



Spring Arbor  
UNIVERSITY

**Online**

# ONLINE DEGREE PROGRAMS GUIDE

[online.arbor.edu](http://online.arbor.edu)



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# THE SAU 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.





## From the Office of the President

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### Our Values

- **We are committed** to Jesus Christ as Savior and Lord and affirm the importance of learning grounded in God's Creation and in His uniquely authoritative revelation through Scripture.
- **We are committed** to a liberal arts education involving the pursuit of all truth as God's truth, the development of Christian character, and the living integration of faith and learning.
- **We are committed** to the value and potential of every human being as created in God's image and thus accountable to Him and responsible for effective, redemptive participation in society and culture.

As a Spring Arbor University online student, your growth and success - academically, professionally and personally - are our focus. Even though you may not be physically present on campus, you are part of a community of learners who are distinguished by our lifelong involvement in the study and application of the liberal arts, a total commitment to Jesus Christ as the perspective for learning, and critical participation in the contemporary world.

As leaders in adult online education, we understand that you need flexibility and support. That is why I encourage you to fully engage with your fellow students, the faculty and your student success advisor. Each will enrich your academic experience in ways you never imagined possible.

You are here to receive a quality education and to advance your career. Keep these goals top of mind as you engage in critical thinking by asking questions in your pursuit of wisdom. Demonstrate your personal commitment to responsible, ethical leadership and effective communication through the original work you do here. Remember: The skills, knowledge and abilities you gain as a Spring Arbor University student will serve you well long after you have completed your degree.

We appreciate your interest in Spring Arbor University and wish you the best in your academic endeavors.

Dr. Brent Ellis  
President

# About SAU Online

Since 1873, Spring Arbor University has helped students pursue wisdom by offering an education grounded in the Christian faith. What began as a small elementary and secondary school in the late 1800s has evolved into a premier private Christian university that offers engaging online programs designed to meet the unique needs of busy, working adults. While we're not the only university to offer online degree programs, our distinction lies in our total commitment to providing educational excellence within a Christ-honoring and supportive online community.



- Christian Universities Online's article "50 Best Value Christian Colleges and Universities" ranks SAU as the fifth best value nationwide and second best in the Midwest.



- Christian Universities Online named Spring Arbor University in their *Best Online Christian Graduate Schools Guide*.



- *U.S. News & World Report* ranks Spring Arbor University in the top tier of the "Midwestern Regional Universities" category of colleges and universities.



- Spring Arbor University is ranked No. 5 in the Top 20 Online MSN Programs 2015 by Best Value Schools.



- Ranked by *The Economist* as No. 1 in economic value for Christian universities in Michigan and No. 2 for all universities in Michigan.



- Named a "College of Distinction" for 2015-2016. This means that SAU has engaged students, great teachers, a vibrant community, and successful outcomes.

*“What a blessing it is to be an SAU graduate student. Not only am I investing in my future and in the development of my career, but I am surrounded by a community of mentors and scholars who are also committed to integrating Christ’s love into today’s business world.”*

- Chelsea Page, MBA

[A full list of awards and recognition can be found at online.arbor.edu/awards-and-recognition](http://online.arbor.edu/awards-and-recognition)

# Accreditation

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The Higher Learning Commission (HLC) - All degrees offered by Spring Arbor University are accredited by The Higher Learning Commission, 30 N. LaSalle St., Suite 2400, Chicago, IL 60602. 1.800.621.7440.

Spring Arbor has been approved by the Michigan Department of Education to offer online reading courses for elementary and secondary teachers that are required by Michigan law for initial certification renewal. The courses are EDU 624 for elementary and EDU 625 for secondary.

The social work program is accredited by the Council on Social Work Education (CSWE) which ensures students, employers, and graduate social work programs that our graduates have received an education that meets CSWE's rigorous standards.



The baccalaureate degree program in nursing and master's degree program in nursing at Spring Arbor University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

## State Authorization

SAU is authorized to offer online education across the nation, with exceptions for nursing programs in AL, AZ, LA, NY, SD, and WA (Nurse Educator only).

# Awards and Recognition

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As the popularity of online degree programs grows, the number of schools offering online degrees grows as well. When researching online schools to earn your degree, you want to make sure you are looking only at accredited colleges. Accreditation is important because it means the university is held to a certain standard. You also will want to compare the school's rankings and any recognition awarded by third-party sources. This way, you will know that you're receiving a quality education that is recognized for its student satisfaction, instructional quality and credibility.

Spring Arbor University Online offers highly-ranked, highly-respected educational programs for busy adults. In addition to being accredited by the Higher Learning Commission, we've received numerous awards and rankings for our degree programs including:

- Ranked in *U.S. News & World Report* Best Colleges: Regional Universities Midwest Rankings
- Ranked in the 50 Best Christian Colleges and Universities\*
- Named in the Best Online Christian Graduate Schools Guide\*
- Named in the 50 Most Affordable Christian Colleges in the U.S.\*
- Ranked by *The Economist* as No. 1 in economic value for Christian universities in Michigan and No. 2 for all universities in Michigan



\**Christian Universities Online*

# Student Support

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SAU Online is a pioneer and leader in online adult education. We understand your needs, and we welcome you with an online environment specifically created to enhance your strengths and support your journey.

- An Admissions Representative will help you choose a program that best fits your needs and walk you through the admissions process.
- Our Financial Aid Staff will give you accurate information on financial resources, based on your specific needs and circumstances.
- You will have direct access to SAU's highly acclaimed instructors.
- Upon acceptance, you will be assigned your own Student Success Coach, who will be your personal concierge from day one to graduation day.
- Our Tech Support Team will help you with any technical issues you may have.
- Throughout your program, you'll enjoy rich opportunities to strengthen your walk with God, build your professional network, master subjects in your sphere of influence and build lifelong friendships with fellow Christians around the world.
- A Graduate Career Advisor will help you develop a career plan and will notify you of opportunities, experiences and resources related to your career plan.
- You are assigned an Academic Advisor when you are accepted who will recommend schedules, monitor your progress, answer program-related questions and direct you to appropriate support services.



## WHEN DO CLASSES START?

Most classes have six start dates per calendar year. To see start dates for your program, go to [online.arbor.edu](https://online.arbor.edu) or call an Admissions Representative at **1.844.621.0900**.

# SAU Online Programs

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**Spring Arbor University** offers affordable, accredited, Christ-honoring online degrees designed to broaden your professional reach, enrich your faith, and make you more marketable in your sphere of influence. As an SAU Online student, you enjoy an engaging curriculum that prepares you to pursue a more purposeful career with confidence. It's a fully integrated approach to online education that's specifically designed to inform and transform the mind, body and spirit of adult learners.

## Online Learning Community

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Spring Arbor University understands the importance of having an online support network. In addition to instructors, staff and peers who know exactly what it's like to be an adult online learner, you are assigned your own Student Success Coach who works with you on work-life balance, personal and professional development, career goals, and more.

From the comfort of your own home, you can submit assignments, take tests and review class resources. You can also enjoy engaging podcasts, interesting threaded discussions and thought-provoking videos that transform you in ways you never thought possible.

Keeping you connected is our priority, which is why we offer so many ways to keep in touch - email, chat, discussion boards, live audio-conferencing, a state-of-the-art learning management system, iTunesU® and more.

## Financial Aid

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There are many different sources of financial aid available to those who qualify at Spring Arbor University Online. We will work with you to identify the financial benefits for which you may qualify, including state and federal aid, military discounts, and tax benefits.

# Online Degree Programs

	Total Credit Hours	Tuition Per Credit	Total Tuition*	Application Fee	Registration Fee	Technology Fee
Bachelor of Social Work	124	\$587	\$72,788	\$30	\$40/sem	\$105/sem
Master of Arts in Early Childhood Education	33	\$588	\$19,404	\$30	\$40/sem	\$105/sem
Master of Arts in Reading	38	\$588	\$22,344	\$30	\$40/sem	\$105/sem
Master of Arts in TESOL	33	\$588	\$19,404	\$30	\$40/sem	\$105/sem
Master of Special Education	36-37	\$588	\$21,168-\$21,756	\$30	\$40/sem	\$105/sem
Master of Arts in Strategic Communication and Leadership	36	\$725	\$26,100	\$30	\$40/sem	\$105/sem
Master of Business Administration*	36	\$725	\$26,100	\$30	\$40/sem	\$105/sem
Registered Nurse to Bachelor of Science in Nursing	38	\$587	\$22,306	N/A	\$40/sem	\$105/sem
Registered Nurse to Master of Science in Nursing/Ed	76	BSN-\$587 MSN-\$712	\$48,737	\$30	\$40/sem	\$105/sem
Registered Nurse to Master of Science in Nursing/MBA	100	BSN-\$587 MSN-\$712	\$65,825	\$30	\$40/sem	\$105/sem
Registered Nurse to Master of Science in Nursing/ Family Nurse Practitioner	92	BSN - \$587 MSN - \$712	\$60,129	\$30	\$40/sem	\$105/sem
Registered Nurse to Master of Science in Nursing/ Adult-Gerontology Primary Care Nurse Practitioner	87	BSN-\$587 MSN-\$712	\$56,569	\$30	\$40/sem	\$105/sem
Master of Science in Nursing/Ed	39	\$712	\$27,768	\$30	\$40/sem	\$105/sem
Master of Science in Nursing/MBA	63	\$712	\$44,856	\$30	\$40/sem	\$105/sem
Master of Science in Nursing/ Adult-Gerontology Primary Care Nurse Practitioner	50	\$712	\$35,600	\$30	\$40/sem	\$105/sem
Master of Science in Nursing/Family Nurse Practitioner	55	\$712	\$39,160	\$30	\$40/sem	\$105/sem

\*Additional fees such as clinical practicum, residency, travel, and others may apply depending on the program.



