fulfill the CCS requirement by living with an indigenous host family and successfully completing an approved contemporary culture course. Credit for COL 274/275 can also be obtained by successfully completing preparation and objectives for an honors individualized CCS option.

### Study Abroad:

See the Off Campus Study Opportunities section of the catalog for programs and information including the requirement that childhood immunizations, as defined by the Center for Disease Control, be complete before registration for study abroad can be completed. To prepare for a study abroad experience, the student must attend an off campus semester workshop in the Center for Global Studies and Initiatives at least a year in advance of their study abroad experience and must complete the Off Campus Study Enrollment form and processes prior to leaving campus to register for the credits earned abroad.

**Notes for students certifying to teach:** The French minor for elementary certification requires completion of Option II. See Education for details.

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

### Notes for general education:

1. To fulfill the CCS requirement, students with a French minor will take COL274 for credit on campus the semester previous to the ACCÉSS semester abroad experience. Students will then complete COL275 during the semester abroad by completing the Religion in Contemporary France course, while living with an indigenous French speaking family.
2. Successful completion of FRE 306 is a prerequisite to enrollment in any 300-level advanced classes. When developing a 4-year plan, students should keep in mind that the 100 and 200 level classes do not count toward a minor. Students are advised to take one advanced course per semester in addition to credits earned during language and culture study abroad to accumulate the 24 credit minor.

**Note:** Most advanced courses are offered in a 3-year cycle.

## **Course descriptions:**

### **FRE 101, 102 Elementary French (3, 3)**

Two-semester sequential courses offering training in the elements of grammar; vocabulary acquisition, pronunciation patterns and practice in conversation; awareness and appreciation of French cultures. These courses do not count toward the French minor. (FRE 101 offered in fall and FRE 102 offered in spring.)

### **FRE 201 Intermediate French (3)**

Acquisition of extensive vocabulary; development of conversational and communicative skills; survey of essential grammatical structures; exploration of cultural values in Francophone regions. This course does not count toward the French major or minor. (Offered in fall.)

### **FRE 306 Introduction to French Literature and Culture (3)**

This course is the first advanced course in the study of French. The course is the required gateway to study in all other French 300 and 400 level courses. The course focuses on preparing students for continued advanced coursework in the French minor. Central concepts include developing advanced grammatical forms, presentation skills, and the ability to critique within the cultural and literacy contexts. Must earn a "B-" or higher to continue on to other advanced French courses. (Offered in spring.)

### **FRE 321 Advanced French Composition (3)**

Exercises, compositions, drills and communicative activities designed to develop advanced competence in French. Includes reading assignments and grammar study. *Prerequisite: FRE 306.* (Offered in fall.)

### **FRE 322 Advanced French Conversation & Phonetics (3)**

Intensive practice in speaking French, with oral presentations, discussions and listening assignments. Includes a detailed study of French phonetics, with emphasis on perfection of the students' spoken accent. *Prerequisite: FRE 306.* (Offered in spring.)

### **FRE 323 Contemporary French Culture (3)**

Readings and listening assignments dealing with issues in contemporary French life and society. Designed to acquaint students with modern France and the life-styles of its people, as well as politics, current events, commerce and the arts. May include various Francophone regions of the world. *Prerequisite: FRE 306. FRE 322 recommended.* (Offered as needed.)

### **FRE 324 French Civilization (3)**

A study of French history and geography with emphasis on the major political, social and artistic movements throughout France's past. Designed to enhance the students' knowledge of French culture in its historical context and to enrich their literary studies. *Prerequisite: FRE 306. FRE 322 recommended.* (Offered in spring.)

### **FRE 325 Survey of French Literature (3)**

Selected literary works in prose and poetry dating from the Middle Ages to the twentieth century, with emphasis on the use of language in a critical approach to literature. *Prerequisite: FRE 306. FRE 322 recommended.* (Offered in fall.)

### **FRE 326 Survey of French Literature (3)**

Selected literary works in prose and poetry dating from the Middle Ages to the twentieth century, with emphasis on the use of language in a critical approach to literature. *Prerequisite: FRE 306. FRE 322 recommended.* (Offered in spring.)

### **FRE 410 Seminar in French Literature (3)**

A capstone study of selected landmark works in prose and poetry incorporating literary analysis and criticism as well as a comprehensive review of the four skills: reading, writing, listening and speaking. *Prerequisite: FRE 306. FRE 322 recommended.* (Offered in spring.)

## German

### School of Arts and Sciences Department of World Languages

#### Faculty

Kim T. Bowen, Chair

#### About the discipline

Learning a world language is an essential tool for building relationships through cultural awareness and appreciation. Within this frame of reference, learning German plays a vital role. With over 175 million speakers, German is among the very top of the world languages. German continues to play a prominent role as a significant source of philosophical, scientific, and cultural traditions. In some areas, German defines the academic field.

Germany's history through the last 200 years has experienced the political spectrum of totalitarianism to democracy. What better lens to use than the German language to experience issues still in focus today?

In the sciences, German maintains a leading role in engineering fields, green technologies, alternative energy development, manufacturing innovations, inventiveness, design, and digital products. Germany is among the top three leading industrial nations in the world. Germany is the leader in the European Union, and German is the leading language of the EU, spoken by 24% of the EU members.

Knowing German also grants greater access to all liberal arts, the applied sciences, business fields, and cultural studies. The learning of German will enrich students' lives by exposing them to the widest cultural spectrum, improving their professional employment, and engaging them with a wide range of cross-curricular topics and global issues.

#### Career opportunities

Knowledge of German brings improved chances for employment and advancement. The German economy is the strongest in the EU and among the

top three in the world. Employees in international companies have an advantage if they know German. Over 1,000 German companies are located in the US. Staff members who know German are necessary. They are called upon to serve as contacts between corporations, governments, customers, and the media.

The SAU Business German course provides students with significant access and advantages to job placement and professional success.

The German language in business, diplomacy, tourism and science is second only to English in Western Europe. German in Eastern Europe, is useful for Christian service and missions work. Multinational employers seek qualified German speakers for business within Europe and as representatives between Europe and North America. Students will have an edge in these economically challenging times to improve their employability with German.

#### Study Abroad:

See the Off Campus Study Opportunities section of the catalog for programs and information including the requirement that childhood immunizations, as defined by the Center for Disease Control, be complete before registration for study abroad can be completed. To prepare for a study abroad experience, the student must attend an off campus semester workshop in the Center for Global Studies and Initiatives at least a year in advance of their study abroad experience and must complete the Off Campus Study Enrollment form and processes prior to leaving campus to register for the credits earned abroad.

#### Course descriptions:

##### GER 100 Business German (3)

This introductory course will prepare students to communicate with German in everyday situations with an emphasis on business-related situations.

Practice with speaking, listening, writing, and reading will involve business themes and include topics of cultural differences in business etiquette and practices between the USA and German-speaking countries. (Offered in spring of odd years.)

### **GER 101 Elementary German (3)**

This is the first of a two-semester sequence in the fundamentals of speaking, reading, writing, and listening to German. Interactive communication skills in everyday life will be emphasized. German culture will be explored. (Offered in fall.)

### **GER 102 Elementary German (3)**

This is the second of a two-semester sequence in the fundamentals of speaking, reading, writing, and listening to German. Interactive communication skills in everyday life will be emphasized. German culture will be explored. *Prerequisite: GER 101.* (Offered in spring.)

### **GER 201 Intermediate German (3)**

Review and thorough studies of grammar and communication skills with extensive practice in conversation, reading and composition taught in a cross cultural context designed to promote awareness and appreciation of German culture. *Prerequisite: GER 102* (Offered in fall.)

### **GER 306 Introduction to German Literature and Culture (3)**

This course is the first advanced course in the study of German. The focus is on preparing students for continued advanced coursework in German. Central concepts include developing advanced reading and critical writing skills, higher level grammatical forms, presentation skills, and the ability to critique within the cultural and literary contexts. *Prerequisite: GER 201.* (Offered in spring.)

## Spanish

**Major & Minor**  
**School of Arts and Sciences**  
**Department of World Languages**

### **About the discipline**

The continuing study of a language develops ability to comprehend and interpret the literature, civilization and culture of the country or countries in which the language is spoken. Language study is basic to cross cultural understanding and sensitivity. Language study aids in understanding multiculturalism and diversity. It is traditionally and historically a part of a liberal arts education.

### **Career opportunities**

Facility in language is useful for a variety of business, academic and professional careers, such as elementary and secondary teaching, international business, finance and trade, social services, medicine and emergency services, Christian service and mission work. Language study is recommended for students planning to pursue graduate or advanced professional studies. Many graduate programs require foreign language study.

### **Program strengths and emphases**

Language study is designed to emphasize a cross cultural approach to learning. Class sizes are small, and paired or small group activities are frequently used in order to give students many opportunities for oral practice and performance in class sessions. Elementary and intermediate courses make use of audio and video programs that focus on lifestyles and cultures, as well as communication skills development. Computer learning software and online workbook with laboratory activities are integrated into courses for independent student use in developing listening and speaking skills. All students desiring a major or minor must begin by making an appointment for approval of their plan with the Department of World Languages chair. A record of this meeting will be kept on file.

### **Requirements:**

#### **Spanish Major**

The Spanish major requires 30 credit hours of the language at the **300-level or above**. The student must complete a minimum 12-15 hours of semester study abroad in an approved language institute, studying advanced conversation, advanced grammar, and courses taught in Spanish relevant to the country including topics on civilization, art, history, literature and current events. At least half of the program is to be completed on campus as approved by accreditation.

#### **Spanish Minor**

The Spanish minor requires 24 credit hours of language study at the **300-level or above**, a minimum of three (3) credit hours and maximum of 12 hours to be obtained in an approved program in a country in which Spanish is commonly spoken. Three credit hours abroad may be earned during a three-week interim, May or summer term. At least half the program is to be completed on campus.

#### **Study Abroad:**

See the Off Campus Study Opportunities section of the catalog for programs and information including the requirement that childhood immunizations, as defined by the Center for Disease Control, be complete before registration for study abroad can be completed. To prepare for a study abroad experience, the student must attend an off campus semester workshop in the Center for Global Studies and Initiatives at least a year in advance of their study abroad experience and must complete the Off Campus Study Enrollment form and processes prior to leaving campus to register for the credits earned abroad.

**Notes for students certifying to teach:** The Spanish major or minor for elementary certification requires completion of Option II. All students desiring a Spanish major or minor for elementary or secondary teacher certification must take EDU 346 Teaching World Languages and meet the requirements of the major/minor as outlined by the School of Education. See Education for details. **Students desiring Michigan certification are responsible for meeting all certification requirements of the MDE, whether or not they are explicitly stated in this catalog.**



## Notes for General Education:

1. A Spanish major or minor will take COL274 Guatemala for credit during their semester at SAU Guatemala and will audit and fully participate in the COL275 course on site while living with an indigenous Spanish speaking family to fulfill the cross cultural studies requirement(CCS). Spanish minors may elect to take COL274 on campus prior to their immersion experience during a January or May term.

2. Students must have a minimum of 5 advanced on campus Spanish courses beginning with SPA 306. Successful completion of SPA 306 with a B- or better is a prerequisite to enrollment in any 300-level advanced classes.

3. When developing a graduation plan, students should keep in mind that the 100 and 200 level courses do not count toward a major or a minor. One advanced course should be taken each semester in addition to credits earned during language and culture study abroad to accumulate the 24 credit minor or 30 credit major.

4. Spanish majors are required to enroll in SPA355 Advanced Conversation and Advanced Grammar, minors are required to take Advanced Conversation at SAU Guatemala.

## Course descriptions:

### SPA 101, 102 Elementary Spanish (3, 3)

Two semester-sequential courses offering training in the elements of grammar and pronunciation with emphases on the development of speaking, listening, reading and writing skills taught in a cross cultural context designed to promote awareness and appreciation of Hispanic cultures. These courses do not count toward the Spanish major or minor requirements. (SPA 101 offered in fall, SPA 102 offered in spring.)

### SPA 201, 202 Intermediate Spanish (3, 3)

Review and thorough studies of grammar and communication skills with extensive practice in conversation, reading and composition taught in a cross cultural context designed to promote awareness and appreciation of Hispanic cultures. This course does not count toward the Spanish major or minor requirements. (SPA 201 offered in fall, SPA 202 offered in spring.)

### SPA 306 Introduction to Spanish Literature and Culture (3)

As the advanced course in the study of Spanish, this course is the gateway to study in advanced courses in the major or minor. Central concepts include developing advanced reading and critical writing skills, higher level grammatical forms, presentation skills, and the ability to critique within the cultural and literary contexts. *Prerequisite* : SPA 202 or passing test score equivalent. A grade of B- or higher is required. (Offered in fall and spring.)

### SPA 321 Advanced Spanish (3)

Advanced grammar and composition practice including expository writing based on research and analysis. *Prerequisite*: SPA306 (Offered in spring of odd academic years)

### SPA 322 Conversation and Phonetics (3)

Intensive practice in speaking Spanish, with oral presentations, discussions and listening assignments. Includes a linguistic study of Spanish, with emphasis on phonetics. *Prerequisite*: SPA 306 (Offered in fall of even academic years)

### SPA 323 Civilization and Culture of Spain (3)

A study of the history, culture and geography of Spain with emphasis on major political, philosophical, social and artistic movements. *Prerequisite*: SPA 306 (Offered in fall of odd academic years.)

### SPA 324 Latin American Civilization and Culture (3)

A study of the history, culture and geography of Mexico, Central and South America with emphasis on major political, philosophical, social and artistic movements. *Prerequisite*: SPA 306 (Offered in fall of even academic years.)

### SPA 325 Survey of Literature of Spain (3)

A study of selected literary works from the Middle Ages to the 20th Century. *Prerequisite*: SPA306 (Offered in spring of odd academic years.)

### SPA 326 Survey of Latin American Literature (3)

A study of selected literary works from Mexico, Central America and South America from pre-Colombian period through the 20th Century. *Prerequisite*: SPA 306 (Offered in spring of even academic years.)

### SPA 410 Seminar in Literature (2-3)

A study of a particular period or genre of literature written in Spanish. (Limited Offering)

## Worship Arts

### 1 Major

#### School of Arts and Sciences

#### Department of Music

#### Faculty

Mark Douglass, Chair  
Dr. Richard Hintze  
Dr. Wallis C. Metts Jr.  
Dr. Paul Patton  
Dorie Shelby  
Dr. Brian Walrath

Worship arts is an integrated major and draws faculty from christian ministries, communication and media, and music.

#### About the discipline

This major incorporates music, communication, and religion courses to prepare students for worship arts ministries in today's church. Spring Arbor University has designed this program to meet the rapidly growing need for staff and volunteers who are knowledgeable in the areas of music, drama, video and audio design and production, and worship planning.

#### Career opportunities

Many churches are now using drama and audio/video production to more effectively communicate with and minister to people in worship services. They often lack staff who can provide leadership and expertise in these areas. This program prepares students for these kinds of ministries. A look at denominational magazines and ministry related web sites shows a call for leaders who are able not only to lead public worship but also team with senior pastors, musicians, artists and technology experts to plan and produce meaningful corporate worship experiences.

#### Requirements

The worship arts major requires 66 hours for Music track and up to 72 hours for leadership track depending on which sequence is chosen, either drama or audio/video.

A "Sophomore Check," assessing appropriate performance and leadership skills, academic progress and spiritual maturity must be approved by a committee of worship arts faculty members for entrance into the program and prior to graduation.

