# Spring Arbor
## UNIVERSITY

## 2022-2023
## GRADUATE CATALOG

**106 E. Main St.**
**Spring Arbor, Michigan 49283**
**www.arbor.edu**

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Spring Arbor University is a Christian liberal arts university
accredited through the Higher Learning Commission
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
PH: 312-263-0456

# Table of Contents

# Table of Contents

# Table of Contents

# Table of Contents

# Table of Contents

# GENERAL INFORMATION

## SPRING ARBOR UNIVERSITY CONCEPT

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

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

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

## BRIEF HISTORY OF SPRING ARBOR UNIVERSITY

Spring Arbor University was founded in 1873 by leaders of the Free Methodist Church. In 1863, 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. 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 class in 1965.

Graduate education began at Spring Arbor College 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 in subsequent years.

On April 30, 2001, Spring Arbor College became Spring Arbor University.

## UNIVERSITY DEMOGRAPHICS

Spring Arbor University is a liberal arts university located eight miles west of Jackson (the greater Jackson area has a population of about 160,000) and is affiliated with the Free Methodist Church. More than 40 denominations are represented in its student body. While most students are from Michigan, the University also attracts students from over 20 states and several foreign countries. Spring Arbor University delivers education to students on its main campus, at various sites located in Michigan and Ohio, and online.

## 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 (CCCU), the Association of Free Methodist Educational Institutions (AFMEI), the American Association of Colleges and Universities (AAC&U), Campus Compact, the Michigan Association of Independent Colleges and Universities (MAICU), and the Council of Independent Colleges (CIC). 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 have been granted accreditation by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1411.

### Specific Accreditations
The School of Education is nationally accredited by The Council for the Accreditation of Educator Preparation (CAEP), 1140 19th St. NW, Suite 400, Washington, DC 20036.

The Master of Science in nursing program has been granted accreditation by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001.

The Master of Arts in counseling program in both the clinical mental health and school counselor concentrations has been granted accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), 500 Montgomery Street, Suite 350, Alexandria, VA 22314.

The Master of Social Work (MSW) program is fully accredited by the Council on Social Work Education (CSWE), 333 John Carlyle Street, Suite 400, Alexandria, VA 22314.

## STATEMENT OF FAITH
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 Christian Scriptures known as the Holy Bible.

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

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

# General Information

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

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

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

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

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

## CHARACTERISTICS OF GRADUATE CULTURE

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

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

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

## THE GRADUATE COMMUNITY

Building on a long tradition of scholarly pursuit and academic excellence, Spring Arbor University launched its first graduate program in 1993. Since then, the SAU graduate community has come to embrace a diverse offering of graduate programs at multiple sites and online. The Spring Arbor University graduate community seeks to carry out the mission of the University at highest academic

levels, broadening conceptual reach and enhancing individual skills in research and practice. That community effort encompasses:

- ***A graduate community of learners pursuing truth and wisdom***, tying SAU graduate students and faculty leaders within scholarly disciplines among fellow professionals in a community of exemplary scholarship.
- ***A life-long engagement in study and application of liberal arts and sciences,*** engaging faculty and students in ten different programs across four disciplines in research-based inquiry, development of new knowledge and self-directed learning.
- ***A commitment to Jesus Christ as the perspective of learning***, seeking God's truth and exercising discernment in research and practice, thus strengthening values, building character, and motivating action.
- ***Critical participation in the contemporary world,*** encountering contemporary modes of expression, developing alternative approaches, engaging in dialogue, and modeling service.

Recognizing Christ as truth and impelled by his commission to carry that truth to the ends of the world, graduate faculty and students at Spring Arbor University engage in:

- Rigorous inquiry seeking depth of knowledge within a discipline.
- Research-based learning, mastering research tools, conversing with other scholars, and reviewing contemporary findings in the field.
- Development of new knowledge, testing emerging theories, and wisely applying knowledge through best practices.
- Distinctive communication within and across disciplines, using various modes, and reaching diverse audiences.
- Continuous learning through independent study in the subject field.

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

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

## STANDARDS OF CONDUCT
SAU is dedicated to fostering academic, social and spiritual growth for students. While enrolled as active participants in the SAU community, students are expected to govern their lives in harmony with its regulations, both on and off campus (see the Student Handbook on the student portal).

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

# General Information

The University is committed to being a place where ethnic and racial inclusiveness is a hallmark of the community we create. However, as an imperfect human organization, we must acknowledge and plan for the challenge that such diversity brings. We boldly embrace this challenge, because as Christians, we know it is right. Jesus Christ is the perspective for our teaching and through Him, we are called to move beyond mere tolerance of each other to genuine acceptance and mutually transformative learning. Becoming a diverse community of learners is consistent with our liberal arts tradition. It facilitates a healthy exchange of cultural, economic, social, religious, philosophical, and political views within the classroom and in campus activities.

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

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

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

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

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

## LIBRARY SERVICES
Spring Arbor University has online library services to aid students in their learning. Students can access the White Library website at https://library.arbor.edu. Of the library's collection of more than 200,000 books, over half are e-books that can be easily accessed online. Also provided is access to numerous online research databases. If students would like to check-out print books from the library, the books will be shipped to the student's home, and a postage-paid mailing label will be provided for return shipment. If the requested material is not available, the Inter-librarian loan department will work to obtain the materials if at all possible.

Graduate students can contact a research librarian at the White Library at saulibrary@arbor.edu or 517.750.6742. Librarians are available for a one-on-one consultation with graduate students through Zoom, Skype, Google Duo/Hangouts, GoToMeeting, or another online format. The library can provide database instruction, research help, or citation assistance in these meetings. There is also a 24/7 chat service so that students can talk with a librarian anytime of the day or night. Instructional videos and help materials can be viewed at the following link: https://www.youtube.com/user/thewhitelibrary.

# CATALOG DISCLAIMERS

## GENERAL 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 individual program handbooks for additional information. The University's policies and procedures may not be varied by any University employee without official governance approval either in writing or by an oral statement.

Curricula and policies listed in this catalog are subject to change through normal University governance procedures. Revisions to the catalog are normally implemented in the next academic year following adoption by the Graduate Council and Academic Senate. However, occasionally curricula or policies may be changed and implemented in the same academic year and for matriculated students. Therefore, although the catalog establishes requirements that the student must fulfill to graduate, it is not a contract between the University and student nor anyone else.

To complete a degree, a student is expected to meet the requirements listed in the catalog that is in effect for the year of the student's matriculation to the University. Students may also need to meet additional degree requirements that have been published in other official University documents, such as departmental handbooks. Additionally, the University reserves the right to withdraw curricula and specific courses, alter course content, change the academic calendar, and/or impose or increase fees as it deems necessary without prior notification, although reasonable efforts will be made to communicate changes in a timely manner. All changes are effective at such times as the University determines and may apply to future students and those already enrolled in the University.

## POLICY DISCREPANCY DISCLAIMER

The Graduate Catalog takes precedence over any policy discrepancies between the catalog and any other Spring Arbor University publications.

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

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

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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

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

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which educational records and personally identifiable information (PII) contained researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may

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

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

Questions concerning the FERPA may be directed to:
Spring Arbor University
Office of Registration and Records
106 E. Main Street
Spring Arbor, MI 49283
517.750.6516

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

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

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

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

## UNIVERSITY GRIEVANCE POLICES
Spring Arbor University strives to provide a quality Christian education in a friendly, safe and service motivated environment. At times students may feel personally dissatisfied with a policy, process or particular interaction with a University employee. Steps for grievance or complaint are found on the website at https://www.arbor.edu/about-spring-arbor-university/complaint-resolutions/.

# Federal Compliance

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

## COPYRIGHT POLICIES

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

## MILITARY LEAVE OF ABSENCE POLICY

### Military Leave of Absence Eligibility

Only members of the U.S. military are eligible for leave of absence under this policy. Members of other countries' militaries are not eligible. Unless notice is precluded by military necessity, students will be eligible for consideration for a military leave of absence after submitting a Military Leave of Absence Request form to the SAU Office of the Registration and Records. If the student is unable to submit this form due to deployment time frames or security issues, an appropriate officer of the Armed Forces or an official of the Department of Defense may also notify the Office of Registration and Records in writing (registration.records@arbor.edu). Orders for military deployment or active-duty service should accompany requests for a military leave of absence (scan and attach to email, or fax to 517.750.6534).

### Military Leave of Absence Regulations

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

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

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

### Military Leave of Absence Readmission

The cumulative length of the absence and all previous absences from the University for serving in the U.S. military cannot exceed five years, including the time the student spent actually performing military service and any recovery time for injuries sustained during military service. Veterans seeking admission to a

different program are not eligible for readmission under this policy unless the original program of study is no longer offered at the University. If the program is no longer offered, the student must enroll in a replacement program or a program that is in the same field of study as the original program. Veterans who received a dishonorable or bad conduct discharge are not eligible for readmission under this policy.

Students qualify for leave-of-absence readmission after a period of at least 90 consecutive days serving in voluntary or involuntary active duty in the United States Armed Forces (including service by a member of the National Guard or Reserve on active duty, active duty for training, or full-time National Guard duty under federal authority). To be readmitted, students must submit 1) an application for readmission through the Office of Admissions, and 2) a Return from Military Leave of Absence form to the Office of Registration and Records no later than the admission application deadline for the upcoming term. Documentation of military separation or discharge must accompany the Return from Military Leave of Absence form via email attachment or fax to 517.750.6534. The registrar's office will notify the Office of Admissions of the student's intent to return under this policy.

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

# FINANCIAL INFORMATION

## TUITION AND FEES

Cost of tuition and fees for each graduate program can be obtained from the Spring Arbor University Business Office or on the SAU website at  https://www.arbor.edu/admissions/graduate/graduate-tuition-aid/ . Fees for special materials may be required for some courses. All fees are nonrefundable. In addition to tuition and fees, each course will require textbooks and other materials. Tuition and fee changes are published annually at the website listed above.

Spring Arbor University reserves the right to adjust tuition, books, and fees at any time without prior notice. If any additional fees or costs must be ascribed, they will be explained at the time the fees or costs go into effect.

## PAYMENTS

Student account balances are due seven days prior to the beginning of the semester. Students can view a copy of their most recent statement by logging in to MySAU. They are located on the "Students" tab under "Finances."

### Unpaid Student Accounts

Students who are delinquent in the settlement of any of their accounts with the University or who have not arranged an approved payment plan shall forfeit all University privileges including, but not limited to room and board, class attendance, and access to the SAU network and other resources. Students whose accounts are not paid in full are not 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 costs, if applicable.

### Tuition Refunds for Withdrawal

Tuition refunds for properly authorized withdrawals shall be based on the following refund schedule:

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

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

Registration changes may result in additional charges based on the applied tuition refund schedule. Students should contact the business and financial aid offices to determine the financial ramifications before making registration changes.

### Withdrawal Refund Appeals

If a withdrawing student is convinced the withdrawal is the result of circumstances warranting exceptions from published rebate policies and does not believe the request for exception made in writing to the business office has been satisfactorily considered, a petition may be submitted to the Office of Records and Registration within 60 days of the withdrawal date. The Office of Records and Registration will consider the

withdrawal appeal, and in consultation with representatives from other student services offices, will grant or deny the written appeal within 30 days of the date the request is received. The decision will be final.

# FINANCIAL AID

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

## FINANCIAL AID REFUNDS

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

1. Federal Unsubsidized Stafford Loans
2. Federal Subsidized Stafford Loan
3. Federal Graduate PLUS Loan

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

## ENROLLMENT REQUIREMENTS FOR FINANCIAL AID

Students must be enrolled as follows to receive federal financial aid:

- Enrollment in at least 6 graduate credit hours during any semester is considered full-time.
- Enrollment in at least 3 graduate credit hours during any semester is considered half-time.

Loans from the federal government are available for students who are enrolled at least half-time and who have been accepted in a degree program. Students should contact the Financial Aid office for assistance.

More information about financial aid can be found on the SAU website.

## VETERAN BENEFITS

Veteran benefits are coordinated through the Office of Registration and Records in cooperation with the Financial Aid office. All questions concerning benefit eligibility and payment should be directed to the VA at 1.888.442.4551. Veterans apply for veterans' educational benefits online through the Veterans Benefits Administration (VA) online application (VONAPP) at www.gibill.va.gov. The student may call the VA if they have questions regarding the application at 1.888.442.4551.

A copy of the Certificate of Eligibility (COE) will be mailed to the student by the VA. The COE is required before the student can be certified for benefits by the certification officer in the Office of Registration and Records. Any student receiving veteran benefits is subject to all academic policies of SAU as outlined in this catalog and student handbooks. Students eligible to receive benefits from the Veterans Benefits Administration should make certain that all records are correct before the beginning of each term of attendance. For students receiving benefits to remain in good standing, the following should be noted:

1. Benefits be paid for courses 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.

# Financial Information

2. Courses for which the student registers must be applicable to program and degree requirements. Extra non-required courses taken beyond the 120 hours needed to graduate will not be certified for benefits. Up to 12 hours beyond the 120 can be certified only if they are required, and if the student has not previously taken courses that did not apply toward the student's program. The addition of an extra major or program requiring more than 120 total hours cannot be certified without the student securing approval for a change of program from the Veterans Administration.
3. A student accumulating more than 12 hours of failing grades ("U") will lose further benefits.
4. The Office of Registration and Records maintains all veteran records, including degree requirements, courses taken, and grades. Grades are posted to the student's record at the end of each academic session. The University catalog lists all degree requirements. Each student's progress is monitored by the Office of Registration and Records.
5. Credit for previous training may be granted based upon academic evaluation of records.
6. Academic Probation: if a student receiving veteran benefits falls below a 2.00 cumulative GPA in any semester, that student is placed on academic probation according to the Veterans Benefits Administration. The student is permitted two consecutive semesters on this status. If the student fails to raise the cumulative GPA to 2.00 or above at the close of the second semester, that student will no longer be entitled to veteran benefits.
7. SAU 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.

## Rate of Enrollment for Veteran Benefits

A non-traditional semester calendar, which is used by Spring Arbor University graduate programs, is structured in a way that allows for shorter, accelerated courses to be taken one after another. Calculations for the rate of enrollment in courses designed for this calendar are as follows. Students enrolled in a 3-credit hour class that runs seven to eight weeks is considered full-time, whereas a 2-credit hour class is half-time, and a 1-credit hour class is less than half-time. Students enrolled in a class that runs longer in the calendar and is 6 credit hours are considered full-time, whereas a 3-credit hour class is half-time, and a class with fewer than 3 credit hours is less than half-time. These calculations are not used for any other financial aid or enrollment reports.

# SATISFACTORY ACADEMIC PROGRESS

Federal regulations require SAU to establish specific standards of Satisfactory Academic Progress (SAP) that students must meet to maintain eligibility federal Title IV student financial assistance programs.

## SAP Requirements for Graduate Students

All current students, regardless of catalog year:

| Total Hours Attempted | 1-15 | 16-24 | 25-36 | 37-47 | 48+ |
|---|---|---|---|---|---|
| Minimum Required GPA | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| Minimum Completion Ratio *(Earned Credits divided by Attempted Credits)* | 50% | 67% | 67% | 67% | 67% |
| Maximum Total Credits Allowed | 150% of the program length | | | | |

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 period 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. Note: transfer grades are not incorporated into the calculation of Spring Arbor University cumulative GPA.

### Frequency of Review
SAP will be reviewed at the end of each term. Students not meeting SAP requirements at the end of a term 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 financial aid programs due to having failed to make satisfactory academic progress must take courses without the benefit of federal financial aid until such time as they are meeting the standards of SAP. 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.

### SAP Appeals
Students, who have lost eligibility, may appeal based on the death of a relative, an injury or illness of the student, or other exceptional 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.

Admissions

# ADMISSIONS

The following admission documents and requirements are common to all Spring Arbor University graduate programs. Some programs specify a particular format for certain items and/or have additional admission requirements. Program admission requirements are detailed in the program sections of this catalog or in program handbooks which are available through the program offices.

- A completed application is required before consideration for admission.
- Applicants must provide an official transcript from a regionally-accredited college or university which notes the conferral of a bachelor's degree. A student may be considered for conditional admission if the student provides verification from the institution that all degree requirements for a bachelor's degree have been met along with an anticipated date of degree conferral. Additionally, applicants must submit all transcripts reflecting any graduate work completed, even if the courses are not being considered for transfer. Some programs require official transcripts from all previous institutions attended. See specific program details for clarification.
- Bachelor's transcripts must reflect a 3.0 GPA for at least the last two years of the bachelor's degree, and any graduate transcripts must reflect a 3.0 GPA.
- Applicants must provide at least two recommendations from professional/academic individuals.

Graduate programs may have other specific admission requirements which are listed in the program-specific section of this catalog and/or in program handbooks available through program offices.

## ADMISSION EXPECTATIONS

All applicants should possess:

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

## ADMISSION STATUS

Admission status is determined and specified as follows:

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

## ADMISSION APPEALS

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

## INTERNATIONAL STUDENT ADMISSIONS

To maintain student status with immigration, a student must be full-time (a minimum of 6 credit hours per semester). F-1 visa students cannot be admitted to fully online programs.

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

- Applicants must hold at least a bachelor's degree or equivalent from an institution recognized and/or accredited by the country in which the degree was earned.
- For degrees earned at English-speaking institutions outside of the U.S. that also use the U.S. credit system, original and official transcripts must be sent to directly to SAU from the institution.
- Degrees earned at non-English-speaking institutions and/or institutions that do not use the U.S. credit system must be evaluated by WES (www.wes.org ) or other NACES evaluation service approved by the Office of Registration and Records. Evaluations must be sent to SAU directly from the evaluation service provider. We will not accept evaluations sent to us by the applicant. If the applicant is seeking to transfer graduate courses or credit from these institution/s, the credential evaluation by WES or other service must include a course-by-course evaluation, and an official transcript translated into English must be sent to SAU directly from the institution where the courses were completed.
- Applicants in face-to-face programs must provide a financial resources statement and proof of medical insurance.
- Applicants who are citizens of non-English speaking countries must provide evidence of English language proficiency by one of the methods listed below.

### English Language Proficiency

Citizens of countries where English is not the primary language must provide evidence of English language proficiency using one of the methods below.

*Testing*
**Minimum Test Scores**

| Test | Test Type | Score | Notes |
|------|-----------|-------|-------|
| TOEFL | iBT | 80 | 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 |

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

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

# Admissions

## BACKGROUND CHECK

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

## READMISSION

Former Spring Arbor University students who have withdrawn for one or more semesters must submit the brief application for readmission to the program's academic advisor. Official transcripts from all institutions attended during the separation from SAU should be mailed directly to the Office of Registration and Records – Graduate Office. When a student is not enrolled for two consecutive semesters or during the time program curriculum changes and is later readmitted, the student must meet the graduation and academic program requirements in effect at the time of readmission. (See also GPA Restart section.)

## SPECIAL ADMISSIONS

### Non-program Seeking Students

Graduate classes at Spring Arbor University may be available for registration for individuals who are not seeking to complete a full academic program that leads to a degree, certificate, licensure, endorsement or other credential at SAU or with an outside credentialing body. These individuals are classified as non-program seeking students. Classes taken as non-program seeking students may be, for example, for professional development, to fulfill a prerequisite for an academic program, to demonstrate academic preparedness for a program, etc.

A non-program seeking application is required and must be submitted to the program advisor for approval. Non-program seeking students may enroll in classes offered by one program per semester. For example, non-program students may register for two MBA classes in the same semester, but they cannot register in an MBA and an MML class in the same semester. MBA and MML courses belong to two separate programs. Each class belonging to a different program requires a new application for a subsequent semester. Independent studies are not eligible for non-program seeking students.

Non-program seeking students may register for up to a life-time maximum of 15 credit hours over an unlimited number of semesters. Registered courses that create a transcript record apply to the 15-credit hour limit including, but not limited to failed courses, repeated courses and withdrawn courses. The program administrators or dean and the registrar must approve, by petition, any non-program seeking application for registration beyond these limits.

Non-program seeking students may, at any point, apply for admission to an academic program at SAU. However, admission is not guaranteed. All admission requirements must be satisfied, and any previous academic work completed, and disciplinary actions taken at SAU will be considered. Upon full admission to a SAU academic program, courses successfully completed as a non-program seeking student may be eligible to satisfy academic program requirements with approval of the program administrators or dean and the registrar. SAU institutional transfer policy time limits will apply to these courses.

No credential or program completion will be issued by SAU for students who have not been fully admitted to an academic program.

Regular tuition and fees apply to non-program seeking students, and federal/state financial aid and University assistance is not available. Students may consider alternative, private loans to finance their educational pursuits.

# DOCTORATE PROGRAM ADMISSIONS

The sections of General Information, Graduate Admissions, Academic Policies, and Graduation Requirements all apply to any doctorate program level. Doctorate level policy modifications are listed in this section of the catalog.

## Doctorate Admission Requirements

The following documents and requirements are common to all Spring Arbor University graduate programs. Some programs specify a particular format for certain items and/or have additional requirements. Program admission requirements are detailed in the program sections of this catalog or in program handbooks, which are available through the program offices. Admission must be approved prior to being considered for financial aid.

Required documents:
- A completed SAU application is required before consideration for admission.
- Earned master's degree from a regionally accredited institution. A student will be considered for conditional admission if that student has verification of completion of all degree requirements and provides an anticipated date of degree conferral.
- A 3.0 or above on a 4.0 scale cumulative GPA in all master's degree and subsequent graduate courses.
- Official transcripts from all previously attended colleges and universities in which master's or doctoral coursework was taken.
- Professional/academic recommendations as required by the program.
- A writing sample as required by the program.
- Graduate Writing Seminar as required by the program.
- Any testing scores as required by the program.

## Doctorate International Admission Requirements

- Applicants must hold at least a master's degree or equivalent from an institution recognized and/or accredited by the country in which the degree was earned.
- For degrees earned at English-speaking institutions outside of the U.S. that also use the U.S. credit system, original and official transcripts must be sent to directly to SAU from the institution.
- Degrees earned at non-English-speaking institutions and/or institutions that do not use the U.S. credit system must be evaluated by WES (www.wes.org ) or other NACES evaluation service approved by the Office of Registration and Records. Evaluations must be sent to SAU directly from the evaluation service provider. We will not accept evaluations sent to us by the applicant. If the applicant is seeking to transfer graduate courses or credit from these institution/s, the credential evaluation by WES or other service must include a course-by-course evaluation, and an official transcript translated into English must be sent to SAU directly from the institution where the courses were completed.
- Applicants in face-to-face programs must provide a financial resources statement and proof of medical insurance.
- Applicants who are citizens of non-English speaking countries must provide evidence of English language proficiency by one of the methods listed below.

***Testing***
**Minimum Test Scores**

# Admissions

| Test | Test Type | Score | Notes |
|------|-----------|-------|-------|
| TOEFL | iBT | 80 | 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 |

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

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

# REGISTRATION POLICIES

## REGISTERING FOR COURSES

Students are responsible for registering online and ordering textbooks online. Students may register for courses during the authorized registration period, up to one week prior to the class start date, by utilizing the Academic Schedule Planner on the MySAU Portal. After the registration period closes, students will need to receive special permission to register late. Exceptions will be made only under extreme and unavoidable circumstances or if the registration will prevent a course cancellation due to low enrollment. Students should contact their academic advisor, who will work with Office of Registration and Records and instructor to gain late registration authorization.

## COURSE LOAD/CREDIT LIMITS

Students may not enroll in more than 30 credit hours per 12-month period in any Spring Arbor University graduate program or combination of graduate programs without the permission of the program administrators. Any schedule exceeding 10 credit hours per semester in traditional semester calendars or 15 credit hours in a six-month period in non-traditional semester calendars must have permission of the program administrators. (See specific programs for possible other course load requirements.)

## AUDITING A COURSE

Students who wish to audit a class (i.e., attend the class but not receive credit) must obtain approval from the program administrators. Students must pay the applicable audit fee and any course fees. To have the audit placed on their permanent record, students must meet the regular attendance policy of the course. Registration for audit may not be changed to credit after the drop/add period for that term. If credit is desired subsequent to completing the course, the student must retake the course for credit, paying the applicable tuition and fees.

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

## GPA RESTART

Former Spring Arbor University graduate students with grades at SAU that fall below the minimum program or University grade standards may petition for their GPA to restart upon readmission to a graduate program at SAU. GPA restart petitions will be considered only under the following conditions:

1.  Applications for readmission to SAU and petitions to restart GPA are subsequent to a minimum of five consecutive years of absence from the most recent last date of attendance in a graduate program at SAU.
2.  The applicant has not taken any graduate courses at another institution during the time of absence.
3.  Applicants have previously attempted no more than 30% of the graduate program for which they are applying.
4.  Applicants' grades have not previously been restarted at SAU.
5.  Applicants provide an explanation of their previous academic challenges and what measures they have taken or will take to overcome them.

# Registration Policies

GPA restart petitions are to be submitted with readmission application materials. The petition will be directed to and reviewed by the program administrators of the program to which the applicant is applying. All previous student information and records will be considered in the evaluation of the petition. Additionally, the program administrators may require an interview with the applicant before making a final decision.

If the student is accepted to the program and the program administrators grants the petition to restart the GPA, the student will be admitted on probation. The student must come off of probation at the culmination of the first semester after readmission with a semester GPA of 3.0 before the Office of Registration and Records will restart the GPA. The restart will begin from the date of reentry into the institution. The student's transcript will note that the GPA was restarted and the date of restart. Students should be aware that the previous academic record will still appear on the transcript, and the restart applies to the GPA calculations at only SAU. Other institutions and employers may average all academic records together.

Students may need to retake courses or substitute courses for which grades were restarted, depending on the requirements of the program to which the student is admitted.

If the restart petition is not granted, students may appeal in writing to the school dean. The school dean's decision is final.

Federal financial aid rules and limits apply regardless of the GPA restart. Students should seek guidance from the financial aid office to understand their financial responsibilities despite the GPA restart.

## REPEATING A COURSE
There is no limit to the number of repeated courses, but any given course may only be repeated once. When computing GPA, a higher grade replaces the lower grade and the credit hours only count once. All entries remain part of the student's permanent academic record. Regular tuition charges and fees will be assessed for repeating a course. Specific programs may have stricter repeat policies.

## OVERLAPPING COURSES
Students may apply credit hours successfully completed in one SAU master's degree towards program requirements in another SAU master's degree up to a maximum of 25% of the credit hours of the second master's program (approximately nine (9) credit hours). Programs have discretion in the application of these courses toward meeting program requirements.

## DROPPING A COURSE
Students who wish to drop a course during the authorized drop period must contact their academic advisor through SAU email requesting the drop. The transcript will not reflect the student's enrollment in the course. A drop occurring after the authorized drop period is considered a withdrawal and will be charged tuition for the course as indicated in the Tuition Refunds for Withdrawal policy found earlier in this catalog.

## WITHDRAWING FROM A COURSE
After the authorized drop period closes, students who wish to withdraw from a course must contact their academic advisor through SAU email requesting the withdrawal. Students may withdraw up to the 60% point of a course and receive a grade of "W," which remains part of the student's permanent

record but does not affect the GPA. Withdrawal after the 60% point will result in a grade of "UW," which is reflected in the GPA and acts the same as a "U" grade. The withdrawal date is determined as follows:

1. The date the student officially requests in writing a withdrawal to the academic advisor of the program, who then submits the withdrawal request to the Office of Registration and Records, and,
2. the last day of the student's recorded attendance is determined by the last date work tied to the gradebook in the Learning Management System was submitted by the student, or
3. when student is administratively withdrawn or is withdrawn for non-attendance.

## WITHDRAWING FROM A PROGRAM
Students who need to withdraw from a program must notify their academic advisor and program administrators in writing. Students should check with the Financial Aid and Business Offices to understand the consequences of withdrawal on state or federal financial aid and their student account. Academic status as determined at the end of semester of withdrawal will continue should the student wish to return to SAU to complete the program at a future date.

## INSTITUTIONAL TRANSFER POLICY FOR GRADUATE PROGRAMS
Students may request for programs to evaluate official transcripts to determine applicable transfer credit. An official transcript from the sending institution must be submitted to the program office along with the initial application and a written request to evaluate credit for transfer.