## Bachelor of Social Work Online

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Prepare to become a competent, confident, engaged and ethical social worker committed to social and economic justice. Learn to provide social work services to individuals, families, groups, organizations and communities. Develop your professional practice while focusing on the values of service, social and economic justice, dignity and worth of the person, the importance of human relationships, as well as integrity and competence in the practice of social work.

Accredited by the Council on Social Work Education (CSWE), the Bachelor of Social Work Online program helps students develop the core skills necessary to improve relationships, develop solutions and connect with clients on a deeper, more spiritual level. Pulling from their real-world experience, our faculty create learning opportunities that reflect the realities of current social work practice. In addition, we've made it convenient to fulfill your BSW fieldwork requirements by allowing you to conduct your internship in your community.

Suited to fit you, this 124-credit hour BSW focuses on both theory and skill development, and students with the correct transfer credits may complete it in as few as 20 months.

### **PROGRAM OVERVIEW:**

- Total Credit Hours: 124
- Tuition per Credit: \$587
- Total Tuition: \$72,788
- Application Fee: \$30.00
- Registration Fee: \$40 per semester
- Technology Fee: \$105 per semester
- Program Fees: SWK447 has a course fee of \$72

# Bachelor of Social Work Online Curriculum

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## Required BSW Courses

- SWK281 Introduction to Social Work (3)
- SWK305 Human Behavior in the Social Environment (3)
- SWK311 Racial and Ethnic Relations (3)
- SWK335 Interviewing (3)
- SWK340 Practice with Individuals and Families (3)
- SWK351 Statistics for the Behavioral Sciences (3)
- SWK352 Research Design (4)
- SWK442 Social Welfare Policies (3)
- SWK446 Practice with Groups (3)
- SWK447 Practice with Communities and Organizations (3)
- SWK450 Internship (10)
- SWK480 Senior Seminar (2)

The above represents BSW specific courses. The degree also includes general education courses (60 credits) and electives (21 credits).

## Bachelor of Social Work Curriculum Descriptions – Required Courses

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### ■ **SWK281 Introduction to Social Work**

An introduction to the field of social work. Curriculum will focus on various practice settings, the history of social work, and the purposes and values that guide social work practice with individuals, groups, organizations, communities and social welfare. Case studies and videos are used to introduce the social issues and vulnerable populations with which social work is concerned. You will be encouraged to assess your potential as a social worker through self-reflection and course assignments.

### ■ **SWK305 Human Behavior in the Social Environment**

An overview of normal biological, psychological, social and spiritual development of individuals from a life-span and family life-cycle perspective. Curriculum will emphasize how the interaction of the individual, culture, race, gender and the social environment affect human behavior using social systems theory. Issues of gender and other current social problems associated with the family life-cycle will also be addressed. This course provides the theoretical foundation for social work practice with individuals, families, groups, organizations and communities.

### ■ **SWK311 Racial and Ethnic Relations**

This course explores the cultures and experiences of minority ethnic groups in the United States and the impact of prejudice, discrimination and racism on these same groups and on white society.

### ■ **SWK335 Interviewing**

An introduction to the research-based theory and techniques of interviewing for the helping relationship. This is a pre-practice course that will teach interviewing skills necessary for effective practice with individuals, families, groups, organizations and communities. Role-playing will be used to practice skills within the classroom setting, as well as interview assignments outside the classroom.

## Bachelor of Social Work Curriculum Descriptions – Required Courses

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### ■ **SWK340 Practice with Individuals and Families**

This course will cover theoretical foundations of generalist social work practice with individuals and families. Theories of Human Behavior and Social Environment (HBSE) will be applied to practice of assessment, goal-setting, intervention, termination and practice evaluation. Special attention will be given to intervention with diverse and vulnerable populations. Case materials and role-playing will also be used. Problem-solving processes will also be covered, with attention given to their practice and application with groups, organizations and communities.

### ■ **SWK351 Statistics for the Behavioral Sciences**

This course includes descriptive statistics (measures of central tendency and dispersion, graphical representation of data), inferential statistics (binomial and normal distributions, central limit theorem, standard tests of significance), and special statistical techniques (analysis of variance, linear regression, chi square test).

### ■ **SWK352 Research Design**

Basic theory of research design is used to design a proposal for doing program outcome evaluation, needs assessment and single subject research. This course primarily covers design and analysis of quantitative research, with an introduction to qualitative research methods. The course material will also prepare students for reading and using professional research articles.

### ■ **SWK442 Social Welfare Policies**

This course reviews the historical development and philosophical basis of social work's response to those in need and of social welfare policy in general. It will also examine the current welfare system, enabling students to develop beginning practice skills in the construction, analysis and implementation of social welfare policy at local, state and national levels. This course will prepare students to effectively utilize social policy as a generalist social worker.

### ■ **SWK446 Practice with Groups**

Theories of group behavior and the impact of group participation on human behavior are covered in this course, with emphasis given to use of these theories in applying the problem-solving methods for treatment and task groups. Systems theory is used to understand how the social work profession makes use of groups to accomplish individual, family, organizational and/or community goals. Content will cover issues of diversity within and between various groups in our society. Focus will also be group dynamics, group development, group decision-making, use of self within group dynamics, group leadership skills and evaluation of group practice.

### ■ **SWK447 Practice with Communities and Organizations**

This course builds on theories of human behavior in the social environment (explored in both SWK 305 and SWK 446) by providing additional theory of community and organizational behavior. The primary focus is on a macro-perspective involving work both with and in the community. The course is designed to teach students how social work uses knowledge and skills in organizing and planning to change or reform social conditions in order to achieve better organization and coordination of community systems for meeting human needs. Students integrate their knowledge of theory and practice by developing and implementing a group project in the community.

## Bachelor of Social Work Curriculum Descriptions – Required Courses

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### ■ **SWK450 Internship**

The internship requires participation in a social service program in a community agency, under the educational direction of social work professionals and university faculty. Students advance their knowledge of the profession and refine their generalist practice skills. The internship will involve 400 hours of work in a social service setting.

### ■ **SWK480 Internship Seminar**

This seminar is designed to integrate the concepts, knowledge and values learned in previous coursework with agency experience. This capstone course provides opportunities for students to share learning experiences from agency placement and to demonstrate their competencies through a series of integration assignments.

## Bachelor of Social Work Online Admission Requirements

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Application to the online BSW major is required before junior level practice courses are taken. Freshmen, sophomores and transfer students can declare their intent to major in social work and will be assigned to a Student Success Advisor who will help them prepare for admission to the major. Application to the major takes place after completion of COR100, ENG104 and SWK281. Transfer students who have completed the equivalent of SWK281 at another accredited program may provisionally take one semester of junior-level courses while they apply to and are accepted into the program. The decision as to whether all requirements are adequately met for admission to the social work major will be made by the social work faculty.

- A completed application and fee
- Transcripts from all schools attended (HS transcript only needed if student has taken fewer than 26 graded college credits)
- ACT/SAT scores needed if taken within the last three years/writing sample required if ACT/SAT score is over three years old
- GED test must have an average standard score of 500 for regular admission
- For transfer students, a cumulative grade point average of 2.5 is needed
- Completion of 40 credits of general education and liberal arts requirements, which may be fulfilled at Spring Arbor University Online
- Successful completion of IDS312 and SWK281 (C or better)
- Personal interview with social work faculty
- ACT composite score of 20 or SAT score of 940



## Master of Arts in Early Childhood Education

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An online Master of Arts in Early Childhood Education from Spring Arbor University prepares students to work with children 8 years old and younger. Learn strategies to help young children who are struggling to read or who have self-regulation and behavior challenges. This program is taught by highly qualified faculty and equips preschool through third-grade teachers with the skills and strategies needed to meet the needs of young children.

Students who are elementary-certified, hold a valid Michigan certificate, and plan to complete the endorsement (ZS) in Early Childhood Education must pass, upon completion of coursework, the Michigan Test for Teacher Certification for Early Childhood. If outside of Michigan, check your state Department of Education to find out how this works for you.

If you want a Master of Arts in Early Childhood Education but are not planning to obtain the endorsement (ZS) and/or you live outside of Michigan, you will be awarded your degree upon successful completion of coursework. This is perfect for someone with a degree in another field - such as social work or psychology - who wants to work with young families and children.

Spring Arbor University has been accredited by The Higher Learning Commission since 1960, and the Master of Arts in Early Childhood Education is in good standing with the Council for the Accreditation of Educator Preparation.