#### WORSHIP ARTS-LEADERSHIP MAJOR: (71 HOURS)

##### Leadership Core

- COM 110 Communication Technology (3)
- CMI 344 Church Leadership (3)
- MUS 302 Music in Praise and Worship (2)
- MUS 306 Music in Ministry (2)
- WOR 200 Foundations of Worship (2)
- WOR 300 Integrative Worship Arts (2)
- WOR 480 Philosophy of Worship (4)
- MUS 101 Music Theory I (3)
- MUS 102 Music Theory II (3)
- MUS 103 Aural Harmony I (1)
- MUS 104 Aural Harmony II (1)
- MUS 115 Music Perspectives (2)
- MUS 212 Intro to Electronic Music (2)
- MUS 361 Choral Conducting (2)
- MUS 310 Applied Music Lessons in voice (4)
- MUS 310 Applied Music Lessons  
in piano or guitar (4)
- MUS 230 Instrumental Groups – Concert Band OR  
MUS 240 Choral Groups – Concert Choir (4)
- MUS 260 Contemporary Worship Ensemble (4)
- Piano or Guitar proficiency exam (for leadership majors only)

##### Communication Arts Concentration:

- COM 214 Communication Theory (2)\*
- COM 314 Communication Research (2)
- SPE 404 Oral and Digital Persuasion (3)
- \*pre-req COM 100 Intro to Communications (3)

Choose one of the following sequences:

##### Sequence 1

- DRA 265 Acting Techniques (4)
- DRA 345 Stagecraft (4)
- DRA 353 Performance Ministry (3)
- DRA 354 Acting for Film and TV (3)
- DRA 365 Stage Directing (3)

##### Sequence 2

- AUD 174 Radio Production (4)
- VID 202 Video Production (4)
- VID 306 Advanced Video Production (4)
- VID 410 TV Producing and Directing (1)
- One course in photography, graphic design or web publishing (ART 204, ART 272, COM 324)

**\* See Music section of the catalog for Music-Worship Arts degree requirements and course descriptions.**

## **Course descriptions:**

### **WOR 200 Foundations of Worship (2)**

An introduction to biblical worship covering the major foundational themes of biblical worship such as covenant, sacrifice and the numinous, as well as symbolism in worship. Introduces the student to the history of worship from Old and New Testament eras through the Early Church to the Modern era. A research project will also be required. (Offered in spring.)

### **WOR 300 Integrative Worship Arts (2)**

A historical overview and present-day exploration of the use of the arts in worship, both privately and corporately. Students will investigate the use of the arts as indicated in scriptural text, the historical church setting and their personal thoughts and bias about the use of the arts in worship. In addition, students will continue their journey into their own application of artistic mediums in corporate settings as tools for communication of God's Message in the contemporary world. (Offered spring of odd academic years.)

### **WOR 480 Philosophy of Worship (4)**

Renewing Sunday worship through the integration of the metanarrative of the ancient church with the postmodern paradigm to plan effective and meaningful corporate worship experiences ("ancient-future" worship). A weekly 2-hour seminar plus 80 contact hours of supervised practicum ministry in a local church and two research projects will be required. (Offered in spring.)

## Worship Ministry

**Major**  
**School of Arts and Sciences**  
**Department of Theology**

Admission to the worship ministry major:  
Application to the major is required. Application forms are provided by the department or upon completion of CMI 127.

**Faculty**  
Dr. Ken Brewer, Chair

The worship ministry major draws faculty from christian ministries, music, philosophy, religion, and worship arts.

**About the discipline**  
The goal of the worship ministry major is to develop pastors and ministry leaders who serve professionally within the church with skills in preaching, worship leading and discipling a community of believers. Graduates will be prepared to develop a philosophy of ministry and congregational worship. They will also have grounding in biblical studies and a theological framework consistent with a Wesleyan-Arminian perspective.

**Career opportunities**  
While graduates would not be ready to take a lead position in a church, they will be prepared to minister under direct supervision of a pastor and assist in worship leading and discipleship development. This program also provides the necessary grounding for post-graduate studies for pastoral ministries. While a variety of ministry positions would be appropriate for graduates with this degree, the program highlights church work in congregations with an emphasis in worship leading.

The major prepares students seeking to be assistant pastors with an emphasis in music and discipleship in a smaller rural, suburban or urban church. A student choosing this major will need a growing proficiency in guitar and piano or vocal talents to complement degree requirements.

**Program strength and emphases**  
The foundation of our theological curriculum in the Department of Theology helps our ministry students prepare for ministry inside the church. The specialization offered through the worship arts department, which orients a student toward a philosophy and history of worship leadership, complements the theological curriculum and represents the essentials for preparing a student for leadership in worship ministry.

Students who complete this program will show growing proficiency in building ministry models with specific attention to worship and discipleship. Students will have working competence in preparing messages, devotions, a curriculum consistent with grounded biblical studies, and a Wesleyan-Arminian theology. Students will also have an intermediate understanding of the history of classic forms of worship and congregational spiritual development. The student will also exhibit a recognition of emerging modes of worship and ministry in the climate of American culture.

### **Requirements** **WORSHIP MINISTRY MAJOR:** **(62 HOURS)**

#### *COMMON THEOLOGICAL CURRICULUM*

##### *Scripture*

BIB 220 Biblical Interpretation (3)  
One 300/400 level OT course (3)  
One 300/400 level NT course (3)  
One 300/400 level Bible elective (3)

**Note:** *Non-biblical studies majors may take 1 full year (2 semesters) of GRE and or HEB in place of one upper level Bible course.*

##### *Tradition*

THE 205 History of Christian Thought (3) OR  
THE 206 Doctrines of the Christian Faith (3)  
REL 343 History of Christianity (3) OR  
REL 346 History of Christianity in America (3)

##### *Reason*

PHI 314 Ethics (3)  
One 300/400 level PHI course (3)  
One 300/400 level THE Theology course (3)

## *Experience*

CMI 127 Exploring Ministry (2)  
CMI 275 Supervised Ministry (2)  
CMI 375 Supervised Ministry (2)  
CMI 475 Supervised Ministry (2)

## *Worship Ministry Required Courses*

CMI 210 Philosophy of Ministry (3)  
CMI 316 Church Planting and Growth (3)  
CMI 344 Church Leadership (3)  
MUS 260 Contemporary Worship Ensemble (2)  
MUS 302 Music in Praise and Worship (2)  
MUS 306 Music in Ministry (2)  
WOR 200 Foundations of Worship (2)  
WOR 300 Integrative Worship Arts (2)  
WOR 480 Philosophy of Worship (4)

MUS 310 Private Lessons to reach 4 credits -  
taken for one credit in a semester (1, 1, 1, 1).

**(MUS 210 Private Lessons will not satisfy this  
requirement).**

## Youth Ministry

**Major & Minor**  
**School of Arts and Sciences**  
**Department of Theology**

### Faculty

Dr. Ken Brewer, Chair  
Dr. Brian S. Kono  
Dr. Laura Widstrom

### About the discipline

The youth ministry program at Spring Arbor University offers students a comprehensive curriculum for preparation for youth ministry. This program is designed:

- To cultivate each student's CHARACTER to become a fully devoted disciple of Jesus Christ;
- To explore each student's CALLING and purpose in youth ministry;
- To experience and enable the development of Christian COMMUNITY in a relational-based ministry;
- To nurture a commitment to excellence and COMPETENCE as a minister and as a professional;
- To develop students who embrace the primacy of Scripture, the vibrancy of spiritual experiences, intellectual reasoning, and an understanding of the rich Christian tradition of great saints of the church who preserved our faith;
- To integrate intellectual challenge with experiential learning; and
- To develop a global mindset in youth ministry.

The program also offers the possibility of fulfilling the educational requirements for ministry ordination in the Free Methodist Church.

### Career opportunities

The youth ministry major prepares persons for ministry with youth and their families in church, para-church and camping organizations that focus on the spiritual needs of young people. The scope of the program curriculum also provides a substantive background for other forms of Christian ministry beyond youth ministry.

### Program strengths and emphases

The youth ministry program unites the academy and the congregation in a vital link; engaging the students in personal development while serving in ministry. The program carries the learning and teaching of ministry skills beyond the classroom and reaches out into the community at large. By requiring students in the youth ministry major to take an active role in a local church congregation for six semesters of supervised ministry experience, the interaction of theological foundations, models of discipleship, and contextual learning provide for an experiential learning environment.

All ministry programs in the Department of Theology offer a creative blend of solid academics, practical ministry training with application, and spiritual formation. Included in most department programs is a central theological curriculum, which provides an essential foundation for all forms of Christian ministry. This curriculum includes courses in the four areas that make up what is commonly known as the Wesleyan Quadrilateral: Scripture, tradition, reason and experience.

### Admission to the youth ministry major

Application to the major is required. Application forms are provided by the department. Each student must successfully complete YMI 200 Foundations of Youth Ministry, as well as complete an interview arranged by personnel of the youth ministry program before acceptance. Students in the major and minor are expected to model a lifestyle becoming of a minister of Jesus Christ while in covenant with the SAU program. Admission to the major/minor commits the student to a yearly renewal of this covenant through recommendations and review of the student's campus life, academic performance and ministry activity.

## Requirements

### YOUTH MINISTRY MAJOR: (56 HOURS)

#### COMMON THEOLOGICAL CURRICULUM REQUIRED COURSES

##### Scripture

- BIB 220 Biblical Interpretation (3)  
 One 300/400 level OT course (3)  
 One 300/400 level NT course (3)  
 One 300/400 level Bible elective (3)

**Note:** *Non-Biblical Studies majors may take 1 full year (2 semesters) of GRE and or HEB in place of one upper level Bible course.*

##### Tradition

- THE 205 History of Christian Thought (3) OR  
 THE 206 Doctrines of the Christian Faith (3)  
 REL 343 History of Christianity (3) OR  
 REL 346 History of Christianity in America (3)

##### Reason

- PHI 314 Ethics (3)  
 One 300/400 level PHI course (3)  
 One 300/400 level THE Theology course (3)

##### Experience

- CMI 127 Exploring Ministry (2)  
 CMI 275 Supervised Ministry (2)  
 CMI 375 Supervised Ministry (2)  
 CMI 475 Supervised Ministry (2)

#### YOUTH MINISTRY

- CMI 210 Philosophy of Ministry (3)  
 YMI 200 Foundations of Youth Ministry (3)  
 YMI 305 Communication with Youth (3)  
 YMI 316 Adolescent Spirituality (3)  
 YMI 340 Youth in Culture (3)  
 YMI 354 Strategies in Youth Ministry (3)  
 CMI 432 Administration in Ministry (3)

**Note:** In addition to having 12 credits of Bible courses, the following are required for ordination in the Free Methodist Church:

- REL 322 Introduction to Free Methodism (2)  
 REL 470 Development of Wesleyan Thought (3)

### YOUTH MINISTRY MINOR: (23 HOURS)

- CMI 127 Exploring Ministry (2)  
 CMI 210 Philosophy of Ministry (3)  
 YMI 200 Foundations of Youth Ministry (3)  
 YMI 305 Communication with Youth (3)  
 YMI 316 Adolescent Spirituality (3)  
 YMI 340 Youth in Culture (3)  
 YMI 354 Strategies in Youth Ministry (3)  
 CMI 432 Administration in Ministry (3)

#### Course descriptions:

##### YMI 200 Foundations of Youth Ministry (3)

This course explores the student's call to church or parachurch youth ministry through the study of the history of youth ministry, an overview of adolescent development, an introduction of youth culture emphasizing contemporary trends and thought, and the development of a personal growth plan and skills for lifelong learning. (Offered in spring.)

##### YMI 305 Communicating with Youth (3)

This course will explore methods of communicating biblical and spiritual truth to the youth culture creatively. The student will study current trends, communication to different learning modalities and effective teaching techniques that will help today's youth culture best learn and retain information. Attention will be given to the use of resources and the evaluation of students' communication to youth during this course. (Offered in fall of odd academic years.)

##### YMI 316 Adolescent Spirituality (3)

Explores the history of developmental psychology and significant theorists to develop a holistic model of the adolescent psyche. Current research in adolescent brain studies and trends in spiritual formation will be studied. The course is organized around five domains of development: physical, social, affective, cognitive, and moral. Using these domains as the primary tasks of the adolescent experience, the course work will provide the necessary framework to develop programs, create environments and identify systemic issues related to the adolescent life. *Prerequisite: PSY 100.* (Offered in spring of odd academic years)

##### YMI 340 Youth in Culture (3)

This course will focus on the ministry to youth in the context of the influences of contemporary culture. It will seek to identify and explain aspects of culture, to analyze influences that determine the direction of contemporary culture, to assess the "ebb and flow" of past and current cultures with regard to the church, and to cultivate skills

# YOUTH MINISTRY

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for the continual study of the impact of culture on youth as this relates to Christian ministry to youth. *Prerequisite: YMI 200 and CMI 210 or instructor's permission.* (Offered in fall of odd academic years)

## **YMI 354 Strategies in Youth Ministry (3)**

The goal of this course is to fill every "tool box" with creative and strategic ways to implement a biblical philosophy and theology in ministry to youth and their parents. Implement and utilize different aspects and methods of worship in a youth group setting. Special emphasis will be placed on the development of music driven worship for those not musically gifted. Develop a detailed one-year strategic plan for a youth ministry program in a local church setting. Implement and practice prayer as the primary component in strategic planning. Explore effective methods to reach youth in an urban setting and be equipped and empowered to work using your strengths and recruit a team according to your weaknesses. *Prerequisites: YMI 200, CMI 210, and admission to the program.* (Offered in spring.)





# Spring Arbor UNIVERSITY

2018-2019  
Off-Campus Undergraduate  
Programs Delivered by  
SAU Global

## SAU Global

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

Spring Arbor University is recognized as a leader in accelerated degree completion programs for employed adults. Integrally linked to the University's mission and concept, SAU Global offers courses and degree completion majors in innovative, convenient evening, weekend and online formats for adult students who successfully completed a minimum of 58 transferable semester credit hours. Experiential learning is the foundation on which all SAU Global programs are developed. Students learn through direct application, simulations, cases, discussions and activities that expand on readings and basic conceptual themes. A major project or internship adds a sharper focus and further integrates the theoretical and the practical in a supportive atmosphere.

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

### SAU Global Admissions

Spring Arbor University welcomes applications from all persons without regard to race, color, creed, national origin, gender, age or handicap. It is appropriate to acknowledge that SAU Global programs have been created for students who are 25 years or older.

A completed application includes:

1. Submission of official transcript from each institution attended
2. A minimum of 58 semester hours of transferable credit from accredited, degree-granting institutions of higher education. (See Transfer Policies earlier in this catalog.)
3. A short autobiographical outline. This is evaluated by the academic advisor to determine life-learning credit potential.
4. Employment history, if at all possible, because employment enhances the

5. educational outcomes of the program.  
Satisfactory completion of the writing sample which demonstrates the competency required to function in the program.

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

### Admission Status

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

- Full admission status – the student has met all admissions requirements.
- Conditional admission status – the student is missing official verification of required admissions documents.
- Probational admission status – the student has minimal entry deficiencies but has submitted an acceptable specific educational plan for addressing those deficiencies.

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.

### Admission Appeal

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

**Writing Sample and Prior Learning Evaluation**

Once admitted to an SAU Global program, students will receive an evaluation of a writing sample and an assessment of the credit earning possibilities represented by a list of professional and personal learning experiences.

Writing samples are used to determine placement in writing sequence courses. Applicants whose writing demonstrates unacceptable writing skills may be required to rewrite the sample or take ENG 104 or the equivalent before being accepted into a Global program cohort.

**Early Admission**

SAU Global desires to meet the career, cultural, spiritual, and self-improvement needs of the adult learner. To meet these needs, students who have not yet earned the required 58 credits to be admitted to a degree completion cohort but meet all other admissions requirements may be given a "pre" designation as they build credits toward admission to a cohort program. Academic advisors will provide academic advising to these students to ensure they enroll in courses that will meet prerequisite requirements for the appropriate program.

**SAU Global Financial Information****Tuition and Fees**

Tuition and total costs vary by program and may be obtained on the SAU website.

Payment for each semester is due seven days before the first night of class. In order to waive payment on or before the first night of class, a student must complete one of the following:

- Student loan scheduled for the semester (see Financial Aid information)
- SAU Payment Plan for the semester
- Third Party Assistance Information Form, and provide voucher or letter of authorization for SAU to invoice, from the Third Party.