- Transfer credits must be from a regionally-accredited institution.
- Transfer credits must be graduate level.
- A maximum of 12 semester credit hours may be accepted for transfer. NOTE: *quarter hours or contact hours will be converted to semester credit hours upon transfer.*
- The transferred course grade(s) must be a "B" or better. Transfer grades are not used in the calculation of Spring Arbor University cumulative GPA. Only course credit is transferred.
- Transfer credit hours cannot be more than 10 years old at the time of matriculation for any program. Some programs may have stricter policies on allowable transfer credit age limits for a variety of reasons including, but not limited to current trends, new competencies required for the field, current technology, new theories and methods, etc.
- Programs may have program-specific transfer credit policies that further define what credits will be considered for transfer. These requirements are listed in program sections of this catalog.
- In all cases, program administrators have the discretion to determine how transfer credits will apply to the program requirements.
- The Office of Registration and Records will make a final determination on transfer credits upon inspection of records and evaluation of adherence to institutional policy.

Students who have matriculated to a SAU graduate program and have not yet transferred the maximum 12 credit hours may seek written approval from the program administrators to attend another institution for additional transfer credit to fulfill SAU program requirements. The Office of Registration and Records must receive notification of the advanced approval from the program and official transcripts from the transferring institution in order to transfer the credit to the student's SAU transcript.

# Registration Policies

## INDEPENDENT STUDY COURSES

With program administrator approval, independent studies (numbered 590 or 690) can be used as an elective or a substitute for program requirements. These courses provide opportunities for students to research and/or complete special projects and/or reading to enrich their academic experience. Independent studies are directed by the student with only preliminary guidance and final evaluation from the sponsoring instructor. Graded "S"/"U." A maximum of two independent studies may be utilized to fulfill program requirements or electives, and students must have completed a minimum of 6 credit hours in the program prior to application for an independent study course. The registrar has final approval for independent study registration.

## PRIOR LEARNING ASSESSMENT

In some programs, students with significant graduate-level learning and/or professional training that is not sponsored by a college or university may be granted academic credit by Spring Arbor University through the process of prior learning assessment. Up to 25 percent of a graduate program can be earned using prior learning assessment as approved by program administrators. There is a prior learning assessment fee for evaluation and processing. This fee is based on the number of credit hours requested to be assessed, not the number of credit hours awarded. Students approved for prior learning assessment may contact the Coordinator of Prior Learning Assessment in the Office of Registration and Records for guidance.

## COURSE EQUIVALENCIES

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

## COURSE SUBSTITUTIONS

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

## COURSE WAIVERS

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

For a course with no standing waiver policy to be eligible for a waiver, there must be no equivalent or substitution course available, or the course is being eliminated from the program and shortages in

resources make it impossible to teach the course by tutorial. The integrity and rigor of the academic program will be strongly considered in the approval of waivers. Course equivalencies, substitutions and tutorials are preferred over waivers.

## UNDERGRADUATE DAUL ENROLLMENT

Undergraduate dual enrollment may be granted to undergraduate's who will have completed 90 credit hours before registration into desired graduate courses. To be eligible, students must have a cumulative GPA of 3.0 or higher in at least 18 credit hours of upper-level coursework. There is a limit of 12 credit hours unless the graduate program is specifically designed as an accelerated program. Dual enrollees may register only by petition and only for graduate-level courses approved by the department chair of the student's undergraduate major/s and the graduate program administrators, dean, or designee and are subject to review by the Graduate Council.

For students who have not yet earned a bachelor's degree, graduate courses may not be eligible for federal financial aid unless the graduate courses are being used to meet requirements of the bachelor's degree. If the graduate courses are not clearly listed as requirements for undergraduate program completion in the academic catalog, students must petition the registrar's office to consider a substitution as approved by the department chair and graduate program prior to registration for federal financial aid eligibility.

Students who take graduate courses at SAU to complete an undergraduate degree may request for those graduate credits to apply to an SAU graduate program. Requests will be evaluated by graduate program personnel to determine course transferability and applicability to the desired graduate program at SAU. Not all graduate programs permit courses taken as dual enrollment to count toward the graduate degree. Those programs that do allow dual enrollment courses may require students to meet additional criteria before considering dual enrolled course credit.

For fast-track bachelor's to master's programs, see the appropriate section of the catalog for program-specific information.

## GRADUATION REQUIREMENTS FOR GRADUATE DEGREES
- Students must complete all curriculum and program requirements.
- Students in all graduate programs must have a 3.00 cumulative GPA ("B" average) to graduate from any of Spring Arbor University's graduate programs.
- Some graduate programs have residency or other specific graduation requirements that students will need to complete before the degree can be conferred. (See program sections of this catalog or program handbook for details).

## CERTIFICATE AWARDING POLICIES

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

- Students must be enrolled in a certificate program at SAU to be awarded a certificate credential. Dual enrollment in a certificate program and a degree program is not permitted.
- Students must take the final course of the certificate program while enrolled in the certificate program.

# Registration Policies

- Up to 50% of certificate credit hours may be transferred to SAU on a case-by-case review by the registrar's office in consultation with program academic personnel. Programs may further limit the number of credit hours allowed to transfer. All transfer policies apply.
- Credit earned through prior learning assessment is not eligible for certificate programs.
- Courses taken as a part of a certificate program at SAU may satisfy requirements for a subsequent degree or certificate at SAU upon the approval of the academic program and the registrar. Similarly, courses taken in a degree program at SAU may satisfy requirements of a subsequent certificate program upon approval of the degree program and registrar.
- The certificate credential will be awarded on the SAU transcript. No paper certificate will be issued by the registrar's office. Program administrators have the latitude to determine other appropriate documentation of the certificate credential.
- Certificate students do not participate in Commencement.
- GPA and course grade requirements for certificate programs follow institutional policies for the college level of the certificate, but stricter policies may be set by program administrators.
- All institutional policies apply to certificate students, including but not limited to academic status, student conduct, attendance policies, academic integrity, time limits, etc.
- Certificate programs may have special admission requirements or other policies that are detailed in the program sections of this catalog.
- Financial aid may not be available for certificate programs. Students interested in a certificate program should consult with the financial aid office to determine funding.

## COMMENCEMENT INFORMATION

### Diploma Application

Participation in Commencement requires a diploma application to be submitted approximately three months prior to the anticipated ceremony in which the student is eligible to participate (See Commencement Participation Eligibility). Diploma application does not guarantee eligibility to participate in Commencement. When applications are received, a graduation fee is assessed. If a diploma application has been made and requirements are not finished as stated, students must reapply for the diploma and an additional fee will be charged. Students who cannot complete their requirements by the anticipated date should notify their respective program offices in writing.

### Commencement Participation Eligibility

Students are eligible to participate in the scheduled Commencement ceremony immediately following the completion of all degree and graduation requirements. Requirements must be completed by the published deadlines of the institution and program. Students must be cleared for participation by the Office of Registration and Records.

If students are unable to participate the Commencement ceremony for which they are cleared, they may submit a written petition to the Office of Registration and Records no later than three weeks prior to the Commencement ceremony requesting participation in the next Commencement. Petitions must include documented evidence of the reason for the inability to participate in the approved ceremony. Petitions received after the deadline will not be considered, and students will not be permitted to participate in a subsequent ceremony.

If students experience dire emergencies after the three-week petition deadline, such as a serious illness or death of an immediate family member or grandparent, permission may be granted for participation in the next scheduled Commencement ceremony. The student must petition the Office of Registration and

Records as early as possible and include documentation of the emergency. Petitions do not guarantee permission for participation in a subsequent ceremony.

### Early Participation in Commencement

Students who are enrolled in their final semester of coursework at SAU may be permitted early participation in a Commencement ceremony prior to meeting eligibility requirements on the following conditions:

- The student has requested early participation from the advisor in writing within six (6) weeks prior to the Commencement ceremony.
- The student has submitted the diploma application by the application deadline.
- The student has maintained a 3.0 from the point of matriculation into the program.
- The student meets all program-specific Commencement participation eligibility criteria and is cleared by the advisor.

If the advisor does not clear the student for participation, the student may petition the registrar for further consideration. The registrar's decision is final.

If students are cleared to participate or participate in Commencement early, they are not eligible to participate in a future Commencement ceremony for the same degree. Degrees will not be conferred for students who are granted early Commencement participation until all degree and graduation requirements are completed, and those students will not receive a diploma until after the degree is conferred.

### Degree Conferral

The Office of Registration and Records notes the conferral of degrees on the transcript on the first of the month following the completion of all degree and graduation requirements, including final grades and any other required paperwork necessary to determine requirement completion. Students are considered graduated when the degree is conferred and not before, even if the student participated in Commencement ceremony.

### Diplomas

Diplomas will be mailed to graduates within six weeks after the degree is conferred. Diplomas will not be released to graduates with outstanding financial obligations to the University.

## POSTHUMOUS DEGREES

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

### Posthumous Degree Policy

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

# Registration Policies

**Honorary Posthumous Degree**

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

## SAU TRANSCRIPTS

Transcript requests must be made online at [www.arbor.edu](www.arbor.edu). Final transcripts denoting the degree conferral will be available within two weeks after the degree is conferred. Final transcripts will not be released to students with outstanding financial obligations to the University.

# ACADEMIC POLICIES

## ACADEMIC CALENDAR

Spring Arbor University is on a semester calendar. Each program determines course start and end dates within the semesters, and students may not register for courses that overlap semester start and end dates without significant financial aid and billing implications.

## ACADEMIC INTEGRITY

The Spring Arbor University Concept – the heart of this institution – is based on the common commitment to Jesus Christ as the perspective for learning. This means that the Spring Arbor University community seeks to live in close adherence to the example and teaching of Jesus Christ in all personal and scholarly pursuits and live a life of highest integrity in these areas. Additionally, any community of teachers and scholars recognizes that truth and honesty are absolutely essential in academic work. The expectation at Spring Arbor University is that these principles will be rigorously followed in all academic endeavors. This expectation assumes that all work is completed by the person who purports to do the work, without unauthorized aides. With the purpose of encouraging responsible conduct, this policy flows from the Concept and assumes these important community expectations:

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

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

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

# Registration Policies

## COURSE OR SECTION CANCELATION

The University reserves the right to cancel a scheduled course or section or combine sections of a course for reasons it deems appropriate, including, but not limited to staffing, low enrollment, or program changes. Students will be notified of changes to their enrollment via SAU email sections. The University will accommodate students affected by these changes as reasonably as possible to facilitate on-time graduation.

## CLASS SESSION CANCELATION

In the event of inclement weather, instructor illness or other unforeseen circumstance, a scheduled class session may be canceled, rescheduled, or moved to a virtual delivery method. Students will receive notification through their SAU email for changes to a class session meeting time or delivery method.

## ACADEMIC RESPONSIBILITY OF THE STUDENT

SAU commits to helping students achieve their academic goals by providing numerous resources and tools, including academic advisors, degree audits, schedules, calendars and the academic catalog. Students must assume certain responsibilities that include but are not limited to:

- completing courses in an order that meets prerequisite and core requirements,
- becoming familiar with all academic policies and specific polices of the program to which the student is admitted,
- preparing work that is representative of the student's own individual efforts,
- submitting work by the specified due dates, and
- communicating with instructors to clarify or assist with assignments or required work.

## ATTENDANCE POLICY

Class participation is important for academic success at Spring Arbor University, no matter the method of course delivery.

### Synchronous Class Attendance

Synchronous (a.k.a. face-to-face) classes are those in which the instructor and students come together at regularly scheduled meeting dates and times. Students are required to attend all synchronous class meetings for the classes in which they are registered. Absences for starting the class late are not excused.

### Blended Class Attendance

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

**SAU Online Class Attendance**

Class attendance is important for academic success at Spring Arbor University. Whether the student is enrolled in courses on campus or online, participation is an expected part of the academic experience.

According to Federal regulations, "attendance" in an online class requires academically-related activity. Academically-related activities include any of the following:

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students.
- Submitting an academic assignment.
- Taking an exam, an interactive tutorial or computer-assisted instruction.
- Attending a study group that is assigned by the school.
- Participating in an online discussion about academic matters.
- Initiating contact with an instructor to ask a question about course content or assignments.

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. A student who does not log in or attend the course by the end of seventh (7th) day of the course may be administratively withdrawn by an SAU administrator.

Students have until no later than the seventh (7th) calendar day of an online session to voluntarily drop from a course without financial penalty. A course dropped before the seventh (7th) calendar day will not appear on a student's transcript. After that date, students have until the 60% point in the course to voluntarily withdrawal. 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 a 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 60% 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.

## Academic Advising

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

### Student Responsibilities in the Advising Process

While Spring Arbor University advisors aid students in academic planning, students are responsible for ensuring they satisfy the requirements of their program. Students are expected to become familiar with

# Registration Policies

degree requirements and expectations, as well as take the initiative for requesting academic advising assistance. The academic advisor does not carry the burden of responsibility for ensuring students complete degree requirements.

## ACADEMIC STATUS

All graduate students are required to earn a minimum cumulative grade point average (CGPA) of 3.0. The academic policy exists to encourage student success toward that end. Any graduate student is in good standing whenever that student's cumulative grade point average is 3.0 or better. Academic status can also impact financial aid eligibility.

All grades and GPAs are reviewed at the end of each semester by the Academic Status Committee. The committee, with input from graduate academic advisors and program administrators, makes the following decisions:

**Good Standing:** the CGPA is 3.0 or better.

**Alert:** the GPA for the grading term is less than 3.0, but the CGPA is 3.0 or higher.

**Probation:** the CGPA falls below 3.0. The student is placed on probation for one semester. The time limit allowed for a student to raise CGPA and be removed from probation is one semester.

**Continued on Probation:** CGPA has increased during the probationary grading term yet remains below a 3.0. At the discretion of the committee, the student may be continued on probation for one additional semester.

**Probation Removed:** Good standing is restored, and probation is removed.

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

## PROGRAM DISMISSAL

SAU has the right to review any circumstances that, in the judgment of SAU, may impede a student's ability to continue in their respective program at any point while enrolled in a graduate program. Dismissal from a program is possible in two ways: academic or disciplinary. The factors involved may include but are not limited to the following:

For academic reasons:

- Admitted on probation and fails to achieve a 3.0 GPA for the first semester.
- Fails to increase the GPA for first semester after being placed on probation.
- Fails to increase CGPA to 3.0 or better after being permitted to continue on probation.
- Unsatisfactory performance in practicum, internship, or clinical courses.
- Failure to comply with established SAU or program timelines and/or essential requirements.

For disciplinary reasons:

- Violating standards of academic integrity (see academic integrity policy).
- Violating community, behavioral, program, or professional expectations.
- Ongoing or severe disruptive behavior in the learning environment and/or interactions with SAU faculty/staff.
- Unethical practices and/or unprofessional conduct.
- Actions that obstruct the training process and/or threaten client and/or student welfare.
- Criminal misconduct.

## ACADEMIC DISMISSAL PROCESS

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

Step 1: All grades, GPA's and academic statuses are reviewed at the end of each semester and communicated to the graduate academic program advisors for review. Advisors and/or program administrators comment on the report and return it to the Registrar's office.

Step 2: Reports are compiled and presented to the Academic Status Committee.

Step 3: The Academic Status Committee via the Registrar's office will inform the student in writing of the dismissal decision and of the circumstances which affect the student's continuance in the program. Notification of the dismissal will be sent via student's SAU email. The student's academic status will be updated, and the student will be dropped from all current and future courses.

### Academic Dismissal Appeal Process

If the student desires to appeal the academic dismissal decision, the student must initiate the appeal process within 30 days after the date of dismissal. The appeal must be in writing and submitted to the Dean. The Dean should notify the student of his/her decision in writing via email within 30 days of receipt of the student's appeal. At all times during the process, the burden of proof is on the student. Appeal Process Delays: There may be exceptional situations in which an appeal may take longer than 30 days to investigate and make a final decision. If this is the case, the Dean will notify the student at the end of the normal decision point as to the status of the appeal and will provide an expected date for a determination to be communicated.

### Readmission after Academic Dismissal

Students may apply for readmission due to academic dismissal after a period of separation from SAU through the program's advisor according to the following conditions:

- First dismissal – students may not attend SAU for one full semester after the semester of dismissal.
- Second dismissal – students may not attend SAU for two full semesters (one academic year) after the semester of dismissal.
- Third dismissal – students are permanently dismissed from SAU.

The dismissal count does not restart, even for students who may be restored to probationary status after appeal. Once a student receives a dismissal notice, the dismissal is added to the count. For example, if a student is dismissed and is allowed to continue on probation after a successful appeal, then is subsequently dismissed the next semester, the student has accumulated two dismissals.

# Registration Policies

## DISCIPLINARY DISMISSAL PROCESS

To protect the student's and SAU's interests in upholding academic, community, and professional standards, the following steps will be taken as part of the disciplinary dismissal process. If the issue involves academic integrity, current SAU policy related to academic integrity will be followed. If the issue is related to inappropriate behavior, the student may be asked to not participate in learning activities until the issue is resolved.

Step 1: The concern is reported to the department chair, who begins the fact-finding process. If the matter may involve Title IX issues, the Title IX Coordinator will be notified and the matter will be referred to them for processing as to a determination on that question.

Step 2: The department chair informs the student in writing via SAU email of the concern and explains that the behavior may affect the student's continuance in the program. The student will be invited to submit a written response to the concern, which should be provided as soon as possible, no later than seven days after the notice.

Step 3: The department chair may convene a committee to consider the information related to the concern, including the response submitted by the student. If dismissal is under consideration by the chair, the committee should include the dean and may include faculty members and staff who are not directly involved in the matter

Step 4: In all matters other than Title IX matters, the committee is responsible for deciding the matter, including what the outcome will be. Matters which are determined to be Title IX matters will be processed under SAU's Title IX procedures. Within seven days of the decision, the department chair will notify the student of the outcome in writing via email, with further instructions as to any actions the student needs to do to remain in, or be restored to, good standing. If the outcome is dismissal, notification to the student will be made by the dean instead of by the department chair.

If the outcome is dismissal, a student may appeal this decision by following the appeal process below. Notification of the dismissal will be sent via the student's SAU email and via regular mail. The student's academic status will be updated, and the student will be dropped from all current and future courses.

### Disciplinary Dismissal Appeal Process

If the student desires to appeal the dismissal decision, the student must initiate the appeal process within 30 days after the date of the dismissal. The appeal must be in writing and submitted to the Office of Academic Affairs, Attn: Chief Academic Officer. The chief academic officer (CAO) will review and make a decision on the appeal and notify the student in writing, and in most cases, within 30 days of receipt of the student's appeal. At all times during the process, the burden of proof is on the student. Appeal Process Delays: There may be exceptional situations in which an appeal may take longer than 30 days to investigate and make a final decision. If this is the case, the Office of Academic Affairs will notify the student at the end of the normal decision point as to the status of the appeal and will provide an expected date for a determination to be communicated. The CAO's decision is final. Because SAU is a private university, administrative hearing, legal counsel, or representation during the process is inappropriate.

### Readmission after Disciplinary Dismissal

After a period of separation from SAU, students may apply for readmission to the dean of the program with an explanation of why they believe they should be reinstated, according to the following conditions:

- First dismissal –students may not attend SAU or apply for readmission for one full semester after the semester of dismissal.
- Second dismissal –students may not attend SAU or apply for readmission for two full semesters (one academic year) after the semester of dismissal.
- Third dismissal –students are permanently dismissed from SAU and may not apply for readmission.

The University reserves the right to choose the option of permanent dismissal in some cases, as a first outcome, after which reapplication and readmission is not allowed. The dismissal count does not restart, even for students who are restored to probation after appeal. Once a student receives a dismissal notice, the dismissal is added to the count. For example, if a student is dismissed but is allowed to continue on probation after a successful appeal, then is subsequently dismissed the next semester, the student has accumulated two dismissals.

## TIME LIMITS FOR COMPLETING A DEGREE

Graduate students at SAU must complete all degree requirements within six years from the date of enrollment in the first class after program admission. Students may petition the registrar for an extension, but there is no guarantee that the student will be permitted the extension. The registrar will consult with program personnel and advisors before making a final decision.

## GRADING SYSTEM

Coursework will be assigned a letter grade that carries scholastic points according to the following scale. Plus and minus grades are intended to reflect more accurately the student's actual performance in the classroom. Each weighted letter is defined as follows:

| Grade | Grade Points | Grade Description |
|---|---|---|
| A | 4.00 | Indicates excellent achievement. |
| A- | 3.67 | |
| B+ | 3.33 | |
| B | 3.00 | Indicates good work. |
| B- | 2.67 | |
| C+ | 2.33 | |
| C | 2.00 | Indicates fair or average attainment. |
| C- | 1.67 | |
| D+ | 1.33 | |
| D | 1.00 | Indicates poor, barely passing work. |
| D- | 0.67 | |
| U | 0.00 | Indicates unsatisfactory work. No credit is given. The grade is calculated into the Grade Point Average (GPA). |
| AU | Not computed | **Audit:** No credit received. 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. |
| I | Not computed | **Incomplete**: Due to unforeseen, emergency circumstances occurring between the midpoint and end dates of didactic, tutorial or independent study courses. Not intended to allow students turn in late work due to their own negligence. A grade change form to the registrar's office is required of the instructor within six weeks of |

| | | |
|---|---|---|
| | | the end date of the course. A one-time additional extension may be granted by the registrar on a case-by-cases basis with a written request from the instructor before the six-week deadline. The "I" grade will be changed to a "U" if no grade change form is submitted by the deadline. |
| IP | Not Computed | **In Progress:** Indicates current registration in a course that has not yet reached its conclusion. No grade has been submitted. |
| GP | Not computed | **Grade Pending**: Indicates an extension to complete coursework in professional, hands-on courses, such as internships, practica, clinical rotations or other special courses approved by the registrar. All work, including required paperwork, must be completed within six months from the end of the semester in which the student is registered for the course; no exceptions. If a grade change form is not submitted to the registrar's office by the instructor by the deadline, the "GP" grade will be changed to a "U." (Independent studies and tutorials are not eligible for the "GP" grade.) |
| S | Not computed | **Satisfactory Grade**: Indicates satisfactory work equivalent to a grade of "C" or above. Credit will be given, but the GPA is not affected. |
| W | Not computed | **Withdrawal:** Indicates authorized withdrawal from classes. A student may withdraw from a course at any time during the semester. Withdrawals through the last day to withdraw (60% of the course) will receive a grade of "W" on the transcript. A "W" does not affect the GPA. Withdrawals after this point will receive a grade of "UW." |
| UW | 0.00 | **Withdrawal with Unsatisfactory Grade:** Given after the last day to withdraw from a course as described in the "W" description above. A grade of "UW" on the transcript acts the same as a grade of "U" in GPA calculations. |

## Grade Requirements

Grades below "B" may be considered failing grades and the student may be required to retake the course for graduation requirements (see program-specific details). Courses with a grade lower than "C" will not be counted toward graduation requirements.

## Grade Changes

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

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

## Grade Appeals

Only final course grades may be appealed through the formal grade appeal process. A formal grade appeal related to a final course grade should be resolved between the student and faculty. The grade appeal form must be completed and submitted to the faculty no later than 30 days after the grade is

issued. After 30 days, the grade issued by the faculty is considered permanent. If an academic department has additional levels of final course grade review (e.g., programs with clinical courses, student teaching, practicum courses), the initial grade appeal should be reviewed by the instructor and the department (i.e., chair, program director). After the grade appeal review, based on the evidence considered during the review process, the faculty may raise the grade, lower the grade, or leave the grade unchanged.

If a student and instructor are unable to resolve the grade appeal to the student's satisfaction, or the student can show at least two unsuccessful attempts to connect with the faculty within one week of time, the student may appeal to the program dean, in writing. If the student and dean are unable to resolve the grade appeal, the student may send a final appeal, in writing, to the academic affairs office within 7 business days of the decision from the dean. The review by academic affairs is considered final.

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

## ACADEMIC POLICY APPEALS

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

*Step 1*: The student should confer with the individual who made the decision for a full explanation of the policy and how it was not followed.

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

*Step 3*: If the matter remains unresolved, the student may contact the academic affairs office for the appropriate forms. Upon receipt of properly completed forms by the student, the academic affairs office will consider the appeal and render a final and non-appealable decision.

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

# ACADEMIC PROGRAMS

**GAINEY SCHOOL OF BUSINESS**
- Master of Arts in Management and Organizational Leadership
- Master of Business Administration
  - *Healthcare Administration Concentration*
  - *Human Resource Development Concentration*
  - *Management Concentration*
  - *Organizational Consulting Concentration*
  - *Executive Leadership Concentration*

**SCHOOL OF COMMUNICATION, MEDIA AND FINE ARTS**
- Master of Arts in Strategic Communication and Leadership

**SCHOOL OF EDUCATION**
- Master of Arts in Early Childhood
- Master of Arts in Teaching English to Speakers of Other Languages
  - *K-12 Concentration*
  - *Adolescent and Adult Education (AAE) Concentration*
  - *K-5, K-8, 6-12 Endorsement*
- Master of Education
  - *Trauma and Resiliency Concentration*
  - *Reading Concentration*
- Master of Special Education
  - *Autism Spectrum Disorder Concentration*
  - *Learning Disabilities Concentration*

**SCHOOL OF HUMANITIES**
- Master of Arts in Missional Ministry

**SCHOOL OF NURSING AND HEATLTH SCIENCES**
- Master of Science in Nursing
  - *Nurse Educator Concentration*
    - *Business Administration Concentration*
    - *Adult-Gerontology Primary Care Nurse Practitioner Concentration*
    - *Family Nurse Practitioner Concentration*
    - *Psychiatric Mental Health Nurse Practitioner Concentration*
    - *Pediatric Primary Care Nurse Practitioner Concentration*
- Doctor of Nursing Practice
  - *Strategic Leadership Concentration*
- Post-Graduate Nursing Certificate
  - *Nurse Educator Certificate*
  - *Adult-Gerontology Primary Care Nurse Practitioner Certificate*
  - *Family Nurse Practitioner Certificate*
  - *Psychiatric Mental Health Nurse Practitioner Certificate*
  - *Pediatric Primary Care Nurse Practitioner Certificate*

**SCHOOL OF SOCIAL SCIENCES**
- Master of Arts in Counseling
  - *Clinical Mental Health Counseling Concentration*
  - *School Counseling Concentration*
- Master of Social Work

# GAINEY SCHOOL OF BUSINESS

## M.A. in Management and Organizational Leadership (MML)

### PROGRAM DESCRIPTION

The Master of Arts in management and organizational leadership (MML) program will prepare graduates for professional management and organizational leadership within for- and not-for-profit organizations, enhance opportunities to expand management related employment options toward the middle management level, and provide a values-based option for students seeking a specialized master's degree in management and organizational leadership. The program is designed to help students understand and live out the SAU Concept through active participation in management and leadership within organizational environments. The curriculum emphasizes current and emerging organizational leadership and management theories and best practices.

### MISSION AND GOALS

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

### PROGRAM OUTCOMES

The program outcomes are categorized into six specific areas: critical thinking, decision making, effective communication, ethical perspective, leadership development, and problem solving.

### PROGRAM POLICIES

In addition to the policies listed in the General Information and Academic Policies sections of this catalog, MML program has the following policies.

#### Transfer Credit

The MML program does not accept any transfer credit.

### MML PROGRAM CURRICULUM

| Course Prefix | Course Title | Credit Hours |
| --- | --- | --- |
| MML 610 | Leadership for Personal and Professional Success | 4 |
| MML 611 | Introduction to Contemporary Management Issues | 4 |
| MML 615 | Organizational Change Management | 4 |
| MML 614 | Foundations of Organizational Leadership | 4 |
| MML 619 | Managing the Organization: Culture and Strategy Issues | 4 |
| MML 623 | Applied Managerial Research | 4 |
| MML 618 | Organizational Behavior: Leading People | 4 |
| MML 622 | Groups, Teams and Motivation: Leading Organizations | 4 |
| MML 645 | Project Management for Leaders | 4 |
| **Total MML Program Credit Hours** | | **36** |

# School of Communication, Media and Fine Arts

## Master of Business Administration (MBA)

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

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

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

### PROGRAM POLICIES
In addition to the policies listed in the General Information and Academic Policies sections of this catalog, MBA program has the following policies.