### **PROGRAM OVERVIEW:**

- Total Credit Hours: 33
- Tuition per Credit: \$588
- Total Tuition: \$19,404
- Application Fee: \$30
- Registration Fee: \$40/sem
- Technology Fee: \$105/sem

# Master of Arts in Early Childhood Education Online Curriculum

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## Required Courses

- EDU530 Values, Ethics and Worldview (3)
- ECE550 Developing Literacy & Reading Proficiency in Early Grades (3)
- ECE565 Early Childhood Social Foundations (3)
- ECE566 Early Childhood Growth & Development (3)
- ECE616 Early Childhood Policies & Standards (3)
- ECE620 Effective Behavior Management and Assessment in the Early Childhood Classroom (3)
- ECE640 Emergent Literacy (3)
- ECE665 Early Childhood Curriculum and Methods (3)
- ECE668 Young Children with Special Needs (3)
- ECE678 Intervention Strategies for Young Children with Developmental Delays (3)
- ECE680 Graduate Thesis and Field Study in Early Childhood (3)

## Master of Arts in Early Childhood Education Curriculum Descriptions – Required Courses

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- **ECE565 Early Childhood Social Foundations**  
Provides comprehensive coverage of the complex socialization process and its effect on the development of children. Requires students to research their own socialization histories and evaluate their development in the light of major concepts presented in class. Each student will also develop a research proposal and carry out that research during the semester. A formal presentation of the findings will be presented in a formal paper/project.
- **ECE566 Early Childhood Growth & Development**  
The prenatal stages of human development through age 8 are the focus of the course. Students will study normal and exceptional development of the physical, cognitive, emotional and social domains of young children (infant, toddler and pre-K through age 8) in the contexts of home and group settings. With this, assessment and diagnostic procedures will be studied. Some field observations and interactions required.
- **ECE620 Effective Behavior Management, Assessment & Evaluation in Early Childhood Education**  
The focus of this course is assessing young children's development and the use of appropriate assessment practices in the ECE environment. Students will examine best practices in assessment and guidance of young children (infants, toddlers, preschool through grade 3) through in-depth research of contemporary theory and methodology. Through a systematic observation experience, students will determine the most appropriate method to guide children's behavior. As a result, the practitioner will develop strategies and practices to guide young children in developing acceptable and appropriate self-directed behavior as individuals and in group settings. A study of 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.

## Master of Arts in Early Childhood Education Curriculum Descriptions – Required Courses

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### ■ **ECE640 Emergent Literacy**

This course will explore the theories and research in emergent literacy and beginning reading, phonics instruction and spelling. Students will compare historical perspectives on language acquisition, beginning reading and writing, and the interrelationship of reading, writing, listening, and various stages of reading and writing, and spelling development, using a wide range of children's literature, poetry, creative dramatics and storytelling. Formal and informal methods of assessment will be conducted with emphasis on at-risk or struggling readers, particularly English Language Learners (ELLs).

### ■ **ECE665 Early Childhood Curriculum & Methods**

For teaching in a preschool or early elementary program. The basic curricular areas in preschool and early elementary grades are covered. Emphasis is on methods and techniques. Examines strategies, materials and model programs to aid preschool and primary teachers in classroom organization and instructional design.

### ■ **ECE668 Young Children with Special Needs**

Students will become familiar with the characteristics of young children (birth to 8 years) displaying special needs and with techniques for nurturing their development and interacting with parents. This course will include practice in observation and interaction, introduction to initial screening procedures and service provisions, planning and implementation of appropriate activities. In addition, students 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.

### ■ **ECE678 Intervention Strategies for Young Children with Developmental Delays**

Students will study the theories and implications of formal assessment in early childhood, examine the procedures for initiating and developing formal reporting assessment documents such as IEP, IAP and IFSP and develop the essential dispositions and skills to develop positive respectful relationships with children and caregivers when discussing assessment results. An integral part of the course will include creating and practicing strategies to remediate diagnosed special needs at the appropriate age and developmental level, creating an appropriate transition plan and exploring the role of technology in providing services for students. Through research, an appropriate transition plan will be implemented supporting the goals outlined through the IFSP or IEP, developed in collaboration with caregivers and various stakeholders.

### ■ **ECE616 Early Childhood Policies & Standards**

This course focuses on policies and regulations specific to early childhood care and educational settings. The course covers effective guidance of young children, infants and toddlers, through age 8, as individuals and within group settings; government regulations for early childhood programs and personnel; as well as ethical standards for certification of early childhood professionals. An in-depth analysis of selected topics that are pertinent to the care and education of young children in child development centers and early childhood school settings.

### ■ **ECE550 Developing Literacy & Reading Proficiency in Early Grades**

Through research of current best practices in reading development for struggling readers, students will identify appropriate interventions. Through small groups, strategies and techniques will be shared. A case study based on needs identified through assessments will be conducted.

## Master of Arts in Early Childhood Education Curriculum Descriptions – Required Courses

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- **ECE530 Values, Ethics and Worldview**

Students examine the diversities (including but not limited to issues related to race, ethnicity, culture, language, religion, socioeconomic status, gender and ability) found in American classrooms. Considerations of how these characteristics affect teaching and learning are explored as students investigate and create practical methods of dealing with them in positive ways.

- **ECE680 Graduate Thesis and Field Study in Early Childhood**

This course 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. It provides opportunities for the participant to synthesize and apply theoretical learning from a previous course within realistic, planned professional contexts.

# Master of Arts in Early Childhood Education Online

## Admission Requirements

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- Official transcripts from the institution that granted the bachelor's degree
- Evidence of an earned bachelor's degree from a regionally accredited college or university
- A cumulative GPA of at least 3.00 preferred for the last two years of your bachelor's program
- Contact information for two references
- Teacher certification information (if applicable)
- Conviction disclosure
- Completed graduate application
- School of Education Graduate Program Admission Form

# Master of Arts in Reading Online

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In recent years, unprecedented attention has been focused on literacy. State standard initiatives have increased the need for teachers who can develop and enact a comprehensive and balanced curriculum that is responsive to the needs of diverse learners. The Master of Arts in Reading online degree program provides you with the knowledge and skills needed to plan, lead and support K-12 literacy initiatives in your district.

Because reading affects every aspect of student achievement, this master's degree is highly valuable for practicing teachers who wish to increase their effectiveness as educators in K-12 education. In addition, the Reading Specialist (BR) endorsement is also available for certified teachers who complete the program and pass the required Michigan Test of Teacher Certification (MTTC) in Reading.

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## **PROGRAM OVERVIEW:**

- Total Credit Hours: 38
- Tuition per Credit: \$588
- Total Tuition: \$22,344
- Application Fee: \$30
- Registration Fee: \$40/sem
- Technology Fee: \$105/sem



# Master of Arts in Reading Online Curriculum

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## Required Courses

- EDU060 Orientation (0)
- EDU530 Value, Ethics and Worldview (3)
- EDU624 Elementary and Middle School Reading (3)
- RDG628 Teaching Writing (3)
- RDG656 English Language Learners (3)
- RDG678 Children and Young Adult Literature (3)
- RDG679 Adolescent Literacy (3)
- RDG680 Content Area Literacies (3)
- RDG682 History and Psychology of Reading (3)
- RDG684 Program Design and Analysis (3)
- RDG689 Literacy Mentoring, Coaching and Leadership (3)
- RDG692 Literacy Research Methods and Thesis Proposal (4)
- RDG694 Literacy Research Thesis (4)

## Master of Arts in Reading Curriculum Descriptions – Required Courses

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### ■ EDU060 Orientation

An introduction to the Master of Arts in Reading program.

### ■ EDU530 Value, Ethics and Worldview

In this study of the influence of Christianity on values and ethics in contemporary society, students gain an understanding of the historical influence of Christianity in the development of values and ethics in our nation. This course provides a foundation for and an understanding of the effects of a Christian worldview.

### ■ EDU624 Elementary and Middle School Reading

This course includes field experiences in the diagnosis and remediation of reading disabilities in the form of a case study. Teachers explore current models of reading assessment and support, as well as classroom applications designed to develop effective reading skills and dispositions, including differentiated instruction in response to student needs. Note: For those holding an elementary certificate, this course satisfies the Michigan Department of Education reading requirement for new professional certificates issued after July 1, 2009, per 2007 PA 32, MCL 380.1531(4) (Previously PA118).

### ■ RDG628 Writing

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.

### ■ RDG656 English Language Learners

This course offers an overview of the role of language and cultural identity on English language acquisition. Current research in best practices for teaching reading and writing to English Language Learners will be explored. Teachers use a case study to investigate issues, strategies and programs designed to assist English Language Learners. (Formerly EDU696)

## Master of Arts in Reading Curriculum Descriptions – Required Courses

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### ■ **RDG678 Children and Young Adult Literature**

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

### ■ **RDG679 Adolescent Literacy**

This course examines the needs of and demands on adolescent learners to be multi-literate in contemporary society and explores how educators can advocate, create and collaborate to meet these needs. Strategies for informing and involving students and parents in literacy development, including technology use, are featured. Teachers analyze societal, school, family and individual situations that promote and inhibit literacy learning and develop strategies to address these issues.

### ■ **RDG680 Content Area Literacy**

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

### ■ **RDG682 History and Psychology of Reading**

Teachers explore the acquisition and operation of reading processes beginning with emergent literacy and the history and influences on the teaching of reading and reading practices from colonial to contemporary times. Coursework focuses on basic research in reading and reading research methods in cognitive and developmental psychology. Teachers examine the influences of psychology on reading theory and topics in the psychology of reading. Teachers investigate how theory has influenced reading assessment tools and development.

### ■ **RDG684 Program Design and Analysis**

Teachers examine contemporary and historical models for literacy learning and reading. Investigations into family literacy strategies and programs, research of reading programs and literacy research, policies at the national, state and local levels, staff and program development, text selection, and interpretation of student assessment data for reading and language arts, with special attention to advocacy, are course focuses.

### ■ **RDG689 Literacy Leadership**

This course addresses essential leadership qualities, characteristics and needs of participants, and the change process for literacy programs. Teachers translate information from the following areas into plans for successful school literacy leadership: historical and current perspectives in educational leadership, theoretical foundations of educational leadership, schools as organizations, the bureaucratic nature of schools, power and authority, effective leadership styles, Social Systems theory and its impact on schooling, relationship building and leadership styles. Contingency Theory, motivation and leadership, decision-making, communication, school improvement, daily school operations, student achievement, achievement gap, diversity and the change process will also be explored.