**Financial Aid Policies**

Please refer to the Financial Aid section in this catalog.

**Tuition Refund Policies**

Please refer to the Tuition section of the catalog.

**SAU Global Registration Policies****Drop a Course**

Once a student is actively attending course in a given semester and decides to drop a course, federal aid regulations require that a determination be made whether the student is withdrawing from a single course or from the entire program. Students will be considered to have withdrawn from their program unless they are attending another course with the degree program at the time the course is dropped or they inform their advisor of their intent to continue in their degree program.

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

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

**SAU Global Transfer Policies**

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

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

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

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

### **Extra Institutional Learning for Credit Prior Learning**

In some programs, students with significant college-level learning and/or professional training not sponsored by a college or university may be granted academic credit by Spring Arbor University through the process of prior learning assessment. Students interested in evaluation of their prior learning should consult their academic advisors and/or the prior learning coordinator in the Office of Registration and Records.

- Prior learning credit awarded is based on the learning articulated by the student with consideration given to contact hours, content, and mastery of pertinent materials.
- Content must be college level.
- The credit earned may be upper or lower level, technical or non-technical.
- Some training experiences/professional learning may be eligible to meet our liberal arts general education requirements. Generally a training experience or group of related training experiences must contain at least 30 training hours in order to be evaluated. Training courses are considered related if they are in the same academic discipline.

There is a prior learning assessment fee for evaluation and processing of experiential learning. This assessment and processing fee is based on the number of credits for which a student petitions.

### **Credit by Exam**

See Credit by Exam section of this catalog.

### **Life Learning**

Students may be awarded credit by writing papers that demonstrate college-level learning through life experience. Students should consult their academic major advisor regarding processes and procedures for writing life-learning papers. Life-learning papers are processed through the prior learning coordinator in the Office of Registration and Records.

### **SAU Global Academic Policies**

#### **Attendance**

SAU Global courses are in an accelerated format. Therefore, attendance is a prerequisite for student success in Global programs, and the following attendance policy are in place:

- Students missing two sessions in any one course will be administratively withdrawn from the course but will be allowed to continue in the program if the course is not a designated prerequisite to subsequent courses in a specific program. The course from which the student was withdrawn due to absences must be retaken to successfully complete the program. (NOTE: there is a zero absence policy for IDS 312.)
- Students accumulating five total absences during the program will be administratively withdrawn from the program.

NOTE: some programs may have more stringent absence policies. Students should refer to program handbooks for more information.

The petition process remains an avenue for reconsideration of any withdrawal. Students submit a petition to the specific academic major advisor who will forward the petition to the Office of Registration and Records for review for a final determination.

#### **Making up a Class with Another Cohort**

Some instructors might require a physical make-up for a missed class. The advisor will assist the instructor in the process of locating an appropriate class for the student to attend for the make-up and will coordinate with the site coordinator and instructor at the make-up site.

At the make-up class, the make-up instructor notes the student name and group number in the comments section of the attendance record for that evening.

**Additional Requirements for the Bachelor of Science in Nursing (BSN) and Bachelor of Social Work (BSW) are listed within the respective program:**

**SAU Global General Education Requirements**

A student must complete the General Education requirements listed below for a degree to be conferred. General Education credits may be earned through college coursework, credit by exam, or prior learning assessment. NOTE: Some General Education requirements are met by courses required within some of the programs as reflected in the program section of the catalog.

**Fine Arts (minimum 2 credits)**

An approved course in art or music

**Humanities (minimum 2 credits)**

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

**Natural Science (minimum 2 credits)**

An approved course in a lab science

**Mathematics or Computer Science (minimum 2 credits)**

An approved course in math or computer science

**Social Science (minimum 6 credits)**

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

**Speech (minimum 2 credits)**

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

**Writing**

Competency in writing equivalent to ENG 104 (grade of "C" or better). Students who demonstrate writing capability but do not have formal course credits in writing can petition for an English waiver. The English department will determine if the waiver is approved. Students who are not approved are allowed one rewrite on the English waiver. The English waiver process must be completed by the beginning of module 5, or the student will need to fulfill the English requirement with a class or test. Courses in SAU Global major programs do not meet communication skills requirements.

## Associate of Arts

### About the degree

The Associate of Arts is comprised of interdisciplinary courses which meet general education requirements and prepare students for further education in a bachelor's degree program. This degree offers both a Christian worldview and a format suitable for the working adult. Courses are offered at off-campus sites using the cohort model. Courses are offered face to face, one night a week and occasionally on weekends.

### Program emphases

The degree includes multi-disciplinary introductory courses in the liberal arts taught from a Christian perspective, development of critical thinking skills, and exposure to tools and ideas for self-development and faith development.

### Requirements

#### ASSOCIATE OF ARTS DEGREE: (62 HOURS)

##### *Interdisciplinary Studies*

- IDS 100 Introduction to the Liberal Arts (3)
- IDS 200 Christian Faith: Issues and Cultures (3)

##### *Communication Skills*

- ENG 104 College Writing (3)
- SPE 212 Fundamentals of Speech (3)

##### *Fitness*

- HPR 281 Nutrition and Exercise (2)

##### *Fine Arts and Humanities*

- ART 152 Art Foundations (2)
- MUS 152 Music Foundations (2)
- ENG 330 Genre (3) **OR**
  - DRA 332 History of American Theater (3) **OR**
  - VID 334 Film Theory & History (3)

##### *Mathematics and Science*

- GES 148 Computer Applications (3)
- MAT 101 Algebra (3)
- NSC 202 Environment and Life Science (2) **OR**
- BIO 205 Field Ecology (2)

##### *Philosophy and Religion*

- PHI 200 Introduction to Philosophy (3)
- BIB 218 Survey of the New Testament (3) **OR**
- BIB 217 Survey of the Old Testament (3)
- REL 394 World Religions (3)

##### *Social Science*

- FIN 268 Personal Finance (3)
- GEO 331 China, India and Japan (3) **OR**
- GEO 332 Africa (3) **OR**
- GEO 333 Latin America (3) **OR**
- GEO 334 The Middle East (3) **OR**
- GEO 337 Chinese Language & Culture (3)

- HIS 141 United States to 1877 (3) **OR**
- HIS 142 United States Since 1877 (3)

- POL 214 State and Local Government (3)
- PSY 100 Introduction to Psychology (3)
- SOC 100 Modern Social Problems (3)
- SOC 311 Racial and Ethnic Relations (3)

Electives to total 62 credits

### Course descriptions

#### **ART 152 Art Foundations (2)**

A systematic study of art ideas which allows the student at the beginning level to understand basic concepts used by artists in visual and tactile perception. The course involves the use and understanding of skills and materials by the artist. An additional purpose will be to examine art in its historic relationship to religion; to understand how the visual media influences contemporary living; and to become aware of the need for critical thinking and analysis in order to bring greater quality to art and life in the 21st century.

#### **BIO 205 Field Ecology (2)**

Concepts of ecology from lecture and textbooks will be illustrated by field trips to area Michigan ecosystems. Human relationships with ecosystems will be highlighted.

#### **ENG 104 College Writing (3)**

Theory and practice of writing essays with emphasis on how to do library research and writing for university courses. *Prerequisite: placement scores or ENG 103. (Off-campus program requires student to pass a writing sample.)*

#### **ENG 330 Genre (3)**

The style, form and content of varying types of literature: drama, film, mythology, fantasy, epic poetry, novel, short story. Examples: English novel, existential literature, major American novelists.

**DRA 332 History of American Theater (3)**

This course will survey the development of dramatic literature and drama in the United States from the colonial period to the present age, and the evolution of theatre into film, broadcasting, and modern media. This course is designed to assist students to become critical viewers and readers and introduces such concepts as American character and American idiom, and issues related to commercialism and art, formula pieces, stock characters and propaganda.

**FIN 268 Personal Finance (3)**

Various alternatives available in planning financial affairs: budgeting, buying on credit, borrowing, saving, investing intelligently, home ownership and wise estate planning comprise this course. Practical applications facilitate understanding of essential principles of finance and incorporate recent developments.

**GEO 331 China, India and Japan (3)**

Asia's lands and peoples, with special emphasis on China, India and Japan. Includes historical, political, cultural and economic insights within a geographical context.

**GEO 332 Africa (3)**

The African continent: the natural environment, the people and their customs, the discovery and opening of the country by explorers and missionaries, the partition of Africa and the present political and economic trends.

**GEO 333 Latin America (3)**

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

**GEO 334 The Middle East (3)**

This course is an interdisciplinary survey of the lands, history and political dynamics of Southwest Asia (commonly known as the Middle East) and North Africa that covers main elements of the realm's topography and cultural landscape, a survey of its history since 17th Century Muslim conquest and a discussion of current political issues.

**GEO 337 Chinese Language and Culture (3)**

While setting the stage with a brief overview of the thousands of years of Chinese history, philosophical thought, and culture, the emphasis of this course will be on the significant changes in Chinese civilization, culture and thought development during the past 100 years. Students will understand how Chinese philosophers and thinkers have influenced the traits of Chinese culture and contemporary thought. Present day Chinese culture will be studied through the lenses of political thought, geography, economics, family life, education, and religion.

**GES 148 Computer Applications (3)**

This course provides an introduction to word processing, spreadsheet, and presentation software (MS Word, MS Excel, MS PowerPoint), and is designed to develop basic operational proficiency in each of those areas via a number of hands-on, skills-based assignments. The course will be taught using the Blackboard (Bb) course management system, which students will use to access course materials, submit assignments, and participate in weekly threaded discussion. Students will also develop basic internet and research skills using both public and private search engines. Does not meet Natural Science requirement.

**HIS 141 United States to 1877 (3)**

A study of American history from colonial times through the Civil War and Reconstruction. Emphasis will be given to the fundamental forces or cultural ideals that have shaped this period of history: Puritanism, the Enlightenment, the Revolution, antebellum Evangelicalism and the struggle over slavery. A multidisciplinary approach will be taken as well as efforts to develop Christian insights concerning the unfolding of American history.

**HIS 142 United States Since 1877 (3)**

A study of the cultural ideals and forces that have helped to shape modern America: industrialization, progressivism, the battle between "science" and "religion", the two world wars, the Great Depression, the New Deal and Great Society, the spirits unleashed in the 1960's, and the "culture wars" of the 1990's. A multidisciplinary framework will be used, as well as efforts to develop Christian insights so that students will be better able to "make sense" out of life at the end of the 20th Century.

**HPR 281 Nutrition and Exercise (2)**

Examines the nature and benefits of physical fitness in the adult years as well as nutrients and their role in maintaining optimal health and in preventing disease. Emphasis is given to body composition, obesity and energy balance, with attention to the scientific basis for modification of eating and exercise behaviors.

**IDS 100 Introduction to the Liberal Arts (3)**

This course is designed to introduce students to Spring Arbor University, The Concept, and the process of becoming an educated person. Three main objectives: 1) bring students into the life and philosophy of the SAU community, 2) explore the meaning, purpose and essence of becoming an educated person through the liberal arts; and 3) assists student in discovering themselves as persons through development of the

# ASSOCIATE OF ARTS

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academic and social skills needed to be successful in their various environments. Course activities emphasize general intellectual skills (writing and speaking) and social and relational skills (interpersonal communication).

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

Identifies some of the social and ethical issues foundational for critical participation in the contemporary world. This course emphasizes cultural, ethnic and racial diversity. Experiential learning is emphasized through simulations. Students will reflect on the implications of Christian faith for personal vocation and critical participation in the world today. *Prerequisite: sophomore standing.*

## **MAT 101 Algebra (3)**

Operating with algebraic and geometric properties of linear, quadratic, polynomial, rational, exponential, and logarithmic functions; matrices and determinants, inequalities, linear programming. *Prerequisites: one year of high school algebra, one year of high school geometry and ACT math score between 18 and 24. Students with ACT math score greater than or equal to 24 may not take this course for credit.*

## **MUS 152 Music Foundations (2)**

A survey of music literature and history focusing on critical listening and enjoyment. Works by significant composers are discussed in terms of their design, place in history and aesthetic impact. Designed to satisfy the fine arts liberal arts requirement for art majors and minors. A number of field trips will be taken in order to provide a greater understanding of various music forms. Note: Student may not take both MUS 152 and MUS 220.

## **NSC 202 Environment and Life Science (2)**

Selected issues illustrating global and local environmental concerns. Scientific bases of problems and possible solutions. Lab demonstrations of environmental issues. A biblical stewardship approach is integrated with the course content.

## **PHI 200 Introduction to Philosophy (3)**

Introduction to logic, philosophy of science, and traditional and contemporary answers to the human problems of knowledge, reality and morality. *Prerequisite: sophomore standing or permission.*

## **POL 214 State and Local Government (3)**

A study of the structure and direction of state, county and local governments, with a major focus on how they function together and how they relate to the national government. Policy issues, welfare, environment, Social Security and zoning will be seen from the "bottom up" of our federal system, that is, how they originate at one of

these "lower levels," yet do so within the guidelines and constraints of the national agenda.

## **PSY 100 Introduction to Psychology (3)**

A broad, general introduction to the discipline of psychology. Basic subject matter includes: personality theory, psychophysiology, learning, developmental psychology, motivation, abnormal behavior, psychotherapy and social psychology. Students will be exposed to the approaches of gathering and evaluating evidence about the causes and correlations of behavior. Emphasis is given to the means by which psychological knowledge is, or can be, applied to improve the quality of Individual and community life. *Prerequisite: ENG 104 (may be taken concurrently).*

## **BIB 217 Survey of the Old Testament (3)**

A historical and archaeological study of the origins of the Hebrew people, basic social structure, religious ideas and practices and their experiences as recorded in the earliest Hebrew literature. Relevant theological themes as a background for later Hebrew history and Christianity. (Offered in fall, interim and spring.)

## **BIB 218 Survey of the New Testament (3)**

This course is a survey of the entire New Testament, focusing on the presentation of Jesus Christ, His life, His message, and His church. The course will examine the New Testament as a collection of 1st century documents of the Early Church, as the revelation of God, and as a source for spiritual formation and ministry. Students will engage with critical approaches to the interpretation of the New Testament and will be challenged to consider how to faithfully embody these texts today. (Offered in fall, interim and spring.)

## **REL 394 World Religions (3)**

Survey of the theories of the origin of religion. Comparative study of the history of the development and teachings of the leading religions of the modern world. *Prerequisite: PHI 200 or PHI 210.*

## **SOC 100 Modern Social Problems (3)**

A study of problems: poverty, racism, sexism, the rich and powerful; possible solutions to social problems and secular and Christian theories.

## **SOC 311 Racial and Ethnic Relations (3)**

The cultures and experiences of minority ethnic groups in the United States and the impact of prejudice, discrimination and racism on these minority groups, and on white society.



**SPE 212 Fundamentals of Speech (3)**

Theory, organization, preparation and practice of speechmaking. Required speeches: storytelling, inspirational, informative and persuasive.

**VID 334 Film Theory and History (3)**

Film Theory and History is designed to provide the student broad exposure to film as an art form. The primary emphasis is on theoretical perspectives as a means of understanding film as a sophisticated synthesis of different forms of art. A secondary emphasis is on the understanding of the historical development of artistry in film. Students will gain an understanding of the basic elements of film as different systems of meaning. Students will learn various approaches to analyzing these components by studying significant movements in the history of film and by analyzing various theoretical perspectives on film as an art form. This course does not meet requirements for an English major or minor.

## Associate of Science in Business

### About the degree

The Associate of Science in Business is comprised of a variety of courses designed to equip persons for entry positions in business related occupations.

This degree offers both a Christian worldview and a format suitable for the working adult. Courses are offered at off-campus sites using the cohort model. Courses are face-to-face, offered one night a week.

### Program emphases

The degree includes business related introductory courses taught from a Christian perspective, development of critical thinking skills, self development and faith development.