#### Transfer Credit
The MBA program does not accept any transfer credit.

#### Multiple Concentrations
Before students complete the final Foundation course, they may petition to declare additional concentrations beyond the required 12 credit hour concentration in the MBA program. Petitions will be considered and granted or denied by MBA program personnel. In general, petitions for additional concentrations will be granted if the additional concentration includes at least one non-overlapping course to any combination of other concentrations. No course substitutions will be allowed for additional concentrations.

#### Grade Requirements
MBA students will follow the University grade requirements policy. Students in the MSN/MBA concentration are accepted to and are students of the MSN program; therefore, in addition to institutional requirements, MSN/MBA students must follow the MSN grade requirements for all MSN and MBA courses to meet the requirements for completing the MSN program.

# PROGRAM CONCENTRATIONS

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

## Human Resource Development Concentration
Develops knowledge and skills necessary to leverage organizational human resources to improve individual performance and enhance organizational effectiveness. The concentration courses focus on helping student strengthen skills in problem-solving, strategic thinking, and critical analysis necessary for identifying and solving human-related issues within an organization. Prepares students to promote employee and organizational growth through individual and organizational learning.

## Management Concentration
Develops skills necessary for effective traditional management in organizations. The concentration is designed for individuals interested in strengthening traditional business administration and management knowledge and skills.

## Organizational Consulting Concentration
Develops a strong foundation in assessing, researching, and finding viable solutions to personnel, group/team/work unit issues, and organizational problems. The concentration is designed to help students develop requisite skills necessary for understanding, predicting, and influencing individual and group behavior in organizations as the foundation for leading effective organizational development and change initiatives. Organizational consultants apply behavioral science and organizational leadership principles in the work context to positively influence individuals, groups, and organizations.

## Executive Leadership Concentration
Prepares business professionals to predict and influence individual and group behavior through executive and strategic leadership. The concentration is designed for organizational professionals already proficient in administrative management. Broadens knowledge and skills through executive and strategic leadership, executive and strategic planning, and advanced management focus.

# School of Communication, Media and Fine Arts

## MBA PROGRAM CURRICULUM

| Course Prefix | Course Title | Credit Hours |
|---|---|---|
| **Foundation Courses** | | |
| MBA 617 | Leadership in Business | 4 |
| MBA 631 | Accounting for Managers | 4 |
| MBA 622 | Statistics for Business Managers | 4 |
| MBA 661 | Marketing for Managers | 4 |
| MBA 688 | MBA Capstone Study | 4 |
| *Choose one of the following courses.* | | |
| MBA 607 | International Business with NYC Trip | 4 |
| MBA 607A | International Business without NYC Trip | 4 |
| **Total Foundation Course Credit Hours** | | **24** |
| *Choose one of the following 12-credit hour concentrations.* | | |
| **Healthcare Administration Concentration** | | |
| MBA 641 | Trends in Healthcare Administration and Management | 4 |
| MBA 642 | Managerial Finance in Healthcare | 4 |
| MBA 643 | Managing Quality in Healthcare | 4 |
| **Human Resource Development Concentration** | | |
| MBA 647 | Workplace Learning and Professional Development | 4 |
| MBA 648 | Human Resource Development | 4 |
| MBA 651 | Management of Organizational Behavior | 4 |
| **Management Concentration** | | |
| MBA 654 | Strategic Planning and Management | 4 |
| MBA 648 | Human Resource Development | 4 |
| MBA 651 | Management of Organizational Behavior | 4 |
| **Organizational Consulting Concentration** | | |
| MBA 647 | Workplace Learning and Professional Development | 4 |
| MBA 657 | Strategic Leadership | 4 |
| MBA 658 | Organizational Consulting | 4 |
| **Executive Leadership Concentration** | | |
| MBA 654 | Strategic Planning and Management | 4 |
| MBA 657 | Strategic Leadership | 4 |
| MBA 651 | Management of Organizational Behavior | 4 |
| **Total MBA Program Credit Hours** | | **36** |

# SCHOOL OF COMMUNICATION, MEDIA, AND FINE ARTS

## M.A. in Strategic Communication and Leadership (MSCL)
***Program is not currently offered for new enrollment.***

## PROGRAM DESCRIPTION
The Master of Arts in strategic communication and leadership (MSCL) is a 30-credit hour program, which brings both theoretical and Christian perspectives to bear on practical problems and provides understanding of communication through interdisciplinary foundation courses. Students are paired with mentors who are influencers in communication and share valuable insights, professional development tips, and personalized support throughout the program. Students develop skills important to communication professionals, individualize their program, and develop a sustainable professional portfolio and growth plan.

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

## PROGRAM OUTCOMES
The MSCL program will assist students to

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

## PROGRAM COMPETENCIES
- How to create messages that are well-crafted and audience-tuned.
- How technologies create new ways to serve people.
- How to assess your own leadership strengths and weaknesses.
- How to build effective teams and expand personal and institutional networks.
- How to conduct, analyze and apply communication-related research.
- How to articulate a Christian perspective regarding communication practice and principles.

# School of Communication, Media and Fine Arts

## PROGRAM ADMISSIONS REQUIREMENTS
In addition to the general admission requirements listed at the beginning of this catalog, the following requirements are mandatory for acceptance into MSCL. Applicants must submit

- two professional and/or academic recommendations,
- one recommendation from a clergy member/spiritual mentor,
- a recent writing sample (a published magazine, newspaper, or journal article, an undergraduate or graduate research paper, or a work-related proposal), and
- a personal goal statement of two pages or less in which you briefly describe your personal or professional goals as they relate to graduate studies in communication at a Christian university.

## PROGRAM POLICIES
In addition to the policies listed in the General Information and Academic Policies sections of this catalog, MSCL program has the following policies.

### Program Registration
Students are responsible for registering and ordering textbooks online. A course plan is developed in conjunction with an academic advisor.

### Independent Study
Through a petition and subject to approval by their academic advisor and the sponsoring faculty member, students are limited to two independent study courses.

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

### Spiritual Development
The University is committed to supporting spiritual development for all students, including graduate students in both traditional and online programs. Department faculty have experience and training in pastoral care and spiritual direction. Students may request prayer, and faculty may be available for spiritual formation mentoring.

## PROFESSIONAL e-PORTFOLIO
Throughout the MSCL program, students are expected to build a professional e-Portfolio. This digital portfolio serves as a place to collect, reflect upon and collate creative assets based on their individual learning experiences at Spring Arbor University Online. Upon graduation, the e-Portfolio becomes a powerful and shareable resource for career advancement.

## MSCL PROGRAM CURRICULUM

| Course Prefix | Course Title | Credit Hours |
|---|---|---|
| COM 504 | Communication Theory and Worldview | 3 |
| COM 505A | Communication as Calling: Purpose | 1 |
| COM 505B | Communication as Calling: Practice | 1 |
| COM 505C | Communication as Calling: Plan | 1 |
| COM 608 | Research Methods and Application | 3 |
| COM 508 | Writing for Results | 3 |
| COM 510 | Communication Leadership | 3 |
| COM 601 | Interpersonal Communication | 3 |
| COM 603 | Group and Public Communication | 3 |
| COM 604 | Digital Media Strategies | 3 |
| COM 610 | Advertising and Public Relations | 3 |
| COM 612 | Conflict Management | 3 |
| **Total MSCL Program Credit Hours** | | **30** |

## Certificate in Strategic Communication and Leadership (CSCL)

The 18-hour graduate certificate program is suitable for those who wish to document their professional growth or expertise for advancement in their profession or who simply desire to better understand communication issues. Students in the certificate program are not eligible for federal financial aid.

## CSCL CURRICULUM

| Course Prefix | Course Title | Credit Hours |
|---|---|---|
| COM 504 | Communication Theory and Worldview | 3 |
| COM 508 | Writing for Results | 3 |
| Electives | Elective COM Courses | 12 |
| **Total CSCL Program Credit Hours** | | **18** |

# SCHOOL OF EDUCATION

## SCHOOL OF EDUCATION PURPOSE

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

## SCHOOL OF EDUCATION PHILOSOPHY

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

## SCHOOL OF EDUCATION PROGRAM OUTCOMES

Graduate program and course goals are based on the conceptual framework of the effective teaching model of the School of Education of SAU. The School of Education's Effective Teaching Model contains six integrated elements centered on the integration of faith and learning. The elements are designed to enhance four overarching professional goals, as illustrated in this logo.



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

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

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

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

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

**Content Knowledge:** SOE graduate students acquire advanced content knowledge in educational practice through a Master of Arts in early childhood (MAEC), Master of Arts in teaching English to speakers of other languages (MATESOL), Master of Education (MED) or Master of Special Education in learning disabilities OR autism spectrum disorder (MSE). Students in all SOE graduate programs examine and strengthen the basis for their personal and professional worldview and think critically to respond to critical issues in education, including ethical dilemmas and conflicting worldviews.

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

# MICHIGAN DEPARTMENT OF EDUCATION REQUIREMENTS
## Michigan Department of Education Early Childhood Endorsements
These endorsements comply with Michigan Administrative Rules for Early Childhood. For more information, please go to the Michigan Department of Education website at this link: https://www.michigan.gov/mde/0,4615,7-140-63533---,00.html

## Michigan Department of Education Special Education Endorsements
These endorsements comply with Michigan Administrative Rules for Special Education, Rules 340.1781, 340.1782, 340.1788, and 340.1799. https://fdocuments.in/document/michigan-administrative-rules-for-special-education-r-3401740-programs-for.html

## Michigan Department of Education Reading Requirement
In compliance with PA 32, the Michigan Department of Education requires an advanced reading course as a requirement for the Professional Certificate. For those holding a Michigan elementary certificate, EDU 624 meets this requirement. For those holding a Michigan secondary certificate, EDU 625 meets this requirement. https://www.michigan.gov/mde/0,4615,7-140-5683_14795_83465-456822--,00.html

# ENDORSEMENTS
Endorsements can only be added to valid Michigan teaching certificates. Students holding certificates from other states must work with their certifying institution. Please see program specific information for endorsements offered at Spring Arbor University.

# SCHOOL OF EDUCATION ADMISSIONS REQUIREMENTS
In addition to the general admission requirements listed for all graduate students in the Admissions portion of this catalog, the following requirements are mandatory for acceptance into all School of Education graduate programs. Applicants must submit the following information:

# School of Education

- Contact information for two references.
- Teacher certification information.
- Misdemeanor/felony conviction disclosure.
- Minimum 3.0 GPA for at least the last two years of the bachelor's degree is required. Grades earned after the bachelor's degree may be considered in admission decisions.

Additional admissions requirements for specific SOE programs are detailed in the program sections.

## Non-Program Seeking Student Policy

In addition to the University policy under Special Admissions, non-program seeking students must submit the following:

- Official transcripts verifying an earned bachelor's degree from a regionally accredited college or university
- Misdemeanor/felony conviction disclosure
- Michigan Certification information or a copy of teaching certificate (if issued by a state other than Michigan)
- A completed Application for Admission for Post-baccalaureate & Graduate Studies

Applicants who are currently enrolled at another university may enroll as a non-program seeking student for up to six (6) credit hours. Students may enroll in one course at a time. A 3.0 ("B" grade) or better in the first course permits registration in the second course as a non-program seeking student.

## SCHOOL OF EDUCATION POLICIES

In addition to the policies listed in the General Information and Academic Policies sections of this catalog, the SOE has special policies for SOE students as listed below and final decision is at the discretion of the program administrators and School of Education dean.

### Academic Advising

Students in a degree-seeking program may consult with a graduate program academic advisor, the certification officer or graduate education faculty and staff for advising assistance. However, it is the student's responsibility to track their degree requirements toward graduation.

### Registration

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

### Minimum Competency in Computer Technology

Graduate education course design assumes that students can effectively use word processing programs, spreadsheets, presentation software (including PowerPoint), Internet browsers and search engines, and library databases. Remediation in these basic skill areas will not be provided during these courses. Students with concerns about their technology skills are encouraged to seek help before taking classes at Spring Arbor University.

### Transfer Credit

In addition to the University transfer credit policies for all graduate programs, along with official transcripts, applicants must provide course syllabi and/or official catalog course descriptions for each course for which they are requesting transfer credit.

## Misdemeanor and Felony Disclosure

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

## Classroom Access

Many of the courses in the SOE graduate programs assume that students are currently classroom teachers and have access to K-12 students, classrooms and schools. Graduate students should be affiliated with a school in some manner (teacher, counselor, administrator, parapro, etc.) to truly maximize their experience in the program. Many courses include working with P-12 students or teachers to fulfill course assignments, i.e., case studies, demonstrating lessons, surveying teachers, interviewing peers, conferencing with students, etc., and because of the strong clinical component, graduate students not currently placed in a classroom or are not working in a school setting may find it challenging to fulfill certain course requirements. Please note that faculty may not be able to assist with school placements, find alternative assignments, or make modifications to the coursework for students without a school placement.

## Graduation Requirements

In addition to graduation requirements for all graduate students in any SAU program found in the Graduation Requirements section of this catalog, the SOE places these additional requirements for students graduating from an SOE graduate program:

- No more than two courses with a grade of "C" may be counted toward graduation requirements.
- Successful completion of all other requirements for graduation specified in this catalog, the School of Education, and University policy.

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

# M.A. IN COUNSELING, SCHOOL COUNSELING CONCENTRATION

This K-12 program is available through the School of Social Sciences in conjunction with the School of Education and is designed for students who desire a master's degree with a concentration in school guidance counseling in order to obtain a School Counseling License (SCL) from the State of Michigan. (See the MAC section of this catalog for more information.)

# School of Education

## M.A. in Early Childhood (MAEC)

### PROGRAM DESCRIPTION

The Master of Arts degree in early childhood (MAEC) prepares students to work with young children ages birth to eight years old. As a specialty program, the MAEC builds information and strategies into the curriculum that specifically address the concerns related to young children who are struggling readers and those with difficulty in self-regulation and challenging classroom behavior. The goal of the MAEC program is to equip teachers of students in preschool through third grade to challenge young learners and to develop skills and strategies to become successful professional educators with a focus on young learners.

**Early Childhood (ZS) Endorsement**

Upon completion of the program, including the required internship, students who desire to add the early childhood endorsement (ZS) must take and pass the Michigan Test for Teacher Certification (MTTC) for Early Childhood (Test ZS #106). This applies to Elementary certified teachers who wish to add the endorsement to an existing Michigan certificate.

### PROGRAM ADMISSION REQUIREMENTS

This program follows the general admission requirements for graduate programs and School of Education's requirements. Applicants must submit the following information:

- Contact information for two references.
- Teacher certification information.
- Misdemeanor/felony conviction disclosure.
- Minimum 3.0 GPA for at least the last two years of the bachelor's degree is required.

### PROGRAM STUDENT EXPECTATIONS

The program coursework is completely online with the exception of the required internship for those seeking the ZS endorsement. Please note that there is the expectation that within the course requirements, students may be asked to complete observations of young children within an early childhood environment.

### MAEC PROGRAM CURRICULUM

| Course Prefix | Course Title | Credit Hours |
|---|---|---|
| ECE 550 | Developing Literacy & Reading Proficiency in Early Grades | 3 |
| ECE 565 | Early Childhood Social Foundations | 3 |
| ECE 566 | Early Childhood Growth & Development | 3 |
| ECE 616 | Early Childhood Policies & Standards | 3 |
| ECE 620 | Effective Behavior Mgmt & Assess. in the EC Classroom | 3 |
| ECE 640 | Emergent Literacy | 3 |
| ECE 665 | Early Childhood Curriculum and Methods | 3 |
| ECE 668 | Young Children with Special Needs | 3 |
| ECE 678 | Intervention Strategies for Young Children with Develop. Delays | 3 |
| ECE 680 | Graduate Thesis and Field Study in Early Childhood | 3 |
| **Total MAEC Program Credit Hours** | | **30** |

# M.A. in Teaching English to Speakers of Other Languages (MA TESOL)

## PROGRAM DESCRIPTION

This program prepares candidates to better serve and teach English to native speakers of other languages. The K-12 Concentration and Endorsement Only curriculum also meets the requirements for the English as a Second Language (ESL) endorsement on a valid Michigan Teaching Certificate. This program is offered completely online.

## PROGRAM ADMISSION REQUIREMENTS

In addition to the general admission requirements for graduate programs, the MA TESOL specific program admission requirements are as follows:

- Official transcripts verifying a bachelor's degree from an accredited institution in the United States, England, Canada, or from an institution where the language of instruction was 100% in English
- A minimum GPA of 3.0 on a 4.0 scale
- Candidates who are native English speakers and seeking the ESL endorsement on their Michigan Teaching Certificate must provide evidence of the study of a foreign language (two semesters at the undergraduate level).

## PROGRAM OUTCOMES

- To apply knowledge and understanding of how cultural groups and students' cultural identities affect language learning and school achievement.
- To use language development knowledge to create a supportive classroom-learning environment that includes opportunities for interaction and negotiation of meaning in English.
- To provide educators with the opportunity to develop a sound basis for dealing with questions of ethics and values.
- To use standards-based practices and strategies related to planning, implementing, and managing content instruction, including the use of critical thinking skills for English learners.
- To provide educators with the opportunity to develop the leadership skills necessary for developing collaboration among the constituencies in the local community and with state and national education professionals.
- To equip educators to meet the needs of an increasingly diverse student population.
- To prepare educators for new professional service and leadership roles.

## PROGRAM CONCENTRATIONS

### K-12 Concentration

The MA TESOL (K-5, K-8 or 6-12 education) is a 30-credit hour program. Currently certified Michigan teachers seeking the ESL endorsement through this program will also need to pass the Michigan Test for Teacher Certification (MTTC) test for ESL (NS). Foundation courses in the MA TESOL program qualify Michigan teachers to sit for the MTTC for the ESL endorsement on a Michigan teacher's certificate and can be applied toward the 30-credit MA in TESOL in K-12 education concentration.

### Adolescent and Adult Education (AAE) Concentration

This program prepares candidates with a baccalaureate degree in any major to teach English in non-K-12 settings, either in the USA or abroad. The MA in TESOL AAE concentration is suited for students without K-12 teacher certification but with B.A. or B.S. degrees from accredited institutions with a major in a

# School of Education

wide variety of fields of study, including science, technology, arts, etc. Students in this concentration may be interested in teaching English in universities or community colleges in the U.S. or abroad, in middle schools and high schools in some countries, or in after-school English language programs for elementary children in non-English speaking countries. Graduates may also teach in ministry-based settings primarily with adult students in the U.S. or abroad. This program is offered completely online.

### Endorsement Only: K-5, K-8, 6-12

A copy of Michigan teacher certification is required. To complete the ESL Endorsement program, candidates in Michigan will have to pass the MTTC test for ESL (NS) after taking the 24 required credit hours in the endorsement curriculum. Candidates must provide evidence of the study of a foreign language for two semesters at the undergraduate level. Students who are certified to teach in a state other than Michigan will need to work with that state's requirements for ESL certification.

## MA TESOL ESL (NS) ENDORSEMENT CURRICULUM

| Course Prefix | Course Title | Credit Hours |
|---|---|---|
| **Foundation Courses** | | |
| TSL 500 | Essential Linguistics | 3 |
| TSL 501 | Cross Cultural Competence in Communication | 3 |
| TSL 502 | Methods and Materials | 3 |
| TSL 503 | Instructional Strategies for Teaching Speaking and Listening | 3 |
| TSL 505 | Assess. & Eval. of English Language Learners and Programs | 3 |
| TSL 506 | Instructional Strategies for Teaching Literacy (for K-12 only) | 3 |
| TSL 508 | Instructional Strategies for Teaching Grammar | 3 |
| TSL 600 | Capstone Research Project, Field Experience, and e-Portfolio | 3 |
| **Total Foundation Course Credit Hours** | | **24** |
| *Choose one of the following concentrations.* | | |
| **MATESOL K-12 Concentration** | | |
| TSL 509 | Sheltered Immersion (SIOP) for Content Area Teachers | 3 |
| *Choose one elective from the courses below* | | |
| EDU 624 | Elementary and Middle School Reading | *3* |
| EDU 625 | Secondary Reading | *3* |
| RDG 628 | Teaching Writing | *3* |
| RDG 678 | Children and Young Adult Literature | *3* |
| **Total K-12 Concentration Course Credit Hours** | | **6** |
| **MATESOL Adolescent and Adult (AAE) Concentration** | | |
| RDG 628 | Teaching Writing | 3 |
| RDG 678 | Children and Young Adult Literature | 3 |
| **Total AAE Concentration Credit Hours** | | **6** |
| **TOTAL M.A. in TESOL Credit Hours** | | **30** |

# Master of Education (MED)

## PROGRAM DESCRIPTION

This M.Ed. program allows students to engage in a deeper understanding of education-related topics as described in the concentration chosen by the student.

## PROGRAM ADMISSION REQUIREMENTS

This program follows the general admission requirements for graduate programs and School of Education's requirements. Applicants must submit the following information:

- Contact information for two references.
- Teacher certification information.
- Misdemeanor/felony conviction disclosure.
- Minimum 3.0 GPA for at least the last two years of the bachelor's degree is required.

## PROGRAM CONCENTRATIONS

### Trauma and Resiliency Concentration

This concentration prepares students by fostering K-12 educators' understanding of trauma and its impact on students and the educational environment. It helps K-12 educators to develop essential social-emotional instructional strategies in the classroom and beyond, thus equipping educators with the skills needed to build resiliency in K-12 learners.

Learning outcomes specific to the Trauma & Resiliency concentration:

- Fostering K-12 educators' understanding of trauma and its impact on students/the educational environment.
- Creating master teachers with advanced skills in their concentration area.
- Helping K-12 educators develop essential social-emotional instructional strategies in the classroom and beyond.
- Equipping K-12 educators with the skills needed to build resiliency in K-12 learners.

### Reading Concentration

Standards and initiatives at the state and national level have increased the need for literacy expertise in K-12 education. Because reading affects every aspect of student achievement, this concentration is highly desirable in K-12 education and for teachers who wish to increase their effectiveness as educators. This concentration prepares students to diagnostically identify literacy deficiencies in K-12 learners, plan and implement engaging strategies to increase K-12 learner literacy skills and address the needs of English language learners in their classrooms.

Learning outcomes specific to the Reading concentration:

- Fostering K-12 educators' understanding of reading difficulties and providing tools for diagnosing reading problems.
- Creating master teachers with advanced skills in teaching reading and writing across content areas.
- Increasing K-12 educators' understanding of English language learners' needs.

# School of Education

## PROGRAM POLICIES

In addition to the policies listed in the General Information and Academic Policies sections of this catalog, MED program follows all SOE policies.

## MED CURRICULUM

| Course Prefix | Course Title | Credit Hours |
|---|---|---|
| **Foundation Courses** | | |
| EDU 503 | Advanced Instructional Strategies | 3 |
| EDU 530 | Values, Ethics, and Worldview | 3 |
| EDU 584 | Emotional Intelligence | 1 |
| EDU 640 | Research Methods | 3 |
| EDU 645 | Action Research Project | 3 |
| Elective | Any 3-credit graduate course from SOE programs | 3 |
| **Total Foundation Course Credit Hours** | | **16** |
| *Choose one concentration below.* | | |
| **Trauma and Resiliency Concentration** | | |
| EDU 571 | Impact of Trauma on Student Cognition | 3 |
| EDU 572 | Building Resilience-Focused Schools | 3 |
| EDU 573 | Strategies for Healing and Resiliency | 3 |
| EDU 574 | Skills for Emotional Regulation | 2 |
| EDU 575 | Self-Care for Educators | 3 |
| **Total Trauma and Resilience Concentration Credit Hours** | | **14** |
| **Reading Concentration** | | |
| EDU 624 | Elementary & Middle School Reading | 3 |
| EDU 625 | Secondary Reading | 3 |
| RDG 628 | Teaching Writing | 3 |
| RDG 656 | English Language Learners | 3 |
| RDG 680 | Content Area Literacies | 3 |
| **Total Reading Concentration Credit Hours** | | **15** |
| **Total MED Program Credit Hours** | | **30-31** |

# Master of Special Education (MSE)

## PROGRAM DESCRIPTION

The Master's degree in Special Education is designed to be completed by certified teachers seeking certification to work with students with disabilities. Candidates without certification, who work in a profession where an in-depth knowledge of individuals with disabilities is required, may earn their master's degree without endorsement. This program prepares educators to take a leadership role in the field of special education.

## PROGRAM ADMISSION REQUIREMENTS

This program follows the general admission requirements for graduate programs and School of Education's requirements. Applicants must submit the following information:

- Contact information for two references.
- Teacher certification information.
- Misdemeanor/felony conviction disclosure.
- Minimum 3.0 GPA for at least the last two years of the bachelor's degree is required.

## PROGRAM OUTCOMES

- To enhance the professional knowledge and skills of special educators.
- To provide special educators with the opportunity to acquire the leadership, classroom management, technological, and instructional skills necessary to meet the increasing demands of exceptional students.
- To prepare special educators to understand language and behavioral challenges and develop effective strategies and interventions.
- To equip special educators in methods of assessment and instruction to provide appropriate interventions for students struggling in reading, math, and other subject areas.
- To provide special educators with the opportunity to examine and/or strengthen their basis for dealing with questions of ethics and values.
- To provide special educators with the opportunity to acquire, refresh, or expand their knowledge of the role of research in education.
- To enable special educators to apply analytical research skills to current problems in the field of special education.

## PROGRAM CONCENTRATIONS

The MSE includes the choice of two concentrations: Autism Spectrum Disorder (ASD) or Learning Disabilities (LD). Candidates meeting course requirements and passing the appropriate Michigan Test for Teacher Certification in either concentration will be recommended for the endorsement on an existing Michigan teaching certificate.

# School of Education

## MSE CURRICULUM

| Course Prefix | Course Title | Credit Hours |
|---|---|---|
| **Foundation Courses** | | |
| SED 503 | Laws and Policies for Special Education | 3 |
| SED 509 | Human Development for Exceptional Learners | 3 |
| SED 523 | Special Education Assessment | 3 |
| SED 524 | Technology for Special Education | 3 |
| SED 540 | Professional Practice Through Collaboration | 3 |
| SED 640 | Internship Research Design | 3 |
| SED 645 | Internship Action-Research for Exceptional Learners | 3 |
| SED 650 | Internship Site-Based Experience | 2 |
| **Total Foundation Courses Credit Hours** | | **23** |
| *Choose one concentration.* | | |
| **Autism Spectrum Disorder (ASD) Concentration** | | |
| SED 505 | Foundations in Autism Spectrum Disorder | 3 |
| SED 531 | Communication Development and Training | 3 |
| SED 535 | Social Skills and Behavior Strategies | 3 |
| SED 536 | Elementary Curriculum and Methods for ASD | 3 |
| SED 537 | Secondary Curriculum and Methods for ASD | 3 |
| **Total Autism Spectrum Disorder Concentration Credit Hours** | | **15** |
| **Total MSE in Autism Spectrum Disorder Program Credit Hours** | | **38** |
| **Learning Disabilities (LD) Concentration** | | |
| SED 500 | Foundations in Learning Disabilities | 3 |
| SED 504 | Classroom Management and Behavioral Strategies | 3 |
| SED 520 | Elementary Curriculum and Methods | 3 |
| SED 521 | Secondary Curriculum and Methods | 3 |
| **Total Learning Disabilities Concentration Credit Hours** | | **12** |
| **Total MSE in Learning Disabilities Program Credit Hours** | | **35** |

# SCHOOL OF HUMANITIES

## M.A. in Missional Ministry (MAMM)

*Due to deadlines for catalog production, this program was not fully approved at the time the catalog was published. Therefore, the curriculum may be adjusted based on final approval documents. Students who matriculate in the 2022-2023 will be notified of any changes.*

### PROGRAM DESCRIPTION

The M.A. in Missional Ministry is designed for students to cultivate, engage, and live into missional Christianity. Courses are devised to help followers of Christ rediscover the mission of God, understand the postmodern cultural context, cultivate missional leaders, and minister effectively in the 21st century.