## Master of Arts in Reading Curriculum Descriptions – Required Courses

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- **RDG692 Literacy Research Methods and Thesis Proposal**

This course focuses on the elements and processes of literacy research, action research and academic writing. Teachers study literacy research methods, existing literacy studies, and their own literacy concerns to design an action research study. Students develop Chapters 1, 2 and 3 of their action research proposal, the bibliography and the appendices of their proposal within this course. (Prerequisite: completion of all previous classes in the program.)

- **RDG694 Literacy Research Thesis**

In this course, teacher-researchers implement their action literacy research plans developed in RDG 692. Teachers conduct data collection, analysis and interpretations leading to recommendations for action, based upon their findings. Students complete Chapters 4, 5 and 6, as well as the abstract, table of contents, and tables and figures of their action research thesis. (Prerequisite: RDG 692)

# Master of Arts in Reading Online Admission Requirements

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- Official transcripts from the institution that granted the bachelor's degree
- Evidence of an earned bachelor's degree from a regionally accredited college or university
- A cumulative GPA of at least 3.00 preferred for the last two years of your bachelor's program
- Contact information for two references
- Teacher certification information (if applicable)
- Conviction disclosure
- Completed graduate application
- Writing sample
- School of Education Graduate Program Admission Form



## Master of Arts in Teaching English as a Second Language Online

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SAU Online offers a unique faith-based approach to serving not only EL students in the classroom, but also the minds and hearts of people desiring to learn English around the world. Earning your Master of Arts in TESOL is advantageous for both U.S. teachers and professionals who want to teach in foreign countries.

For certified teachers, the Master of Arts in TESOL K-12 track meets the requirements for the ESL Endorsement and will qualify you to better serve EL students in your classroom or to become the ESL specialist in your building.\*\*

*\*CORE credit hours for the ESL (NS) Endorsement*

*\*\*Students taking the MATESOL K-12 Track can apply for the ESL Endorsement from the Michigan Department of Education after completing the 24-credit hours of CORE courses for the endorsement and passing the MTTC Test (NS).*

### **PROGRAM OVERVIEW:**

- Total Credit Hours: 33
- Tuition per Credit: \$588
- Total Tuition: \$19,404
- Application Fee: \$30
- Registration Fee: \$40/sem
- Technology Fee: \$105/sem

# Master of Arts in TESOL Online Curriculum

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## Master of Arts in TESOL in K-12 Education

### Required Courses

- TSL500 Linguistics for Teachers of English (3)\*
- TSL501 Cross Cultural Competence in Communication (3)\*
- TSL502 TESOL Methods and Materials for Second Language Acquisition (3)\*
- TSL505 Assessment & Evaluation of Language Minority Students & Programs (3)\*
- TSL506 Literacy Instruction for English Language Learners (3),\* alternative RDG656 English Language Learners (3)
- TSL508 English Grammar Approaches for English Language Learners (3)\*
- TSL509 Sheltered Immersion (SIOP) for Content Area Teachers (3)\*
- TSL600 Capstone Project, Practicum & Portfolio (3)\*
- TSL503 Methods of Teaching, Speaking & Listening with Beginners (3)
- TSL510 Integrity in Teaching English as Mission (3)

### Electives (choose one)

- EDU624 Elementary and Middle School Reading (3)
- EDU625 Secondary Reading (3)
- RDG628 Teaching Writing (3)
- RDG678 Children and Young Adult Learners (3)

## Master of Arts in TESOL Adolescent and Adult Education

### Required Courses

- RDG628 Teaching Writing (3)
- RDG678 Children and Young Adult Learners (3)
- TSL500 Linguistics for Teachers of English (3)
- TSL501 Cross Cultural Competence in Communication (3)
- TSL502 TESOL Methods and Materials for Second Language Acquisition (3)
- TSL503 Methods of Teaching, Speaking & Listening with Beginners (3)
- TSL505 Assessment & Evaluation of Language Minority Students & Programs (3)
- TSL506 Literacy Instruction for English Language Learners (3), alternative RDG656 English Language Learners (3)
- TSL508 English Grammar Approaches for English Language Learners (3)
- TSL510 Integrity in Teaching English as Mission (3)
- TSL600 Capstone Project, Field Experiences & Portfolio (3)

## Master of Arts in TESOL in K-12 Education Curriculum Descriptions

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### ■ TSL500 Linguistics for Teachers of English

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

### ■ TSL501 Cross Cultural Competence in Communication

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

## Master of Arts in TESOL in K-12 Education Curriculum Descriptions

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### ■ **TSL502 TESOL Methods and Materials for Second Language Acquisition**

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

### ■ **TSL505 Assessment & Evaluation of Language Minority Students & Programs\***

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

### ■ **TSL506 Literacy Instruction for English Language Learners (prerequisite: TSL502)**

RDG656 may be substituted for this course.

This course is a general overview of the interconnectedness of culture and reading and writing skill development. Students will review the developmental aspects of second language acquisition, as well as the developmental aspects of reading and writing, providing insights for the creation of programs for literacy development for English Language Learners. The course aims to develop an understanding of learners with intermediate language acquisition who are learning to read and write in English in the ESL and general education classroom. Students will assess the oral language proficiency, reading comprehension, vocabulary knowledge and writing skills of a case study student or small group. Reading comprehension and writing skill development strategies will be implemented with the case study individual or group. Challenges for developing phonemic awareness, spelling, vocabulary and comprehension with English Language Learners will be explored.

### ■ **TSL508 English Grammar Approaches for English Language Learners**

This course will enhance the classroom instruction of teachers of English Language Learners by blending classroom strategies with a study of the most important grammatical structures of the language. Students will become familiar with the meta-language and key concepts of English grammar. Students will develop lessons for the production of English in speaking and writing activities, with a focus on communicative competence. The course will target the most useful grammatical skills needed for beginning and intermediate level English Language Learners. Students will analyze spoken and written English of native and non-native speakers in order to understand and explain the most frequent error types of learners from different language groups.

## Master of Arts in TESOL in K-12 Education Curriculum Descriptions

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### ■ **TSL509 Sheltered Immersion (SIOP) for Content Area Teachers\***

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

### ■ **TSL600 Capstone Project, Practicum & Portfolio\***

Teachers will build a web-based portfolio Practicum e-portfolio to demonstrate how they have met the criteria for selected National Board for Professional Teaching Standards, NCATE/TESOL and the Michigan ESL Endorsement standards. Knowledge of research in the field of Applied Linguistics will be demonstrated in a comprehensive literature review of an issue related to any one of the domains addressed in the standards. The topic will be pre-approved by the professor. Documentation of teaching competence and reflection will be part of the portfolio. The portfolio contents are a collection of the videos, screencasts, lesson plans, 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.

### ■ **TSL503 Methods of Teaching, Speaking & Listening with Beginners**

The course focuses on the pedagogical and teaching materials for classroom use when teaching children and adults as beginning speakers of English. Integrated methods and strategies will be explored for developing listening and speaking skills of beginning speakers of English of diverse backgrounds and levels. This course requires highly constructive class participation and responsible out of class lesson assignment preparation.

### ■ **TSL510 Integrity in Teaching English as Mission**

This course provides a study of integrity in effective English language programs in the United States and overseas. The coursework will consist of critically examining issues such as linguistic imperialism, teaching English as professionals in creative access countries, the need for integrity and the importance of adequate teacher training.

## Master of Arts in TESOL in K-12 Education Electives

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### ■ **EDU624 Elementary and Middle School Reading**

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

### ■ **EDU625 Secondary Reading**

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

### ■ **RDG628 Teaching Writing**

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.

### ■ **RDG678 Children and Young Adult Learners**

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

## Master of Arts in TESOL Adolescent and Adult Education Curriculum Descriptions

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### ■ **RDG628 Teaching Writing**

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

### ■ **RDG678 Children and Young Adult Learners**

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

### ■ **TSL500 Linguistics for Teachers of English**

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

### ■ **TSL501 Cross Cultural Competence in Communication**

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

### ■ **TSL502 TESOL Methods and Materials for Second Language Acquisition**

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

### ■ **TSL503 Methods of Teaching, Speaking & Listening with Beginners**

The course focuses on the pedagogical and teaching materials for classroom use when teaching children and adults as beginning speakers of English. Integrated methods and strategies will be explored for developing listening and speaking skills of beginning speakers of English of diverse backgrounds and levels. This course requires highly constructive class participation and responsible out-of-class lesson assignment preparation.

## Master of Arts in TESOL Adolescent and Adult Education Curriculum Descriptions

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### ■ **TSL505 Assessment & Evaluation of Language Minority Students & Programs\***

This course explores theoretical and practical aspects of language assessment and evaluation, particularly in measuring English language skills of students in ESL programs. The students will use the Michigan English Language Proficiency Assessment to assess listening, speaking, reading and writing. WIDA and DIBELS\_ ELD standards will be reviewed and compared. Performance based and standardized assessment tools will be developed, used and evaluated in light of issues related to bias, social, political and psychological factors.

### ■ **TSL506 Literacy Instruction for English Language Learners (prerequisite: TSL502)**

RDG656 may be substituted for this course.