### Requirements

#### ASSOCIATE OF SCIENCE IN BUSINESS DEGREE: (62 HOURS)

##### *Interdisciplinary Studies:*

- IDS 100 Introduction to the Liberal Arts (3)
- IDS 200 Christian Faith: Issues and Cultures (3)

##### *Communication Skills:*

- ENG 104 College Writing (3)
- SPE 212 Fundamentals of Speech (3)

##### *Fine Arts and Humanities:*

- FAS 142 Fine Arts (3)
- PHI 200 Introduction to Philosophy (3)
- BIB 218 Survey of the New Testament (3) **OR**
- BIB 217 Survey of the Old Testament (3)

##### *Mathematics and Science:*

- BUS 105 Business Math (3)
- GES 148 Computer Applications (3)
- NSC 202 Environment and Life Science (2) **OR**
- BIO 205 Field Ecology (2)

##### *Social Science:*

- ECN 101 Introduction to Economics (3)
- GEO 332 Africa (3) **OR**
- GEO 331 China, India, and Japan (3) **OR**
- GEO 333 Latin America (3) **OR**

- GEO 334 The Middle East (3) **OR**
- GEO 337 Chinese Language and Culture (3)
- HIS 142 United States Since 1877 (3)
- POL 214 State and Local Government (3)
- PSY 100 Introduction to Psychology (3)
- SOC 311 Racial and Ethnic Relations (3)

##### *Business:*

- ACC 211 Business Accounting (3)
- BUS 101 Introduction to Business (3)
- BUS 215 Business Case Study (3)
- BUS 271 Business Law (3)
- FIN 268 Personal Finance (3)

### Course descriptions:

#### **ACC 211 Basic Accounting (3)**

This course covers the basic concepts, principles, and techniques used to generate accounting data. The accounting cycle is examined and used to enhance decision making for service and merchandising businesses. *Prerequisite: Math 101.*

#### **BIO 205 Field Ecology (2)**

Concepts of ecology from lecture and textbooks will be illustrated by field trips to area Michigan ecosystems. Human relationships with ecosystems will be highlighted. (Offered in Weekend College only.)

#### **BUS 101 Introduction to Business (3)**

An introductory survey course of various types of business organizations will be presented. Business principles to be examined are as follows: business management, human resources, marketing, business ethics, and finances.

#### **BUS 105 Business Math (3)**

This course uses basic applications of mathematics in the field of business. The concepts to be examined include: statistics, consumer credit, percentages and markups, simple and compound interest with discounts.

#### **BUS 215 Business Case Study (3)**

This course provides the processes and guidelines to develop and analyze a business case study. Project processes and project management will be outlined and used to analyze business case studies. Skills to be examined: planning of project, analysis with documentation, communication, and validation of the results of the project.

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## **BUS 271 Business Law I (3)**

This introductory course addresses the interrelationship of law and business, with the intent of establishing a knowledge and skill base upon which students can build an understanding of our legal system and an ability to recognize and manage legal issues that arise in day-to-day business contexts. This study includes an introduction to the American legal system, the U.S. Constitution, litigation and alternative dispute resolution, jurisprudence, business ethics, relevant tort and criminal law, and contract law.

## **ECN 101 Introduction to Economics (3)**

Survey of the basic principles of economics and the leading "schools" of thought in the Western world—classical, Austrian and Keynesian contemporary—with their implications for present day life and political policy.

## **ENG 104 College Writing (3)**

Theory and practice of writing analysis and argument essays, with emphasis on how to do library research and writing for university courses. *Prerequisite: Placement Scores or ENG 103.* Does not count toward a major or minor in English or language arts.

## **FAS 142 Fine Arts (3)**

Students will learn to become involved academically and experientially in music and art. Through this involvement, the student is introduced to the language used in discussing the elements of form, design, technique, meaning and value in the arts. Visual, tactile and aural experiences are placed within appropriate context to further illuminate understanding of the relationship between music and art.

## **FIN 268 Personal Finance (3)**

Various alternatives available in planning financial affairs; budgeting, buying on credit, borrowing, saving, investing intelligently, home ownership and wise estate planning comprise the core of this course. Practical applications facilitate understanding of essential principles of finance and incorporate recent developments. Also listed as ECN 268.

## **GEO 331 China, India and Japan (3)**

Asia's lands and peoples, with special emphasis on China, India and Japan. Includes historical, political, cultural and economic insights within a geographical context.

## **GEO 332 Africa (3)**

The African continent: the natural environment, the people and their customs, the discovery and opening of the country by explorers and missionaries, the partition of Africa and the present political and economic trends.

## **GEO 333 Latin America (3)**

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

## **GEO 334 The Middle East (3)**

An interdisciplinary survey of the lands, history and political dynamics of Southwest Asia (commonly known as the Middle East) and North Africa, this course covers main elements of the realm's topography and cultural landscape, a survey of its history since 7th Century Muslim conquest and a discussion of current political issues. The course coincides with the holding of the Michigan Model Arab League, which students may attend in partial fulfillment of course requirements; alternatively, students may undertake focused research into a particular state or culture of the realm.

## **GEO 337 Chinese Language and Culture (3)**

While setting the stage with a brief overview of the thousands of years of Chinese history, philosophical thought, and culture, the emphasis of this course will be on the significant changes in Chinese civilization, culture and thought development during the past 100 years. Students will understand how Chinese philosophers and thinkers have influenced the traits of Chinese culture and contemporary thought. Present day Chinese culture will be studied through the lenses of political thought, geography, economics, family life, education, and religion.

## **GES 148 Computer Applications (3)**

This course provides an introduction to word processing, spreadsheet, and presentation software (MS Word, MS Excel, MS PowerPoint), and is designed to develop basic operational proficiency in each of those areas via a number of hands-on, skills-based assignments. The course will be taught using the Blackboard (Bb) course management system, which students will use to access course materials, submit assignments, and participate in weekly threaded discussion. Students will also develop basic internet and research skills using both public and private search engines. Does not meet Natural Science requirement.

## **HIS 142 United States Since 1877 (3)**

A study of the cultural ideals and forces that have helped to shape modern America, such as industrialization, progressivism, the battle between "science" and "religion," the two world wars, the Great Depression, the New Deal and Great Society, the spirits unleashed in the 1960s, and the "culture wars" of the 1990s. A multidisciplinary framework will again be used, as well as efforts to develop Christian insights so that students will

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be better able to “make sense” out of life at the end of the 20th Century. Students may also take HIS 141 or HIS 221 online as a substitute for HIS 142.

## **IDS 100 Introduction to the Liberal Arts (3)**

This course is designed to introduce students to Spring Arbor University, The Concept, and the process of becoming an educated person. Three main objectives: 1) bring students into the life and philosophy of the SAU community, 2) explore the meaning, purpose and essence of becoming an educated person through the liberal arts; and 3) assist student in discovering themselves as persons through development of the academic and social skills needed to be successful in their various environments. Course activities emphasize general intellectual skills (writing and speaking) and social and relational skills (interpersonal communication).

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

Identifies some of the social and ethical issues foundational for critical participation in the contemporary world. This course emphasizes cultural, ethnic and racial diversity. Experiential learning is emphasized through simulations. Students will reflect on the implications of Christian faith for personal vocation and critical participation in the world today.

## **NSC 202 Environment and Life Science (2)**

Selected issues illustrating global and local environmental concerns. Scientific bases of problems and possible solutions. Lab demonstrations of environmental issues. A biblical stewardship approach is integrated with the course content.

## **PHI 200 Introduction to Philosophy (3)**

Introduction to logic, philosophy of science, and traditional and contemporary answers to the human problems of knowledge, reality and morality.

## **POL 214 State and Local Government (3)**

A study of the structure and direction of state, county and local governments, with a major focus on how they function together and how they relate to the national government. Policy issues, such as welfare, the environment, social security and zoning, will be seen from the “bottom-up” of our federal system, that is, how they originate at one of these “lower” levels, yet do so within the guidelines and constraints of the national agenda.

## **PSY 100 Introduction to Psychology (3)**

This course will provide students with a broad, general introduction to the discipline of psychology. Some of the basic subject matter covered includes: personality theory,

psychophysiology, learning, developmental psychology, motivation, abnormal behavior, psychotherapy and social psychology. Introductory psychology students will also be exposed to the approaches to gathering and evaluating evidence about the causes and correlates of behavior. Emphasis is also given to the means by which psychological knowledge is (or can be) applied to improve the quality of individual and community life.

## **BIB 217 Survey of the Old Testament (3)**

A historical and archaeological study of the origins of the Hebrew people, basic social structure, religious ideas and practices and their experiences as recorded in the earliest Hebrew literature. Relevant theological themes as a background for later Hebrew history and Christianity. (Offered in fall, interim and spring.)

## **BIB 218 Survey of the New Testament (3)**

This course is a survey of the entire New Testament, focusing on the presentation of Jesus Christ, His life, His message, and His church. The course will examine the New Testament as a collection of 1st century documents of the Early Church, as the revelation of God, and as a source for spiritual formation and ministry. Students will engage with critical approaches to the interpretation of the New Testament and will be challenged to consider how to faithfully embody these texts today. (Offered in fall, interim and spring.)

## **SOC 311 Racial and Ethnic Relations (3)**

The cultures and experiences of minority ethnic groups in the United States, and the impact of prejudice, discrimination and racism on these minority groups and on white society.

## **SPE 212 Fundamentals of Speech (3)**

Theory, organization, preparation and practice of speechmaking. Required speeches: storytelling, inspirational, informative, persuasive and symposium-panel-forum.

## Bachelor of Arts in General Studies

### About the degree

The B.A. in general studies degree (BAGS) is designed for students, who for many reasons, cannot complete their chosen major or have many transfer credit hours and cannot participate in a SAU Global program because of personal issues or geographical challenges. The BAGS degree would allow students to package the credit hours they have already earned with additional SAU credit hours, in order to earn a degree.

This program is not offered as a matriculating degree option. Students must petition to enroll in the BAGS program, and the Office of Registration and Records will approve or deny the petition after an evaluation of the student's academic record. Approval into this program is contingent on several criteria:

1. The number of requirements completed and remaining.
2. The types of requirements remaining (e.g. major courses, General Education, internship, etc.)
3. Academic success in the matriculating program.
4. Life factors that may impede completing a matriculating degree program.

This degree is appropriate for students in one of the following situations: a job position, job retention, graduate school admission, or a promotion that requires only a bachelor's degree.

### Program emphases

This degree allows 90 transferable credit hours from an accredited four year institution or 84 hours from a community college, 40 technical hours, as well as military credit. Students will also choose an area of concentration.

**Concentrations are available, see Office of Registration and Records for more details.**

### BAGS General Education Requirements

Students who are transferring into the BAGS program from other SAU programs will be required to meet the General Education requirements for the SAU program from which they are transferring. These requirements will be reflected in a degree audit conducted by the Office of Registration and Records.

### Degree Requirements

Students must have taken and passed with a C or better IDS 300 and 400 (or COL 300 and 400).

Students must have a minimum of 40 upper level credits (300 or higher).

All of the concentrations require 15 credit hours with at least 5 courses in a given area. Nine of the 15 credits must be upper level.

All courses in the concentration must be a "C" or better.

A student must have at least one concentration and can have up to three concentrations.

**Students must earn a minimum of 30 graded hours at Spring Arbor University. For this reason, the Bachelor of Arts in General Studies is not designed for students who are new to SAU.**

## Business

### Major

#### Gainey School of Business

#### About the discipline

The business major provides a broad range of educational preparation for careers in business or preparation for graduate study. The degree seeks to balance professional preparation with a liberal arts education and quantitative skills with the application of business theory to the workplace. The Bachelor of Science degree will be conferred upon successful completion of all graduation requirements.

#### Career opportunities

- Business: manufacturing, retail, health, consulting, accounting, sales, administration, and banking.
- Service Agencies: law enforcement, health services, corrections, community health organizations, religious organizations, fire departments.

#### Program strengths and emphases

The major emphasizes a breadth of practical work skills and theoretical knowledge designed to meet the needs of the student seeking a general business background.

Study in this major exposes the student to:

- The diverse elements involved in effective business operations;
- The practical application of skills and theories in the classroom through a field-based research project; and
- The evaluation of issues and concepts central to the practice of business through the perspectives of historical, biblical and ethical standards.

### Requirements

#### BUSINESS MAJOR: (47 HOURS)

ACC 323	Fund of Business Accounting (3)
BUS 271	Business Law (3)
BUS 302	Business Information Systems (3)
BUS 322	Fundamentals of Business Marketing (3)
BUS 349	Statistics (3)
BUS 367	Management of Financial Resources (3)
BUS 405	Principles of Applied Management (3)
BUS 425	Principles of Competitive Strategy (3)
BUS 432	Human Resources Mgmt/Supervision (4)
BUS 456	Business Proposal Development (4)
ECN 305	Microeconomic Applications (3)
IDS 300	Biblical Perspectives (3)
IDS 310	Adult Learning Experience (3)
IDS 312	Critical Skills For Acad. Success (3)
IDS 400	Values: Personal and Social (3)

#### Course descriptions:

##### ACC 323 Fundamentals of Business Accounting (3)

This course is a study in the principles of accounting and financial reporting. The course focuses on the use of accounting data by managers in directing the affairs of business. Participants will be exposed in a broad sense to the ways in which managers use financial reports in the internal decision-making process, business planning, and control of business resources.

##### BUS 271 Business Law I (3)

This introductory course addresses the interrelationship of law and business, with the intent of establishing a knowledge and skill base upon which students can build an understanding of our legal system and an ability to recognize and manage legal issues that arise in day-to-day business contexts. This study includes an introduction to the American legal system, the U.S. Constitution, litigation and alternative dispute resolution, jurisprudence, business ethics, relevant tort and criminal law, and contract law.

##### BUS 302 Business Information Systems (3)

The Importance of technology and information systems and their impact on business today is addressed. This course does not focus on gaining proficiency in the use of technology, but rather seeks to provide a greater understanding of the function and capability of various types of technology, software, and information systems. Topics covered include the internet, intranets, networks, productivity software, database systems, etc.

**BUS 322 Fundamentals of Business Marketing (3)**

This course is a study in the function, design and problems of the business marketing process. The course focuses on the general nature of business marketing including an emphasis on the integration of product, price, place and promotion through financing, transportation and distribution, and some aspects of the advertising and sales functions in business organizations.

**BUS 349 Statistics (3)**

This course introduces problem analysis and evaluation techniques, as well as methods of defining, researching, analyzing and evaluating problems in work or avocation environments. Identifying and measuring objectives, collecting data, working with significance levels, analyzing variance and constructing questionnaires are key content areas.

**BUS 367 Management of Financial Resources (3)**

This course will assist students in understanding basic concepts of financial management. An overview of how financial statements are developed will be studied. An introduction to commonly used financial terms will provide students with an understanding of how financial management is an integral part of corporate business strategy. Students will also study concepts that include balance sheets, income statements, statements of cash flows, annual reports, returns on investments, and supply chain and outsourcing.

**BUS 405 Principles of Applied Management (3)**

This course will introduce students to the history and current state of management theory and its application. Topics covered will include various theories of management, functions of management, organizational structure, decision-making environmental issues, and corporate social responsibility.

**BUS 425 Principles of Competitive Strategy (3)**

This course is a study of competitive strategy from the perspective of the top-level executive in a global environment. Students are expected to integrate and draw upon previously acquired business knowledge and management skills, and apply these skills to various business cases and projects involving the selected issues of strategy. (Students must have successfully completed all prior coursework in the major to take this comprehensive course.)

**BUS 432 Human Resources Management and Supervision (4)**

This course assists students in understanding and applying principles and practices related to human resource planning, recruitment, selection, utilization, and labor relations. Special attention is given to the legal environment and to management and human resources

supervisory issues. Accomplishing human resource management functions in organizations of various sizes is also covered.

**BUS 456 Business Proposal Development (4)**

Students will use the concepts learned to identify an organization's systems and recognize organizational influences in order to research and develop an effective written formal business proposal which is orally presented to the instructor and learning group.