### PROGRAM MISSION STATEMENT

The mission of the M.A. in Missional Ministry is to educate, train, and equip students to be effective leaders in God's mission for the 21st century postmodern cultural context.

### PROGRAM PURPOSE AND GOALS

The decline of Christendom provides the church an opportunity to rediscover its identity as a people sent by God into the world as Gospel witnesses. A missional church understands it has been sent by God as missionaries into its own culture to make disciples of all people. A missional church is dependent on the Holy Spirit to empower and lead believers as agents for evangelizing and making mature disciples of Jesus Christ. This program lays the foundation for missional ministry and seeks to educate, train, and equip missional leaders. The overall goal of the program is to graduate students who understand the mission of God, engage the contemporary culture, develop missional leaders, communicate effectively in a digital world, think creatively about ministry and the church, and embody the Gospel.

### PROGRAM OUTCOMES

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

- Recover the mission of God in the world and promote the nature of the Church as a missional community governed by the Word of God in the power of the Spirit.
- Develop missional leaders and ministries that flow from the nature of the Church as missional communities seeking to fulfill the mission of God in the world.
- Rethink ecclesiology, the pastoral role, and church practices in light of Scripture and 21st century postmodern cultural contexts.

### PROGRAM ADMISSION REQUIREMENTS

In addition to the general admission requirements for graduate programs, the MAMM specific program admission requirements are as follows:

- Achieve a score of 80% or higher on the Bible Knowledge Exam.
- SAU undergraduate students who have a GPA of 3.0 or higher may apply to the program at the end of their sophomore year. An interview with the program admissions committee may be required. Students accepted into the program may enroll in CMI 511, CMI 540, CMI 520, and CMI 525 online while undergraduates, which may fulfill bachelor's requirements by petition.

# School of Education

## MAMM CURRICULUM

| Course Prefix | Course Title | Credit Hours |
|---|---|---|
| CMI 510 | Ministry in a Changing Culture | 3 |
| CMI 511 | The Missional Church | 3 |
| CMI 520 | Biblical Wisdom for Ministry | 3 |
| CMI 525 | The Missional Ministry of Jesus | 3 |
| CMI 530* | Biblical Interpretation | 3 |
| CMI 540 | Engaging Cultural Issues | 3 |
| CMI 541 | Entrepreneurial Missional Ministry | 3 |
| CMI 542 | Cultivating Missional Leaders | 3 |
| CMI 543 | Missional Spirituality | 3 |
| CMI 544 | Communicating in a Digital World | 3 |
| CMI 645 | Action Research Project | 3 |
| **Total MAMM Program Course Credit Hours** | | **33** |

\* A Biblical Interpretation course completed with a grade of "C" or better in an undergraduate degree program may substitute for CMI 530 upon approval of the program administration and the registrar.

# SCHOOL OF NURSING AND HEALTH SCIENCES

## SCHOOL OF NURSING AND HEALTH SCIENCES MISSION STATEMENT
The School of Nursing and Health Sciences (SONHS) exists to glorify God by providing a transformative education that cultivates leaders who value integrity and professionalism that results in ethical, compassionate, and client-centered care.

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

## DEPARTMENT OF NURSING GOALS
The overall goal of the Department of Nursing is to graduate students who use faith to interpret and excel in professional skills, apply critical reasoning and theory to practice from an evidence base, and contribute service and leadership in diverse communities. The specific goals of all programs are

- to integrate faith and learning in the classroom and nursing practice.
- to advance professional skills and develop the ability to create new roles in nursing practice based on advanced education and supervised experience.
- to apply critical reasoning as demonstrated by intellectually disciplined conceptualization, application, analyzing, synthesizing and evaluation by informed reflection, observation and communication.
- to integrate relevant theories into outcome-based practice applications.
- to apply evidence-based practice, designed to improve health and well-being.

## DEPARTMENT OF NURSING ADMISSION EXPECTATIONS
All graduate applicants should possess:

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

**NOTE:** A conference call interview may be required at the discretion of the admissions committee.

## DEPARTMENT OF NURSING STUDENT EXPECTATIONS
Graduate nursing students are expected to

- adhere to all SAU lifestyle distinctives while engaged in academic or clinical activities.
- demonstrate professional nursing behavior as prescribed by the American Nurses Association (ANA) Nursing: Scope and Standards of Practice and ANA Code of Ethics.
- promote a learning environment for self and others that is conducive to accomplishment of the Essentials of Doctoral or Master's Education for Advanced Practice Nursing (AACN) and the nursing program outcomes.
- actively engage in promoting a positive online community learning environment.

# School of Nursing and Health Sciences

- demonstrate accountability and responsibility in the academic and practice arenas.
- value and respect the contributions of others.
- take responsibility for being an autonomous, self-directed learner.
- communicate with colleagues and faculty in an effective, professional manner that supports positive learning outcomes.
- display a caring, compassionate approach to all within the learning and practice environment.

## DEPARTMENT OF NURSING EDUCATION MODEL
This model serves as a guide for program goals and outcomes.

## DEPARTMENT OF NURSING PROGRAM POLICIES
In addition to the policies listed in the General Information and Academic Policies sections of this catalog, Department of Nursing programs have the following policies.

### Progression of Studies
In addition to institutional requirements provided in the Graduate Catalog, all students must meet the following criteria to complete any Department of Nursing program:
- The Department of Nursing has identified prerequisite courses that must be passed satisfactorily or with a passing grade of at least "B-" to continue in the program.
- Any student who temporarily leaves a nursing program must meet requirements of the catalog in effect at the time of readmission.
- Due to the academic and professional behaviors required of advanced professional nurses, the expectation is for all students to comply with American Nurses Association (ANA) Scope of Practice and Code of Ethics. A student may be dismissed from a nursing program for a violation of these standards. The appeals process is outlined in the Academic Policies section of the graduate catalog.

### Program Format
Students matriculate through the nursing programs in a cohort, which promotes interaction with professionals from diverse backgrounds and offers a sense of community as students grow to know each other. Seven-week didactic courses are typically taken one at a time while concurrently completing clinical/project courses. Students who are required to complete clinical/practicum courses will do so while completing their didactic courses and the nursing clinical/project concurrently.

### Practicum or Clinical Experience
Prior to the start of any practicum or clinical practice or as required by an institutional setting, there must be proof of compliance with all agency or institutional requirements. It is the responsibility of the registered nurse graduate student to maintain currency of records. Requirements may include but are not limited to the following:
- Current unrestricted, unencumbered RN license in the state or country of practice.
- Proof of professional nursing liability insurance coverage throughout the enrollment period (minimum of $1 million - $3 million).
- Criminal Background Check at the Federal or International level*.
- CPR/BCLS certification as required, proof of TB testing, any required immunizations, vaccinations, HIPPA training, others as required.

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

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

Approval for commencing with practicum or clinical experience is based on a comprehensive review of academic performance, successful completion of all prerequisite and foundation course requirements, and program approval by the academic advisor in conjunction with the nursing department.

## Grade Requirements
In addition to institutional requirements, students must meet the following criteria to complete any nursing program.

- A minimum letter grade of "B-" is required as a passing grade for all NUR courses. A grade of "C+" or below is considered unsatisfactory for NUR courses and does not count toward the degree.
- If a student receives a grade of "C+" or lower in a nursing course, it may be repeated one time. Students may only repeat one course and remain in the program.
- Clinical or practicum courses are graded as Satisfactory (S) or Unsatisfactory (U). The clinical /practicum may also be repeated once if a student receives an unsatisfactory grade and has no other unsatisfactory grades in previous courses within the program.
- Though a student's GPA will be improved with a subsequent passing grade of a repeated course, the original grade below the minimum passing requirement stands regarding program progression. Should the student earn a second grade below the minimum passing requirement, whether in a clinical or didactic course, it will result in dismissal from the program.

### MSN/MBA Grade Requirements
Students in the MSN/MBA concentration are accepted to and are students of the MSN program; therefore, in addition to institutional requirements, MSN/MBA students must follow the MSN grade requirements for all MSN and MBA courses to meet the requirements for completing the MSN program.

# School of Nursing and Health Sciences

## M.S. in Nursing (MSN)

### PROGRAM DESCRIPTION

The Master of Science in Nursing (MSN) program provides comprehensive academic instruction in an interactive online community. An online orientation to graduate education and the MSN program is provided prior to the first program course. Later in the program, during MSN residency (NUR 602R), students come to campus for hands-on practice of selected skills, participation in various breakout groups for devotions, lectures, team-building, and to complete a check-off on an advanced history and physical exam of a patient. The program offers six areas of specialization (see Specialty Concentrations).

### PROGRAM PURPOSE

The MSN program prepares students to further their professional career as an educator, administrator, or nurse practitioner. The curriculum incorporates nursing content with skills and knowledge from other disciplines in a manner that promotes excellence in service, a passion for nursing as a profession, and compassionate care. As a Christian liberal arts university, nursing is recognized as a calling.

### PROGRAM OUTCOMES

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

- Demonstrate a sophisticated understanding of advanced clinical reasoning and incorporated concerns for family, significant others, and communities into the design and delivery of care using a variety of theories, frameworks, and related sciences to improve practice and the care environment. (MSN-Ess I)
- Foster professional role development through leadership and collaborative efforts for improved health outcomes and advanced nursing practice. (MSN-Ess II)
- Challenge current practices, procedures, and policies through the design and implementation of evidence-based practice strategies to advance nursing practice roles and improve health outcomes across the continuum of care. (MSN-Ess IV)
- Integrate and lead quality improvement initiatives to enact change in organizational effectiveness and improve health outcomes across the continuum of care. (MSN-Ess III)
- Prioritize outcome improvements, goals, and standards that impact safe and effective care for improved healthcare delivery across the continuum. (MSN-Ess III)
- Evaluate and implement information and patient care technologies to promote positive health outcomes and quality care initiatives. (MSN-Ess V)
- Influence the delivery of care to diverse populations through the application of professional skills that demonstrate leadership, comprehensive and systematic assessment, and decision-making. (MSN-Ess IX)
- Develop practices that integrate the Christian worldview and nursing science concepts with application of leadership principles in assignment and practicum experiences to safeguard autonomy, advocate for social justice, and develop health-promoting policies that empower self and others. (MSN-Ess VI, IX)
- Develop competency in professional communication skills to participate and lead collaborative initiatives to manage and coordinate care across healthcare systems and in the broader community. (MSN-Ess VII)
- Analyze and implement clinical prevention and population health concepts using evidence-based health education, communication strategies, and interventions to improve health outcomes and advance nursing practice for diverse populations. (MSN-Ess VIII)

## MSN SPECIALTY CONCENTRATIONS

The MSN program requires 27 credit hours of foundational graduate nursing education for all students plus one of the following six concentrations.

### Nurse Educator Concentration

The nurse educator concentration requires courses focused on nursing education in addition to the foundation courses. This concentration prepares graduates for advancing nursing practice and for nurse educator roles in patient education, staff nurse education, and nursing education in academic settings. Students in this concentration are immersed in a semester-long internship where they will complete 50 individually supervised field experience hours in direct care and 100 individually supervised field experience hours in a nursing education setting. Graduates gain an effective foundation to prepare for the NLN certification exam upon completion of this program (CNE).

### Master of Business Administration Concentration

In addition to the MSN foundation courses, this concentration requires students to complete MBA courses as prescribed by the Gainey School of Business. The MBA concentration offers several business concentrations to complete the dual degree. Consult the Gainey School of Business portion of the catalog to review MBA concentrations.

### Adult-Gerontology Primary Care Nurse Practitioner Concentration

The AGNP concentration requires courses with emphasis on adult health promotion, disease processes, and primary care. In addition to the foundation and specialty courses, students will complete 500 supervised clinical experience hours (500 **clinical practice clock hours). This concentration prepares graduates for the APRN role in primary care with the adult and late teenage population. Graduates are prepared to take a national certification exam for A-GNP.

### Family Nurse Practitioner Concentration

The FNP concentration requires courses with emphasis on health promotion, disease processes, and primary care across the lifespan. In addition to the foundation and specialty courses, students will complete 625 supervised clinical experience hours (625 **clinical practice hours). This concentration prepares graduates for the APRN role in primary care with families across the lifespan. Graduates are prepared to take a national certification exam for FNP.

### Psychiatric Mental Health Nurse Practitioner Concentration

The PMHNP concentration requires courses with emphasis on psychiatric mental health care across the lifespan focusing on advanced psychiatric mental health practice in individual and group settings. This concentration prepares graduates for the APRN role in psychiatric mental health with adults, young adults, adolescents, and children. In addition to the foundation and specialty courses, students will complete 500 supervised clinical experience hours (500 **clinical practice clock hours) and an additional 70 hours of clinical experience related to the Evidence-Based Practice (EBP) project focus for their capstone course. Graduates are prepared to take a national certification exam for PMHNP-BC.

### Pediatric Primary Care Nurse Practitioner Concentration

The PNP-PC concentration requires courses with emphasis on health promotion, disease processes and primary care of pediatric populations and their families. In addition to the foundation and specialty courses, students will complete 500 supervised clinical experience hours (500 **clinical practice clock hours) and an additional 70 hours of clinical experience related to the Evidence-Based Practice (EBP) project focus for their capstone course. This concentration prepares graduates for the APRN role of

# School of Nursing and Health Sciences

pediatric primary care nurse practitioner of infants, children, adolescents, and their families. Graduates are prepared to take a national certification exam for the CPNP-PC.

** Clinical practice hours are defined as the actual time spent caring for/working with a patient at the bedside (typically one patient seen per hour).

## RN-MSN PROGRAM

This program is a fast-track option for highly qualified nurses with an associate degree in nursing from an accredited institution who want to move straight into a master's degree program. Two bridge courses (NUR 510 and NUR 522) fulfill requirements for both the BSN portion of the program and graduate program. In order to progress into the MSN program, students must have a GPA of 3.0 at the completion of the BSN portion of the program. Course descriptions for the BSN portion of the program are listed in the SAU undergraduate catalog.

Similar to MSN applicants, RN-MSN applicants apply to one of the six specialty concentrations and are prepared as advanced-practice nurses.

## PROGRAM ADMISSION REQUIREMENTS

In addition to the general admission requirements for graduate programs, the MSN specific program admission requirements are as follows:
- A BSN degree from a regionally accredited institution and nursing program
- Official transcripts from all institutions of higher education attended
- A 3.0 GPA calculated from the most recent 60 academic credit hours
- An unrestricted, unencumbered RN license from the state or country in which the nurse practices (Note: License must remain current throughout program)
- Two recommendations – one from nursing professional and one character or academic related
- A satisfactory score on a 2-3-page personal goal statement

Note: A conference call interview may be required at the discretion of the Admission Committee.

## PROGRAM POLICIES

In addition to the policies listed in the General Information, Academic Policies, and School of Nursing and Health Sciences Policies sections of this catalog, MSN program has the following policies.

### Program Prerequisite Requirements

Courses or documented knowledge must be completed prior to NUR 551 in the following areas:
- Research – Nursing related, e.g., NUR 452 (SAU course)
- Statistics – 100 level or above

Note: For acceptable proficiency exams or courses, check with the program administrators.

### Progression of Studies

In addition to the policies listed in the General Information, Academic Policies, and School of Nursing and Health Sciences Policies sections of this catalog, MSN program has the following additional policies regarding the Progression of Studies:

- Students must complete NUR 510, NUR 522, NUR 532, NUR 551, NUR 612 with a passing grade before progressing to NUR 602 and NUR 602R.

- NUR 602 and NUR 602R are corequisites, therefore the grade a student earns in NUR 602R directly impacts the grade in NUR 602. If a student is unsuccessful in NUR 602R, they will receive a grade of U in NUR 602. NUR 602 will need to be re-taken and all applicable tuition will apply. The student will also be required to repeat NUR 602R at the time NUR 602 is repeated. Under extraordinary circumstances, NUR 602R may be repeated one time exclusive of NUR 602 with permission from the Nursing Department and payment of a course fee.
- To begin a NUR 680 or NUR 780 clinical practicum, or NUR 660, students must complete NUR 612, NUR 602, NUR 602R, and NUR 618 with passing grades.
- Students must complete NUR 551 with a passing grade prior to NUR 660, NUR 681, or NUR 781.
- Any student electing to change concentrations may incur additional credit hours and cost due to the degree requirements of the new concentration.

DISCLAIMER: The nursing department reserves the right to change curriculum based on professional or accreditation recommendations. It is possible for a student to accumulate more than the required credit hours for graduate degree. The listed credit hours are the minimum for completion of a specific degree.

# MSN PROGRAM CURRICULUM

| Course Prefix | Course Title | Credit Hours |
|---|---|---|
| **Online Orientation Course** | | |
| NUR 060 | Graduate Online Orientation | 0 |
| **Foundation Courses** | | |
| NUR 510 | Moral and Ethical Decision Making | 3 |
| NUR 522 | Theoretical Perspectives for Advanced Practice | 3 |
| NUR 532 | Role Development and Leadership | 3 |
| NUR 551 | Applied Research Methods | 3 |
| NUR 612 | Advanced Pathophysiology | 3 |
| NUR 618 | Advanced Pharmacology | 3 |
| NUR 602 | Advanced Health Assessment | 3 |
| NUR 602R | MSN Residency | 0 |
| NUR 683 | Health Policy | 3 |
| NUR 693 | Population Health | 3 |
| **Total MSN Foundation Course Credit Hours** | | **27** |
| *Choose one concentration below.* | | |
| **Nurse Educator Concentration (MSN/ED)** | | |
| NUR 625 | Educational Theory and Curriculum Design | 3 |
| NUR 635 | Instructional Strategies | 3 |
| NUR 660 | Nurse Educator Internship | 6 |
| **Total Nurse Educator Concentration Credit Hours** | | **12** |
| **Total MSN Nurse Educator Program Credit Hours** | | **39** |
| **Business Administration Concentration (MSN/MBA)** | | |
| *MSN/MBA students enter the School of Business when Nursing foundation courses are complete.* | | |
| MBA Program Courses (See MBA Section of the Catalog) | | 36 |
| **Total Business Administration Concentration Credit Hours** | | **36** |
| **Total MSN/MBA Program Credit Hours** | | **63** |
| **Adult-Gerontology Primary Care Nurse Practitioner Concentration (MSN/AGNP)** | | |
| NUR 632 | Adult Health Promotion and Disease Prevention | 3 |
| NUR 685 | Advanced Practice in Primary Care I | 3 |
| NUR 686 | Advanced Practice in Primary Care II | 3 |

# School of Nursing and Health Sciences

| NUR 642 | Chronic Disease and Complex Problems in Older Adults | 3 |
|---|---|---|
| NUR 680 | Clinical Practicum* | 2 |
| NUR 680 | Clinical Practicum* | 2 |
| NUR 680 | Clinical Practicum* | 4 |
| NUR 681 | Integration of Evidence for Advanced Practice | 3 |
| **Total AGNP Concentration Credit Hours** | | **23** |
| **Total MSN/AGNP Program Credit Hours** | | **50** |
| **Family Nurse Practitioner Concentration (MSN/FNP)** | | |
| NUR 633 | Health Promotion across the Lifespan | 3 |
| NUR 685 | Advanced Practice in Primary Care I | 3 |
| NUR 686 | Advanced Practice in Primary Care II | 3 |
| NUR 645 | Family Systems & Clinical Mgmt of the Childbearing Family | 3 |
| NUR 687 | Advanced Practice in Primary Care III | 3 |
| NUR 680 | Clinical Practicum * | 2 |
| NUR 680 | Clinical Practicum * | 4 |
| NUR 680 | Clinical Practicum * | 4 |
| NUR 681 | Integration of Evidence for Advanced Practice | 3 |
| **Total FNP Concentration Credit Hours** | | **28** |
| **Total MSN/FNP Program Credit Hours** | | **55** |
| **Psychiatric Mental Health Nurse Practitioner Concentration (MSN/PMHNP)** | | |
| NUR 712 | Neurobiology and Psychopathology Across the Lifespan | 3 |
| NUR 713 | Psychopharmacology Across the Lifespan | 3 |
| NUR 714 | Adv Practice in Psych Mental Health I: Adults | 3 |
| NUR 715 | Adv Practice in Mental Health II: Children/adolescents/Young Adults | 3 |
| NUR 780M | PMHNP Clinical Practicum ** | 4 |
| NUR 780M | PMHNP Clinical Practicum ** | 4 |
| NUR 781 | Integration of Evidence for Advanced Clinical Practice | 3 |
| **Total PMHNP Concentration Credit Hours** | | **23** |
| **Total MSN/PMHNP Program Credit Hours** | | **50** |
| **Pediatric Primary Care Nurse Practitioner Concentration (MSN/PNP-PC)** | | |
| NUR 702 | Advanced Ped/ Phys Assess and Pharmacotherapeutics | 3 |
| NUR 703 | Advanced Pediatric Health Care I | 3 |
| NUR 704 | Advanced Pediatric Health Care II | 3 |
| NUR 705 | Advanced Pediatric Health Care III | 3 |
| NUR 780K | PNP Clinical Practicum ** | 4 |
| NUR 780K | PNP Clinical Practicum ** | 4 |
| NUR 781 | Integration of Evidence for Advanced Clinical Practice | 3 |
| **Total PNP-PC Concentration Credit Hours** | | **23** |
| **Total MSN/PNP-PC Program Credit Hours** | | **50** |

*NUR 680 Clinical Practicum. A minimum of 500 supervised clinical practice hours are required for graduation and certification eligibility for AGNP. A minimum of 625 supervised clinical practice hours are required for graduation and certification eligibility for FNP.

**For PMHNP and PNP-PC students, a minimum of 500 supervised clinical practice hours in NUR 780 and 70 hours in NUR 781 are required for graduation and certification eligibility for PMHNP-BC and CPNP-PC.

# Doctor of Nursing Practice (DNP)

## PROGRAM DESCRIPTION

The DNP program provides comprehensive academic instruction in an interactive online community. The online community of learners is provided opportunities to interact personally, collaboratively with faculty, and in team learning experiences. Once accepted to the program, DNP candidates are required to attend a 3-day face-to-face orientation where they will be introduced to the program, collaborate with their cohorts, and be immersed in the SAU Post-Master's culture to promote student success as a DNP candidate. The DNP program provides a 36- or 39-credit-hour program geared toward nurse practitioners and master's-prepared nurses with an MSN in other concentrations. The program is designed with 27 credit hours of foundational courses, plus specialty concentration courses that all DNP students are required to complete, with an additional three 1-credit practicum courses required for students who do not meet the minimum number of post-baccalaureate hours or those students who are not already Advanced-Practice Registered Nurses (APRN).

The DNP courses build on previous learning of the master's degree in nursing. Graduates of the DNP program are prepared as leaders in their field with advanced knowledge and skill in indirect care roles. The DNP program of study is led by four program goals that influence the expected student outcomes. Those goals include Professional Skills, Evidence-Based Practice, Theory Application, and Critical Reasoning. In addition, the eight Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2011) and the American Organization of Nursing Leadership (AONL) competencies provide guidance for course objectives for the DNP program.

## PROGRAM PURPOSE

The Doctor of Nursing Practice (DNP) program is designed to prepare students as experts in their field of practice. This program builds upon master's degree programs through the application of evidence-based practice, quality improvement, and systems leadership (AACN, 2019). The DNP curriculum incorporates advanced knowledge with skills and knowledge from other disciplines to promote excellence in service and leadership in nursing that will meet the demands of complex healthcare environments at the highest level of nursing practice to guarantee quality patient outcomes" (AACN, 2019). As a Christian liberal arts university, nursing is recognized as a calling.

## PROGRAM OUTCOMES

At successful completion of the program, students will demonstrate the following outcomes with associated Essentials of Graduate Nursing Education required by the Commission on Collegiate Nursing Education (CCNE):

- Demonstrate critical application of worldview concepts and the Christian faith with advanced nursing practice for diverse populations across the lifespan (DNP I, III)
- Integrate current evidence from other healthcare-related disciplines with nursing research and theories to develop, implement, and evaluate innovative practice approaches (DNP I, III, IV)
- Design and evaluate quality improvement methodologies that promote safe, effective, efficient, equitable, and patient-centered care to diverse patient populations across life span (DNP II, VIII)
- Develop, implement, and evaluate healthcare delivery strategies that employ the principles of business, healthcare economics, and health policy to improve patient outcomes and the quality of healthcare delivery (DNP IV, V, VI)

# School of Nursing and Health Sciences

- Synthesize data from epidemiological, bio-statistical, environmental, and psychosocial sciences to implement and evaluate health promotion and disease prevention initiatives DNP IV, VII)
- Demonstrate advanced levels of clinical judgment, analytical skills, systems thinking, and accountability in designing, implementing and evaluating evidence-based practice strategies to improve patient outcomes and population health (DNP III, VI)
- Utilize information systems and patient care technologies to generate meaningful evidence for nursing practice and improve healthcare outcomes (DNP II, IV)
- Educate, guide, and mentor healthcare team members, patients and family members to facilitate optimal patient care (DNP VI, VIII)
- Evaluate health care delivery models using determinants related to population health, environmental health, occupational health, cultural and socioeconomic aspects of health (DNP VI, VII)
- Engage in translational and evidence-based research for continued professional development to advance nursing practice (DNP III, VIII)

## DNP SPECIALTY CONCENTRATION
The DNP program requires 9 credit hours of specialty concentration courses in addition to the foundation courses required for all DNP students.

### Strategic Leadership Concentration
The Strategic Leadership concentration provides students with a focus on building leadership practices that are broad in scope, visionary, and promote change. This concentration affords students an opportunity to apply self- introspection, effective communication skills, and Christian worldview principles, to collaborate with a variety of healthcare and community leaders to develop advanced knowledge and skills necessary to lead with excellence within complex healthcare systems and communities. Students will achieve an advanced awareness of the nursing profession as they gain global insight to business and leadership principles that will enhance the role of nursing leader.

## PROGRAM ADMISSION REQUIREMENTS
In addition to the general doctorate admission requirements for graduate programs, the DNP specific program admission requirements are as follows.
- Earned MSN from a regionally accredited institution and accredited nursing program. A student will be considered for conditional admission if that student has verification of completion of all degree requirements and provides an anticipated date of degree conferral
- A cumulative GPA of 3.0 or above on a 4.0 scale in MSN and all post-graduate coursework
- Official transcripts from all previously attended colleges and universities in which master's or doctoral coursework was taken
- At least two professional/academic recommendations
- A personal video introduction is required, and a personal or video interview may be required
- A satisfactory score on a 2-3- page personal goal statement
- A CV or resume
- An unrestricted, unencumbered RN license from the state or country in which the nurse practices (Note: license must remain current throughout program)
- If applicable, an unrestricted, unencumbered APRN license from the state or country in which the nurse practices (Note: license must remain current throughout program)

# PROGRAM POLICIES

The DNP program will follow policies listed in the General Information, Academic Policies, and School of Nursing and Health Sciences Policies sections of this catalog.

# PROGRAM CAPSTONE, CLINICAL PRACTICUM EXPERIENCE

### DNP Project

All DNP students will complete a DNP Project within this program. The DNP Project is uniquely designed for this program and is not considered a Capstone, but rather an integration of new skills into practice to demonstrate nursing scholarship and competencies aligning with the DNP Essentials (AACN). The DNP Project will be completed through four courses that run concurrently with foundational and concentration courses within the program.

### Clinical Practicum Experience

DNP students must meet the institutional and School of Nursing and Health Sciences requirements to complete the program.