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

### ■ **TSL508 English Grammar Approaches for English Language Learners**

This course will enhance the classroom instruction of teachers of English Language Learners by blending classroom strategies with a study of the most important grammatical structures of the language. Students will become familiar with the meta-language and key concepts of English grammar. Students will develop lessons for the production of English in speaking and writing activities, with a focus on communicative competence. The course will target the most useful grammatical skills needed for beginning and intermediate level English Language Learners. Students will analyze spoken and written English of native and non-native speakers in order to understand and explain the most frequent error types of learners from different language groups.

### ■ **TSL510 Integrity in Teaching English as Mission**

This course provides a study of integrity in effective English language programs in the United States and overseas. The coursework will consist of critically examining issues such as linguistic imperialism, teaching English as professionals in creative access countries, the need for integrity and the importance of adequate teacher training.

### ■ **TSL600 Capstone Project, Practicum & Portfolio\***

Teachers will build a web-based portfolio Practicum e-portfolio to demonstrate how they have met the criteria for selected National Board for Professional Teaching Standards, NCATE/TESOL and the Michigan ESL Endorsement standards. Knowledge of research in the field of Applied Linguistics will be demonstrated in a comprehensive literature review of an issue related to any one of the domains addressed in the standards. The topic will be pre-approved by the professor. Documentation of teaching competence and reflection will be part of the portfolio. The portfolio contents are a collection of the videos, screencasts, lesson plans, 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.

# Master of Arts in TESOL Online Admission Requirements

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- Official transcripts from the institution that granted the bachelor's degree
- Evidence of an earned bachelor's degree from a regionally accredited college or university
- A cumulative GPA of at least 3.00 preferred for the last two years of your bachelor's program
- Contact information for two references
- Teacher certification information (if applicable, not needed for Adolescent and Adult Track)
- Conviction disclosure
- Completed graduate application
- Writing sample
- Foreign Language Verification Form
- School of Education Graduate Program Admission Form



# Master of Special Education Online

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For those called to work with children with special needs, Spring Arbor University Online provides a comprehensive graduate degree program in Special Education with the choice of two endorsements, a 12-course Learning Disabilities concentration and a 13-course Autism Spectrum Disorder concentration.

This Master of Special Education online program is for both certified teachers and non-certified teachers who work in fields, such as occupational therapy, where a deep knowledge of the special needs population is desired. This program also prepares individuals to take a leadership role in the field of special education.\*

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## **PROGRAM OVERVIEW:**

- Total Credit Hours: 36-37
- Tuition per Credit: \$588
- Total Tuition: \$21,168-\$21,756
- Application Fee: \$30
- Registration Fee: \$40/sem
- Technology Fee: \$105/sem

*\*Teachers who complete the MSE and pass the MTTC test for the special education endorsement as required by the Michigan Department of Education can add the Special Education endorsement to their Michigan teaching certificate.*

# Master of Special Education Online Curriculum

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## Foundation Courses

- SED500 Current Issues in Special Education (3)
- SED501 Support and Collaboration - Special and General Education, Parents, Professionals and Agencies (3)
- SED502 Human Development for Special Education (1)
- SED503 Law and Policy for Special Education (3)
- SED523 Assessment and Evaluation in Special Education (3)
- All students will take ONE of the following courses:
  - SED551 Student Teaching and Seminar (5) OR
  - SED552 Student Teaching and Research (5) OR
  - SED553 Research Applications with the Special Needs Population (5)

## Learning Disabilities Concentration

- SED504 Classroom Management and Development of Social Competence for Students with Special Needs (3)
- SED520 Elementary Methods for Language Arts and Mathematics (3)
- SED521 Secondary Methods for Content Area Reading, Study Skills and Transition (3)
- SED522 Language Development and Instruction (3)
- SED524 Assistive Technology (3)
- SED525 Curriculum and Instruction (3)

## Autism Spectrum Disorder Concentration

- SED530 Introduction to ASD (3)
- SED531 Language and Communication Development (3)
- SED532 Assessment and Intervention for ASD (3)
- SED533 Technology (2)
- SED534 Collaboration and Transition Planning for Students with ASD (2)
- SED535 Behavior Programming for Students with ASD (3)
- SED536 Curriculum and Instructional Methods for Students with ASD (3)

## Master of Special Education Curriculum Descriptions – Foundation Courses

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- **SED500 Current Issues in Special Education**  
Introductory overview of the special education field. The focus will be the needs of students with disabilities: knowledge of handicapping conditions, educational implications, legal considerations, procedures for identification and placement of student with disabilities, due process and privacy requirements, historical and philosophical background of special education and the instructional strategies applied in educational settings.
- **SED501 Support and Collaboration - Special and General Education, Parents, Professionals and Agencies**  
Provides information on identifying and accessing resources relevant to persons with disabilities and in creating a positive climate that facilitates learning and cooperation between all stakeholders. These resources may be within the school setting or from outside agencies. The course will also address factors that impede and facilitate the use of these resources and self-analysis of strengths and weaknesses for the purpose of becoming a more effective communicator and team member. Instruction

## Master of Special Education Curriculum Descriptions – Foundation Courses

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will be provided on the development of interpersonal skills needed to establish a positive social-emotional climate in the classroom that works collaboratively with and for differentiated student needs and relationships and brain-based strategies for effectively communicating with students, parents, colleagues and outside agencies. The course will also focus on important aspects of inclusion and the requirements for developing communication methods to make inclusion work. Modeling methods that facilitate participation on teams within the school, and effective strategies to supervise and empower the classroom aide, volunteers and paraprofessionals to be effective will also be discussed.

### ■ **SED502 Human Development for Special Education**

Complements an educational psychology course with emphasis on the exceptional development of special education students. Common mental, emotional, neurological, environmental and physiological conditions that affect learning will be explored.

### ■ **SED503 Law and Policy for Special Education**

Includes a study of the history of special education laws, each law's intent, and the working state and federal laws. Special emphasis placed on IDEA and the evolution of the Reauthorization of IDEA 2004. The learner will also be able to effectively communicate the needs and rights of persons with disabilities. Knowledge of institutional and administrative factors, which facilitate or impede delivery of services, will be studied. An understanding of the roles and organizational structures that regular and special education play in providing total services including the development of appropriate IEPs.

## Master of Special Education – Learning Disabilities Concentration Descriptions

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### ■ **SED504 Classroom Management and Development of Social Competence for Students with Special Needs**

Designed to provide students with a practical foundation in the principles of individual and group management structures. The course will enable students to not only understand basic behavioral management concepts but also demonstrate their ability to develop, implement and incorporate appropriate behavioral management techniques. The maintenance of appropriate academic and social behaviors in the special education classroom will be emphasized as well as the development of strategies in the areas of prevention, assessment, identification and intervention. These strategies will be used to help the LD student develop the self-management skills required for constructive social participation and independent learning. Many students with learning disabilities face challenges in the area of socialization; therefore, this class will include developing appropriate social behavior.

### ■ **SED520 Elementary Methods for Language Arts and Mathematics**

Focuses on the educational methods and strategies to meet the needs of the student with learning disabilities at the elementary level. Emphasis will be placed on the understanding of remedial techniques for reading, mathematics and written expression. Students will develop and implement lesson plans in an elementary classroom.

### ■ **SED521 Secondary Methods for Content Area Reading, Study Skills and Transition**

Focuses on the instructional methods and strategies to meet the needs of the student with learning and behavior challenges at the secondary school level. Emphasis will be placed on the understanding of techniques for academic supports within the content areas of reading, mathematics and written expression. This course focuses on the goals of secondary special education, which are to provide services to students with disabilities that will enable them to acquire the skills they need to function successfully in employment and community settings. This course will examine the teacher's role in transition planning and coordination.

### ■ **SED522 Language Development and Instruction**

Provides skill and techniques in understanding learning problems by focusing on the development of language as it relates to reasoning, thinking, listening, speaking, reading, writing and spelling. Emphasis will be placed on an understanding of the components of language, knowing how the assessment of these skills is conducted and what effect disorders in listening, speaking and thinking have on learning to read, write and spell. Finally, instruction will be provided on teaching strategies to help the language learning disabled student and additional information will be provided on resources the teacher can utilize to become a more effective teacher.

## Master of Special Education – Learning Disabilities Concentration Descriptions

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### ■ **SED523 Assessment and Evaluation in Special Education**

Provides instruction in appropriate procedures for the assessment and reporting of the student's reading, writing, mathematical and social skills. Emphasis will be placed on assessment methods that lead directly to diagnosing skill deficits and determining current level of functioning, which can be translated directly into goals, objectives and statements of progress on the child's IEP. Methods of evaluating instructional outcomes will be explored so that an ongoing instructional plan can be adjusted to meet the student's needs.

### ■ **SED524 Assistive Technology**

Provides an understanding of how adaptive technology may be used to enhance the education of students with disabilities. It teaches a framework for assessing special needs students' abilities, environment, required tasks and assistive tools. Students will investigate high-tech, mid-tech, low-tech and no-tech responses to the needs of students with disabilities. The focus will include a full range of disabilities and emphasis on using assistive technology to access the general education curriculum, development of assessment and lesson plans.

### ■ **SED525 Curriculum and Instruction**

Includes a study of research-based curriculum designs and strategies for the student with learning disabilities. Topics include preplanning, principles of curriculum decision-making, effective schools research, and participatory strategies for curriculum and instruction. The types of learning disabilities and the characteristics of each are discussed in light of curriculum design. Emphasis is placed on differentiating instruction for the child with learning disability (ies). Educators will acquire skills that will enhance student learning.

## Master of Special Education – Autism Spectrum Disorder Concentration Descriptions

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### ■ **SED530 Introduction to ASD**

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

### ■ **SED531 Language and Communication Development**

This course examines procedures for assessment of communication, language and speech of students with autism spectrum disorder, and it will review strategies for promoting language and communication skills across the different environments.