**ECN 305 Microeconomic Applications (3)**

Students will use microeconomic principles and analysis tools to analytically synthesize how various topics taught in this course effect the student's place of employment or other organization. Topics will include supply and demand, market structure, market equilibrium, firm/market behavior, and the role of government in the economy. A case study approach will generally be used to help students apply their understanding of the concepts. (Prerequisite: ECN 101 or 221, or waiver documenting introductory level knowledge obtained through the Prior Learning Committee)

**IDS 300 Biblical Perspectives (3)**

This course reflects the commitment of Spring Arbor University as a Christian liberal arts University, to nurture an appreciation for the rich resources of the Scriptures for creative personal faith and human life in the modern world. It is designed to foster knowledge and understanding of the literature and history of the Bible and the integration of faith, living and learning.

**IDS 310 Adult Learning Experience (3)**

This module emphasizes the experiential nature of nontraditional education and adult development theory. Students will be familiar with various theories and instruments that will provide a cognitive basis for personal analysis and understanding. The objective of the module is personal discovery and affirmation through examination of one's strengths and the subsequent adjustments that may assist areas of personal growth.

**IDS 312 Critical Skills for Academic Success (3)**

Designed to build upon existing thinking, reading, writing, and research skills and prepare students to be successful in an accelerated program.

**IDS 400 Values: Personal and Social (3)**

A capstone course in which the student formulates a philosophy of life as a base for ethics in business, accountability in government, respect for human rights and responsible lifestyle in the contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace and classroom discussion.

## Family Relations Education

### Major & Minor

#### Early Childhood Development Concentration School of Human Services

#### About the discipline

Family relations education is an applied field of study with a conceptual foundation drawn from psychology, education, home management, sociology, law, economics, social work, philosophy, biology and theology. The Bachelor of Arts degree is conferred upon successful completion of all graduation requirements.

#### Career opportunities

- **Social Services:** Family service agencies, foster care, legal services, referral programs, food stamp programs, Meals-on-Wheels and transportation programs.
- **Health Services:** Nursing homes, hospitals, day care centers, community mental health centers, housing projects and public health clinics.
- **Program Planning:** Group homes, senior centers, government agencies, parks and recreation departments, educational institutions, religious organizations and department of corrections.

#### Program strengths and emphases

The major centers on gaining insight into human development, dynamics of relationships, and the science and practice of family relations education and consultation. Further refinement of skills increases this base of knowledge and the student's ability to assess and analyze human dynamics and skills in communication, interviewing and problem-solving.

The major is approved by the National Council on Family Relations (NCFR) and endorsed by Focus on the Family.

Students in this program will:

- Gain knowledge about concepts and principles relevant to family living;
- Explore personal attitudes and values;
- Identify and understand the attitudes and

values of others;

- Provide guided learning experiences relevant to preventing family problems;
- Develop interpersonal skills that contribute to family well-being; and
- Gain practical experience through a required independent study project.

*An internship is required for this program. Convicted felons may be limited to the type of location or client population in which their internships may be conducted.*

#### Requirements

#### FAMILY RELATIONS EDUCATION MAJOR: (42 HOURS)

FLE 326	Human Life Cycle (4)
FLE 335	Interpersonal Relations: Interviewing and Interventions (3)
FLE 347	Family Theory (2)
FLE 348	Marriage, Family and Sexuality (3)
FLE 354	Research Methods (3)
FLE 426	Parenting and Family Skills (3)
FLE 436	Public Policy, Family Law and Family Life Education (2)
FLE 492	Independent Study Project (4-6)
IDS 300	Biblical Perspectives (3)
IDS 310	Adult Learning Experience (3)
IDS 312	Critical Skills for Acad. Success (3)
IDS 400	Values: Personal and Social (3)
FLE 331	Family Facilitation Programming (3)
FLE 312	Ethnicity, Social Class & Family (3)

**Note:** Students who are pursuing an Organizational Management (ORM) major may obtain a family relations education minor.

#### 24-hour family relations education minor:

FLE 326	Human Life Cycle (4)
FLE 335	Interpersonal Relations: Interviewing and Interventions (3)
FLE 347	Family Theory (2)
FLE 348	Marriage, Family and Sexuality (3)
FLE 426	Parenting and Family Skills (3)
FLE 436	Public Policy, Family Law, & Family Life Education (2)
FLE 312	Ethnicity, Social Class, & Family (3)
Approved electives to total 24 hours	



An **early childhood development concentration** may be earned along with the Family Relations Education major if the following are complete:

- Early childhood education degree
- Internship in an early childhood setting with supervision by an approved FRE academic coordinator.

## Course descriptions:

### **FLE 326 Human Life Cycle (4)**

This course will examine normal developmental patterns and issues from infancy and childhood to older adulthood and death, dying and grieving. It will take into consideration the biological, psychological and sociological aspects of human development at each stage. The essential concepts in each part of the developmental process will be the basis of the Family Life Educator's cognitive understanding of human development. These essential concepts are defined and reviewed in the textual material selected. Another emphasis in this course will be the relationship of the normative development within the family context. Students will examine healthy and dysfunctional characteristics of family life and their impact on human development.

### **FLE 335 Interpersonal Relations: Interviewing and Interventions (3)**

This module introduces students to theories and skills essential to effective interpersonal relations. Emphasis is placed on interviewing strategies for the analysis and assessment of family life issues for the purpose of appropriate educational recommendations. The outcomes are intended to enhance personal and professional growth.

### **FLE 347 Family Theory (2)**

This module is designed to assist the family life professional in developing a foundational understanding of the major theories involved in family studies. Theories to be covered include the exchange framework, the symbolic interaction framework, the family development framework, the systems framework, the conflict framework and the ecological framework.

### **FLE 348 Marriage, Family and Sexuality (3)**

This module is designed to increase student's knowledge of human relationships and the dynamics of marital and family relationships. This course will help the student in his/her ability to analyze personal interactions and the characteristics of strong families. The course will

address issues pertaining to human sexuality and the development of healthy family and marriage interactions. Methods of teaching human sexuality through the life span will be examined.

### **FLE 354 Research Methods (3)**

The Research Methods module illustrates data gathered through qualitative and quantitative study concerning health and behavior within the family infrastructure. Techniques of this approach have the advantage of providing contextual information that assists students in the development of an independent study project.

### **FLE 426 Parenting and Family Skills (3)**

This module is designed to assist the family life professional in establishing a foundation for understanding the dynamics of parent-child relationships. Parenting is presented as a process that changes over time as both child and parent develop across the life span. Topics covered are areas of concern to parents and to professionals working with parents. These include: definitions, changing conceptions of parenthood, communication, discipline, guidance, self-esteem, child maltreatment, day care, parenting by single parents and step-parenting.

### **FLE 436 Public Policy, Family Law and Family Life Education (2)**

This module helps the family life professional gain valuable insight into the science and practice of family life education and consultation. It introduces the student to legal, ethical and professional concerns that shape family policy and well-being.

### **FLE 492 Independent Study Project (4-6)**

The independent study project experience is individually designed for the interests and needs of each student. In practice it is an integrative activity. It brings together family life education program concepts and real life situations. Skills such as researching, interviewing, program design and evaluating programs will be developed.

### **IDS 300 Biblical Perspectives (3)**

This course reflects the commitment of Spring Arbor University as a Christian liberal arts University, to nurture an appreciation for the rich resources of the Scriptures for creative personal faith and human life in the modern world. It is designed to foster knowledge and understanding of the literature and history of the Bible and the integration of faith, living and learning.

# FAMILY RELATIONS EDUCATION

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## **IDS 310 Adult Learning Experience (3)**

This module emphasizes the experiential nature of nontraditional education and adult development theory. Students will be familiar with various theories and instruments that will provide a cognitive basis for personal analysis and understanding. The objective of the module is personal discovery and affirmation through examination of one's strengths and the subsequent adjustments that may assist areas of personal growth.

## **IDS 312 Critical Skills for Academic Success (3)**

Designed to build upon existing thinking, reading, writing, and research skills and prepare students to be successful in an accelerated program.

## **IDS 400 Values: Personal and Social (3)**

This is a capstone course in which the student formulates a philosophy of life, providing the base for such concerns as ethics in business, accountability in government, respect for human rights, and a responsible lifestyle in our contemporary world. Ethical theories and personal values are examined through readings, analysis of family life issues and classroom discussion.

## **FLE 312 Ethnicity, Social Class and the Family (3)**

The focus of this course is on the effect of cultural and ethnic diversity in human development and family issues. Students examine cultural and ethnic diversity in the definition of family and family patterns. The main goal is the development of sensitivity and awareness so that students can identify important questions related to ethnicity and family patterns.

## **FLE 331 Family Facilitation Programming (3)**

The purpose of this course is to acquaint the student with the essential principles for developing and delivering programs for families, with some emphasis on all age groups. The focus will be how the special learning needs of family members translate into program design. Through class exercises the student will gain some experience in all phases of program implementation. This will include the actual development and demonstration of a family wellness program.

## Management of Health Care Systems

### Endorsement

#### School of Human Services

The management of health care systems endorsement is a 12-credit program available to all students with at least junior standing. Courses required for the endorsement are only available online.

### Requirements

#### MANAGEMENT OF HEALTH CARE SYSTEMS ENDORSEMENT: (12 HOURS)

- MHS 231 Fiscal Management in Health Care Systems (3)
- MHS 342 Health Care Systems (3)
- MHS 431 Administration of Health Care Systems (3)
- MHS 433 Health Care Systems Leadership (3)

### Course descriptions:

#### **MHS 231 Fiscal Management in Health Care Systems (3)**

This course covers health finance and the role of the health care manager with emphasis on the analysis of financial information in relationship to health care costs and fiscal planning. Various study areas include payment and reimbursement systems, expense and cost reporting, budget management, and the use of basic accounting principles. (Offered online.)

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

This course studies the delivery and evaluation of health care within a variety of health care structures, such as inpatient and outpatient facilities, long term care, and managed care utilizing a systems approach. The course will focus on the health care professional and covers basic components of health care including health promotion, psychological wellness, and health services for special populations. (Offered online.)

#### **MHS 431 Administration of Health Care Systems (3)**

This course is an operations course that focuses on the mission, values, and goals of health care organizations as well as the role of the health care manager within administration and the human resource function. A wide range of topics are studied ranging from managing today's health care workforce, team building, recruiting and retention of workers to patients' rights and ethics faced in today's health care environment. (Offered online.)

#### **MHS 433 Health Care Systems Leadership (3)**

Leadership and motivational theory as well as discovering and maximizing various leadership styles are covered in this course. Vision-casting and motivational theory are applied to both individual and group situations. (Offered online.)

## Nursing – RN-BSN Track

### Major

#### School of Human Services

Dr. Alvin Kauffman, DNP MSN/MSBA, RN, Chair

Terrie White, MSN, MBA RN, Director

Rhonda Burks, MSN, RN

### About the discipline

The RN to BSN accelerated degree completion track provides practicing nurses a pathway to career advancement and new opportunities in nursing. The curriculum promotes critical thinking, evidence-based practice, autonomous decision-making, information and resource management, communication skills, and application of nursing knowledge to current practice. The BSN completion track is designed to prepare professional nurses to contribute service and leadership to diverse communities. This track is specifically designed for the practicing nurse and is based on the belief that as adult learners, students are committed to the application of liberal arts and nursing knowledge based on scientific principles to make reasoned choices in their service to others.

### Program mission

The mission of the Bachelor of Science in nursing (BSN) program is to provide quality nursing education within a Christian liberal arts university that prepares the professional nurse to contribute service and leadership to diverse communities.

### RN-BSN Track strengths and emphases

Recognizing the growing trends in health care, the Spring Arbor University RN-BSN track has incorporated two delivery methods: A blended face to face/online format and a completely online format.

### Accreditation and Certification:

The RN-BSN program at Spring Arbor University is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001. Phone number: 202.887.6791.

NOTE: A pre-licensure BSN track is also available on main campus. "For information regarding the RN to MSN track, please see the graduate catalog for details".

### Career Opportunities

Nursing graduates work in areas like emergency, critical care/ ICU, cardiology, home health care, nursing research, mother-baby, neurology, orthopedics, pediatrics, flight nursing, transplant teams, nursing education, missions, and more.

### RN- BSN Track requirements

- An associate degree in nursing from an accredited school or a diploma from a National League for Nursing (NLN) accredited school.
- Unrestricted, unencumbered, current nursing license from the state of employment.
- License must be kept current throughout the program.
- At least one year experience working as a registered nurse preferred.
- Completion of at least 58 transferable semester hours.
- A minimum cumulative GPA of 2.5 for all prior college work and maintained throughout the program to graduate.
- General education and nursing related courses must be met in addition to BSN major courses.
- Compliance with all institutional requirements prior to Senior Nursing Project.
- This program is also offered online with specific delivery system requirements.
- See student handbook or contact the program advisor for more information.

### Requirements

#### RN- BSN TRACK: (38 HOURS)

IDS 300	Biblical Perspectives (3)
IDS 400	Values: Personal and Social (3)
NUR 318	Adult Development, Life Planning, and Research Writing (3)
NUR 321	Professionalism/Professional Values (3)
NUR 341	Patient Centered Care I (3)
NUR 344	Clinical Prevention/ Population Health (3)
NUR 360	Information Management/Patient Care Technologies (3)
NUR 422	Spiritual Dimension of Health Care (3)
NUR 434	Quality Leadership (3)
NUR 442	Patient Centered Care II (3)
NUR 452	Evidence-Based Practice I (3)
NUR 453	Evidence-Based Practice II (3)
NUR 494	Senior Nursing Project (2)

## Course descriptions:

### **IDS 300 Biblical Perspectives (3)**

As a Christian liberal arts university, Spring Arbor University is committed to nurturing an appreciation for the rich resources of the Scriptures for creative personal faith and human life in the modern world. This course is designed to foster knowledge and understanding of the literature and history of the Bible and integration of faith, living and learning.

### **IDS 400 Values: Personal and Social (3)**

This is a capstone course in which the student formulates a philosophy of life providing the base for such concerns as professional ethics, accountability in government and nursing practice, respect for human rights, and a responsible lifestyle in our contemporary world. Ethical theories and personal values are examined through readings, analysis of issues and classroom discussion.

### **NUR 318 Adult Development, Life Planning, and Research Writing (3)**

In this first course, the student will explore elements of his or her personal and professional life journey and how this affects readiness for returning to college as a working adult. This exploration includes examining the student's learning style and personality preferences as well as reflecting on major life tasks and identification of key tasks yet to be accomplished. In addition, the student will begin to understand the unique challenges that an adult faces when returning to school and the importance of time management. Integrated writing assignments will assist the student in developing practical skills such as using online library services; assessing writing, grammar, and mechanics; and beginning to master APA formatting and style along with the necessary critical thinking and writing skills essential to the successful college experience. A grade of "C" or better is required to progress in the program.

### **NUR 321 Professionalism/Professional Values (3)**

This course further develops and strengthens core professional values by emphasizing the pursuit of practice excellence. The ANA Standards & Scope of Nursing Practice and Ethical Code for Nurses are examined as well as professional associations and practice regulating bodies. The course explores the role of nursing theory to guide practice. The course provides foundational professional concepts in legal, ethical, and patient-centered care in preparation for future courses across the educational continuum and roles in advanced practical nursing. A grade of "C" or better is required to progress in the program.

### **NUR 341 Patient Centered Care I (3)**

This course has a gerontology focus that utilizes the principles and techniques of holistic nursing assessment and care planning guided by evidence-based interventions and nursing theory. How an aging population affects the health care system and nursing practice are explored. Nursing assessment incorporates review of systems, health promotion, preventative care need, and palliative care planning. Simulation is introduced as a learning tool for improving assessment skills.