# PROGRAM CURRICULUM

| Course Prefix | Course Title | Credit Hours |
|---|---|---|
| **Foundation Courses** | | |
| NUR 810 | DNP Project 1: Premise Development | 1 |
| NUR 812 | Principles of Science and Faith in Nursing | 3 |
| NUR 814 | Research and Analytical Methods for EBP | 3 |
| NUR 816 | Science and Theory Integration to Practice | 3 |
| NUR 820 | DNP Project 2: Proposal Development | 2 |
| NUR 822 | Transitional Research in EBP | 3 |
| NUR 824 | Informatics and Patient Care Technology to Improve Outcomes | 3 |
| NUR 826 | Clinical Prevention for Improved Global Health | 3 |
| NUR 830 | DNP Project 3: Proposal Approval and Project Implementation | 2 |
| NUR 840 | DNP Project 4: Project Completion and Dissemination | 1 |
| NUR 842 | Health Care Policy, Regulation, and Financial Management | 3 |
| **Total Foundation Course Credit Hours (APRN and Non-APRN)** | | **27** |
| **Strategic Leadership Concentration Courses** | | |
| NUR 832 | Strategic Organizational and Systems Leadership | 3 |
| NUR 834 | Interdisciplinary Leadership for Improved Population Health | 3 |
| NUR 836 | Strategic Leadership for Quality Improvement | 3 |
| **Total Strategic Leadership Concentration Credit Hours** | | **9** |
| **Additional Non-APRN Foundation Course(s)** | | |
| NUR 880 | Practicum | 1 |
| NUR 880 | Practicum | 1 |
| NUR 880 | Practicum | 1 |
| **Total DNP Program Credit Hours** *(APRN or Non-APRN)* | | **36 or 39** |

# School of Nursing and Health Sciences

## Post-Master's Nursing Certificate

### PROGRAM DESCRIPTION

The post-master's nursing certificate allows students to add to their master's education by perusing specialty education to enhance to their current practice.

### PROGRAM PURPOSE

The certificate program does not replace a degree program but is in addition to a master's degree in nursing. After completing the post-master's certificate (PMC) coursework, the candidate will be eligible to apply to take the American Nurses Credentialing Center (ANCC) or The American Association of Nurse Practitioners (AANP) certification examinations as family nurse practitioner or adult gerontology nurse practitioner. PMC candidates completing coursework in the psychiatric mental health nurse practitioner certificate will be eligible to apply to take the ANCC credentialing (PMHNP-BC) certification exam. The PMC pediatric primary care nurse practitioner candidates will be eligible to apply to take the Certified Pediatric Nurse Practitioner - Primary Care (CPNP-PC) certification exam through the Pediatric Nursing Certification Board (PNCB). The candidate completing the post-master's certificate for nurse educator will be eligible to apply to take the Certified Nurse Educator certification exam.

### PROGRAM OUTCOMES

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

- Integrate biblical principles and advanced practice nursing concepts to equip candidates to be ambassadors for Christ in their chosen specialty.
- Critically analyze scientific evidence from nursing and other fields for the continual improvement of nursing care in diverse settings (Essential I).
- Apply organizational and systems leadership skills for the promotion of ethical, high quality, effective decision making in the promotion of patient care (Essential II).
- Practice quality improvement and safety through application of methods, tools, performance measures, and standards applied to quality principles within an organization (Essential III).
- Apply research outcomes within a practice setting to resolve a practice problem, act as a change agent and determine a dissemination strategy (Essential IV).
- Communicate effectively using technologies and resources that help coordinate and improve patient care (Essential V).
- Employ health policy development strategies and advocacy to influence positive healthcare outcomes (Essential VI).
- Collaborate with other health professionals to manage and coordinate care (Essential VII).
- Apply and evaluate evidence-based clinical prevention and population-relevant health care to improve outcomes for individuals, families and population aggregates (Essential VIII).
- Demonstrate advanced-practice skills and competencies required to perform as independent practitioners in their respective practice settings (Essential IX).

### CERTIFICATE ADMISSIONS REQUIREMENTS

All applicants should possess skills listed in the School of Nursing and Health Sciences portion of this catalog. Students should be familiar with all policies listed in the catalog and handbooks. The following requirements are common to all Spring Arbor University graduate programs. In addition to graduate program admission requirements, certificate admission requires the following:

- A completed SAU application.
- Earned MSN from a regionally accredited institution and accredited nursing program. A student will be considered for conditional admission if that student has verification of completion of all degree requirements and provides an anticipated date of degree conferral.
- A cumulative GPA of 3.0 or above on a 4.0 scale in MSN and all post-graduate coursework
- Official transcripts from all previously attended colleges and universities in which master's or doctoral coursework was taken.
- At least two professional/academic recommendations.
- A satisfactory score on a 2-3-page personal goal statement.
- A CV or resume.
- An unrestricted, unencumbered RN license from the state or country in which the nurse practices (Note: license must remain current throughout program).
- If applicable, an unrestricted, unencumbered APRN license from the state or country in which the nurse practices (Note: license must remain current throughout program).

SAU recognizes that each PMC student comes with a master's degree and experience that may or may not apply to their chosen PMC certificate program. Because programs vary in curricular design and focus, the admissions team will carefully evaluate previously completed courses and direct care hours to develop an individualized program of study for each PMC student. Required courses and number of clinical semesters will vary depending on the student's current experience as an NP or NON-NP.

## FINANCIAL REQUIREMENTS
Currently, the certificate programs are not eligible for federal financial aid. Upon admission, the student must contact the business office to arrange a plan to meet the financial obligations.

## PROGRAM POLICIES
Prior to initiating any clinical course within the certificate program, students must meet all applicable clinical compliance requirements. This can include the following:

### Prerequisite Courses
Prerequisites required for the post-master's certificate include, but are not limited to:

- Advanced Health Assessment (see course description for NUR602)
- MSN Residency (see course description for NUR602R)
- Advanced Pathophysiology (see course description for NUR612)
- Advanced Pharmacology (see course description for NUR618)
- Health Promotion (see course description for NUR632/NUR633)
- Statistics (100-level or above)
- Students who have not completed NUR 602/NUR 602R as a pre-requisite to the PMC program will be required to submit a complete advanced head-to-toe assessment via video prior to beginning any clinical courses. Details are provided during the NUR 610 course.

### Transfer Policy
The certificate programs may accept credits transferred from another MSN program if completed within the current transfer credit policy according to SAU graduate catalog. If the transferred course does not meet the standards of SAU, the candidate will be required to complete the prerequisite courses prior to beginning the certificate program.

# School of Nursing and Health Sciences

## Practicum or Clinical Experience Policy

The PMC plan for each NP student will include didactic and direct care practice experiences. The number of direct care practice hours varies for each certificate program. These hours are dependent on whether a student enters the PMC program as an NP or a Non-NP, and on the focus of the Certificate.

Regardless of the degree and number of hours completed in the student's MSN program, all PMC students will complete a minimum of 250 to 625 direct care practice experience hours, dependent on their chosen PMC program. A maximum of 125 hours may be applied from previous clinical work dependent on the focus of the student's chosen PMC program. ***No direct care practice hours will be accepted for transfer for the AGNP to FNP PMC program.***

For nurse educator students, a total of 150 practicum hours are required for the nurse educator Internship. Fifty hours of direct care practice experience is required. An additional 100 hours will be completed in an academic setting to immerse the student in the nurse educator role. ***No hours will be accepted for transfer to fulfill academic setting hours.***

In addition to institutional requirements, nursing PMC students:

- will be required to complete and submit all clinical agreement, affiliation, and preceptor verification forms at least four (4) weeks prior to beginning any clinical course. This is complete in NUR 610.
- must meet the Practicum or Clinical Experience requirements to complete any nursing program as outlined in the PMC program portion of this catalog, the PMC Student Handbook and/or the Nurse Educator Internship Handbook.

## Grade Requirements

In addition to institutional requirements, nursing certificate students must meet the grade requirements outlined in the SONHS general portion of this catalog.

## Progression of Studies

In addition to the policies listed in the General Information, Academic Policies, and School of Nursing and Health Sciences Policies sections of this catalog, the Certificate program has identified the following additional policies regarding the progression of studies:

- Student's academic courses are planned in a consecutive order from any required prerequisites through completion of certificate without significant breaks.
- Certificate must be completed within three years of admittance to the University.

## POST MASTER'S NURSING CERTIFICATE CURRICULUM

### NURSE EDUCATOR

| Course Prefix | Course Title | Credit Hours |
|---|---|---|
| NUR 610 | Foundation of Post-Graduate Nursing | 1 |
| NUR 625 | Educational Theory and Curriculum Design | 3 |
| NUR 635 | Instructional Strategies | 3 |
| NUR 660 | Nurse Educator Internship | 6 |
| **Total Nurse Educator Certificate Credit Hours** | | **13** |

## ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER

| Course Prefix | Course Title | Credit Hours |
|---|---|---|
| NUR 610 | Foundation of Post-Graduate Nursing | 1 |
| NUR 642 | Chronic Disease and Complex Problems in Older Adults | 3 |
| NUR 685 | Advanced Practice in Primary Care I | 3 |
| NUR 686 | Advanced Practice in Primary Care II | 3 |
| NUR 680G | Clinical Practicum | 4 |
| NUR 680G | Clinical Practicum | 4 |
| **Total AGNP Certificate Credit Hours** | | **18** |

## FAMILY NURSE PRACTITIONER

| Course Prefix | Course Title | Credit Hours |
|---|---|---|
| NUR 610 | Foundation of Post-Graduate Nursing | 1 |
| NUR 685 | Advanced Practice in Primary Care I | 3 |
| NUR 686 | Advanced Practice in Primary Care II | 3 |
| NUR 645 | Family Systems and Clinical Mgmt of Childbearing Family | 3 |
| NUR 687 | Advanced Practice in Primary Care III | 3 |
| NUR 680N | Clinical Practicum | 2 |
| NUR 680N | Clinical Practicum | 4 |
| NUR 680N | Clinical Practicum | 4 |
| **Total FNP Certificate Credit Hours** | | **23** |

## PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER

| Course Prefix | Course Title | Credit Hours |
|---|---|---|
| NUR 610 | Foundation of Post-Graduate Nursing | 1 |
| NUR 712 | Neurobiology and Psychopathology Across the Lifespan | 3 |
| NUR 713 | Psychopharmacology Across the Lifespan | 3 |
| NUR 714 | Advanced Practice in Psychiatric Mental Health I: Adults | 3 |
| NUR 715 | Advanced Practice in Psychiatric Mental Health II: Children/Adolescents/Young Adults | 3 |
| NUR 780M | Clinical Practicum | 4 |
| NUR 780M | Clinical Practicum | 4 |
| **Total PMHNP Certificate Credit Hours** | | **21** |

## PEDIATRIC PRIMARY CARE NURSE PRACTITIONER

| Course Prefix | Course Title | Credit Hours |
|---|---|---|
| NUR 610 | Foundation of Post-Graduate Nursing | 1 |
| NUR 702 | Advanced Pediatric Physical Assessment and Pharmacotherapeutics | 3 |
| NUR 703 | Advanced Pediatric Healthcare I | 3 |
| NUR 704 | Advanced Pediatric Healthcare II | 3 |
| NUR 705 | Advance Pediatric Healthcare III | 3 |
| NUR 780K | Clinical Practicum | 4 |
| NUR 780K | Clinical Practicum | 4 |
| **Total PNP Certificate Credit Hours** | | **21** |

# SCHOOL OF SOCIAL SCIENCES

## Master of Arts in Counseling (MAC)

*The MAC program is currently being reviewed to renew the CACREP accreditation. Policies and procedures may change to meet the new CACREP standards.*

## PROGRAM DESCRIPTION

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

The MAC program offers three concentrations. The clinical mental health counseling concentration (60 credit hours) and the school counseling concentration (66-69 credit hours), both of which include a fieldwork experience consisting of a 100-hour practicum and a 600-hour internship. Students interested in gaining a broader range of experiences may select a dual-concentrations (69-72 credit hours), wherein they complete both concentrations and fieldwork experiences in a school setting and in a clinical mental health setting. Students in the dual-concentration program will complete an additional 300-hour internship during their fieldwork experience. Each concentration in conjunction with the MA Counseling program is CACREP accredited. A minimum of 600 hours of internship must be completed in order to meet CACREP accreditation standards.

## PROGRAM MISSION STATEMENT

The mission of the Master of Arts in counseling program is to prepare graduate-level, professional counselors who are committed to excellence in community service. The counseling program provides a liberal arts education based on a Christian perspective that promotes respect for the diversity of each person as uniquely created by God. A balanced development of the individual's spiritual, mental, physical, and social/emotional needs is encouraged based on the example of Jesus Christ, the master counselor.

## PROGRAM FAITH INTEGRATION STATEMENT

With Jesus Christ as the foundation and focus of learning and practice, the Master of Arts in counseling program encourages the development of its students toward ethical, competent, and professional practice with the individuals, families, and communities they serve. The learning regimen and educational objectives of this program are crafted with the intent of preparing the student to fully engage with the varied opportunities which exist in the field of counseling and supported by a clear and compelling Christian witness. The over-arching vision of this program incorporates a clear understanding of the identity of Jesus Christ and a desire to follow biblical mandate to imitate His life and share His witness. The foundational motivation supporting the program design and delivery comes from the admonition to honor Jesus Christ in the process.

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

## PROGRAM OUTCOMES

The Master of Arts in counseling program will prepare students who can:

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

## PROGRAM ADMISSION REQUIREMENTS

The Master of Arts in counseling department is strongly committed to diversity. Members of historically underrepresented groups of all God's peoples and all who will assist with achieving and maintaining our mission of a diverse and inclusive academic community are encouraged to apply. Applicants from a variety of undergraduate disciplines may apply to this program, although a degree in counseling, psychology, or related field may be the best preparation for the program. While the MAC program is not a biblical or Christian counseling program, curriculum is taught from a Christian perspective.

In addition to the general admission requirements listed at the beginning of the graduate catalog, the following requirements are mandatory for acceptance into MAC program. Applicants must have:

- A successful interview with the program administrators of the MAC program and/or designees.

# School of Social Sciences

- Successful completion of a writing assessment, demonstrating proficient computer, reading, and writing skills.
- A completed Misdemeanor and Felony Disclosure Form.
- A criminal background check completed prior to admission to the program, and again just prior to the Clinical Experience. To be considered for admittance into the MAC program, all Criminal Background Check results must be resolved/closed by the date of acceptance into the program. Criminal findings prior to the Clinical Experience may result in dismissal from the MAC program.
- Submission of a current resume or vita including volunteer/professional work-related experiences pertinent to the counseling field.

## PROGRAM POLICIES

In addition to the policies listed in the General Information and Academic Policies sections of this catalog, MAC program has the following policies.

### Program Format

The MAC program is designed to be completed in a cohort group that begins and moves through core coursework together. Students should anticipate the cohort model will be followed for the initial core courses of the program and is intended to facilitate learning and provide support for all members of the group. In order to meet the separate set of CACREP accreditation requirements, the Practicum (CNS 658) and Internship (CNS 680) required placements will not be made according to cohort group. SAU reserves the right to combine low-number cohort groups and adjust course schedules as needed. Program officials will make every effort to communicate any changes to cohort plans.

### Expectations of MAC Student

- Demonstrates professional ethics and personal integrity.
- Actively contributes to the learning environment of the class and takes ownership for his or her own educational experience.
- Remains open to self-awareness, personal reflection, and personal and professional growth.
- Is receptive to feedback from other students, instructors, and site supervisor.
- Maintains a high level of respect for self and others, including using appropriate language in all verbal and written communication, tone of voice, and attitude.
- Demonstrates appropriate interpersonal interactions with site personnel, instructors, fellow students, clients, supervisor, and colleagues at clinical site.
- Refrains from the use of substances and does not come to class or clinical site under the influence of drugs or alcohol.
- Handles conflict in an appropriate manner.
- Takes responsibility for one's own attitudes, thoughts, actions, and words.
- Values the client from a holistic perspective – mind, body, soul, and spirit.
- Shows effective communication skills – listening, speaking, writing.
- Manages the inherent stress of the program and demonstrates positive self-care.
- Values content of learning more than a grade point average.
- Demonstrates responsibility in completion of all course requirements.

### Course Attendance

The MAC attendance policy is strict with a total of five absences allowed throughout the entire program. Attendance is required and considered an important aspect of student assessment in the course content and in the personal and small group relationships facilitated in the class sessions. Absence, arriving late,

and/or leaving early can adversely affect the final grade. See the MAC Student Handbook for more information.

## Professional Standards

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

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

## Eligibility for Clinical Experience

Consistent with ethical standards for counselor education programs, faculty take seriously the responsibility to place in clinical settings, students who have consistently demonstrated the personal and professional qualities necessary to be effective with clients. Each student must follow placement processes to begin the clinical component of the counseling program (CNS 658 and CNS 680). Students will enroll in a zero-credit course (CNS 657) and participate in a mandatory clinical orientation. Before beginning the clinical experience, students will verify and document (in CNS 657) their intended concentration for degree completion. Approval to begin the clinical experience is based on a comprehensive review of the student's academic performance, attendance, professional competency profile evaluations, and a criminal background check. Refer to the MAC Student Handbook and the MAC Practicum and Internship Fieldwork Manual for more information.

## Misdemeanor and Felony Disclosure

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

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

## Background Check

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

# School of Social Sciences

## Transfer Credit Hours
In addition to the institutional transfer policies for graduate students stated earlier in this catalog, the following transfer credit policies apply to the MAC program:
1. Credit hours earned in CACREP accredited programs will be considered for transfer.
2. Hours from a non-CACREP accredited program will not be accepted unless:
    a. the program is in the process of seeking CACREP accreditation, and
    b. a review of the course syllabus is conducted and the CACREP standards are evident in the course. It is the responsibility of the student to provide any required syllabi.
3. Transfer credits must be no more than 6 years old at the time of admission.
4. Specific MAC courses do not qualify for replacement with transfer courses. See MAC Handbook for specific course titles.

## Non-Program Seeking Students
Applicants wishing to be non-program seeking student status should see the Graduate Program Admissions, under Special Admissions section of this catalog. Program administrators may restrict courses available for this student status.

## Special Graduation Requirements
In addition to the graduation requirements for all graduate students, MAC students must meet the following requirements to graduate with a Master of Arts in Counseling degree.
- Successful completion of a 100-hour practicum and a 600-hour internship.
- Demonstration of competencies as assessed on the Professional Competency Profile (PCP).
- Completion of the Counselor Preparation Comprehensive Examination (CPCE).
- Completion of five counseling sessions as a client.

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

# PROGRAM CONCENTRATIONS
## Clinical Mental Health Counseling Concentration
This concentration is designed to help students with preparation for licensure as a Licensed Professional Counselor (LPC). LPCs may be employed in mental health settings, churches, clinics, other agencies, and/or a private practice setting. Graduates desiring to become LPCs must first apply for licensure as a Limited Licensed Professional Counselor (LLPC). Then, graduates must complete the necessary 3,000 post-degree clock hours supervised by a state-approved LPC supervisor and pass a licensing exam. These steps must occur in not less than two years and not more than 10 years from the issue of the LLPC. Please refer to the MAC Student Handbook for specific Michigan licensure requirements.

**NOTE:** Students who are considering licensure in states other than Michigan should contact the Board of Counseling or State Education Department of that state to learn about the requirements for licensure. This should be done prior to enrolling in the MAC program. The MAC program provides details of these requirements only for the state of Michigan.

### School Counseling Concentration

The school counseling concentration is designed to assist students with preparation for becoming a K-12 licensed or endorsed school counselor in Michigan. The school counseling concentration is also intended to assist students with preparation for licensure as an LPC. Refer to the MAC Student Handbook for more information.

The school counseling concentration requires students to complete the 60-credit hour counseling foundation curriculum along with an additional 6 credit hours for certified teachers (CNS 643 and CNS 673) or an additional 9 credit hours for non-teachers (CNS 643, CNS 673 and CNS 683). CNS 673 and CNS 683 are prerequisites for admission to school counseling concentration clinical experience. CNS 643 is also a prerequisite for students without a teaching certificate, although students may petition to waive this course if they have had significant documented experience working in a school setting. Students seeking to waive CNS 643 must provide proof of teacher certification at the time of admission.

Current certified teachers are eligible to pursue the K-12 school counselor endorsement for their teacher certification in the state of Michigan. Non-teachers are eligible to pursue the school counseling license in the state of Michigan. Licensed or endorsed school counselors may be employed in local school districts, career centers, and/or intermediate school districts to work with K-12 students.

### School Counseling Clinical Experience

Students are required to complete their practicum and internship in a traditional K-12 school setting during normal school hours of the traditional school year. Students may spend a maximum of 100 secondary clock hours at an alternative high school setting. Because students will be receiving a K-12 license or endorsement, students must complete clock hours in two of three school sites (elementary school, middle school, and high school). Refer to the MAC Student Handbook and the Master of Arts in Counseling Practicum and Internship Fieldwork Manual for more information.

### Michigan Test for Teacher Certification

A passing score on the Michigan Test for Teacher Certification (MTTC - School Counselor 051) is required for licensure or endorsement as a school counselor. Students are encouraged to take the exam when coursework is completed and a minimum of 300 clock hours of internship are accrued. Upon graduation and after the exam is successfully completed, the student must apply to the Michigan Department of Education for the license or endorsement. The certification officer in the School of Education will be available to assist with this process.

### Dual Concentration

The dual concentration option is designed to prepare students for licensure in clinical mental health and school counseling settings for increased professional competence and vocational flexibility. Students graduating with the dual concentration may pursue the school counseling license in Michigan and/or the LPC. Refer to the MAC Student Handbook for more information.

## COUNSELOR PREPARATION COMPREHENSIVE EXAM

To successfully complete the requirements for the Master of Arts in Counseling program, each student is required to take the Counselor Preparation Comprehensive Exam (CPCE) and to pass it with minimally expected scores. This test serves as an excellent practice test for the National Counselor Exam (NCE). Students receive subject area scores as well as a composite score, indicating which subject areas require additional study. Students must obtain minimally expected scores on some of the subareas. If minimal

# School of Social Sciences

scores are not obtained, the student will be required to either retake the exam or to complete an assignment to demonstrate mastery.

## NATIONAL COUNSELOR EXAM

Upon completion of the MAC program, students are encouraged to complete the National Counselor Exam (NCE) as soon as possible. Spring Arbor University may also choose to assist students with scheduling the NCE prior to graduation for our students who desire to complete this requirement while in the final weeks of the program. The MAC department will inform students of test dates and locations. Students who choose not to take the NCE through Spring Arbor University must wait until they have graduated to take the exam and will make application for the NCE through the State of Michigan. The application form is included in the State of Michigan license application packet. Students who are seeking licensure in other states may want to schedule the NCE through their state.

## MAC PROGRAM CURRICULUM

| Course Prefix | Course Title | Credit Hours |
|---|---|---|
| **Foundation Courses** | | |
| CNS 603 | Introduction to Counseling: The Counselor and Diversity | 3 |
| CNS 605 | Research in Counseling | 3 |
| CNS 606 | Advanced Clinical Psychopathology and Abnormal Behavior | 3 |
| CNS 611 | Legal Issues and Ethics in Counseling | 3 |
| CNS 613 | Social and Cultural Diversity | 3 |
| CNS 614 | Crisis Intervention | 3 |
| CNS 615 | Addictions | 3 |
| CNS 621 | Counseling Theory in Multi-Cultural Contexts | 3 |
| CNS 622 | Counseling Techniques in Multi-Cultural Settings | 3 |
| CNS 623 | Marriage & Family Counseling: Assessment, Diagnosis, & Treatment Planning | 2 |
| CNS 636 | Assessment and Testing | 3 |
| CNS 641 | Group Process and Counseling | 3 |
| CNS 645 | Developmental Issues in Counseling | 3 |
| CNS 654 | Conceptualization and Treatment in Counseling | 3 |
| CNS 657 | Clinical Orientation | 0 |
| CNS 664 | Career Counseling | 3 |
| CNS 668 | Consulting in the Helping Professions | 2 |
| CNS 672 | Clinical Psychopathology | 3 |
| CNS 678A | Capstone in Christian Counseling | 1 |
| CNS 678B | Capstone in Christian Counseling | 1 |
| **Total MAC Foundation Credit Hours** | | **51** |
| *Choose one concentration.* | | |
| **Clinical Mental Health Concentration** | | |
| CNS 658 | Practicum in Counseling | 3 |
| CNS 680 | Internship | 3 |
| CNS 680 | Internship | 3 |
| **Total Clinical Mental Health Concentration Credit Hours** | | **9** |
| **Total MAC Clinical Mental Health Concentration Credit Hours** | | **60** |
| **School Counseling Concentration** | | |
| CNS 643* | Introduction to Classroom Dynamics* | 3 |
| CNS 673 | Development and Admin. of School Counseling Programs | 3 |
| CNS 683 | Mental Health Within the Schools | 3 |
| CNS 658 | Practicum in Counseling | 3 |

| CNS 680 | Internship | 3 |
|---|---|---|
| CNS 680 | Internship | 3 |
| **Total School Counseling Concentration Credit Hours** | | **18** |

| **Total MAC School Counseling Concentration Credit Hours** | | **69** |
|---|---|---|

**Dual Concentration – Includes Clinical Mental Health and School Counseling**

| CNS 643* | Introduction to Classroom Dynamics* | 3 |
|---|---|---|
| CNS 673 | Development and Admin of School Counseling Programs | 3 |
| CNS 683 | Mental Health Within the Schools | 3 |
| CNS 658 | Practicum in Counseling | 3 |
| CNS 680 | Internship | 3 |
| CNS 680 | Internship | 3 |
| CNS 680 | Internship | 3 |
| **Total Dual Concentration Credit Hours** | | **21** |

| **Total MAC Dual Concentration Credit Hours** | | **72** |
|---|---|---|

*CNS 643 not required for those students with a teaching certificate.

School of Social Sciences

## Master of Social Work (MSW)

### PROGRAM DESCRIPTION
The Master of Social Work program (MSW) is a 60-credit hour program that is offered in a two-year, full-time format. The Generalist year (first year) lays the foundation of social work and the Specialized (second year) year builds upon that foundation in one area of specialized practice, clinical. Applicants with an accredited baccalaureate degree in social work can apply for placement into the specialized year. The generalist year and the specialized year are being offered Online (synchronous/Zoom evening classes and asynchronous/Online). There are concurrent field internship placements for both years in appropriate agencies.

### PROGRAM ACCREDITATION
The MSW program is fully accredited by the Council on Social Work Education (CSWE), 333 John Carlyle St., Suite 400, Alexandria, VA 22314.

### PROGRAM MISSION STATEMENT
The mission of the MSW program is to produce professional social workers who apply the competencies of the social work profession and specialized practice knowledge and skills to promote human and community protection and well-being. Teaching and learning in the MSW is guided by the professional code of ethics, the integration of faith and learning, knowledge based on research, an understanding of humans from a global, environmental, and cultural perspective, and a dedication to social and economic justice, protection, empowerment, human and universal rights, and enhancement of individual and social development.

### PROGRAM OUTCOMES
- To prepare MSW graduates to practice at the highest professional level of practice informed by theoretical perspectives and knowledge based on research.
- To engage in teaching and learning guided by the social work competencies, the National Association of Social Workers (NASW) Code of Ethics and the integration of Christian values in their application to social work practice.
- To provide graduate students with the generalist and specialized social work knowledge, values, skills, and cognitive and affective processes that will teach critical thinking needed for specialized social work practice.
- To prepare graduates to promote human and community protection and well-being through respect for diversity, human and universal rights, and social and economic justice for populations at risk.

### PROGRAM ADMISSION CRITERIA
Master of Social Work (MSW) admission criteria are divided into four sections: academic preparation, completion of the prerequisites, personal qualities, and professional readiness.

#### Academic Preparation
Each applicant will submit official transcripts from the colleges and universities at which the last 60 credits of baccalaureate coursework was completed and degree was conferred. Additional transcripts are needed only if they contain applicable prerequisite coursework. In order to be considered for admission to the generalist two-year, 60-credit hour program or the specialized standing 30-credit hour

program, applicants must have earned a bachelor's degree from a regionally or nationally accredited (or equivalent for international applicants) college or university.

To be considered for the specialized standing, applicants must have a BSW from an accredited CSWE program within the last six years. In addition, applicants need to have earned a GPA of at least a 3.0 on a 4-point scale during the last 60 completed credit hours. Applicants with a GPA of lower than 3.0 may be evaluated on an individual basis for probationary admission when an explanation is included in the admissions packet. Recommendations, personal statement, and if needed, personal interview must demonstrate readiness to begin at the specialized level of graduate education and specialized social work practice.