### ■ **SED532 Assessment and Intervention for ASD**

This course will cover diagnosis criteria in the identification of students with Autism Spectrum Disorder. Students will understand the importance of early diagnosis and become familiar with recommended screening instruments for autism. Particular focus is placed on linking assessment data to implementation of meaningful interventions in all educational settings.

### ■ **SED533 Technology**

This course will cover assistive technology applications for students with Autism Spectrum Disorder. Emphasis will be placed on proper assessment, informed choices in equipment, training and implementation in the use of assistive technology devices, and progress monitoring of the impact of the use of assistive technology.

### ■ **SED534 Collaboration and Transition Planning for Students with ASD**

This course introduces students to the idea of collaboration as a special education professional. Pre-vocational and vocational planning as well as transitional issues will be discussed. Using supported employment, community-based instruction and skillful assessment of a young person's goals, strength and skills.

### ■ **SED535 Behavior Programming for Students with ASD**

In this course, students will review legal and ethical guidelines affecting behavior planning, as well as learning evidence-based practices for behavior interventions as related to students with Autism Spectrum Disorder. Focus will be placed on collaboration to determine the impact of multiple variables upon student behavior, to develop interventions based upon group consensus, and to review and modify interventions based upon data.

### ■ **SED536 Curriculum and Instructional Methods for Students with ASD**

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

## Master of Special Education – Autism Spectrum Disorder Concentration Descriptions

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### ■ **SED551 Student Teaching and Seminar**

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

### ■ **SED552 Student Teaching and Research**

In this course, teacher-researchers develop and implement their special education research plans in a mentored special education teaching assignment in a K-12 setting. The teacher-researcher will have opportunities to manage the classroom and learning activities of special education pupils. The teacher-researcher assumes responsibility for directing the classroom. The seminar portion of the course will focus on the research topics specific to the special education field. Teacher-researchers develop and implement a research plan created from a review of literature that establishes the theoretical context. The teacher-researcher conducts data collection, analysis and interpretations leading to recommendations for action, based on their findings.

### ■ **SED553 Research Applications with the Special Needs Population**

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

# Master of Special Education Online Admission Requirements

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- Official transcripts from the institution that granted the bachelor's degree
- Evidence of an earned bachelor's degree from a regionally accredited college or university
- A cumulative GPA of at least 3.00 preferred for the last two years of your bachelor's program
- Contact information for two references
- Teacher certification information (if applicable)
- Conviction disclosure
- Completed graduate application
- School of Education Graduate Program Admission Form



## Master of Arts in Strategic Communication and Leadership Online

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The only program of its kind in the U.S., this 18-month Master of Arts in Strategic Communication and Leadership program pairs students with mentors who are influencers in communication. Mentors share valuable insights, professional development tips and personalized support throughout the program.

Working with your mentor, you learn skills most important to communication professionals. You also individualize your program and develop a sustainable professional growth plan.

Throughout the program, you build a professional ePortfolio. This digital portfolio serves as a place to collect, reflect upon and collate creative assets based on your learning experiences at Spring Arbor University Online. Upon graduation, your ePortfolio becomes a powerful and shareable resource for career advancement.

### **PROGRAM OVERVIEW:**

- Total Credit Hours: 36
- Tuition per Credit: \$725
- Total Tuition: \$26,100
- Application Fee: \$30
- Registration Fee: \$40/sem
- Technology Fee: \$105/sem

# Master of Arts in Strategic Communication and Leadership Online Curriculum

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## The Basics

- Communication as Vocation and Calling (6)
- Communication Theory and Worldview (3)
- Communication Research and Application (3)

## The Building Blocks

- Interpersonal Communication (3)
- Digital Media Strategies (3)
- Group and Public Communication (3)
- Advertising and Public Relations (3)
- Communication Ethics and Moral Reasoning (3)
- Communication Leadership (3)
- Writing for Results (3)
- Conflict Management (3)

## Master of Arts in Strategic Communication and Leadership Curriculum Descriptions

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### The Basics

- **Communication as Vocation and Calling**  
Explore your career opportunities and vocational impulses while working with a professional mentor to individualize your program and develop a sustainable professional growth plan. Then ground your ambition in humility, stewardship and service.
- **Communication Theory and Worldview**  
Kurt Lewin said “there is nothing as practical as a good theory.” Learn what others have already learned as you discover our discipline’s best ideas about how communication works. From the Greeks to the geeks, few topics have been examined so thoroughly.
- **Communication Research and Application**  
Develop the skills to design, interpret and evaluate research by examining and applying quantitative and qualitative methods.

### The Building Blocks

- **Interpersonal Communication**  
Learn how communication works when we are up-close and personal. The course examines how we interact as friends, lovers, leaders, followers and coworkers.
- **Digital Media Strategies**  
Students will learn how to expand personal and institutional influence through the strategic use of mobile applications, social media, and various web-based tools and platforms. Includes content creation, management and planning in both formal and informal contexts. Covers ethical frameworks as well as theories of diffusion, innovation and identity.
- **Group and Public Communication**  
Examine how communication impacts group dynamics, conflict, team building, leadership and public presentations.
- **Advertising and Public Relations**  
How does advertising and public relations work? Or not work? Traditional and nontraditional techniques are explored as you examine both theory and practice.

## Master of Arts in Strategic Communication and Leadership Curriculum Descriptions

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- **Communication Ethics and Moral Reasoning**

Examine case studies that clarify problems and issues confronting communicators in contemporary culture. The solutions are seldom simple.

- **Writing for Results**

We asked 50 leading scholars and professionals what you need to succeed, and they pretty much all said the same thing: the ability to write clearly, effectively and appropriately. We'll help you master the basics as you create messages that are well-crafted and audience-tuned.

- **Conflict Management**

Not all conflict can be avoided. Nor should it. But most conflict can be managed more effectively and productively. Learn how to do this.

- **Communication Leadership**

Explore communication styles of effective leaders through an analysis of research and practice. Discover your strengths and work on your weaknesses.

# Master of Arts in Strategic Communication and Leadership Online Admission Requirements

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- A bachelor's degree from a regionally accredited college or university
- A 3.0 GPA for at least the last two years of the bachelor's degree
- Official transcripts from the institution that granted the bachelor's degree
- Three recommendations from professional/academic/clergy individuals
- Recent writing sample
- Personal Goals Statement of two pages or less
- Completed graduate application

# Master of Business Administration

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Business professionals who strive for a purpose higher than profit maximization achieve greater results. From small-business entrepreneurs to corporate executives on Wall Street, the people who make the most profound differences are those who stand on principles of service and positively impact people and communities by their actions.

Developed and delivered by the faculty of the Gainey School of Business, SAU Online provides a unique experience for students to consider how their purpose-driven contributions may help restore the dignity of the business profession in today's organizations.

Suited to fit you, this 36-credit MBA offers concentrations in Healthcare Administration, Human Resource Development, Management, Organizational Consulting and Strategic Leadership and can be completed online in as few as 18 months.

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## **PROGRAM OVERVIEW:**

- Total Credit Hours: 36
- Tuition per Credit: \$725
- Total Tuition: \$26,100
- Application Fee: \$30
- Registration Fee: \$40/sem
- Technology Fee: \$105/sem



# Master of Business Administration Online Curriculum

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## **MBA Core Courses**

- MBA060 MBA Orientation (0)
- MBA617 Leadership in Business (4)
- MBA631 Accounting for Managers (4)
- MBA622 Statistics for Business Managers (4)
- MBA661 Marketing for Managers (4)
- MBA607 International Business (NYC trip) (4) or
- MBA607A International Business (no trip) (4)
- MBA688 MBA Capstone Study (4)

## **Healthcare Administration Concentration**

- MBA641 Trends in Healthcare Administration & Management (4)
- MBA642 Managerial Finance in Healthcare (4)
- MBA643 Managing Quality in Healthcare (4)

## **Human Resource Development Concentration**

- MBA648 Human Resource Development (4)
- MBA651 Management of Organizational Behavior (4)
- MBA647 Workplace Learning and Professional Development (4)

## **Management Concentration**

- MBA654 Strategic Planning & Management (4)
- MBA648 Human Resource Development (4)
- MBA651 Management of Organizational Behavior (4)

## **Organizational Consulting Concentration**

- MBA647 Workplace Learning and Professional Development (4)
- MBA657 Strategic Leadership (4)
- MBA658 Organizational Consulting (4)

## **Strategic Leadership Concentration**

- MBA654 Strategic Planning & Management
- MBA657 Strategic Leadership
- MBA651 Management of Organizational Behavior

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## Master of Business Administration Curriculum Descriptions – Core Courses

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### ■ **MBA060 MBA Orientation**

Introduces students to Spring Arbor University and the Gainey School of Business MBA program. Familiarizes students with the Blackboard learning management system that supports learning through electronic access to learning materials from virtually anywhere, connects the learning community and promotes collaboration. Students practice using Blackboard tools, interact with peers, monitor course progress and grades, and obtain feedback from an instructor through Blackboard.

### ■ **MBA617 Leadership in Business**

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.

## Master of Business Administration Curriculum Descriptions – Core Courses

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### ■ **MBA631 Accounting for Managers**

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

### ■ **MBA622 Statistics for Business Managers**

Introduces students to data-driven decision-making using a statistical thinking framework. Emphasis placed upon the use of statistical data for identifying, understanding, interpreting, and solving business scenarios and issues. Develops skills necessary to identify business problems, collect data following appropriate protocols and methods, and analyze data using statistical techniques.