### **NUR 344 Clinical Prevention/Population Health (3)**

This course discusses theory and concepts of community/public/global health including health care systems in transition, health policy and epidemiology. The public Health Community Health Nurse's (PH/CHN) role as partner with the community in health promotion, disease and injury prevention, and population health are applied to patient scenarios. Students utilize teaching, learning and behavioral change theories and concepts to plan care.

### **NUR 360 Information Management/ Patient Care Technologies (3)**

This course emphasizes the use of technology and information systems for clinical decision-making. Students learn the skills necessary to use information management and patient care technologies to deliver safe and effective care. The course explores quality improvement- information systems that monitor patient outcomes and required regulatory reporting. Ethical and legal issues related to the use of IT, including copyright, privacy, and confidentiality issues are investigated.

### **NUR 422 Spiritual Dimensions of Health Care (3)**

The course examines the increasing emphasis on spiritual well-being and healing environments as elements of health care. Techniques and emphases will be examined from a Christian perspective. Students complete a spiritual assessment and care plan using the nursing process.

### **NUR 434 Quality Leadership (3)**

This course focuses on the professional nurse's role in applying the principles of leadership and management to navigate systems in health care organizations across the continuum of care. The course explores the nurse leader's role in quality and safety, the regulatory environment, policy and advocacy for EBP. The course provides opportunities to improve critical reasoning, interdisciplinary communication techniques, and conflict resolution. Change management and conflict resolutions theories are utilized in practice situations.

**NUR 442 Patient Centered Care II (3)**

Evidence-based health techniques for disease prevention, health promotion, and self-management of chronic conditions are investigated. Adult assessment and health history interview techniques are explored through the use of simulation. The assessment findings are used to formulate a holistic, culturally sensitive health promotion plan and apply a theorist as a basis for care. The course focuses on effective communication in facilitating client movement toward health and wellness.

**NUR 452 Evidence-Based Practice (3)**

Three (1) credit components are taken in sequence concurrently with other courses. these one-credit components are designed to guide the student to identify practice issues, appraise and integrate evidence, and evaluate outcomes. 452A: The student learns the value of EBP, models for applying evidence, and the basic difference between qualitative and quantitative research methods. the rights of human subjects and the advocacy role of the nurse in research studies are explored. Databases in the White Library, the Cochrane Library and the Trip Database are explored to gain skill in collecting strong evidence for EBP decisions.

452B: Students learn to identify the necessary components of good research and critically appraise research articles.

452C: Databases are explored to collect evidence for a topic suitable for the Senior Project and the literature review is initiated.

Note: A grade of "C" or higher is required prior to taking NUR 492/494.

**NUR 453 Evidence Based Practice II (3)**

Three(1) credit components taken concurrently with other courses.

453A: the basic elements and concepts of the research process including levels of measurement, measurement tools, data presentation and descriptive statistics are reviewed.

453B: Students learn to use Excel for statistical equations in preparation for the utilization of nursing research and using data to make evidence-based changes in practice. Integration of the most widely used statistical methods and the use of Excel promotes deeper understanding within the context of health care research and evidence based nursing practice.

453C: Additional concepts of statistical analysis and major epidemiological study designs are explored. Statistical concepts are applied to evidence based nursing practice.

**NUR 494 Senior Nursing Project (2)**

This course provides the student with the practical experience of applying and integrating the concepts and theories learned so far in the program. Students assess and identify a patient safety or care process problem, a practice discrepancy, or an educational need supported by research. Students develop a research question and complete a comprehensive literature review, scholarly papers, and present their findings in a poster presentation. A grade of C+ is required to pass this course.

\* NUR 453 meets the math General Education requirement.

## Organizational Management

**Major & Minor**  
**Gainey School of Business**

### About the discipline

Management and organizational development provides expertise in management, human dynamics and organizational development for business and public administration. The program takes a systems approach to the problems, principles and practices of management, incorporating conceptual and theoretical knowledge. The Bachelor of Science degree will be conferred upon successful completion of all graduation requirements.

### Career opportunities

- **Businesses:** manufacturing, retail, health, auto, housing, recreation, transportation, legal, administration and banking.
- **Service Agencies:** Law enforcement, fire departments, health services, department of corrections, community mental health organizations, religious organizations and education.

### Program strengths and emphases

The major includes the study of organizational behavior related to individual motivation, productivity in various environments, motivational behavior, ways to achieve optimal productivity and employee satisfaction, the ways group behavior affects organizational effectiveness and an introduction to financial management. The major requires 41 credits.

Study in this major exposes the student to:

- The importance of developing organizations in a variety of areas: human resource administration, interpersonal relationships, adult development models and motivational theory;
- The practical application of skills and theories in the classroom and through a field-based research project;
- The evaluation of issues and concepts central to the practice of management through the perspectives of historical, biblical and ethical standards.

### Requirements

#### ORGANIZATIONAL MANAGEMENT MAJOR: (41 HOURS)

BUS 302	Business Information Systems (3)
ECN 306	Macroeconomic Applications for Managers (3)
ORM 301	Organizational Communication (3)
ORM 368	Management of Financial Resources (3)
ORM 403	Organizational Behavior (3)
ORM 432	Human Resource Mgmt & Supervision (4)
ORM 437	Organizations in the Global Environments (3)
ORM 405	Principles of Leadership (3)
ORM 456	Business Proposal Development (4)
IDS 300	Biblical Perspectives (3)
IDS 310	Adult Learning Experience (3)
IDS 312	Critical Skills for Acad. Success (3)
IDS 400	Values: Personal and Social (3)

**Note:** Students who are pursuing a Family Relations Education (FRE) major may obtain a minor in organizational management.

#### ORGANIZATIONAL MANAGEMENT MINOR: (22 HOURS)

ECN 306	Macroeconomic Applications (3)
ORM 301	Organizational Communication (3)
ORM 403	Organizational Behavior (3)
ORM 432	Human Resource Mgmt & Supervision (4)
ORM 437	Organizations in the Global Environments (3)
ORM 405	Principles of Leadership (3)

Electives in Organizational Management to total 22 hours

### Course descriptions:

#### **BUS 302 Business Information Systems (3)**

The Importance of technology and information systems and their impact on business today is addressed. This course does not focus on gaining proficiency in the use of technology, but rather seeks to provide a greater understanding of the function and capability of various types of technology, software, and information systems. Topics covered include the internet, intranets, networks, productivity software, database systems, etc.

# ORGANIZATIONAL MANAGEMENT

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## **ECN 306 Macroeconomic Applications (3)**

Students will use macroeconomic principles and analysis to analytically synthesize how various topics taught in this course effect the student's place of employment or other organization. Topics will include growth, inflation, interest rates, monetary and fiscal policies, and international economic issues. A case study approach will generally be used to help students apply their understanding of the concepts. (Prerequisite: ECN 101 or 222, or waiver documenting introductory level knowledge obtained through the Prior Learning Committee)

## **IDS 300 Biblical Perspectives (3)**

This course reflects the commitment of Spring Arbor University as a Christian liberal arts University, to nurture an appreciation for the rich resources of the Scriptures for creative personal faith and human life in the modern world. It is designed to foster knowledge and understanding of the literature and history of the Bible and the integration of faith, living and learning.

## **IDS 312 Critical Skills for Academic Success (3)**

Designed to build upon existing thinking, reading, writing, and research skills and prepare students to be successful in an accelerated program.

## **IDS 310 Adult Learning Experience (3)**

This module emphasizes the experiential nature of nontraditional education and adult development theory. Students will be familiar with various theories and instruments that will provide a cognitive basis for personal analysis and understanding. The objective of the module is personal discovery and affirmation through examination of one's strengths and the subsequent adjustments that may assist areas of personal growth.

## **IDS 400 Values: Personal and Social (3)**

A capstone course in which the student formulates a philosophy of life as a base for ethics in business, accountability in government, respect for human rights and responsible life-style in the contemporary world. Ethical theories and personal values examined through readings, analysis of the workplace and classroom discussion.

## **ORM 301 Organizational Communication (3)**

This course examines theories and models that help explain how communication functions in organizational settings and takes into account different communication styles and situations. Students practice interviewing, listening, leading, speaking, and writing.

## **ORM 368 Management of Financial Resources (3)**

This course will assist students in understanding the basic concepts of financial management. An overview of how financial statements are developed and commonly used financial terms will provide students with an understanding of how financial management is an integral part of corporate business strategy. Students will study concepts such as the balance sheet, the income statement, statement of cash flows, the annual report, financial ratios, time value of money, breakeven calculations and annual budget.

## **ORM 403 Organizational Behavior (3)**

This course examines key theories within the field of organizational behavior and their practical implications. Organizational, group, and individual behaviors are considered, encompassing a variety of issues such as leadership styles, performance, motivation, group dynamics, interpersonal relationships, and other sub-topics.

## **ORM 405 Principles of Leadership (3)**

This course introduces students to various theories and approaches to leadership and their applications/implications in a managerial setting. Topics explored include servant leadership, contingency theory of leadership, traits of effective leaders, and the comparison of management vs. leadership.

## **ORM 432 Human Resource Management and Supervision (4)**

This course assists students in understanding and applying principles and practices related to human resource planning, recruitment, selection, utilization and labor relations. Special attention is given to the legal environment and to management and human resources supervisory issues. Accomplishing human resource management functions in different sized organizations will be considered.

## **ORM 437 Organizations in the Global Environments (3)**

The structure and design of organizations with primary emphasis on the organization as an open system. Social, legal and economic environments and their impact on the organization are reviewed. Students learn to utilize a systems approach in basic organizational diagnosis. Contingency theory provides a theoretical framework for understanding the impact of the environment on organizational effectiveness and design.

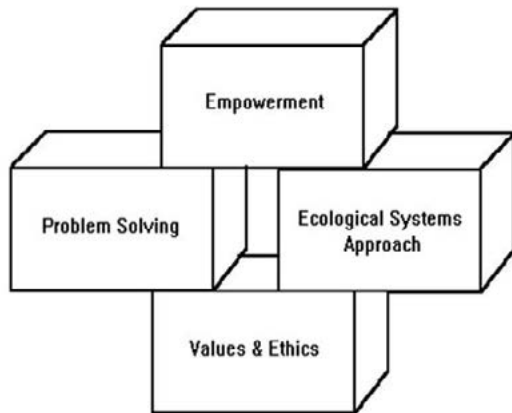
## **ORM 456 Business Proposal Development (4)**

Students will use the concepts learned to identify an organization's systems and recognize organizational influences in order to research and develop an effective written formal business proposal which is orally presented to the instructor and learning group.



## Social Work – BSW

Major  
School of Human Services



### About the discipline

Individuals with a degree in social work are prepared to provide social services to individuals, families, groups, organizations, and communities. Professional practice is guided by the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. Some of the purposes of social work are the enhancement of human well-being; alleviation of poverty and other forms of social injustice; enhancement of social functioning and relationships of peoples in a variety of settings; and to understand and implement policies and services that meet basic human needs of diverse cultures.

### Career opportunities

A Bachelor of Social Work will prepare you to work in the following settings:

- Family and children’s services including protective services and intensive services to families
- Substance abuse prevention and treatment
- Case management with mentally ill or developmentally disabled individuals in community mental health centers
- Casework in juvenile justice settings
- Probation case work within a legal setting
- Community work to develop and provide programs to help elderly remain independent

- Working with children and adolescents in residential treatment programs
- Social work in nursing homes

More information on social work as a profession is available online on the National Association of Social Workers web site at [www.naswdc.org](http://www.naswdc.org) or the National Association of Christians in Social Work web site at [www.nacsw.org](http://www.nacsw.org).

### Program strengths and emphases

The Social Work Program is accredited by the Council on Social Work Education (CSWE) which ensures students, employers, and graduate social work programs that our graduates have received an education that meets CSWE’s rigorous standards. Our students receive an excellent education that includes the knowledge, skills, and values needed to practice as a generalist social worker, to become licensed in Michigan and Ohio as a BSW, and to attend graduate school. We have over a 95% acceptance rate for alumni who apply to MSW programs and they report that they felt they were well prepared for graduate study.

Our alumni have been accepted into MSW programs at Wayne State University, Eastern Michigan University, University of Michigan, Michigan State University, Western Michigan University, Washington University/St. Louis, Jane Addams School of Social Work - University of Illinois/Chicago, Indiana University/Purdue – Indianapolis, and Loyola University/Chicago.

### Admission to the social work program

Our accreditation standards require that we engage in gatekeeping to ensure that individuals who graduate with a BSW degree have the maturity, values, knowledge and skills needed to be competent professionals who can intervene in people’s lives to facilitate change and not do harm. Students will make formal application to the social work program during the first course. Students will be notified of acceptance after successful completion of the second course. The criteria for acceptance are:

- Completion of SWK 281 with a “C+” or better (unless you have a conditional acceptance to SAU based on a GPA lower than 2.5, which then requires a minimum of B).

# SOCIAL WORK

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- Must pass IDS 312 with a "C " or better (unless you have a conditional acceptance to SAU Adult Studies based on a GPA lower than 2.5, which then requires a minimum of "B").
- Timely submission of application materials.
- References from three individuals who are not relatives or students.
- Signing a statement that you have read the NASW Code of Ethics and agree to abide by this code of ethics while engaging in social work activities.
- Written personal statement completed as an assignment in SWK281 and a personal interview with a social work faculty member.

## Prerequisites and additional course requirements

Liberal arts prerequisites for the social work program include:

- Biology course with content on the human body
- Introduction to sociology
- Introduction to psychology
- Political science that covers national, state, & local government
- Introductory economics
- A course on racial & ethnic minorities.

**Note:** CSWE, the accrediting agency, does not allow students to receive social work course credit for life learning experience.

*An internship is required for this program. Convicted felons may be limited to the type of location or client population in which their internships may be conducted.*

## Requirements

### SOCIAL WORK MAJOR: (52 HOURS)

- IDS 300 Biblical Perspectives (3)
- IDS 312 Critical Skills for Acad. Success (3)
- IDS 400 Values: Personal & Social (3)
- SWK 281 Introduction to Social Work (3)
- SWK 305 Human Behavior in the Social Environment (3)
- SWK 311 Racial & Cultural Minorities (3)
- SWK 335 Interviewing (3)
- SWK 340 Practice with Individuals and Families (3)
- SWK 351 Statistics for the Behavioral Sciences (3)
- SWK 352 Research Design (4)
- SWK 442 Social Welfare Policies (3)
- SWK 446 Practice with Groups (3)

- SWK 447 Practice with Communities and Organizations (3)
- SWK 450 Internship (10)
- SWK 480 Internship Seminar (2)

## Course descriptions:

### IDS 300 Biblical Perspectives (3)

This course reflects the commitment of Spring Arbor University as a Christian liberal arts University, to nurture an appreciation for the rich resources of the Scriptures for creative personal faith and human life in the modern world. It is designed to foster knowledge and understanding of the literature and history of the Bible and the integration of faith, living and learning.

### IDS 312 Critical Skills for Academic Success (3)

Designed to build upon existing thinking, reading, writing, and research skills and prepare students to be successful in an accelerated program.

### IDS 400 Values: Personal and Social (3)

A capstone course in which the student formulates a philosophy of life as a base for ethics in business, accountability in government, respect for human rights and responsible life-style in the contemporary world. Ethical theories and personal values examined through readings, analysis of the workplace and classroom discussion.

### SWK 281 Introduction to Social Work (3)

This course is an introduction to the field of social work. Knowledge will be gained of various practice settings, the history of social work, and the purposes and values that guide social work practice with individuals, groups, organizations, communities, and social welfare. Case studies, guest speakers, and videos are used to introduce the social issues and vulnerable populations with which social work is concerned. You will be encouraged to assess your potential as a social worker through self-reflection and course assignments.

### SWK 305 Human Behavior in the Social Environment (3)

This is an overview of normal biological, psychological, and social development of individuals from a life span and family life cycle perspective. Emphasis is placed on how the interaction of the individual, culture, race, gender and the social environment affect human behavior using social systems theory. Issues of gender and other current social problems associated with the family life cycle will be addressed. This course provides the theoretical foundation for social work practice with individuals, families, groups, organizations and communities.