## Completion of the Prerequisites

Transcripts submitted by applicants with bachelor's degree in a discipline other than social work are used to evaluate their completion of 18 academic semester credit hours distributed in the social sciences, the human biological sciences, the humanities, and a course in statistics. Applicants who do not meet these requirements may be admitted provided requirements are met by the deadline specified by the Department of Social Work.

## Personal Qualities

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

## Professional Readiness

### Fitness for Professional Practice

Applicants will sign and submit a conviction disclosure form that there is no pre-existing past or pending criminal record, which would preclude licensure as a professional social worker.

### Computer Skills and Access

Applicants will possess skill or be willing to develop skill prior to the start of the first class in the use of computers for word processing, research, communication tasks, and the SAU Blackboard system. In addition, they will have ready access to a computer with a camera and high-speed Internet access to engage online and through video conferencing. All computers will meet the minimum standards set by the SAU Office of Information Technology. The SAU Help Desk can be contacted at 517-750-1234 to complete a computer readiness check.

# CRITERIA FOR EVALUATING MSW APPLICATIONS

Applicants' academic records, applications, personal statements, statements of fitness for professional practice, and recommendations are evaluated based on the following criteria.

## Emotional Stability

Social work is not a field for individuals who desire to solve their own emotional needs or problems by working in a helping role. Individuals entering specialized social work practice need to maintain emotional stability and be able to cope with the emotional stress that is common in this demanding profession.

# School of Social Sciences

## Confidence and Assertiveness
These characteristics are necessary in working with client systems, colleagues, professionals from other disciplines and supervisors, especially in order to work actively as an advocate for the rights of clients.

## Ability to Accept Constructive Criticism
As lifelong learners, individuals need to accept that there is room for improvement in their personal and professional behavior. Once individuals accept this need for improvement, they can constructively use the insights regarding their behavior provided by colleagues, supervisors, administrators, or governing boards and work towards change.

## Interest in and Motivation for the Social Work Profession
Social workers entering graduate study in their profession need to be motivated both as students and as professionals. This motivation and interest in the field should come from a fervent desire to serve others in society, especially the poor in urban, rural, and other communities.

## Intellectual Ability
Problem-solving and critical analysis skills are fundamental for effective social work practice. Complex individual, group, family, organization and community problems require specialized practitioners to think clearly and logically in a systematic manner if problems are to be alleviated or resolved.

## Communication Skills
Both oral and written communication skills are vital in the social work profession. Fluency in a foreign language is a definite asset in the profession.

## Ability to Form and Maintain Positive Relationships
Social work is a people-oriented profession, and relationship building is foundational to effective practice. There needs to be the capacity to empathize and establish effective interpersonal relationships with diverse client populations.

## Ability to Work with Diverse Groups
Social workers need to be aware of their own prejudices and actively work to address these attitudes and actions using the feedback provided by client systems, colleagues, and supervisors. Specialized practitioners need to be able to work with diverse client populations in a non-judgmental manner, accepting individuals' rights to differing perspectives.

## Leadership Qualities
The ability to work effectively in a leadership role is necessary for specialized practitioners. Social workers assume positions of leadership with client systems as well as roles in agencies as supervisors, administrators, and consultants.

## Social Work Values and Ethics Consistent with Profession's NASW Code of Ethics
Social workers can be influential upon client systems. Therefore, it is essential that specialized practitioners be of good moral character. Social workers should be aware of their own values and have respect for others' values, which may be different. Their own values should have some consistency with the Judeo-Christian heritage and with the values reflected in the profession's NASW Code of Ethics.

If, after the review process described above, additional questions remain the admissions committee may request a personal interview which will be conducted in person or via virtual platform or conference call

with one or more members of the committee or other faculty. The results of the interview will be considered as part of the overall admissions decision.

## PROGRAM ADMISSION REQUIREMENTS

In addition to admission requirements for all graduate programs, MSW applicants must submit the following information: a) recommendations, b) personal statement, c) resume, and d) conviction disclosure.

### Recommendations

Using the Social Work MSW program's form, applicants are required to submit three strong, professional references who can attest to the applicant's 1) intellectual competence, 2) potential for academic success, 3) ability to work with people around sensitive issues, including people from a range of diverse backgrounds, 4) possession of critical thinking and communication skills, 5) demonstrated sense of ethics and values, and 6) potential success as a professional social worker. If possible, two references should have direct knowledge of the applicant's academic work. For applicants with a Bachelor of Social Work (BSW) degree, it is strongly recommended that one of the references is the field instructor. References from family members or fellow students will not be accepted.

### Personal Statement

Applicants are required to submit a personal statement. The statement should be written in APA format, double-spaced, and include headings for each item below:

- Motivation for pursuing the MSW degree.
- Statement of professional goals.
- Relevant learning and growth through professional and volunteer experience.
- Expectations regarding attending a Christian university for the MSW program, and the approach to the integration of faith, scholarship and service. (NOTE: Although no admissions requirements exist regarding faith orientation, Christian and other religious perspectives will be presented and discussed in classes.)
- Research of a social problem of interest to the applicant, including perceived causes and proposed solutions. Must include at least one reliable reference and citation.
- Discussion of an ethical challenge the applicant faced in professional, field or volunteer work and how it was resolved.
- Recognition of the challenges and stress related to the social work profession.
- Discussion of specific changes that will be made to accommodate the rigor of an accelerated MSW program.
- Discussion of how applicant will set and maintain appropriate boundaries to deal with the stresses/challenges identified.

## SPECIALIZED PROGRAM ADMISSION REQUIREMENTS

To avoid duplication and redundancy for BSW graduates, the program offers a one-year (30 credit hours), specialized program. In order to be considered for admission to the specialized program:

- Applicant must have been granted a baccalaureate degree in social work from an undergraduate social work program that was 1) accredited by the Council on Social Work Education, 2) recognized through its International Social Work Degree Recognition and Evaluation Service, or 3) covered under a memorandum of understanding with international social work accreditors at the time the degree was granted.

# School of Social Sciences

- Applicant must have a BSW that has been granted within six years of enrollment in the MSW program. This six-year limit may be extended to eight years if the student has subsequent BSW social work practice experience (such experience to be approved by the admissions committee). For each two years of acceptable practice experience, applicants may be granted credit of one year toward the extension of the time limit. For example, an applicant with a BSW received seven years prior to the time of enrollment in the MSW program may be granted specialized standing admission if the applicant has completed two years of acceptable social work practice experience.

## NOTIFICATION OF MSW ADMISSION DECISIONS

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

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

## PROGRAM POLICIES

In addition to the policies listed in the General Information and Academic Policies sections of this catalog, the MSW program has the following policies.

### Transfer Credit

In addition to the institutional transfer policies for graduate programs, the MSW program will consider transfer credit only under the following conditions:

- Courses were taken at a graduate institution whose MSW program is accredited by CSWE.
- A course description and syllabus should be provided to the MSW program administrators to determine the appropriate substitution for the course(s).
- The work must have been done while the student was enrolled in good standing as a graduate student.
- Extension or workshop courses will not be considered for transfer.
- Coursework taken at another institution after a student has matriculated to the MSW program at SAU will be considered for approval only if the institution is a CSWE accredited institution.
- Up to 50% field practice hours may be applied to SAU field practice hours upon departmental review and approval. Confirmation of successfully completed field practice hours from a CSWE accredited institution must be provided. Students do not transfer credit hours, only field practice hours.

### Minimum Grade Requirement

A student who receives a grade of "C" or below in any MSW course must repeat the course even if the cumulative GPA is 3.0 or above. See General Information, Academic Policies, Repeating a Course earlier in this catalog for more information of repeating a graduate course. For more information about special grading policies of the program, please refer to the Master of Social Work program guide available from the social work department.

## Writing Course

If the prospective student's writing is deemed insufficient for full admittance, the prospective student will be admitted conditionally and required to complete a writing course or seminar. Student will successfully complete the *Graduate Writing Seminar: Paving the Road to Excellence* or another approved writing course or seminar, prior to enrollment in MSW program courses. Spring Arbor University offers this seminar at a minimal cost.

## Life or Previous Work Experience MSW Credit

In accordance with CSWE policy, it is the policy of the social work department not to grant social work course credit for life experience or previous work experience. Previous work experiences and relevant volunteer activities may be taken into consideration in a prospective student's application for admission; however, no course credit will be awarded or accepted as fulfillment of any part of the MSW curriculum. This policy is clearly stated in all descriptions of the MSW program: academic catalogs, recruitment materials, or other admissions related materials, in print, online, or any other electronic form. Recruiters and admission personnel are informed of this policy and convey it to prospective students.

## Previously Mastered Social Work Content

In accordance with CSWE policy, the social work program policy is that students with a CSWE accredited BSW degree will not be required to repeat any content that has been mastered in their BSW programs. Transcripts will be evaluated in light of this requirement.

# MSW PROGRAM CURRICULUM

| Course Prefix | Course Title | Credit Hours |
|---|---|---|
| **Generalist Courses** | | |
| SWK 510 | Social Welfare Policy and Services | 3 |
| SWK 512 | Human Behavior in the Social Environment I | 3 |
| SWK 513 | Human Behavior in the Social Environment II | 3 |
| SWK 515 | Culturally Responsive Social Work Practice (online) | 1 |
| SWK 516 | Cultural Humility (online) | 1 |
| SWK 520 | Social Work Practice I: Individuals and Families | 3 |
| SWK 521 | Social Work Practice II: Groups, Communities and Organizations | 3 |
| SWK 525 | Research in Social Work Practice | 3 |
| SWK 531 | Social Work Ethics and Values (online) | 1 |
| SWK 532 | Christian Values and Social Work (online) | 1 |
| SWK 560 | Generalist Field Practice I | 2 |
| SWK 570 | Generalist Field Practice II | 4 |
| SWK 580 | Generalist Field Practice III | 2 |
| **Total Generalist Courses Credit Hours** | | **30** |
| **Specialized Practice Courses** | | |
| SWK 618 | Psychopathology/Specialized Multi-Dimensional Assessment in Specialized Social Work Practice I | 3 |
| SWK 628 | Psychopathology/ Specialized Multi-Dimensional Assessment in Specialized Social Work Practice II | 3 |
| SWK 619 | Clinical Social Work Practice and Theory I | 3 |
| SWK 627 | Specialized Applied Social Research (online) | 1 |
| SWK 629 | Clinical Social Work Practice and Theory II | 3 |
| SWK 625 | Clinical Social Work Practice and Theory with Families | 3 |
| SWK 617 | Specialized Applied Social Policy (online) | 1 |
| SWK 640 | Specialized Field Practice I | 2 |

# School of Social Sciences

| | | |
|---|---|---|
| SWK 650 | Specialized Field Practice II | 2 |
| SWK 660 | Specialized Field Practice III | 2 |
| SWK 670 | Specialized Field Practice IV | 2 |
| SWK 680 | Specialized Field Practice V | 2 |
| *Choose one of the following courses during admission process.* | | |
| SWK 621 | Specialized Practice: Physical and Mental Health | 3 |
| SWK 631 | Strategic Social Work Supervision, Management and Administration | 3 |
| SWK 641 | Laws & Policies for School Social Workers | 3 |
| **Total Clinical Area of Specialized Practice Credit Hours** | | **30** |
| **Total MSW Generalist Year and Specialized Year Program Credit Hours** | | **60** |

## SCHOOL SOCIAL WORKER COURSES
### Description
The Spring Arbor University MSW program offers three school social worker courses aligning with the Michigan Department of Education standards for students to work towards obtaining the preliminary certification School Social Worker in Michigan.

### Admissions
A current applicant who is admitted into the specialized MSW program is considered eligible to take the three school social worker courses if they meet all the admission criteria and are in good academic standing within one year after the degree completion, without reapplying. The student would then be considered a Non-Degree Seeking student and should communicate this plan to the academic advisor of the program before conferral of the specialized degree.

If students apply as a non-degree seeking student, the requirements are a BSW or above in social work.

### Applying for State Certification
Candidates are eligible for the school social worker preliminary certification by applying to the state of Michigan through the SAU certification officer, if they possess:
- Master's degree in social work from the CSWE accredited program.
- Valid social worker license (LLMSW or LMSW) issued by Michigan Department of Licensing and Regulatory Affairs.
- Completion of a Michigan Department of Education approved school social worker preparation program.
- 500 clock hours of direct social work practice with children and/or youth, supervised by a Licensed Master Social Worker (LMSW), which may be earned via an internship during the master's degree program, or as a post-master's degree.

### SCHOOL SOCIAL WORKERS CURRICULUM

| Course Prefix | Course Title | Credit Hours |
|---|---|---|
| SWK 641 | Laws & Policies for School Social Workers | 3 |
| SWK 642 | School Social Work Assessment & Intervention | 3 |
| SWK 643 | Mental Health & Mental Disorders in Children & Youth | 3 |
| **Total Hours for School Social Workers Courses** | | **9** |

# COURSE DESCRIPTIONS

## Christian Ministry (CMI)

**CMI 510 Ministry in a Changing Culture (3)**
Introduces missional ministry, helping students identify and evaluate the reason for the decline of the church in the West. Specific attention paid to identifying the significant shifts in modern culture and shaping ministries to respond effectively.

**CMI 511 The Missional Church (3)**
This course seeks to rethink, reset, and reclaim the essence, purpose, and mission of the Christian Church. Explores the biblical, theological, historical, and practical foundations and practices for missional ministry in the 21st century. Examines the church's calling and mission to represent the triune God in the world which embodies the coming Kingdom of God in the power of the Holy Spirit.

**CMI 520 Biblical Wisdom for Ministry (3)**
Examines biblical texts from Psalms, Job, Proverbs, Ecclesiastes, and Song of Songs for Christian missional ministry in post-Christendom cultural contexts.

**CMI 525 The Missional Ministry of Jesus (3)**
An exegetical and theological study of the theme of the Kingdom of God in the life and ministry of Jesus. Explores the historical context of the message of Jesus, the nature and scope of the kingdom of God as portrayed in the canonical Gospels, as well as the interpretive, theological, and practical questions surrounding the message of Jesus. The course addresses the question of the importance of the theme of the kingdom of God for contemporary Christian ministry.

**CMI 530 Biblical Interpretation (3)**
Introduces interpretation of Scripture through inductive Bible study which involves observation, interpretation, and application. Examines how historical background, literary context, genre, word study, and principles of exegesis are essential to understanding and interpreting Scripture. May be satisfied by a graduate or undergraduate course in biblical interpretation. Offered as needed.

**CMI 540 Engaging Cultural Issues (3)**
Explores the way a missional leader should ethically and morally interact with the Church and the world. Explores how the church might discern, embrace, and participate in God's own mission while taking a critical lens to contemporary topics like ethical thinking (virtue, utilitarian, deontological, etc.), environmental ethics, church/parachurch politics, faith and science, sexuality, community involvement, and social responsibility.

**CMI 541 Entrepreneurial Missional Ministry (3)**
Focuses on creating and launching missional initiatives that impact communities outside of the church walls. Specific focus will be given to creating or partnering with nonprofit organizations.

**CMI 542 Cultivating Missional Leaders (3)**
Focuses on the development of leaders specifically from the millennial and Z generations. Special attention given to working with church staff, elders, and lay leaders to develop a missional culture within the church.

**CMI 543 Missional Spirituality (3)**
Focuses on the transformation of persons who impact their communities with the Good News of Jesus Christ. Seeks to cultivate a holistic understanding of Christian spirituality from a biblical, theological, and experiential foundation. The aim is to impact the world and community in which one lives by incarnationally living out and demonstrating the Gospel. Students will examine the values, virtues, issues, and practices requisite to reaching their community for Christ.

# Course Descriptions

**CMI 544 Communicating in a Digital World (3)**
Focuses on preaching in a world that has largely abandoned lecture and reading. Specific attention would be given to a "narrative hermeneutic" and an "image exegesis" that allow students to communicate to a world that hears with their eyes.

**CMI 645 Missional Ministry Action Research Project (3)**
Capstone project. Specific attention would be paid to the advancement of the missional church in today's cultural context.

# Counseling (CNS)

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

**CNS 605 Research in Counseling (3)**
Provides an overview of basic statistics as they relate to understanding and interpreting quantitative and qualitative research articles. Introduces students to research designs utilized in the field of counseling research. Primary emphasis will be on analyzing and interpreting research. Students will also be expected to write a comprehensive research proposal on a topic of interest related to the counseling field.

**CNS 606 Advanced Clinical Psychopathology and Abnormal Behavior (3)**
Provides students with an in depth examination of the various classes of disorders as outlined in the DSM-5. Emphasis will be given to the identification, etiology, and current best practices treatment of these disorders. Case studies will be used to investigate the developmental issues in abnormal behavior across the life span. Consideration will also be given to how this developmental perspective is applied to counseling practice. A thorough knowledge of the DSM-5 is expected.
*Prerequisite: CNS 672.*

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

**CNS 613 Social and Cultural Diversity (3) - Blended**
Students explore multicultural issues in counseling to gain an understanding of the cultural context of relationships, issues, and trends in a multicultural society. Designed to engage counseling students in understanding the multi-faceted dimensions of working with diverse clients. Through various teaching modalities and experiential activities, establishes a foundation for building multicultural counseling competence in counseling.

**CNS 614 Crisis Intervention (3)**
Introduces the history, theory, and practices of crisis intervention. Overview of the basic skills needed to respond to various crises as a helping professional. Educates and trains students in both mental health and school counseling programs to gain a functional knowledge and basic skills relevant to crisis intervention. Students will learn techniques to use in response to crises involving danger to self and others; developmental issues; loss; community disasters; PTSD; veteran's issues; child, sexual, and elder abuse; substance abuse; and serious illness. Students will also learn how to access and refer individuals to community resources to assist in crises. Ethical and multicultural considerations for counselors regarding crisis intervention will also be examined.

**CNS 615 Addictions (3)**
Provides a basic overview of addictions, including theories of addiction and treatment modalities. Students develop theoretical knowledge and practical skills in the diagnosis and treatment of addictions. Covers substance addictions and process (or behavioral) addictions.

**CNS 621 Counseling Theory in Multi-Cultural Contexts (3)**
Examines the rationale, background, and research underlying selected counseling theories and the implication of each theory for counseling practice. Students develop a theoretical basis for their own counseling practice.

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

**CNS 623 Marriage and Family Counseling:  Assessment, Diagnosis and Treatment Planning (2)**
Introduces evidence-based protocols for couple, marital, and family counseling. Students develop effective couple, marital, and family case conceptualizations and apply effective treatment interventions in response to various problems couples may experience, including co-morbidities that often impact systemic interventions and treatments such as the impact of infidelity, addiction, crisis, disasters, and other trauma-causing events.
*Prerequisite: CNS 622.*

**CNS 636 Assessment and Testing (3) - Online**
Students develop skills in using qualitative and quantitative assessment methods. Involves training in administering, scoring, and interpreting standardized tests.

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

**CNS 643 Introduction to Classroom Dynamics (3)**
Designed as a prerequisite for non-teachers to the school counseling concentration. Covers classroom dynamics such as teacher responsibilities, effective teaching strategies, classroom management, learning theories, and unit planning. Legislative and reform movement influences on K-12 education are explored, as are the influences of educational theorists and movements. Students observe in K-12 classroom/school settings for a minimum of 12 hours. School counseling concentration only. Students with a teaching certificate may waive this course.

**CNS 645 Developmental Issues in Counseling (3)**
Emphasizes counseling implications for assessing and enhancing human development across the life span. Particular focus will be on theories of human development and the predictable stages and tasks at various points in the developmental process. Cultural and diversity issues as they relate to implications for counseling throughout the lifespan will be examined.

**CNS 654 Conceptualization and Treatment in Counseling (3)**
Prepares students for their clinical experiences by bringing together the knowledge and skills learned in previous coursework. Emphasis on conducting diagnostic interviews, developing case conceptualizations, writing intake summaries, and developing treatment plans. Students will begin to understand the role of supervision in practicum/internship, as well as supervision for licensure. Also explores appropriate integration strategies of spiritual and clinical orientations. Students must demonstrate competencies in the basic counseling skills.
*Prerequisites: all foundation courses with the exception of CNS 606 and CNS 623.*

# Course Descriptions

**CNS 657 Clinical Orientation (0)**
A one-day asynchronous experience that prepares students for fieldwork in the M.A. in counseling program. Provides an interactive opportunity for students to meet relevant program staff and faculty involved in the fieldwork placement process. Clinical mental health counseling concentration and school counseling concentration fieldwork requirements are discussed as well as professional requirements to successfully complete the program. Academic and professional requirements of Practicum in Counseling (CNS 658) and Internship (CNS 680) are discussed as well as post-graduate considerations such as licensure applications and tests. Students are enrolled in a Blackboard course and required to complete pre-placement requirements in order to enroll in CNS 658. Students are also required to verify and document their concentration for degree completion audit purposes. Required for fieldwork and successful completion of the degree. For school counseling concentration and dual concentration students, CNS 673 and CNS 683 are also required.

**CNS 658 Practicum in Counseling (3)**
Emphasizes practical application of counseling principles. Provides counseling experiences in a clinical setting, affording students the opportunity to apply previously acquired knowledge and skills. Requires 100 clock hours with a minimum of 40 clock hours of direct client contact. Requires application and approval to begin the clinical experience. Registration for this course is completed only after the clinical site is secured and approved.
***Prerequisites: foundation courses with the exception of CNS 606 and 623. For school counseling concentration and dual concentration students, CNS 673 and CNS 683 are also required.***

**CNS 664 Career Counseling (3) (Online)**
Emphasizes career development theory and its application to counseling, including identifying possible resources related to career choice and exploring the career needs and concerns of clients from different cultural backgrounds.

**CNS 668 Consulting in the Helping Professions (2) (Online)**
Introduces the consultation process as it applies to the individual, group, or organization. Emphasizes knowledge and skill competencies including understanding and application of developmental stages within the consultation process. Special consideration will be given to consultation within the school and mental health settings.

**CNS 672 Clinical Psychopathology (3)**
Emphasizes current models of abnormality, assessment of mental disorders using the DSM-5 classification system, and treatment approaches for various disorders.

**CNS 673 Development and Administration of School Counseling Programs (3)**
Investigates the systematic development and administration of K-12 comprehensive school counseling programs. Knowledge and skill competencies emphasized include the understanding and application of program development, implementation, and evaluation. Explores the role and responsibility of the school counselor within the context of the ASCA National Model. Examines ethical and legal responsibilities within these frameworks. Designed with activities which will develop knowledge and skills in college and career planning, as well as in the development of effective classroom guidance lessons.
***Prerequisites: CNS 611, CNS 643.***

**CNS 678A Capstone in Christian Counseling (1)**
Focuses on helping students to develop knowledge and skills in the integration of a Christian perspective into one's counseling practice. Explores the importance of an ethical approach when integrating spirituality and religion in counseling. One-day seminar.

**CNS 678B Capstone in Christian Counseling (1)**
Continuation of CNS 678A. One-day seminar.

**CNS 680 Internship (3)**
Intensive 300-hour field-based experience in which students will apply counseling knowledge and professional competencies in an approved setting. Possible internship sites may include, but are not limited to schools, colleges, and community agencies. During the second semester of Internship, each student is required to take the *Counselor Preparation Comprehensive Examination (CPCE)* as scheduled during this course. This comprehensive exam is needed to complete course requirements and serves as an excellent practice test for the NCE. Repeats may be required depending on chosen concentration.
*Prerequisite: CNS 658.*

**CNS 683 Mental Health within the Schools (3)**
Students investigate methodologies used by the school counselor in dealing effectively with elementary and secondary school students whose physical, social, mental, or emotional needs preclude academic achievement. Knowledge and skill competencies emphasized will include early detection, intervention, and referral strategies appropriate for dealing with special populations within the school setting. Relational dynamics among parent, teacher, and agency resources are examined to encourage placement of proactive measures within the system. Designed to engage students in activities which develop their knowledge and skills in the development and implementation of small group counseling.
*Prerequisites: CNS 641, CNS 673.*

# Communication (COM)

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

**COM 505A Communication as Calling: Purpose (1)**
Explores career opportunities and vocational impulses while working with a professional mentor to individualize the program and develop a sustainable professional growth plan.

**COM 505B Communication as Calling: Practice (1)**
Continuation of COM 505A, taken in a subsequent, consecutive semester.

**COM 505C Communication as Calling: Plan (1)**
Continuation of COM 505A, taken in a subsequent, consecutive semester.

**COM 508 Writing for Results (3)**
This writing "boot camp" develops analytical and narrative writing skills. Explores issues of craftsmanship and context.

**COM 510 Communication Leadership (3)**
Explores effective communication styles of effective leaders through an analysis of research and practice.
*Prerequisites: COM 504, COM 508, COM 608.*

**COM 601 Interpersonal Communication (3)**
An examination of interpersonal study and analysis of the relationships between interpersonal communication and group, family, gender, and intrapersonal processes.
*Prerequisites: COM 504, COM 508, COM 608.*

**COM 603 Group and Public Communication (3)**
Examines how personal and professional communication styles impact group dynamics, conflict, team building, leadership and public presentations.
*Prerequisites: COM 504, COM 508, COM 608.*

# Course Descriptions

**COM 604 Digital Media Strategies (3)**
Students will learn how to expand personal and institutional influence through the strategic use of mobile application, social media, and various web-based tools and platforms. Includes content creation, management, and planning as well as ethical and theoretical frameworks.
*Prerequisites: COM 504, COM 508, COM 608.*

**COM 608 Research Methods and Application (3)**
Helps students understand and apply communication research findings. By describing and evaluating communication research methods, students are prepared to conduct and apply research in their academic and professional lives.

**COM 610 Advertising and Public Relations (3)**
Considers current research and practice in advertising and public relations. Traditional and nontraditional techniques are explored.
*Prerequisites: COM 504, COM 508, COM 608.*

**COM 612 Conflict Management (3)**
Current theories of conflict resolution with a special emphasis on biblical peacemaking.
*Prerequisites: COM 504, COM 508, COM 608.*

## Early Childhood (ECE)

**ECE 550 Developing Literacy and Reading Proficiency in Early Grades (3)**
Through research of current best practices in reading development for struggling readers, students will identify appropriate interventions. Strategies and various techniques will be shared through small group sharing. A case study built on needs identified through assessments will be conducted.

**ECE 565 Early Childhood Social Foundations (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 light of major concepts presented in class. Students evaluate various agencies and resources from research. Findings are formally presented in the form of a professional resource manual.

**ECE 566 Early Childhood Growth and Development (3)**
The prenatal stages of human development through age eight are the focus of the course. Examines 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. Studies assessment and diagnostic procedures. Some field observations and interactions required.

**ECE 616 Early Childhood Policies and Standards (3)**
Focuses on policies and regulations specific to early childhood care and educational settings. Covers effective guidance of young children birth 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. An in depth analysis of selected topics that pertinent to the care and education of young children in child development centers and early childhood school settings.

**ECE 620 Effective Behavior Management, Assessment, & Evaluation in Early Childhood Ed. (3)**
Focuses on assessing young children's development and the use of appropriate assessment practices in the ECE environment. Examines 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 determine the most appropriate method to guide children's behavior. As a result, the practitioner develops strategies and practices to guide young children in developing acceptable and appropriate self-directed behavior as individuals and in group settings. Studies appropriate assessment techniques

pertinent to child management and behavior that informs parents and teachers in selecting strategies that lead to approaches for better learning and intervention practices and self-regulation.

**ECE 640 Emergent Literacy (3)**
Explores the theories and research in emergent literacy and beginning reading, phonics instruction, and spelling. Students 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. Formal and Informal assessment methods are conducted with emphasis on at-risk or struggling reader with particular concern of ELLs.

**ECE 665 Early Childhood Curriculum and Methods (3)**
For teaching in a preschool or early elementary program. Covers the basic curricular areas in preschool and early elementary grades. Emphasis on methods and techniques. Examines strategies, materials, and model programs to aid preschool and primary teachers in classroom organization and instructional design. Requires 20 hours of observation in an early childhood environment.