### ■ **MBA661 Marketing for Managers**

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

### ■ **MBA607 International Business (NYC trip)**

Introduces key aspects of contemporary international business management and implications of international business on organizational strategy, structure and function. Coverage includes ethics in business, country differences, trade and investments, global monetary systems and competition in a global marketplace. Topics include Poverty Cure, human rights, global human

resource development, conference environment papers and group presentations. As a part of the MBA607 course, students attend an International Business Summit as 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.

or

### ■ **MBA607A International Business (no trip)**

Introduces key aspects of contemporary international business management and implications of international business on organizational strategy, structure and function. Coverage includes ethics in business, country differences, trade and investments, global monetary systems, and competition in a global marketplace. Topics include Poverty Cure, human rights, global human resource development, and conference environment individual presentations, peer reviews and critiques.

### ■ **MBA688 MBA Capstone Study**

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

## MBA Curriculum Descriptions – Healthcare Administration Concentration

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Develops management knowledge and skills necessary for healthcare professionals and builds business acumen required for effective healthcare 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.

- **MBA641 Trends in Healthcare Administration & Management**

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

- **MBA642 Managerial Finance in Healthcare**

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

- **MBA643 Managing Quality in Healthcare**

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

## MBA Curriculum Descriptions – Human Resource Development Concentration

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Develops knowledge and skills necessary to leverage organizational human resources to improve individual performance and enhance organizational effectiveness. Strengthens 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.

- **MBA647 Workplace Learning and Professional Development**

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.

- **MBA648 Human Resource Development**

Explores major issues of managing human resources. Develops 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 HRD programs; personal, professional and organizational development; and application of HRD in diverse contexts. Various types of training programs will be examined, including onboarding, skills and technical, performance management, employee wellness, career management, organization and management development, and diversity.

- **MGT651 Management of Organizational Behavior**

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

## MBA Curriculum Descriptions – Management Concentration

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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.

- **MBA654 Strategic Planning & Management**

Introduces the concepts of strategic planning and management and considers the vision, mission and goals of the organization. Provides students with a framework for conducting strategic planning in the organizational environment. Examines the balanced scorecard approach to strategic 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.

- **MBA648 Human Resource Development**

Explores major issues of managing human resources. Develops 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 HRD programs; personal, professional and organizational development; and application of HRD in diverse contexts. Various types of training programs will be examined, including onboarding, skills and technical, performance management, employee wellness, career management, organization and management development, and diversity.

- **MBA651 Management of Organizational Behavior**

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

## MBA Curriculum Descriptions – Organizational Consulting Concentration

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

- **MBA647 Workplace Learning and Professional Development**

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

- **MBA657 Strategic Leadership**

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, skills, styles and characteristics and the influence on the strategic leadership of organizations.

- **MBA658 Organizational Consulting**

Examination of best consulting practices for internal and external change agents. In-depth exploration and practice on contracting, assessment and diagnosis, data collection, feedback techniques, implementation of planned change initiatives, resistance to change, and other psychodynamics in the organization related to change. Emphasizes the collaborative consulting approach and the collaborative consulting cycle as well as change management models and effective change management consulting techniques.

## MBA Curriculum Descriptions – Executive Leadership Concentration

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

- **MBA657 Strategic Leadership**

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, skills, styles and characteristics and the influence on the strategic leadership of organizations.

- **MBA654 Strategic Planning & Management**

Introduces the concepts of strategic planning and management and considers the vision, mission and goals of the organization. Provides students with a framework for conducting strategic planning in the organizational environment. Examines the balanced scorecard approach to strategic 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.

- **MBA651 Management of Organizational Behavior**

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

# Master of Business Administration Online Admission Requirements

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- Bachelor's degree from a regionally accredited college or university
- A minimum overall 3.0 GPA for the last two years of undergraduate coursework
- An official transcript from the institution granting the bachelor's degree
- At least two recommendation surveys (provided) from professional/academic individuals
- Completed graduate application
- Approval by the MBA Admission Committee



# Online Nursing Programs

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## RN-BSN Online Degree

Our BSN program is designed for ADN's who are looking to obtain their BSN degree.

[Page 54](#) >

- RN-Bachelor of Science in Nursing (BSN)

## ASN/ADN-MSN Online Degrees

Our RN-MSN programs are designed for nurses who want to go from an ASN or ADN to MSN, faster and more affordably than pursuing a BSN first.

[Page 59](#) >

- RN-MSN/NP (Family Nurse Practitioner & Adult-Gerontology, Primary Care)
- RN-MSN/Education
- RN-MSN/MBA dual degree

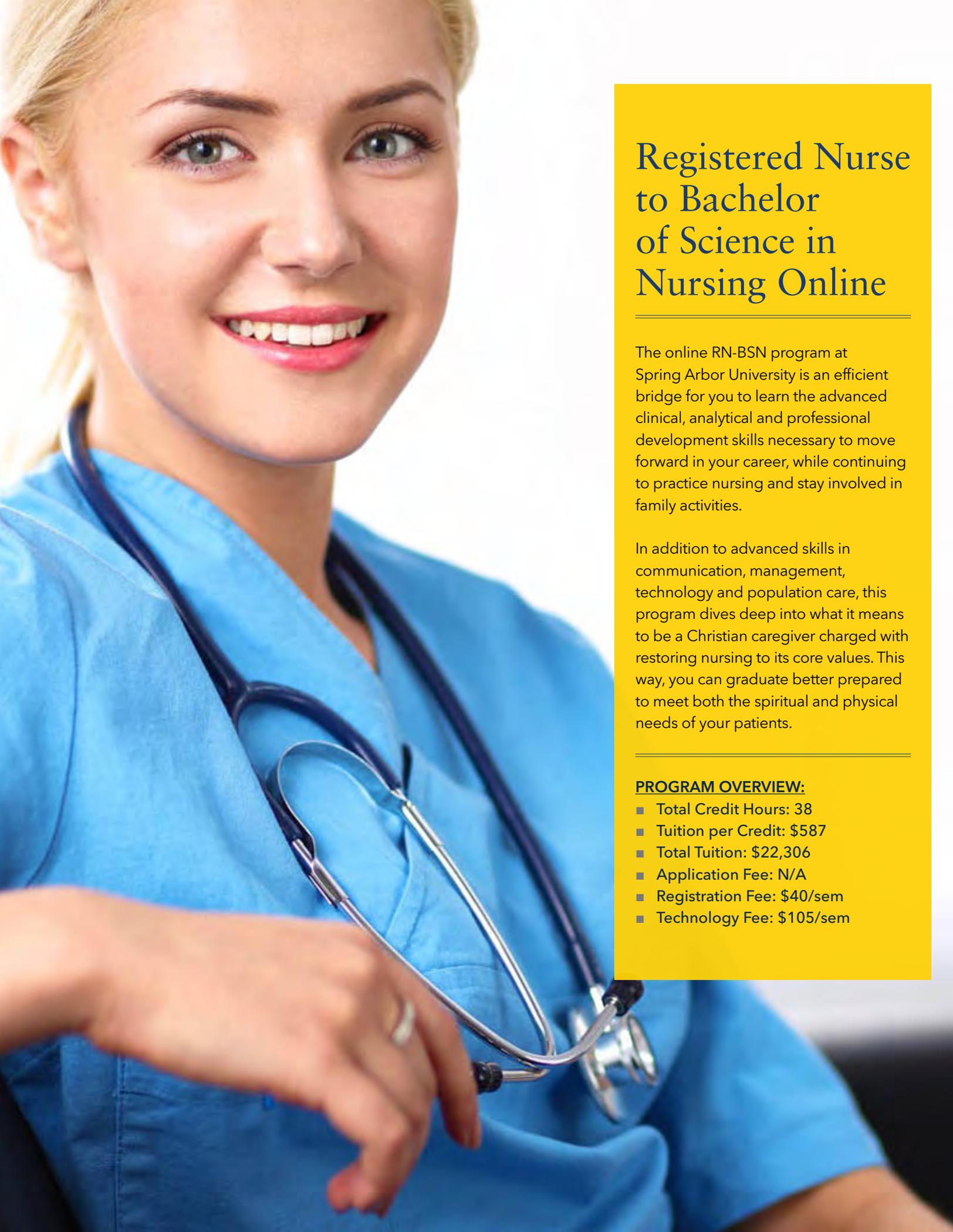
## MSN Online Degrees

Our MSN programs are designed for nurses who already hold a BSN degree.

[Page 76](#) >

- MSN/NP (Family Nurse Practitioner & Adult-Gerontology, Primary Care)
- MSN/Education
- MSN/MBA dual degree





## Registered Nurse to Bachelor of Science in Nursing Online

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The online RN-BSN program at Spring Arbor University is an efficient bridge for you to learn the advanced clinical, analytical and professional development skills necessary to move forward in your career, while continuing to practice nursing and stay involved in family activities.

In addition to advanced skills in communication, management, technology and population care, this program dives deep into what it means to be a Christian caregiver charged with restoring nursing to its core values. This way, you can graduate better prepared to meet both the spiritual and physical needs of your patients.