### **SWK 311 Racial and Ethnic Relations (3)**

The cultures and experiences of minority ethnic groups in the United States, and the impact of prejudice, discrimination and racism on these minority groups and on white society. Also listed as SOC 311. (Offered in fall and online.)

### **SWK 335 Interviewing (3)**

This is a pre-practice course that is an introduction to the theory and techniques of interviewing for the helping relationship. You learn to apply values and purposes of generalist social work practice through the use of research based interviewing skills. The content of this course is integrated with SWK 340 Practice with Individuals and Families and will also be used for practice with groups, organizations, and communities (SWK 446 and SWK 447). Role-playing will be used to practice skills within the classroom setting.

### **SWK 340 Practice with Individuals and Families (3)**

This course covers theoretical foundations of generalist social work practice with individuals and families. Theories of HBSE (Human Behavior and Social Environment) will be applied to practice in assessment, goal setting, intervention, termination, and practice evaluation. Special attention is given to intervention with diverse and vulnerable populations. Case materials and role-playing will be used. Problem solving process is learned that will also be applied to practice with groups, organizations, and communities.

### **SWK 351 Statistics for the Behavioral Sciences (3)**

This course includes descriptive statistics (measures of central tendency and dispersion, graphical representation of data), inferential statistics (binomial and normal distributions, central limit theorem, standard tests of significance), and special statistical techniques (analysis of variance, linear regression, chi square test).

### **SWK 352 Research Design (4)**

The basic theory of research design in the behavioral sciences is applied to experimental, survey, field, and evaluation research. Primarily this course covers design and analysis of quantitative research with an introduction to qualitative research methods. It also provides a foundation for understanding how research methods can be used to evaluate practice at micro and macro levels.

### **SWK 442 Social Welfare Policies (3)**

This course provides a review of the historical development and philosophical basis of social work's response to those in need and of social welfare policy. It also examines the current welfare system, and focuses on special needs and special programs. The purpose is to enable you to develop beginning practice skills in the construction, analysis and implementation of social welfare policy at local, state and national levels. This

course will prepare you to effectively utilize social policy as a generalist social worker.

### **SWK 446 Practice with Groups (3)**

This course is the third part of a four-course practice sequence. The primary focus is on the study of human behavior in groups with special emphasis on how the Social Work profession makes use of groups to accomplish individual, family, organization and/or community goals. Emphasis is given to the study of groups within a system's framework with sensitivity to aspects of diversity within and between various groups in our society. Theories of group behavior are covered with emphasis on how these can be used to apply the problem-solving methods in intervention with groups.

### **SWK 447 Practice with Communities & Organizations (3)**

This course builds on theory of human behavior in the social environment gained in SWK 305 by providing additional theory of community and organizational behavior. Integration of HBSE and practice at the macro level is designed to teach you to understand and coordinate community resources for problem solving at community and organizational levels. The course facilitates the development and implementation of the necessary social work knowledge, skills, and values needed to facilitate and/or enhance effective and humane community and organizational functioning. You will be expected to analyze a community using knowledge acquired from lectures, classroom discussions, guest speaker presentations, and a library orientation on simple approaches to census and demographic data.

### **SWK 450 Internship (10)**

This experience includes participation in a social service program in a community agency, under the educational direction of social work professionals and university faculty. You advance your knowledge of the profession and refine your generalist practice skills. The internship will involve 400 hours of practice in a social service agency.

### **SWK 480 Internship Seminar (2)**

Senior Seminar is designed to integrate the concepts, knowledge, and values learned in previous course work with agency experience. This capstone course provides opportunities for you to share learning experiences from agency placement and to demonstrate your competencies through a series of integration assignments.

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Ph.D., Andrews University  
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**Cynthia J. Livingston**

*Assistant Professor of Social Work*  
B.A., Anderson University  
M.S.W., University of Kentucky  
M.Div., Asbury Theological Sem.  
Spring Arbor, 2010-

**Emily McKee**

*Assistant Professor of Nursing*  
B.S.N. Baker College  
M.S.N. Baker College  
Spring Arbor 2018-

**Robert E. McTyre**

*Assistant Professor of Writing*  
*Director of Writing*  
B.A., William Tyndale College  
M.A., Central Michigan University  
Ph.D. Capella University  
Spring Arbor, 2002-

**Lori McVay**

*Assistant Professor of Sociology*  
*B.S. Trevecca Nazarene University*  
*M.A. Azusa Pacific University*  
*Ph.D. Queens University Belfast*  
*Spring Arbor, 2017-*

**Wallis C. Metts, Jr.**

*Director, Masters of Communication*  
*Professor of Communication*  
B.A., Univ. of Tennessee at Chattanooga  
M.S., Univ. of Tennessee at Knoxville  
Ph.D., Michigan State Univ.  
Spring Arbor, 1985-

**Leona Mickles- Burns**

*Associate Professor of Social Work*  
B.S.W. Wayne State University  
M.S.W. Wayne State University  
Ph.D. Michigan State University  
Spring Arbor 2018-

**Inna S. Molitoris**

*Assistant Professor of Business*  
B.A. Voronezh State University  
M.A. Ph.D.- Eastern Michigan University  
Spring Arbor, 2014-

**J. Cameron Moore**

*Assistant Professor of English*  
B.A., Spring Arbor University  
Ph.D., Baylor University  
Spring Arbor, 2014 -

**Kimberly Moore-Jumonville**

*Chair; Dept. of English*  
*Professor of English*  
B.A., Seattle Pacific University  
M.Phil., Drew University  
Ph.D., Drew University  
Spring Arbor, 2001-

**Robert S. Moore-Jumonville**

*Professor of Theology*  
B.A., Seattle Pacific Univ.  
M. Div., Princeton Theological Sem.  
Ph.D., Univ. of Iowa  
Spring Arbor, 2001-

**Tezonnia R. Morgan**

*Assistant Professor of Counseling*  
B.A., Spring Arbor University  
M.A., Univ. of Michigan  
Spring Arbor, 1993-

**Paul J. Nemecek**

*Director of the Guatemala Center*  
*Associate Professor of Sociology*  
B.A., Spring Arbor University  
M.A., Michigan State Univ.  
Spring Arbor, 1982-

**Sharon E. Norris**

*Director, Business Graduate Program*  
*Associate Professor of Business*  
B.A., Spring Arbor University  
M.B.A., Spring Arbor University  
Ph.D., Regent University  
Spring Arbor 2002-

**Jeremy S. Norwood**

*Chair, Dept. of Sociology*  
*Professor of Sociology*  
B.A., Spring Arbor University  
M.A., Syracuse Univ.  
J.D., Syracuse Univ.  
Spring Arbor, 2006-

**Michael Nydegger**

*Assistant Professor of Chemistry*  
*B.A. Southwest State University*  
*M.S. University of Nebraska-Lincoln*  
*Ph.D. University of Iowa*  
*Spring Arbor, 2017-*

**Elisee Ouoba**

*Associate Professor of Biblical Studies*  
B.Div. Bangui Evangelical School  
Th.M., Bangui Evangelical School  
Ph.D., Wheaton College  
Spring Arbor, 2011-

**Sharyl Page**

*Assistant Professor of Nursing*  
B.S.N. Ferris State University  
M.S.N. Andrews University  
Spring Arbor, 2015-

**Terri L. Pardee**

*Professor of Psychology*  
B.A., Spring Arbor University  
M.A., Michigan State University  
Ph.D., Andrews University  
Spring Arbor, 2002-

**Karen L. Parsons**

*Reference and Public Services Librarian*  
Associate Professor  
B.A., Spring Arbor University  
M.S.L., Western Michigan Univ.  
Spring Arbor, 1988-

**Paul D. Patton**

*Professor of Communication*  
B.A., Spring Arbor University  
M.Ed., Wayne State Univ.  
M.R.E., Grand Rapids Baptist Seminary  
M.A., Regent University  
Ph.D., Regent University  
Spring Arbor, 2002-

**Cynthia Reynolds**

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B.S.W., Wayne State University  
M.S.W., Wayne State University  
Spring Arbor, 2011 -

**Jonathan M. Rinck**

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B.S., St. Stephen's University  
M.Litt., University of St. Andrews  
Spring Arbor, 2009-

**Mindy Rice**

*Assistant Professor of Nursing*  
BSN Spring Arbor University  
MSN Spring Arbor University  
Spring Arbor, 2017

**Daniel V. Runyon**

*Professor of English*  
B.A., Spring Arbor University  
M.S., Wheaton College  
Ph.D., Keele Univ.  
Spring Arbor, 2000-

**Miriam R. Sailors**

*Professor of Education*  
B.A., Bryan College  
M.S., Univ. of Tennessee  
M.A., Biola Univ.  
Ed.D., Univ. of Toronto  
Spring Arbor, 2000-

**Shuba Samuel**

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B.S.N., College of Nursing  
M.S.N. Concordia University  
Spring Arbor, 2017-

**Brian W. Shaw**

*Chair, Dept. of Art*  
*Professor of Art*  
B.A., Spring Arbor University  
M.F.A., Goddard College  
Spring Arbor, 2001-

**Dorie Shelby**

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*Professor of Communication*  
B.A., Spring Arbor University  
M.A., Univ. of Michigan  
Spring Arbor, 1993-

**Linda G. Sherrill**

*Dean, School of Education*  
*Assistant Professor of Education*  
B.S., Greenville College  
M.S., Southeast Missouri State University  
Ed.D., St. Louis University  
Spring Arbor, 2005-

**Alison Stoughton**

*Assistant Professor of Nursing*  
B.S.N. Michigan State University  
M.S.N. Emory University  
Spring Arbor, 2016-

**Debra L. Thompson**

*Assistant Professor of Health/Human Performance/Recreation*  
B.A., Spring Arbor University  
M.A., Western Michigan Univ.  
Spring Arbor, 1989-

**Gary R. Tucker**

*Executive Director of eLearning*  
*Associate Professor of Education*  
B.S., Albion Christian University  
M.S., Texas A&M University  
Ph.D., Texas A&M University  
Spring Arbor, 2013-

**Beth Ulrich**

*Assistant Professor of Health, Human Performance & Recreation*  
B.A. Olivet Nazarene University  
M.A. Olivet Nazarene University  
D.S.C. Rocky Mountain University  
Spring Arbor, 2016-

**Jerry Walden**

*Assistant Professor of Social Work*  
B.S. Pillsbury College  
M. DIV. Grace College & Seminary  
M.S.W. Michigan State University  
Spring Arbor, 2018-

**Elizabeth Walker**

*Librarian, Online & Distance Learning*  
*Associate Professor*  
B.S., Indiana Wesleyan University  
M.S. Indiana University  
Spring Arbor, 2012-

**Brian D. Walrath**

*Professor of Music*  
B.A., Spring Arbor University  
M.A., Univ. of Saskatchewan  
D.W.S., The Robert E. Webber Institute for Worship Studies  
Spring Arbor, 1992-

**Katie Weakland**

*Chair, Dept. of Biology and Chemistry*  
*Associate Professor of Biology*  
B.S. Ohio State University  
M.S. Purdue University  
Ph.D., West Virginia University  
Spring Arbor, 2017-

**Timothy Wegner**

*Assistant Professor of Mathematics*  
B.A., Spring Arbor University  
M.A., Central Michigan University  
Spring Arbor, 2011-

**Charles E. White**

*Professor of Christian Thought and History*  
A.B., Harvard College  
M.Div., Gordon Conwell Theological Sem.  
Ph.D., Boston Univ.  
Spring Arbor, 1984-

**Laura M. Widstrom**

*Associate Professor of Youth Ministries*  
B.A., Trinity Christian College  
M.A., Wheaton College  
Ph.D., Trinity International Univ.  
Spring Arbor, 2010-

**Terrie A. White**

*Director, BSN Program*  
*Assistant Professor of Nursing*  
A.D.N., Oakland Community College  
B.S.N., Spring Arbor University  
M.S.N., Spring Arbor University  
M.B.A., Spring Arbor University  
Spring Arbor University, 2012

**Kathleen A. Wilcox**

*Professor of Education*  
B.A., Michigan State Univ.  
M.A., Michigan State Univ.  
Ph.D., Michigan State Univ.  
Spring Arbor, 2008-

**John M. Williams III**

*Associate Professor in Education*  
B.A., Hillsdale College  
M.Ed., Our Lady of the Lake Univ.  
Spring Arbor, 1987-

**John M. Williams, IV**

*Assistant Professor of Education*  
B.A. Spring Arbor University  
M.A., Spring Arbor University  
Spring Arbor, 2017-

**Brianne D. Witt**

*Lecturer of Art*  
B.A., Spring Arbor University  
Spring Arbor, 2015-

**Robert H. Woods, Jr.**

*Professor of Communication*  
B.A., Univ. of New Mexico  
J.D., Regent University  
M.A., Regent Univ. (communication)  
M.A., Regent Univ. (counseling)  
M.A., Regent Univ. (education)  
Ph.D., Regent University  
Spring Arbor, 2001-

**Shasha Wu**

*Associate Professor of Computer Science*  
B.E., Univ. of Science & Technology of China  
M.S., Univ. of Nebraska  
Ph.D., Univ. of Nebraska  
Spring Arbor, 2005-

**Aaron J. Wyman**

*Associate Professor of Biology and Chemistry*  
B.S., Alma College  
M.S., University of North Carolina  
Ph.D., University of Michigan  
Spring Arbor, 2012-

**Jan I. Yeaman**

*Professor of Psychology*  
B.A., Laurentian Univ.  
M.A., Biola Univ.  
Ph.D., Univ. of Maryland  
Spring Arbor, 1996-

**Mitch Zigler**

*Clinical Director of Physical Therapy*  
*Associate Professor of Physical Therapy*  
B.S., University of Findlay  
Ph.D., University of St. Augustine for Health Sciences  
Spring Arbor, 2016-

# DIRECTORIES

## EMERITI FACULTY

### Thomas M. Ball

*Professor of Communication*  
B.A., Univ. of Miami  
M.Ed., Univ. of Florida  
Ed.D., Univ. of Florida  
D.Min., Graduate Theological  
Foundation  
Spring Arbor, 1982-2001

### Kennistan Bauman

*Professor of Music*  
B.M.E., Central Michigan Univ.  
M.M., Central Michigan Univ.  
Spring Arbor, 1970-1995

### William A. Bippes

*Professor of Art*  
B.M.E. Central Michigan University  
M.M. Central Michigan University  
Spring Arbor, 1970-1995

### Karen Bockwitz

*Assistant Professor of Education*  
B.A., Spring Arbor University  
M.A.E., Spring Arbor University  
Spring Arbor, 1996-2005

### William R. Bockwitz

*Associate Professor of Exercise  
& Sport Science*  
B.S., Greenville College  
M.S., Eastern Michigan Univ.  
M.A., Michigan State Univ.  
Spring Arbor, 1972-1999

### Juanita M. Burge

*Assistant Professor of Education*  
B.A., Greenville College  
M.S., Southern Illinois Univ.  
Ed.Sp., Southern Illinois Univ.  
Spring Arbor, 1984-1990

### Charles R. Carey

*Professor of Mathematics*  
A.B. Greenville College  
M.A. Central Michigan University  
Spring Arbor, 1964-2013

### Charles R. Campbell

*Professor of Theology*  
A.A., Miltonvale Wesleyan College  
B.A., Bethel College  
M.A., Notre Dame University  
Ph.D., Syracuse University  
Spring Arbor, 1971-2011

### Theodore K. Comden

*Professor of Exercise &  
Sport Science*  
B.S., Greenville College  
M.A., Univ. of Maryland  
Ph.D., Michigan State Univ.  
Spring Arbor, 1968-2003

### Delvin Covey

*Visiting Professor*  
B.A., Greenville College  
M.A., Univ. of Illinois  
Ph.D., Univ. of Illinois  
Spring Arbor, 1964-69, 1983-90