**ECE 668 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. Includes practice in observation and interaction, introduction to initial screening procedures and service provisions, planning, and implementation of appropriate activities. Student will address Special Education history, theory, models, and laws pertaining to young children, as well as inclusive curricular, assessment, and family approaches, teaming, and collaboration and managing challenging behavior.

**ECE 678 Intervention Strategies for Young Children with Developmental Delays (3)**
Students 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, and IFSP, and develop the essential dispositions and skills to foster positive, respectful relationships with children and caregivers when discussing assessment results. Includes creating and practicing strategies to remediate diagnosed special needs at the appropriate age and developmental level, creating an appropriate transition plan, and exploring the role of technology in providing student services. An appropriate, researched transition plan will be employed, supporting the goals outlined through the IFSP or IEP created in collaboration with caregivers and various stakeholders.
*Prerequisite: ECE 668.*

**ECE 680 Graduate Thesis and Field Study in Early Childhood (3)**
Consists of a carefully planned sequence of experiences including, but not limited to directed observations, conferences, small group instruction, whole class instruction, and individualized instruction within the inclusive childcare/classroom setting. The field study is under the professional supervision of an education professor. Provides opportunities to synthesize and apply theoretical learning within realistic, planned, professional contexts.

# Education (EDU)

**EDU 503 Advanced Instructional Strategies (3)**
Focuses on the development of teaching skills and strategies based on elements documented in effective teaching research. Students also investigate the impact of legislation on education. Students create plans to apply various techniques and strategies studied to address the needs of their own students.

**EDU 530 Values, Ethics, and Worldview (3)**
Studies the historical influence of Christianity on values and ethics in contemporary society in the U.S. Provides a foundation for and an understanding of the effects of a Christian worldview. Ethical dilemmas for teachers and students are explored.

**EDU 571 Impact of Trauma on Student Cognition (3)**

# Course Descriptions

Prepares professionals to create a trauma-informed classroom by understanding how trauma affects learning and how to provide proactive support for learners who have experienced trauma or are at-risk.

**EDU 572 Building Resilience-Focused Schools (3)**
Assessment of students and development of trauma-informed, resilience-focused behavior-support plans based upon individualized needs, including partnerships with family and community resources. Focuses on the Private Logic concept and the Circle of Courage model.

**EDU 573 Strategies for Healing and Resiliency (3)**
Strategies to engage at-risk and traumatized students in new experiences to heal trauma, provide hope, and restore and nurture resilience. Includes exploration of the brain science of resilience and evidence-based SITCAP model programs.

**EDU 574 Skills for Emotional Regulation (2)**
Application of psychophysiology of trauma, stress, and resilience in interactions with students. Examines mind-body practices, including breath work, mindfulness, movement, focused awareness, compassion, connection, guided imagery, and expressive arts.

**EDU 575 Self-Care for Educators (3)**
Highlights essential self-care strategies for all professionals who work with at-risk and traumatized students. Includes strategies to develop self-awareness, identify strengths, create resilient habits, and develop a defined plan of self-care.

**EDU 584 Emotional Intelligence (1)**
Explores the five main components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. Students will complete a self-assessment, measuring their own emotional intelligence capacities. Examines the impact of emotional intelligence on institutions and organizations.

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

**EDU 625 Secondary Reading (3)**
For 6th-12th grade teachers. Investigates issues in secondary reading and skill development. Focuses include differentiated instruction, interest inventories, fluency, comprehension, spelling and writing assessment tools, and instructional strategies. Explores skills and complexities of the reading process through classroom field experiences. Investigates a variety of instructional techniques to facilitate the development of effective readers and learners. Emphasizes practical research-based classroom applications. For secondary certificate holders, satisfies the Michigan Department of Education reading requirement for new professional certificates issued after July 1, 2009, per 2007 PA 32, MCL 380.1531(4) (previously PA118).

**EDU 640 Research Methods (3)**
Examines research approaches to learn more about questions in education. Students acquire a broad understanding of the research process, including the ability to read and understand educational research, and the ability to critique methods and findings of selected research. Teacher-researchers identify their personal action

research focus, craft research questions, and create a research plan. Students review related literature and draft a literature review.

**EDU 645 Action Research Project (3)**
Teacher-researchers present, fine-tune, and implement their action research projects. Students conduct data collection, analysis, and interpretations leading to recommendations for action based on findings. An abstract, methodology, figures, and findings for the action research project are produced. Students report their action research project via a formal academic presentation to a professional audience. Students put action research in context, exploring paradigms, theories, and the transformative nature of teacher research.

# Business Administration (MBA)

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

**MBA 607A International Business without NYC trip (4)**
Introduces key aspects of contemporary international business management and implications of international business on organizational strategy, structure, and function. Covers ethics in business, country differences, trade and investments, global monetary systems, and competition in a global marketplace. Topics include poverty cure, human rights, global human resource development, and conference environment individual presentations, peer reviews, and critiques.

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

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

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

**MBA 641 Trends in Health Care Administration and Management (4)**
Addresses contemporary issues in the field of health care and the factors influencing the structure, delivery, and financing within health care systems. Examines the roles of various health care institutions and professional groups providing health services. Covers emerging trends that impact healthcare in the U.S. as well as leadership

# Course Descriptions

challenges associated with healthcare administration. Special emphasis on making informed decisions related to healthcare administration and management topics that concern modern healthcare administrators.

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

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

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

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

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

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

**MBA 657 Strategic Leadership (4)**
Examines characteristics and skills that allow leaders to make positive and strategic contributions to their organizations. Focuses on the development of strategic leadership skills including the development of strategic

thinking and strategic actions for superior organizational performance. Emphasizes the analysis of leader traits, skill, styles, and characteristics and the influence on the strategic leadership of organizations.

### MBA 658 Organizational Consulting (4)

Examines of best consulting practices for internal and external change agents. Explores consulting practices such as contracting, assessment and diagnosis, data collection, feedback techniques, implementation of planned change initiatives, resistance to change and other psychodynamics in the organization related to change. Emphasizes the collaborative consulting approach and the collaborative consulting cycle as well as change management models and effective change management consulting techniques.

### MBA 661 Marketing for Managers (4)

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

### MBA 688 MBA Capstone Study (4)

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

## Management and Organizational Leadership (MML)

### MML 610 Leadership for Personal and Professional Success (4)

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

### MML 611 Introduction to Contemporary Management Issues (4)

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

### MML 614 Foundations of Organizational Leadership (4)

Introduces the concepts, theories, practices, and fundamental principles of leadership within work and organizational environments. Provides practical strategies for developing the knowledge and skills necessary for effectively serving in the leader role in an organizational setting.

### MML 615 Organizational Change Management (4)

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

# Course Descriptions

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

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

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

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

**MML 645 Project Management for Leaders (4)**
Introduces contemporary project management methods and tools. Explores the history of project management, current trends in project management, and software uses in the process of project management. Special emphasis is placed on the examination of best practices for organizing, leading, planning, and implementing projects.

# Nursing (NUR)

**NUR 060 Graduate Online Orientation (0)**
Topics include an introduction and overview of online learning, expectations, and tools that online students encounter. Explores SAU's online learning management system (LMS), principles of online learning, including student expectations, characteristics related to successful online learning, and an overview of SAU online courses – their structure, typical learning activities, and interactions.

**NUR 510 Moral and Ethical Decision Making (3)**
Provides a metacognitive foundational approach to advanced nursing practice in the contemporary world. Explores worldview presuppositions, with an emphasis on a Christian perspective and development of a consistent, conscious framework for making ethical choices.

**NUR 522 Theoretical Perspectives for Advanced Practice (3)**
Promotes examination, analysis, and synthesis of a variety of conceptual frameworks, models, and theories that provide a foundation for research and applied practice in nursing. Explores philosophical ideation, beliefs, scope, and assumptions of select theories and models.

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

**NUR 551 Applied Research Methods (3)**
Focuses on the significance of research to the development of a profession and the practical application of evidence-based research to improve practice. Emphasis on data collection, analysis, and interpretation of clinical research in designing an evidence-based project, preparing the student to use translational science in clinical decision making to improve patient outcomes. Studies specific aspects of the research process, quantitative and qualitative research, and systematic reviews.

**NUR 602 Advanced Health Assessment Across the Lifespan (3)**
Focuses on advanced health/physical assessment of the client where the client is defined as the individual and includes the individual's context within the family and/or community. Also emphasizes comprehensive history, physical/psychological assessment, pathophysiology, and health promotion needs assessment across the lifespan.
*Prerequisites: NUR 510, NUR 522, NUR 532, NUR 551, and NUR 612.*
*Corequisite: NUR 602R.*

**NUR 602R MSN Residency (0)**
Three- to four-day on-campus, synchronous experience that builds on the content of NUR 602. Provides an opportunity for students to practice and check-off on advanced practice skills, including a comprehensive, advanced head-to-toe assessment. Instructors are available during the residency to answer questions and assist with skill development. Students participate in discussion, hands-on activities, and lecture sessions. Required as a prerequisite to concentration-specific courses and for completion of the MSN degree. May be repeated one time as needed or directed with a course fee.
*Corequisite: NUR 602.*

**NUR 610 Foundation of Post-Graduate Nursing (1)**
Explores the foundation of post-graduate education and its basis in a Biblical worldview and the SAU Concept. Students will explore the role of the advanced nurse professional and prepare for attainment of enhanced knowledge and skills for post-graduate practice.

**NUR 612 Advanced Pathophysiology Across the Lifespan (3)**
Provides advanced knowledge and clinical application of normal and pathophysiologic mechanisms related to altered health status and disease processes for populations across the lifespan.

**NUR 618 Advanced Pharmacology Across the Lifespan (3)**
Provides the master's prepared nurse with the knowledge and skills necessary to assess and integrate pharmacologic agents, alternatives to pharmacological interventions, and therapeutic modalities across the lifespan in the advanced practice of nursing.

**NUR 625 Educational Theory and Curriculum Design (3)**
Examines education theory and philosophy, teaching and learning styles, examples of curriculum design, the process of lesson development, assessment and evaluation, curriculum/program development, and scholarship in nursing education.

**NUR 632 Adult Health Promotion and Disease Prevention (3)**
Prepares the student to apply evidence-based principles of wellness, disease prevention, and health risk in individuals, families, communities, and aggregate/clinical populations.

**NUR 633 Health Promotion across the Lifespan (3)**
Prepares the advance practice nurse (APRN) to apply theoretical and current research concerning health promotion and disease prevention to clinical practice with individuals, including families, communities, and special populations, from a Christian perspective. Explores the transformative effect of compassion and caring in facilitating healthful behavior change by applying culturally appropriate communication skills adapted to the individual's cognitive, developmental, physical, mental, and behavioral health status. Review of the patterns and variations of human growth and development will inform the student's exploration into the impact of the family

# Course Descriptions

on the health of the individual across the lifespan. Evidence based health promoting strategies and modalities will be analyzed. Students apply the knowledge, skills, and competencies that are the essential to the promotion and maintenance of health, both as an independent provider and within a multidisciplinary team. Studies the many roles of an advanced practice nurse in health promotion at an individual level and at a population level and the importance that the profession faces in advocating for preventive medicine and patient empowerment.

### NUR 635 Instructional Strategies (3)
Examines the selection and application of instructional strategies for traditional and online learning environments. Applies a variety of approaches for learning experiences in higher education, professional/staff development, and community programs for individuals or groups.

### NUR 642 Chronic Disease and Complex Problems in Older Adults (3)
Focuses on management of chronic disease and complex care needs of older adults. Emphasizes case management and interdisciplinary collaboration to arrange and evaluate care for the most health-compromised clients.

### NUR 645 Family Systems and Clinical Management of the Childbearing Family (3)
Prepares the family nurse practitioner student to examine evidence-based principles of nursing care from a Christian perspective in the context of family and nursing theory and apply this knowledge to clinical practice within diverse family systems. Students consider and apply the knowledge, skills, and competencies essential to the holistic management of childbearing women/families as an independent provider and within a multidisciplinary team. Students focus on the care of healthy ante-partum women and those with health pattern variations that result in at-risk pregnancy. Emphasis on collaborative management of women and families during pregnancy. Explores concepts of promoting well-being with emphasis on family interventions that promote resiliency and the health and well-being of the family.

### NUR 660 Nurse Educator Internship (6)
Individually supervised field experience in direct care and nursing education settings to provide Nurse Educator students opportunities to strengthen their patient care delivery skills to the master's level and to integrate advanced nursing practice and nursing and adult learning theory with practical teaching situations. Students will complete an evidence-based practice project proposal.
*Prerequisites: NUR 551, NUR 602, NUR 602R, NUR 612, NUR 618, NUR 625, and NUR 635.*

### NUR 680 Clinical Practicum (2 or 4)
A clinical course, focusing on application of nursing theory, pathophysiologic, and epidemiological concepts and exploration of nursing therapies, skills, and techniques essential to the provision of primary health care. Arranged with a local preceptor (either a certified NP, physician, or PA) with the approval of the program faculty. Students have regular contact with SAU clinical faculty, who provide oversight of the preceptor-led experience. Taken three times for a total of 8 or 10 credit hours, depending on the program requirements.
*Prerequisites: NUR 612, NUR 618, NUR 602, and NUR 602R.*

### NUR 680G Clinical Practicum (4)
A clinical course for the post-master's nurse pursuing an adult-gerontology nurse practitioner certificate. Focuses on advanced application of nursing theory, pathophysiologic, and epidemiological concepts and exploration of nursing therapies, skills, and techniques essential to the provision of primary health care for patients aged 12 and older. Arranged with a local preceptor (either a certified NP, Physician, or Physician's Assistant (PA)) with the approval of the program faculty. Students have regular contact with SAU clinical faculty, who provide oversight of the preceptor-led experience. Taken twice for a total of 8 credit hours.
*Prerequisite: NUR 610.*

### NUR 680N Clinical Practicum (2 or 4)
A clinical course for the post-master's nurse pursuing a family nurse practitioner certificate. Focuses on advanced application of nursing theory, pathophysiologic, and epidemiological concepts and exploration of nursing

therapies, skills, and techniques essential to the provision of primary health care across the lifespan. Arranged with a local preceptor (either a certified NP, Physician, or Physician's Assistant (PA)) with the approval of the program faculty. Students have regular contact with SAU clinical faculty, who provide oversight of the preceptor-led experience. Taken three times for 2 or 4 credit hours each for a total of 10 credit hours.
*Prerequisite: NUR 610.*

**NUR 681 Integration of Evidence for Advanced Practice (3)**
Students examine the evidence base for resolving a current health problem, and design and evaluate a project specific to their practice setting. Students utilize evidence-based practice skills learned earlier in the program.
*Prerequisites: NUR 551.*

**NUR 683 Health Policy (3)**
Focuses on knowledge and application of policy issues associated with health care that promotes dignity, respect, and justice. Students explore policy development and financing of delivery systems; critique economic, legal and political factors related to healthcare delivery, influence on structure, financing, practice, outcomes; examine effect of legal, regulatory processes, care delivery, outcomes; and develop advocacy approaches.

**NUR 685 Advanced Practice in Primary Care I (3)**
Focuses on the delivery of advanced nursing care with the knowledge and skills essential for comprehensive health assessments, analysis of data, formulation of diagnoses, development of therapeutic plans, and implementation of preventative care, health promotion, and maintenance activities for diverse adult clients.

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

**NUR 687 - Advanced Practice in Primary Care III (3)**
Prepares the family nurse practitioner to provide evidence-based primary health care from a Christian perspective to infants and children in families. Using a holistic approach, students examine the scientific basis and factors influencing nursing management of common health problems. Explores relevant nursing interventions for common health problems of children in families and the responses and adaptations of the child and family to common health problems. Students will consider and apply the knowledge, skills, and competencies that are the essential to the holistic management of children and families as an independent provider and within a multidisciplinary team. Students will combine history taking, physical examination techniques, and diagnostic interpretation with problem-solving and clinical strategies.

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

**NUR 702 Advanced Pediatric Physical Assessment and Pharmacotherapeutics (3)**
Focuses on advanced comprehensive health/physical assessment and pharmacotherapeutics for the infant, child, and adolescent in the context of their family. Prepares the pediatric nurse practitioner student to complete comprehensive history, physical/psychological and health promotion needs assessments, and integrate pediatric pharmacology knowledge and skills necessary to assess, appropriately select, calculate, and integrate pharmacologic agents, and therapeutic modalities in the pediatric population.

# Course Descriptions

**NUR 703 Advanced Primary Care of Infants, Children, Adolescents, and their Families I (3)**
Prepares the pediatric nurse practitioner student to address the primary health care needs of infants, children, adolescents, and their families. Focuses on normal growth and development, health promotion, health maintenance, and health care management for children from birth through adolescence within the context of their family.

**NUR 704 Advanced Primary Care of Infants, Children, Adolescents, and their Families II (3)**
The pediatric nurse practitioner student builds on the nursing management of pediatric primary health care needs in the context of normal growth and development, health promotion, health maintenance, and health care management for children from birth through adolescence. Focuses on nursing management of primary health care needs for the assessment, diagnosis, and treatment of common health problems and acute illnesses of infants, children, and adolescents in the context of their families.

**NUR 705 Advanced Primary Care of Infants, Children, Adolescents, and their Families III (3)**
The pediatric nurse practitioner student builds on the nursing management of pediatric primary health care needs in the context of normal growth and development, health promotion, health maintenance, and health care management of common health problems and acute illness for children from birth through adolescence. Focuses on nursing management through assessment, diagnosis, and treatment including collaboration with appropriate pediatric specialists, for infants, children, and adolescents experiencing complex, chronic and/or disabling life-long processes and their families.

**NUR 712 Neurobiology and Psychopathology (3)**
Builds on knowledge of anatomy, physiology, and pathophysiology, providing a rigorous examination of neurobiology as it relates to mental health disorders across the lifespan. Students explore the relationship between neurobiology and psychopathology, examining epidemiology and etiology of select mental health disorders. Emphasis on genetics, development, and trauma as they relate to neurobiology and psychopathology. Introduces mental health assessment strategies that are sensitive to the psychosocial needs of mental health clients.

**NUR 713 Psychopharmacology (3)**
Builds on knowledge of neurobiology and psychopathology, applying evidence-based principles and best practices related to psychopharmacology to treat psychiatric mental health disorders across the lifespan. Students gain advanced knowledge about pharmacodynamics, pharmacokinetics, neuropharmacological mechanisms, risks, benefits, and adverse effects of psychotropic medications. Focus on examination and application of neuropsychopharmacology and diagnostic reasoning with a focus on comorbid physical and mental health conditions commonly seen in psychiatric/mental health settings. Explores integration of psychotherapeutic interventions in treatment planning of psychiatric mental health symptoms and disorders.
*Prerequisite: NUR 712.*

**NUR 714 Advanced Practice in Psychiatric Mental Health I: Adults (3)**
Focuses on developing advanced knowledge and skills required to assess, diagnose, and interpret appropriate screening tools, laboratory tests, and behavioral assessments related to mental health disorders affecting adults and older adults. Examines major adult disorders, looking at epidemiology, health and mental health promotion and prevention, risk factors, taxonomy, cultural factors, assessment issues specific to adults and older adults, use of rating scales, as well as evidence-based adult-specific treatments. Emphasizes individual therapy, cognitive-behavioral therapy, psychopharmacological interventions, trauma-based interventions, and combinations of these treatments. Students develop treatment plans to address the psychiatric mental health disorders affecting this population.
*Prerequisite: NUR 713.*

**NUR 715 Advanced Practice in Psychiatric Mental Health II: Children/Adolescents/Young Adults (3)**
Focuses on developing advanced knowledge and skills required to assess, diagnose, and interpret appropriate screening tools, laboratory tests, and behavioral assessments related to mental health disorders affecting children,

adolescents, and young adults. Examines major childhood disorders, looking at epidemiology, health and mental health promotion and prevention, risk factors, taxonomy, cultural factors, assessment issues specific to children, adolescents, and young adults, use of rating scales, and evidence-based child- and adolescent-specific treatments. Covers individual therapy, cognitive-behavioral therapy, family-based interventions, psychopharmacological interventions, trauma-based interventions, and combinations of these treatments. Students develop treatment plans to address the psychiatric mental health disorders affecting this population.
*Prerequisites: NUR 714.*

**NUR 780K PNP Clinical Practicum (4)**
Focuses on application of nursing theory, pathophysiological, and epidemiological concepts and explores nursing therapies, skills, and techniques essential to the provision of primary health care for infants, children, and adolescents in the context of their families. Clinical experiences focus on normal growth and development, health promotion, anticipatory guidance, management of common health issues, acute illness, complex chronic, and/or disabling life-long processes for infants, children, and adolescents in the context of their families. Working with clinical preceptors within the pediatric nurse practitioner scope of practice, the pediatric nurse practitioner student assumes a more autonomous role in physical assessment, determining pathophysiological processes, interpreting diagnostic findings (subjective and objective), initiating pharmacotherapeutic and non-pharmacologic therapies, providing patient and parent teaching, and developing health promotion and disease prevention strategies for infants, children, and adolescents. Taken twice for a total of 8 credit hours.
*Prerequisite: NUR 702.*

**NUR 780M PMHNP Clinical Practicum (4)**
Builds on previous knowledge and practice of care of individuals and families, evidence-based practice for the advanced practice nurse, and theoretical application of care for the psychiatric mental health population across the lifespan. Emphasizes health promotion, health protection, health maintenance, health restoration, and disease prevention at the individual and family level. Students engage in mastering competencies introduced, practiced, and evaluated progressively over the clinical experience. Students work closely with a clinical preceptor and nursing faculty to gain experience in assessment, primary prevention, and intervention with populations with mental illness or at risk for mental illness, developing, implementing, and evaluating psychiatric mental health care across the lifespan. Application of legal, ethical, and policy issues for the psychiatric mental health population will be addressed. Students should plan to engage different clinical placements to gain a wide variety of clinical experiences. Taken twice for a total of 8 credit hours.
*Prerequisite: NUR 714.*

**NUR 781: Integration of Evidence for Advanced clinical Practice (3)**
Provides a focused application of knowledge and skills for the NP student regarding evidence-based practice (EBP). Students translate evidence to clinical practice based on a problem/need related to their specialty. While developing an EBP project proposal, students complete an additional 70 hours of clinical experience related to their project focus. In addition to developing an EBP project proposal, students complete a certification exam review for their specialty.

**NUR 810 DNP Project I: Premise Development (1)**
Introduces the DNP project and the knowledge and skills necessary to complete an original work of scholarship at the doctoral level. Students develop a project premise based on a clinical or practice problem of their choice and research questions and a problem statement with a summary of their plans for a DNP project. Aspects of this course will be completed during the on-campus orientation. Approval for each step in the DNP project process must be obtained before moving on to the next step in the DNP project process. Each DNP Project course will run for the entire semester concurrent with other courses in that semester.

**NUR 812 Principles of Science and Faith in Nursing (3)**
Offers application of the foundations of the Christian worldview to faith and science in health care. Explores faith as it relates to scientific principles while engaging in the development of the highest level of advanced nursing care for quality outcomes across the lifespan in diverse populations.

# Course Descriptions

**NUR 814 Research and Analytical Methods for EBP (3)**
Provides an opportunity to build on master's level knowledge to synthesize and evaluate evidence at the doctoral level. Students apply statistical and research methods for effective translation of evidence to clinical practice through critical analysis of literature, appraisal of clinical practice, and dissemination of findings.
*Prerequisite: NUR 812.*

**NUR 816 Science and Theory Integration to Practice (3)**
Students examine the scientific and theoretical underpinnings for advanced nursing practice. Students integrate concepts from the social and natural sciences including human biology, genomics, the science of therapeutics, the psychosocial sciences, as well as the science of complex organizational structures. Philosophical, ethical, and historical issues, integral to the development of science will be applied. Students consider how nursing theory and theories from other disciplines impact practice and the development of new knowledge to provide advances in foundational and nursing sciences.
*Prerequisite: NUR 814.*

**NUR 820 DNP Project II: Proposal Development (1)**
Provides an opportunity for students to develop a DNP project proposal for the purpose of translating and integrating evidence to change practice environments and/or the delivery of care. Students are guided by faculty as they develop a scholarly, detailed plan to implement their original investigative study of a clinically relevant problem or question to the DNP role.
*Prerequisite: NUR 810.*

**NUR 822 Translational Research in EBP (3)**
Provides an opportunity for students to apply research knowledge and skills to the translation of evidence to practice. Students synthesize literature to solve problems and influence practice. Focuses on ethical considerations and application of the Christian worldview with regard to health care research. Students will examine the leadership role as it applies to translating current evidence to practice for improvement of aggregate, systems, and organizational outcomes.
*Prerequisite: NUR 816.*

**NUR 824 Informatics and Patient Care Technology to Improve Outcomes (3)**
Prepares students to explore leadership skills used in evaluating and implementing health care technology. Focuses on current health care technologies and their impact on health outcomes, management of individual and aggregate data, and care systems. Students analyze the legal and ethical implications of distance health care, web-based patient education, and other technologies to support and improve patient care.
*Prerequisite: NUR 822.*

**NUR 826 Clinical Prevention for Improved Global Health (3)**
Using epidemiological methodologies, students examine the distribution and etiology of disease as they pertain to health-related conditions in resource-poor and marginalized communities. Students investigate select global problems, such as infections disease, bioterrorism attacks, and emergency/disaster preparedness gaining new perspectives about concepts of global health and cultural diversity and sensitivity to improve health outcomes.
*Prerequisite: NUR 824.*

**NUR 830 DNP Project III: Proposal Approval and Project Implementation (2)**
Students obtain proposal approval from their DNP project committee, the SAU IRB, and IRB approval from facilities where research is being conducted, if required. Once project proposal approval has been gained, students implement the DNP project.
*Prerequisite: NUR 820.*

**NUR 832 Strategic Organizational and Systems Leadership (3)**
Provides an opportunity for students to examine operational and organizational leadership principles. Through application of organizational and systems theories, students engage in strategic decision-making for establishing

and managing healthcare environments. Focuses on providing Christ-centered leadership for quality of organization and health outcomes.
*Prerequisite: NUR 826.*

**NUR 834 Interdisciplinary Leadership for Improved Population Health (3)**
Provides a strategic view of population health management to implement evidence-based strategies for health promotion, risk reduction, and improved healthcare outcomes for diverse individuals, aggregates, and populations. Students explore collaborative efforts with other disciplines to analyze epidemiological, bio-statistical, occupational, and environmental health problems and related data. Students apply the Christian worldview to develop leadership strategies for clinical prevention and population health services for diverse populations.
*Prerequisite: NUR 832.*

**NUR 836 Strategic Leadership for Quality Improvement (3)**
Builds on previous knowledge of organization and systems theories and provides an opportunity for students to develop quality improvement initiatives through strategic planning. Students apply concepts from strategic planning theories, change management, strategic formation, and leadership principles to develop practice-level or system-wide initiatives to improve the quality-of-care delivery.
*Prerequisite: NUR 834.*

**NUR 840 DNP Project IV: Project Completion and Dissemination (2)**
Students complete the final stages of their DNP project, gain approval for their written report, provide an oral defense of their work, and participate in an on campus research symposium to disseminate their scholarly work. Students will have an opportunity to prepare their projects for submission to a scholarly journal, present their work at a local or national conference, or apply other methods for further dissemination as desired.
*Prerequisite: NUR 830.*

**NUR 842 Health Care Policy, Regulation, and Financial Management (3)**
Prepares students to critically analyze the relationship between healthcare legislation, financial regulation, and strategic planning. Students integrate elements of the Christian worldview to the development of healthcare policy and evaluation of healthcare resources for positive health outcomes at the institutional, local, state, regional, federal, and international levels.
*Prerequisite: NUR 836.*

**NUR 880 Practicum (3) taken 3 times for 1 credit hour each.**
Provides students the opportunity to complete additional practicum hours to fulfill the 1,000-hour requirement of the DNP. A faculty-led, clinical immersion where students can build and assimilate knowledge for advanced practice at a high level of complexity.

# Reading (RDG)

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

**RDG 656 English Language Learners (3)**
An overview of the role of language and cultural identity on English language acquisition. Explores current research in best practices for teaching reading and writing to English Language Learners. Teachers use a case study to investigate issues, strategies, and programs designed to assist English Language Learners.

# Course Descriptions

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

### RDG 680 Content Area Literacies (3)
Addresses reading and writing processes and pedagogy, genre study, elements of effective oral and written communication, and the integrated nature of literacy skills instruction and use across the curriculum. Explores issues of motivation, developmental needs, and literacy teaching strategies.

## Special Education (SED)

### SED 500 Foundations in Learning Disabilities (3)
An in-depth introduction to the study of learning disabilities and a survey of other areas of disability. Candidates acquire knowledge of educational implications, legal considerations, procedures for identification and placement of students with disabilities, due process and privacy requirements, historical and philosophical background of special education, and the instructional strategies applied in educational settings for individuals with learning disabilities. Requires 5 clock hours of site-based clinical work in a classroom setting for students with learning disabilities.

### SED 503 Laws and Policies for Special Education (3)
A foundation course. Candidates study the history of special education laws, educational rights, related services, due process, student discipline, and dispute resolution, Section 504 of the Americans with Disabilities Act, and IDEIA compliance. Prepares candidates to effectively communicate the needs and rights of persons with disabilities according to state and federal special education law and to work with families and collaborators of students diagnosed with learning disabilities or ASD.

### SED 504 Classroom Management and Behavioral Strategies (3)
Designed to build candidates' skill sets in the principles of individual and group management structures. Candidates develop, implement, and incorporate appropriate behavioral management techniques. Emphasizes strategies in the areas of identification, prevention, and assessment. Candidates identify and research techniques to maintain appropriate academic and social behaviors for constructive, independent learning. Requires 5 clock hours of site-based clinical work in a classroom setting for students with learning disabilities.

### SED 505 Foundations in Autism Spectrum Disorder (3)
Provides candidates with an overview of Autism Spectrum Disorder (ASD) and a survey of other areas of disability. Addresses the process and methods of identification and assessment and the implications of ASD on an individual's life. Introduces current treatments and research with a focus on evidence-based classroom practices for students with ASD. Requires 5 clock hours of site-based clinical work in a classroom setting for students with ASD.

### SED 509 Human Development for Exceptional Learners (3)
Emphasizes brain development and best strategies to support learning. Key topics include basic anatomy of the brain, critical steps involved in the brain's acquisition and processing of information, memory systems, and the latest research on how the brain processes speech and learning. Candidates investigate best practices for learning acquisition for students with disabilities. Course assignments will be completed according to the area of focus of the candidates' master's degree program.

### SED 520 Elementary Curriculum and Methods (3)
This site-based methods course focuses on curriculum, educational methods, and strategies to meet the needs of the student with learning disabilities at the elementary level in all academic areas. Emphasizes techniques for teaching reading, written expression, and mathematics, and instruction in other content areas. Candidates practice

designing and teaching unit plans while making individualized considerations for students. Candidates submit video recorded lessons for feedback. Requires 12 clock hours of site-based clinical work in a classroom setting for students with learning disabilities. SED 523 will be required for candidates without prior special education certification.
*Prerequisite: SED 500.*

### SED 521 Secondary Curriculum and Methods (3)
This site-based methods course focuses on curriculum, educational methods, and strategies to meet the needs of students with learning disabilities at the secondary level in all academic areas. Provides practice in personal curriculum, transition services, and designing and teaching unit plans while making individualized considerations for students. Candidates submit video recorded lessons for feedback. Requires 12 clock hours of site-based clinical work in a classroom setting for students with learning disabilities. SED 523 will be required for candidates without prior special education certification.
*Prerequisite: SED 500.*

### SED 523 Special Education Assessment (3)
Provides instruction in appropriate procedures for the assessment and reporting of students' reading, writing, mathematical, and social skills. Emphasizes assessment methods that lead directly to diagnosing skill deficits and determining current level of functioning, which can be translated into goals, objectives, and statements of progress on students' IEPs. Explores methods of evaluating instructional outcomes so an ongoing instructional plan can be adjusted for students with learning disabilities or ASD.

### SED 524 Technology for Special Education (3)
Introduces candidates to assistive and instructional technology supports for students with disabilities. Assistive technology exposes candidates to uses of technology for individuals with a variety of disabilities. In addition to weekly academic content introductions, candidates will be introduced to a framework for assessing students' abilities, environments, required tasks, and use of assistive tools. Emphasizes proper assessment, informed choices, training and implementation of assistive technology, and progress monitoring according to the impact of assistive technology. Requires 5 clock hours of site-based clinical work in a classroom setting according to the area of focus of the candidates' master's degree program.

### SED 531 Communication Development and Training (3)
Examines procedures for assessment of communication, language, and speech of students with Autism Spectrum Disorder. Reviews strategies for promoting language and communication skills across various learning environments.
*Prerequisite: SED 505.*

### SED 535 Social Skills and Behavior Strategies (3)
Candidates review the effects of social skills on behavior and learn evidence-based practices for behavioral interventions for students with Autism Spectrum Disorder. Focus on data collection and its role in developing assessments, interventions, and behavior plans. Requires 5 clock hours of site-based clinical work in a classroom setting for students with ASD.
*Prerequisites: SED 505.*

### SED 536 Elementary Curriculum and Methods for ASD (3)
This site-based methods course focuses on curriculum, educational methods, and strategies to meet the needs of students with Autism Spectrum Disorder in all academic areas at the elementary level. Research-based practices will be studied and applied to lesson plans and linked to the effective implementation of techniques and strategies according to the instructional curriculum. Candidates submit video recorded lessons for feedback. Requires 12 clock hours of site-based clinical work in a classroom setting for students with ASD. SED 523 is required for candidates without prior special education certification.
*Prerequisites: SED 505, SED 531.*

# Course Descriptions

**SED 537 Secondary Curriculum and Methods for ASD (3)**
This site-based methods course focuses on curriculum, educational methods, and strategies to meet the needs of students with Autism Spectrum Disorder in all academic areas at the secondary level. Provides practice in personal curriculum, transition services, and designing and teaching unit plans, while making individualized considerations for students with ASD. Candidates submit video recorded lessons for feedback. **Requires 12 clock hours of site-based clinical work in a classroom setting for students with ASD.** SED 523 is required for candidates without prior special education certification.
*Prerequisites: SED 505, SED 531.*

**SED 540 Professional Practice through Collaboration (3)**
Provides information on identifying and accessing resources for persons with disabilities and instruction in the development of interpersonal skills needed to effectively communicate with collaborative partners: parents, colleagues, and outside agencies. Prepare candidates to work with families and collaborators of students diagnosed with learning disabilities and autism spectrum disorder. Requires 3 clock hours of site-based clinical work in a classroom setting according to the area of focus of the candidates' master's degree program.

**SED 640 Internship Research Design (3)**
Interns write a research proposal adhering to best practices for human subjects' protections. Candidates' proposals introduce their case study student and include a literature review highlighting the selection of an evidence-based practice in academic or behavioral intervention according to the area of focus of the candidates' master's degree program. Requires placement in a classroom setting according to the area of focus of the candidates' master's degree program. Corequisite with SED 650 if seeking certification.
*Prerequisites: All other coursework in program except SED 645.*

**SED 645 Internship Action-Research for Exceptional Learners (3)**
Interns develop and implement an action-research plan in a supervised and mentored special education teaching assignment in a K-12 setting. Interns conduct an intervention, collect data, analyze and interpret the data, and discuss recommendations for action based upon their findings. Culminates with master's thesis based on the evidence-based action research project. Requires placement in a classroom setting according to the area of focus of the candidates' master's degree program. Corequisite with SED 650 if seeking certification.
*Prerequisites: SED 640.*

**SED 650 Internship Site-Based Experience (2)**
Paired with SED 640 and SED 645. Interns are responsible for managing learning activities of students with disabilities while considering the need for a specific, student-centered academic or behavioral intervention as part of their action-research study. Provides observation, assessment, instructional, and management opportunities in the special education classroom under the mentorship of a classroom teacher with the appropriate certification and a University supervisor. Requires a minimum of 8 weeks and 180 hours of site-based internship work in a classroom according to candidates' degree program.
*Prerequisite: All other coursework in program*
*Corequisites: SED 640 and 645.*

# Social Work (SWK)

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

**SWK 512 Human Behavior in the Social Environment I (3)**
Provides the generalist-level social work student the opportunity to increase their knowledge of human behavior across the lifespan. Students develop competency in applying to social work practice theories of biological, social, cultural psychological, and spiritual development; understanding what promotes or deters people from achieving health and well-being; and utilizing conceptual frameworks to guide the processes of engagement, assessment, intervention, and evaluation. Students advance their understanding and learn to apply knowledge of person-in-environment and the impact of systems on individuals, families, groups, organizations, and communities. The first of two courses covering the lifespan. Covers pregnancy and birth, infancy, and childhood.
*Prerequisite: SWK 510.*

**SWK 513 Human Behavior in the Social Environment II (3)**
Provides the generalist-level social work student the opportunity to build on their learning from SWK 512 and to increase their knowledge of human behavior across the lifespan. Students develop advanced competency in applying to social work practice theories of biological, social, cultural psychological, and spiritual development; understanding what promotes or deters people from achieving health and well-being; and utilizing conceptual frameworks to guide the processes of engagement, assessment, intervention, and evaluation. Students build on previous learning to advance their understanding and learn to apply knowledge of person-in-environment and the impact of systems on individuals, families, groups, organizations, and communities. The second of two courses covering the lifespan. Covers adolescence, young adulthood, middle adulthood, and later adulthood.
*Prerequisite: SWK 510.*

**SWK 515 Culturally Responsive Social Work Practice (1) (Online)**
Examines cultural norms for varying people groups and helps students develop skills in working with individuals, groups, families, communities, and organizations from diverse cultures. Explores the history of oppression. Students gain competence in advocating social work practices that enhance human rights and ensure dignity and respect for all peoples and communities.
*Prerequisite: SWK 510.*

**SWK 516 Cultural Humility (1) (Online)**
Explores various topics including disparities perpetuated through policy and programming, implicit bias, and privilege. Through self-reflection, students develop cultural humility to aid them in advocating for clients and client systems at all levels. Students will learn how their personal biases may impact work with others and gain a better understanding for equitable policy development. Addresses resiliency and key factors in overcoming trauma.
*Prerequisite: SWK 510.*

**SWK 520 Social Work Practice I: Individuals and Families (3)**
Students develop competency in applying theories of human behavior and the social environment to work with individuals and families. Focuses on engagement, assessment, goal-setting, intervention, termination, and practice evaluation. Special attention to intervention with diverse and vulnerable populations. Uses case materials and role-playing. Provides the opportunity to apply the social work problem solving process to work with individuals and families.
*Prerequisite: SWK 510.*

**SWK 521 Social Work Practice II: Groups, Communities, and Organizations (3)**
Builds on content from SWK 520. Students develop advanced competency in applying theories of human behavior and the social environment to work with groups, communities, and organizations. Focuses on engagement, assessment, goal setting, intervention, termination, and practice evaluation as it applies to work with groups, communities, and organizations. Special attention to intervention with diverse and vulnerable populations with emphasis on how to engage in practices and advocate for human rights and social and economic justice. Covers theories of group work and the impact on vulnerable populations. Emphasizes how to apply systems theory and the problem-solving process to advance understanding of groups. This is the second half of SWK 520. The two are intended to be taken in sequence.
*Prerequisite: SWK 510.*

# Course Descriptions

**SWK 525 Research in Social Work Practice (3)**
Students build competency in using research to inform their practice. Focuses on using evidence-based interventions, evaluating their own practice, and using research findings to improve practice, policy development, and social service delivery to individuals, families, groups, communities, and organizations. Social work values and theories will provide the lens used as students design a research study. ***Prerequisite: SWK 510.***

**SWK 531 Social Work Ethics and Values (1) (Online)**
The Spring Arbor University Concept and the National Association of Social Workers Code of Ethics provide the foundation for the study of ethics in social work practice. Students gain competence in recognizing and managing their personal values in a way that allows professional values to guide their practice. Students gain skills to tolerate ambiguity in resolving ethical conflicts and apply strategies of ethical reasoning to arrive at principled decisions. ***Prerequisite: SWK 510.***

**SWK 532 Christian Values and Social Work (1) (Online)**
Examines Christian and biblical values and concepts as they apply to professional and personal growth. Students begin to develop their professional selves while incorporating faith and practice. Includes opportunities to practice several spiritual principles. ***Prerequisite: SWK 510.***

**SWK 560 Generalist Field Practice I (2)**
Provides students with an opportunity to apply generalist social work knowledge, values, skills, and cognitive and affective processes in a field placement. Integrated with learning through a faculty-led field seminar and through supervision by an approved field instructor. Students are expected to integrate the concepts, knowledge, and values learned in coursework with agency experience. Students achieve a beginning level of competency in applying theories and concepts learned in the classroom to the practical world of the practice setting. A minimum of 400 clock hours for SWK 560, SWK 570, and SWK 580 combined are required. ***Prerequisite: SWK 510.***

**SWK 570 Generalist Field Practice II (4)**
Provides students with an opportunity to apply generalist social work knowledge, values, skills, and cognitive and affective processes in a field placement. Integrated with learning through a faculty-led field seminar and through supervision by an approved field instructor. Students are expected to integrate the concepts, knowledge, and values learned in coursework with agency experience. Students achieve a beginning level of competency in applying theories and concepts learned in the classroom to the practical world of the practice setting. A minimum of 400 clock hours for SWK 560, SWK 570, and SWK 580 combined are required. ***Prerequisite: SWK 510.***

**SWK 580 Generalist Field Practice III (2)**
Provides students with an opportunity to apply generalist social work knowledge, values, skills, and cognitive and affective processes in a field placement. Integrated with learning through a faculty-led field seminar and through supervision by an approved field instructor. Students are expected to integrate the concepts, knowledge, and values learned in course work with agency experience. Students achieve a beginning level of competency in applying theories and concepts learned in the classroom to the practical world of the practice setting. A minimum of 400 clock hours for SWK 560, SWK 570, and SWK 580 combined are required. ***Prerequisites: SWK 510, SWK 560, SWK 570.***

**SWK 617 Specialized Applied Social Policy (1) (Online)**
Seminar-style course. Students apply the foundation knowledge of social policy to one or more social policy issues that are encountered in the field placement agency. ***Prerequisite: SWK 618.***

**SWK 618 Psychopathology/Specialized Multi-Dimensional Assessment in Specialized Social Work Practice I (3)**
Examines mental disorders described in the Diagnostic and Statistical Manual published by the American Psychiatric Association that social work clients in mental health and other settings may experience. Students define the clinical entities, explore their etiology and natural course, and learn how to link diagnosis, assessment, and intervention. Emphasis on how to employ evidence-based treatment approaches with clients who present with symptomatology from these disorders. Explores the complexity of the intersection between the person in the environment and mental/emotional and physical selves. Emphasizes working as a multidisciplinary team.

**SWK 619 Clinical Social Work Practice and Theory I (3)**
Provides a historical overview of mental health theories and their evolution, beginning with Freud's psychodynamic approach and evolving through modern day theories. Covers ego psychology, object relations, self-psychology, and relational and intersubjective theories. Each theory is viewed through the lens of major contributors to the theory, the basic theoretical principles, goals, interventions, research findings, and limitations. Integrates practice methods, case studies, and social work values and ethics.
*Prerequisite: SWK 618.*

**SWK 621 Specialized Practice: Physical and Mental Health (3)**
Considers the physiological, psychological, and social components of various illnesses/conditions encountered in physical and mental health care settings. Themes include the effect of these components on social functioning or rehabilitative processes, the common psychological reactions of people to treatment, the inter-disciplinary team's respective roles and value orientations, and the impact of these on the patient and his/her family. Explores health care policy and issues of loss and death. Special attention to interventions specific to health care settings versus those of traditional agencies, and to methods appropriate to interdisciplinary practice and the impact of health care on specific population groups. (Video Conferencing and Online.)
*Prerequisite: SWK 618.*

**SWK 625 Clinical Social Work Practice and Theory with Families (3)**
Explores normal and maladaptive patterns in families as they progress through life stages with a focus on environmental and cultural obstacles to family functioning. Examines and analyzes family therapy approaches from cultural-sensitive and population-at-risk perspectives. Explores the family treatment process based on a multidimensional assessment. The process presented focuses on relationship-building with the family as a system and its members, and general treatment issues.
*Prerequisite: SWK618.*

**SWK 627 Specialized Applied Social Research (1) (Online)**
Seminar-style course. Students apply the knowledge of research in examining research practices in the context of the field placement agency. Designed to support students in conducting evidence-based practice in an agency setting by evaluating practice and planning for change. Case material will be drawn from real world practice situations students encounter in their field placements.
*Prerequisite: SWK 618.*

**SWK 628 Psychopathology/Specialized Multi-Dimensional Assessment in Specialized Social Work Practice II (3)**
Examines mental disorders described in the Diagnostic and Statistical Manual published by the American Psychiatric Association that social work clients in mental health and other settings may experience. Students define the clinical entities, explore their etiology and natural course, and learn how to link diagnosis, assessment, and intervention. Emphasis on how to employ evidence-based treatment approaches with clients who present with symptomatology from these disorders. Explores the complexity of the intersection between the person in the environment and mental/emotional and physical selves. Emphasizes working as a multidisciplinary team.
*Prerequisite: SWK 618.*

**SWK 629 Clinical Social Work Practice and Theory II (3)**
Provides a historical overview of mental health theories and their evolution beginning with Freud's psychodynamic approach and evolving through modern day theories. Covers cognitive, behavioral, motivational interviewing,

# Course Descriptions

dialectical behavior therapy (DBT), trauma therapy, crisis theory, solution-focused theory, narrative theory, and play therapy. Each theory will be viewed through the lens of major contributors to the theory, the basic theoretical principles, goals, interventions, research findings, and limitations. Integrates practice methods, case studies, and social work values and ethics.
*Prerequisite: SWK 618.*

### SWK 631 Strategic Social Work Supervision, Management and Administration (3)
Provides a conceptual and theoretical foundation for administration and supervision in human service agencies. Prepares students with the skills for leadership, management, and supervision in practice and community settings. Students gain an understanding and application of administration and management methods of strategic planning, program evaluation, and community collaboration. (Video Conferencing and Online.)
*Prerequisite: SWK 618.*

### SWK 641 Laws and Policies for School Social Workers (3)
Required for those who wish to practice school social work in Michigan. Provides students with a deep understanding of the history of education, special education, and current legal and ethical standards. Examines emerging issues, which will provide candidates with a strong basis to advocate for educational policy and appropriate resources to support quality education and the legal rights of students with disabilities. Prepares students to effectively communicate the needs and legal rights of individuals with disabilities according to state and federal special education law, to work within the school environment with educators and families, and to collaborate with students with various disabilities.
*Prerequisite: SWK 618.*

### SWK 642 School Social Work Assessment and Intervention (3)
Required for those who wish to practice school social work in Michigan. Provides opportunity to increase knowledge and research of mental health disorders of children and youth. Students develop competency in applying biopsychosocial theories of resiliency, coping, etiology, the impact of mental health disorders, culture, ethnicity, family structure, marital status, religion or spirituality, and race to the treatment of children and youth. Examines classification systems of child and youth functioning and disorders (DSM). Explores the impact of labeling and stigma to develop critical thinking about how mental health disorders of children and youth are conceptualized.

### SWK 643 Mental Health and Mental Disorders in Children and Youth (3)
Required for those who wish to practice school social work in Michigan. Examines social work practice, knowledge, and skills using effective evidenced-based assessment and intervention used with individual students, groups, families, school personnel, and communities. These assessments and interventions are used to enhance student learning, development, and social/academic school success. Engages students in knowledge and activities to assess and intervene in a variety of special education areas. Examines the importance of family engagement and collaboration, and consultation between teachers, families, and other school personnel.

### SWK 640 Specialized Field Practice I (2)
Provides students an opportunity to apply specialized social work knowledge, values, skills, and cognitive and affective processes in a micro field placement. Integrated with learning through a faculty-led field seminar and through supervision by an approved field instructor. Students are expected to integrate the concepts, knowledge, and values learned in coursework with agency experience. Students achieve a specialized level of competency in applying theories and concepts learned in the classroom to the practical world of the practice setting. A minimum of 500 clock hours for SWK 640, SWK 650, SWK 660, SWK 670, and SWK 680 combined are required.
*Prerequisite: SWK 618.*

### SWK 650 Specialized Field Practice II (2)
Provides students an opportunity to apply specialized social work knowledge, values, skills, and cognitive and affective processes in a micro field placement. Integrated with learning through a faculty-led field seminar and through supervision by an approved field instructor. Students are expected to integrate the concepts, knowledge,

and values learned in coursework with agency experience. Students achieve a specialized level of competency in applying theories and concepts learned in the classroom to the practical world of the practice setting. A minimum of 500 clock hours for SWK 640, SWK 650, SWK 660, SWK 670, and SWK 680 combined are required. *Prerequisite: SWK 618.*

### SWK 660 Specialized Field Practice III (2)
Provides students an opportunity to apply specialized social work knowledge, values, skills, and cognitive and affective processes in a micro field placement. Integrated with learning through a faculty-led field seminar and through supervision by an approved field instructor. Students are expected to integrate the concepts, knowledge, and values learned in coursework with agency experience. Students achieve a specialized level of competency in applying theories and concepts learned in the classroom to the practical world of the practice setting. A minimum of 500 clock hours for SWK 640, SWK 650, SWK 660, SWK 670, and SWK 680 combined are required. *Prerequisite: SWK 618.*

### SWK 670 Specialized Field Practice IV (2)
Provides students an opportunity to apply specialized social work knowledge, values, skills, and cognitive and affective processes in a micro field placement. Integrated with learning through a faculty-led field seminar and through supervision by an approved field instructor. Students are expected to integrate the concepts, knowledge, and values learned in coursework with agency experience. Students achieve a specialized level of competency in applying theories and concepts learned in the classroom to the practical world of the practice setting. A minimum of 500 clock hours for SWK 640, SWK 650, SWK 660, SWK 670, and SWK 680 combined are required. *Prerequisite: SWK 618.*

### SWK 680: Specialized Field Practice V (2)
Provides students an opportunity to apply specialized social work knowledge, values, skills, and cognitive and affective processes in a micro field placement. Integrated with learning through a faculty-led field seminar and through supervision by an approved field instructor. Students are expected to integrate the concepts, knowledge, and values learned in coursework with agency experience. Students achieve a specialized level of competency in applying theories and concepts learned in the classroom to the practical world of the practice setting. A minimum of 500 clock hours for SWK 640, SWK 650, SWK 660, SWK 670, and SWK 680 combined are required. *Prerequisites: SWK 618, SWK 640, SWK 650, SWK 660, SWK 670.*

## Teaching English as a Second Language (TSL)

### TSL 500 Essential Linguistics (3)
Studies English as a system, the components of the language system (phonology, orthography, phonics morphology, syntax), and the relatedness of language systems. Compares different theories of language variation, social and academic language registers, the benefits of bilingualism, and how knowledge of sentence structure instruction fits into current practices in language teaching.

### TSL 501 Cross Cultural Competence in Communication (3)
Explores personal biases and methods to overcome them and the basic principles underlying multicultural education. Provides an opportunity to develop appropriate teaching strategies, activities, and materials and to adapt and evaluate curricula for use in culturally diverse and homogeneous classrooms. Requires 10 clock hours of lab experiences, which will help students apply the concepts.

### TSL 502 Methods and Materials (3)
Focuses on the pedagogical aspects of teaching English and the preparation of teaching materials for classroom use. Explores integrated methods and strategies for teaching listening, speaking, reading, and writing to English language learners (ELLs) of diverse backgrounds and levels. Requires highly constructive class participation and responsible out-of-class lesson assignment preparation for the lab setting. Covers theories of second language acquisition, research-based pedagogy for ELLs, how to manage instruction for different levels of learners with

# Course Descriptions

diverse abilities, and appropriate interactions with students and various stakeholders from diverse cultural backgrounds.

### TSL 503 Instructional Strategies for Teaching Speaking and Listening (3)
Focuses on the pedagogical and teaching materials for classroom use when teaching English Language Learners. Explores integrated methods and strategies for improving pronunciation, listening, and speaking skills of ELLs of diverse backgrounds and levels. Requires highly constructive class participation and responsible out-of-class lesson assignment preparation. Students demonstrate the ability to create, plan, and teach speaking, listening, and pronunciation activities that apply to the specific needs of an individual English language learner as part of a case study.

### TSL 505 Assessment and Evaluation of English Language Learners and Programs (3)
Explores theoretical and practical aspects of language assessment and evaluation, particularly in measuring English language skills of students in ESL programs. Students use a variety of assessment tools and standardized placement tests to assess listening, speaking, reading, and writing. Reviews and compares WIDA (World-Class Instructional Design and Assessment) and ELD (English Language Development) standards. Students develop performance-based, alternative, and other common assessment tools used and evaluated in light of issues related to bias, social, political, and psychological factors.

### TSL 506 Instructional Strategies for Teaching Literacy (3)
An overview of the interconnectedness of culture and reading and writing skill development. Students review the developmental aspects of second language acquisition and the developmental aspects of reading and writing, providing insights for the creation of programs for literacy development for ELLs. Students assess the oral language proficiency, reading comprehension, vocabulary knowledge, and writing skills of a case study student or small group. Reading comprehension and writing skill development strategies will be implemented with the case study individual or group. Explores challenges for developing phonemic awareness, spelling, vocabulary, and comprehension with ELLs. Students review current research of best practices for teaching reading and writing. RDG 656 may be substituted.

### TSL 508 Instructional Strategies for Teaching Grammar (3)
Enhances the classroom instruction of teachers of ELLs by blending classroom strategies with a study of the most important grammatical structures of the language. Explores the meta-language and key concepts of English grammar. Students develop lessons for the production of English in speaking and writing activities with a focus on communicative competence. Targets the most useful grammatical skills needed for beginning and intermediate level ELLs. Students analyze spoken and written English of native and non-native speakers in order to understand and explain the most frequent error types of learners from different language groups.

### TSL 509 Sheltered Immersion (SIOP) for Content Area Teachers (3)
Designed using the SIOP model for teaching content and language in mixed ability classrooms in K-12 settings. Examines how to plan a supportive classroom learning environment for ELL students. Candidates plan for multi-levels of diverse students using standards-based ESL and content curriculum. Candidates design integrated activities that focus on listening, speaking, reading, and writing goals which also address content objectives. Requires 10 clock hours of observation and participation in a science, social studies or math classroom with ELLs.

### TSL 600 Capstone Research Project, Field Experience, and e-Portfolio (3)
Students build a web-based portfolio which demonstrates how they have met the criteria for selected National Board for Professional Teaching Standards, TESOL/CAEP Standards, and the Michigan ESL Endorsement standards. Students demonstrate knowledge of research in the field of TESOL in a comprehensive literature review of an issue related to any one of the domains addressed in the standards as approved by the course instructor. Portfolio includes documentation of teaching competence and reflection and a collection of the videos, screencasts, unit plans, article analyses, webliographies, article reflections, case studies, etc. that the student has produced as part of the TESOL coursework or during the field experience.
***Prerequisites: Foundation Courses.***

# GLOSSARY
**Glossary for Academic Credentials and Parts of Credentials**

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

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

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

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

## FOUNDATION
Foundation courses are central to a specific field of study and common to various programs in a specific academic department's programs.

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

# Glossary

## MASTER OF ARTS

The Master of Arts is a graduate degree conferred upon students who have completed the program and institutional graduation requirements. Master of Arts programs are distinguished by an advanced qualitative and theoretical focus.

## MASTER OF SCIENCE

The Master of Science is a graduate degree conferred upon students who have completed the program and institutional graduation requirements. Master of Science programs are distinguished by an advanced quantitative and scientific focus.

## MASTER OF [SPECIALTY]

The Master of [Specialty] is a graduate degree conferred upon students who have completed the program and institutional graduation requirements. Master of [Specialty] programs are distinguished by an exclusive advanced focus on a particular professional field. These programs are not individualized programs.

## TRACK

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

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# INDEX

# INDEX