### Marsha A. Daigle-Williamson

*Professor of English*  
B.A., College of New Rochelle  
M.A., University of Wisconsin  
Ph.D., University of Michigan  
Spring Arbor, 1985-2006

### Charles N. Dillman

*Professor of Religion and  
Biblical Studies*  
A.B., Otterbein College  
B.D., Evangelical Lutheran  
Theological Seminary  
Th.M., Columbia Theological Sem.  
Ph.D., Univ. of Edinburgh  
Spring Arbor, 1974-2003

### E. Kathleen Dunckel

*Associate Professor of Exercise &  
Sport Science*  
B.A. Seattle Pacific Univ.  
M.S., Eastern Michigan Univ.  
Spring Arbor, 1972-2003

### Garnet Smith-Hauger

*Professor of Mathematics*  
B.S., Illinois State Univ.  
M.S., Illinois State Univ.  
M.S., Michigan State Univ.  
Ph.D., Michigan State Univ.  
Spring Arbor, 1971-

### Homer Jackson

*Associate Professor of Physical  
Education*  
B.A., Greenville College  
M.A., Michigan State Univ.  
Spring Arbor, 1957-1987

### Carl V. Jacobson

*Director of Broadcasting,  
Associate Professor of  
Communication*  
B.S., Roberts Wesleyan College  
M.A., Michigan State Univ.  
Spring Arbor, 1964-

### David Johnson

*Professor of Chemistry*  
A.B., Greenville College  
Ph.D., Louisiana State Univ.  
Spring Arbor, 1965-2004

### Margaret A. Lieblein

*Assistant Professor of Education*  
B.S., Univ. of Michigan  
M.A., Univ. of Michigan  
M.A., Michigan State Univ.  
Ph.D., Michigan State Univ.  
Spring Arbor, 1987-94

### Charles J. Livesay

*Professor of Music*  
B.M. E. Westminster Choir College  
M.M. University of Michigan  
D.M. A. Michigan State University  
Spring Arbor, 1975-2016

### Beth McDonald

*Associate Professor of English*  
A.B., Greenville College  
M.A., Wayne State Univ.  
M.A., Univ. of Michigan  
Spring Arbor, 1956-1985

### Darlene T. Mefford

*Dean of Academic Services*  
B.S. Kent State Univ.  
M.A., Michigan State Univ.  
Spring Arbor, 1967-2011

### Chris H. Newhouse

*Professor of Biology*  
B.A. Albion College  
M.A. Michigan State University  
Spring Arbor, 1993-2017

### Lowell L. Noble

*Associate Professor of Sociology*  
B.A., Wheaton College  
M.A., Seattle Pacific Univ.  
M.A., Hartford Theological Sem.  
Sp.A., Western Michigan Univ.  
Spring Arbor, 1969-1994

### Margaret G. O'Rourke Kelly

*Professor of Business*  
B.A., Michigan State Univ.  
M.A., Michigan State Univ.  
M.A., Univ. of Michigan  
Ph.D., Walden Univ.  
Spring Arbor, 1985-2017

### Gordon E. Peckham

*Assistant Professor of Business*  
B.S., Ferris State College  
M.S.A., Central Michigan Univ.  
Spring Arbor, 1985-1997

### O. Jolene Pearl

*Professor of Education*  
B.A., Tennessee Temple College  
M.A., Northwestern Louisiana Univ.  
Ph.D., North Texas State Univ.  
Spring Arbor, 1980-2000

### Jane Rieder

*Assistant Professor of English*  
B.A., Spring Arbor University  
M.A., Michigan State Univ.  
Spring Arbor, 1977-1993

### Patricia A. Riggs

*Instructor of Physics*  
B.A., Univ. of Dubuque  
Spring Arbor, 1964-1965, 1966-1969,  
1983-1998

### Marilyn E. Starr

*Associate Professor*  
B.A., Olivet Nazarene College  
M.A., Michigan State Univ.  
M.A.L.S., Western Michigan Univ.  
Spring Arbor, 1973-1978, 1984-1994

### Ruth J. Stephenson

*Reference Librarian*  
Associate Professor of Education  
B.S., Eastern Michigan Univ.  
M.A., Univ. of Michigan  
M.A.L.S., Univ. of Michigan  
Spring Arbor, 1963-88

### William J. Terman

*Professor of History*  
B.A., Greenville College  
M.A., Western Michigan Univ.  
Ph.D., Michigan State Univ.  
Spring Arbor, 1975-93

### Roger Varland

*Professor of Art*  
B.S. Taylor University  
M.A. Western Michigan Univ.  
M.F.A. Eastern Michigan Univ.  
Spring Arbor, 1985-2016

### Richard C. Wallace

*Professor of Sociology & Management*  
B.S., Univ. of Michigan  
M.A., Temple Univ.  
Ph.D., Yale Univ.  
Spring Arbor, 1989-2011

### Paul J. Wolber

*Professor of Art*  
B.A., Bob Jones Univ.  
M.A., Bob Jones Univ.  
Spring Arbor, 1976-2000



## ACADEMIC AFFAIRS

**Carol C. Green, Ph.D.**  
*Vice President, Academic Affairs*  
*Chief Academic Officer*

**Gary R. Tucker, Ph.D.**  
*Executive Director of ELearning*

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

**Diane L. Kurtz, B.A.**  
*Director, Cross Cultural Studies*

**Tom P. Korman, M.A.**  
*Director, Institutional Research*

**Barbara L. Manuszak, M.A.**  
*Director of Faculty Administration*

**Sherri Hendrix, M. B. A.**  
*Registrar*

## SCHOOL OF ARTS AND SCIENCES

**Kim Bowen**  
*Chair, Dept. of World Languages*

**Kenneth W. Brewer, Ph.D.**  
*Chair, Dept. of Theology*

**Mark R. Correll, Ph.D.**  
*Chair, Dept. of History, Politics and Geography*

**Terry W. Darling, Ed.D.**  
*Chair, Dept. of Psychology*

**Mark Douglass**  
*Chair, Dept. of Music*

**Tom Holsinger- Friesen**  
*Director, CPLA*

**Anil Joseph**  
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**Wallis C. Metts, Ph.D.**  
*Director, Masters of Communication*

**Kimberly Moore-Jumonville, Ph.D.**  
*Chair, Dept. of English*

**Jeremy S. Norwood, J.D.**  
*Chair, Dept. of Sociology*

**Dorie Shelby, M.A.**  
*Chair, Dept. of Communication*

**Brian W. Shaw, M.F.A.**  
*Chair, Dept. of Art*

**Timothy S. Wegner, M.A.**  
*Chair, Dept. of Math/Computer Science/Physics*

## GAINEY SCHOOL OF BUSINESS

**K. Caleb Chan, Ph.D.**  
*Dean*

**Sharon E. Norris, Ph.D.**  
*Director, Graduate Program*

## SCHOOL OF EDUCATION

**Sharon Joplin, Ph.D.**  
*Director of Early Childhood Education*

**Kathleen A. Wilcox, Ph.D.**  
*Director of Master's of Reading*

## SCHOOL OF HUMAN SERVICES

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

**Martin A. Covey, Ph.D.**  
*Chair, Family Studies*

**Janet M. Glaes, Ph.D.**  
*Chair, Masters of Counseling*

**Bonnie K.M. Holiday, M.S.W.**  
*Chair, Dept. of Social Work*

**Alvin Kauffman, Ph.D.**  
*Chair, Dept. of Nursing*

**Mindy Rice, M.S.N.**  
*Director of Campus Nursing*

**Terrie A. White, M.S.N.**  
*Director, BSN Program*

## SITE LOCATIONS

### NORTH REGION:

**Bryan Burgett, Executive Director**  
*Gaylord, Petoskey, Traverse City*

**Gaylord Site**  
University Center at Gaylord  
80 Livingston Blvd.  
Gaylord, MI 49735-9178  
989.705.3740  
FAX 989.705.3746

**Petoskey Site**  
North Central Michigan College  
Administration Bldg., Room 40  
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Petoskey, MI 49770-8717  
231.439.6203  
FAX 231.439.6333

**Traverse City**  
2200 Dendrinis Dr.  
Suite 200E  
Traverse City, MI 49684-8070  
231.929.4346  
FAX 231.995.1763

## SOUTH REGION

**Josh Wymore, Executive Director**  
**Battle Creek Site**

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70 W. Michigan Ave., Suite 200  
Battle Creek, MI 49017-3616  
269.965.2934  
FAX 269.965.2953

### Grand Rapids Site

2620 Horizon Drive S.E., Ste 200  
Grand Rapids, MI 49546  
616.974.0671  
FAX 616.974.0685

### Kalamazoo Site

950 Trade Centre Way, Suite 300  
Portage, MI 49002  
269.372.9754  
FAX 269.372.1840

### Jackson Site

113 W. Michigan Ave.  
Suite 201  
Jackson, MI 49201-1340  
517.783.1290  
FAX 517.783.6656

### Flint/Bay City Site

5406 Gateway Centre Dr, Ste A  
Flint, MI 48507  
810.234.0658  
FAX 810.234.3090

### Lansing Site

4202 Collins Rd.  
Suite 100  
Lansing, MI 48910-5883  
517.333.0480  
FAX 517.333.0445

### Metro-Detroit Regional Center

26200 Lahser Rd.  
Suite 100  
Southfield, MI 48033  
248.223.1591  
FAX 517.750.6955

### Metro-Toledo/Davis/Owens/NSCC Site

7777 Lewis Avenue  
Temperance, MI 48144-9694  
734.854.6100  
FAX 734.854.6203

## Campus Facilities

The **Business Office** houses student account and administrative offices in Dietzman Hall.

The **Center for Global Studies and Initiatives/Cross Cultural Studies House** is the University's hub for all things international. The Cross Cultural Studies Program, SAU-owned Semesters in Greece, Guatemala, and Japan, as well as other semester abroad programs are showcased in the Center located in a house on Ogle Street, just west of the White Library.

**Chapman Welcome Center** is located at the front of campus to welcome prospective students and their families. The building contains administrative and admissions support offices.

**Dietzman Hall** houses the Administrative offices which include: Business office, Financial Aid, Registration and Records and Academic Technology. The School of Human Services, Nursing, Help Desk and Instructional Technology are located on the lower level.

**Dunckel Gym** is located adjacent to the Physical Education Center and provides needed space for intramurals. Included in the gym are four basketball courts and two racquetball courts. The outdoor sports areas include a softball field, baseball stadium, soccer field, track and tennis courts.

The **Ganton Art Gallery/Ogle Art Center** is the location of art classrooms, student studios, art gallery and art faculty offices.

**Hugh and Edna White Library** is a three-story facility which houses campus library resources. The library currently holds more than 100,000 volumes of books, microfilms, records, tapes, compact discs, videocassettes, and other media and equipment. Over 1,400 periodicals are available to the university community. The University Archives is located in the lower level of the library and includes records relating to the operation and history of Spring Arbor University, Spring Arbor College, Spring Arbor Junior College, and Spring Arbor Seminary.

**Human Resources** located on College St. is home to offices of payroll, personnel, and student employees.

**Institutional Research & Assessment/ROTC** houses offices for the Director of Institutional Research and the ROTC program.

**Kresge Student Center** houses the Ogle Dining Commons, dining service offices, Ralph Carey Forum,

Office of the President, the Office of Academic Affairs, and the University Bookstore. On the lower level of the building is the Cougar Den, Holton Health Services, student game room, Student Development & Learning, Student Success, The Center for Innovation, Office of Intercultural Relations, student housing, counseling, career planning and placement, and student government.

**Mailing and Duplicating (M&D)** houses the mailing and duplicating services for the University.

The **Physical Education Center (Fieldhouse)** provides multi-use possibilities with three basketball courts, an indoor track, tennis courts, badminton courts, volleyball courts, fitness center, locker facilities, and a swimming pool on the main floor. The second floor houses faculty offices, laboratory facilities and classrooms.

The **Physical Plant** houses maintenance, grounds, and custodial personnel.

The **Poling Center for Global Learning and Leadership** is home to the Gainey School of Business, CP Federal Credit Union Trading Center, Hosmer Center for Entrepreneurship and the department of social sciences. The 38,000 square foot Poling Center bridges pivotal programs to serve students with state-of-the-art, high-tech facilities. The three-story building includes 12 classrooms; two collaborative learning areas, a café (Ada's Kitchen) and lounge area for students; faculty offices and a faculty lounge.

The **Prop Shop** is an "intimate theater space" providing opportunities for students to showcase skills in acting and directing through a variety of performances.

**Sayre-DeCan Hall** serves as a classroom building. Currently it houses Radio Stations WSAE and KTGG, the departments of communication, English, world languages and academic student connections.

**Smith Music Center** provides classrooms, studios, laboratory facilities and faculty offices for the music department.

**Spring Arbor Free Methodist Church** offers facilities for the University's use. This includes a 2,000 seat auditorium.

The **University Marketing and Communications** office houses staff who serve the university community with creative design, university publications, web site management and media projects.

The **Voller House** is the President's home.

**White Auditorium** is used for community concerts, programs and events.

The **Whiteman-Gibbs Science Center** accommodates faculty offices, classrooms and two large lecture halls. It includes laboratories for biology, chemistry, physics and computer science. The departments of computer science, mathematics, science and theology are also housed here.

## RESIDENCE FACILITIES

**Gainey Hall** houses women at the corner of College and Second Street. The three-story facility has two large student lounges, a grand entry way, laundry, a computer lab and top-floor conference room.

**Koinonia Houses** are 12 residences located throughout the campus area each housing 4-11 upper class students.

**Lowell Hall Complex** is an all-female hall with four wings, two common lounges, small prayer chapel, and a computer lab.

**Ogle Village** is comprised of four housing units, which accommodate up to 36 students each.

**Post Village** is comprised of three housing units, which accommodate up to 36 students each.

**Andrews Hall** is a male residence hall, located at the corner of College and Second Streets, the four-story building has a grand entry, multiple lounge spaces, a computer lab, fireplace and game room.

**West Arbor Apartments** is a seven-building complex of 56 apartments for married students, and employee families.

# ACADEMIC CALENDAR

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**SPRING ARBOR UNIVERSITY**  
**2018/2019 Academic Calendar\***  
**for Campus Undergraduate Programs**

## **FALL SEMESTER 2018**

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Community Gathering	August 24
New Student Orientation	September 3-5
Lo-down Event (sponsored by Student Development)	September 5
Classes begin (7:45 a.m.)	September 6
Convocation	September 7
Last Day for class changes	September 12
Constitution Day	September 17
Arbor Games Day (shortened class schedule)	September 26
Homecoming Weekend	September 29
Fall Break (no classes)	October 19
Mid-semester grades due (12:00 noon)	October 23
Last Day to withdraw from classes (5:00 p.m.)	November 2
Fall Commencement	November 17
Thanksgiving Break	November 21-23
Hanging of the Greens	December 7
Final Exams	December 12-14
End of Fall Semester	December 14
Final grades due (12:00 noon)	December 18

## **INTERIM 2019**

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Interim classes begin	January 7
Last day for class changes	January 7
Last day to withdraw from classes (5:00 p.m.)	January 14
Martin Luther King Day (no classes)	January 21
Interim exams/Last day of classes	January 25
Interim grades due (12:00 noon)	January 29

## **SPRING SEMESTER 2019**

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Classes begin (7:45 a.m.)	January 30
Last day for class changes	February 5
Spring Break	March 2-10
Mid-semester grades due (12:00 noon)	March 26
Registration for 2019-20 begins	April 2
Last day to withdraw from classes (5:00 p.m.)	April 4
Good Friday (no classes)	April 19
Easter Break travel day (evening classes will be held)	April 22
Final Exams	May 15-17
End of Spring Semester	May 17
Baccalaureate	May 17
Spring Commencements	May 18
Final grades due (12:00 noon)	May 21

(Additional summer classes of varying lengths will be offered in May, June and July)

## SPRING ARBOR UNIVERSITY

# Undergraduate Catalog Disclaimer

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

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