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### **PROGRAM OVERVIEW:**

- Total Credit Hours: 38
- Tuition per Credit: \$587
- Total Tuition: \$22,306
- Application Fee: N/A
- Registration Fee: \$40/sem
- Technology Fee: \$105/sem

# Registered Nurse to Bachelor of Science in Nursing Online Curriculum

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- NUR318 Adult Development, Life Planning, and Research Writing (3)
- NUR321 Professionalism and Professional Values (3)
- NUR452 Evidence Based Practice I a, b, c (3)
- NUR453 Evidence Based Practice II a, b, c (3)
- NUR341 Patient Centered Care I (3)
- NUR422 Spiritual Dimensions of Healthcare (3)
- IDS300 Biblical Perspectives (3)
- NUR442 Patient Centered Care II (3)
- NUR 60 Information Management/Patient Care Technologies (3)
- NUR344 Clinical Prevention/Population Health (3)
- NUR434 Quality Leadership (3)
- IDS400 Values: Personal and Social (3)
- NUR494 Capstone Project (2)

## RN to BSN Curriculum Descriptions

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### ■ **NUR318 Adult Development, Life Planning, and Research Writing**

In this first course, the student will explore elements of his or her personal and professional life journey and how this affects readiness for returning to college as a working adult. This exploration includes examining the student's learning style and personality preferences as well as reflecting on major life tasks and identification of key tasks yet to be accomplished. In addition, the student will begin to understand the unique challenges that an adult faces when returning to school and the importance of time management. Integrated writing assignments will assist the student in developing practical skills such as using online library services; assessing writing, grammar, and mechanics; and beginning to master APA formatting and style along with the necessary critical thinking and writing skills essential to the successful college experience. The student will begin to develop his or her electronic portfolio.

### ■ **NUR321 Professionalism and Professional Values**

This course further develops and strengthens core professional values by emphasizing the pursuit of practice excellence. The ANA Standards and Scope of Nursing Practice and Ethical Code for Nurses are examined as well as professional associations and practice regulating bodies. The course explores the role of nursing theory to guide practice. The formal literature review process and the value of evidence-based practice (EBP) are introduced. E-portfolios are introduced as a method of documenting academic progress and professional development. The course provides foundational professional concepts in legal, ethical, and patient-centered care in preparation for future courses across the educational continuum and roles in advanced practice nursing.

### ■ **NUR341 Patient Centered Care I**

This course has a gerontology focus that utilizes the principles and techniques of holistic nursing assessment and care planning guided by evidence-based interventions and nursing theory. How an aging population affects the healthcare system and nursing practice are explored. Nursing assessment incorporates review of systems, health promotion, preventative care need, and palliative care planning.

## RN to BSN Curriculum Descriptions

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### ■ **NUR452 Evidence Based Practice I**

Three (1) credit components will be taken concurrently with carousel courses.

These one-credit component/modules are designed to guide the baccalaureate student to identify practice issues, appraise and integrate evidence, and evaluate outcomes. The e-portfolio is used as a tool to document competencies, track academic progression through the six EBP components, and document academic preparation as students navigate the Capstone project.

1. The student will learn the value of evidence-based practice (EBP), the use of EBP to support quality and safety measures in practice, and models for applying evidence to clinical practice. The concept of the Senior Project is introduced. Students identify educational need in practice or a patient safety issue and then search the databases to begin a literature review to gather evidence to support that issue for their Senior Project. Students learn the basic steps of the Excel spreadsheet to document their ongoing literature review.
3. The student is introduced to the basic elements and concepts of statistics and the use of statistical data in nursing research studies. The students continue to define their chosen practice or educational topic for the Senior Project and continue the literature review. Excel instruction progresses during this component to build on the skills obtained in the first component.
4. The student learns the value of research, implications for practice, and the steps of the research process. Ethical issues and the advocacy role of the nurse in protecting the rights of human subjects are recognized. Students learn how bias can influence the design and the implications are explored. The course stimulates critical thinking through locating, evaluating, and critiquing research studies and provides the opportunity to develop a practicum proposal based on scientific research and evidence-based practice. The literature review process continues throughout the course with a written proposal for the Senior Project submitted at the end of Component 452.c.

### ■ **NUR453 Evidence Based Practice II**

Three (1) credit components will be taken concurrently with carousel courses.

1. Reviewing the basic elements and concepts of the research process including levels of measurement, measurement tools, data presentation and descriptive statistics.
2. Students learn to use Excel for statistical equations in preparation for the utilization of nursing research and using data to make evidence-based changes in practice. Integration of the most widely used statistical methods and the use of Excel promotes deeper understanding within the context of health care research and evidence-based nursing practice.
3. Additional concepts of statistical analysis and major epidemiological study designs are explored. Statistical concepts are applied to evidence-based nursing practice.

### ■ **NUR422 Spiritual Dimensions of Healthcare**

This course examines the increasing emphasis on spiritual well-being and healing environments as elements of health care. Techniques and emphases are examined from a Christian perspective.

### ■ **IDS300 Biblical Perspectives**

As a Christian liberal arts university, Spring Arbor University is committed to nurturing an appreciation for the resources of the Scriptures for creative personal faith and human life in the modern world. This course is designed to foster knowledge and understanding of the literature and history of the Bible and integration of faith, living, and learning.

## RN to BSN Curriculum Descriptions

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### ■ **NUR442 Patient Centered Care II**

Evidence-based health techniques for disease prevention, health promotion, and self-management of chronic conditions are investigated. Younger adult assessment and health history interview techniques are explored. The assessment findings are used to formulate a holistic, culturally sensitive health promotion plan and apply a theory as a basis for care. The course focuses on effective communication in facilitating client movement toward health and wellness.

### ■ **NUR360 Information Management/Patient Care Technologies**

This course emphasizes the use of technology and information systems for clinical decision-making. Students learn the skills necessary to use information management and patient care technologies to deliver safe and effective care. The course explores quality improvement information systems that monitor patient outcomes and required regulatory reporting. Ethical and legal issues related to the use of IT, including copyright, privacy, and confidentiality issues are investigated.

### ■ **IDS400 Values: Personal and Social**

This is a capstone course in which the student formulates a philosophy of life providing the base for such concerns as professional ethics, accountability in government and nursing practice, respect for human rights, and a responsible lifestyle in our contemporary world. Ethical theories and personal values are examined through readings, analysis of issues and classroom discussion.

### ■ **NUR344 Clinical Prevention/ Population Health**

The course discusses theory and concepts of community/public/global health including health care systems in transition, health policy, and epidemiology. The Public Health/Community Health Nurse's (PH/CHN) role as partner with the community in health promotion, disease and injury prevention, and population health are applied to patient scenarios. Students utilize teaching, learning, and behavioral change theories and concepts to plan care.

### ■ **NUR434 Quality Leadership**

This course focuses on the professional nurse's role in applying the principles of leadership and management to navigate systems in health care organizations across the continuum of care. The course explores the nurse leader's role in quality and safety, the regulatory environment, policy, and advocacy for EBP. The course provides opportunities to improve critical reasoning, interdisciplinary communication techniques, and conflict resolution. Change management and conflict resolution theories are utilized in practice situations.

### ■ **NUR494 Senior Project**

This course provides the student with the practical experience of applying and integrating the concepts and theories learned so far in the program to a setting (community or clinical). Students assess and identify a patient safety or care process problem, a practice discrepancy, or an educational need supported by research through a comprehensive literature review. Using the nursing process, students design and implement their project and the BSN portion of the program culminates with a project presentation to faculty, peers, and interested parties.

# Registered Nurse to Bachelor of Science in Nursing Online Admission Requirements

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- At least one year experience working as a registered nurse preferred
- Associate degree in nursing or diploma in nursing leading to RN licensure
- An official transcript from all previous institutions attended with a minimum cumulative GPA of 2.5 for all prior college work
- Completion of at least 58 transferable semester hours
- A writing sample
- An unrestricted, unencumbered, current nursing license from the state of employment; license must be kept current throughout the program
- Completed application



## Registered Nurse to Master of Science in Nursing Online

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The RN-MSN online program at Spring Arbor University allows you to continue to practice while working towards a position of nurse educator, nurse administrator or nurse practitioner. Delivered online, this program allows you to earn your MSN for less money and in less time than it would take if you were to pursue your BSN first.

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### **RN to MSN/Education:**

- Total Credit Hours: 76
- Tuition per Credit: \$587/\$712
- Total Tuition: \$48,737

### **RN to MSN/MBA:**

- Total Credit Hours: 100
- Tuition per Credit: \$587/\$712
- Total Tuition: \$65,825

### **RN to MSN/Family Nurse Practitioner:**

- Total Credit Hours: 92
- Tuition per Credit: \$587/\$712
- Total Tuition: \$60,129

### **RN to MSN/Adult-Gerontology, Primary Care Nurse Practitioner:**

- Total Credit Hours: 87
- Tuition per Credit: \$587/\$712
- Total Tuition: \$56,569

### **For all Programs:**

- Application Fee: \$30
- Registration Fee: \$40/sem
- Technology Fee: \$105/sem

# Registered Nurse to Master of Science in Nursing Online Curriculum

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## RN to MSN Core Courses

- NUR318 Adult Development, Life Planning, and Research Writing (3)
- NUR321 Professionalism/Professional Values (3)
- NUR341 Patient Centered Care I (3)
- IDS300 Biblical Perspectives (3)
- NUR452 Evidence Based Practice I (broken up over 21 weeks) (5)
- NUR442 Patient Centered Care II (3)
- NUR360 Information Management/Patient Care Technologies (3)
- NUR344 Clinical Prevention/Population Health (3)
- NUR453 Evidence Based Practice II (broken up over 21 weeks) (3)
- NUR434 Quality Leadership (3)
- IDS400 Values: Personal and Social (3)
- NUR494 Senior Nursing Project (2)
- NUR510 Moral & Ethical Decision Making (residency) (3)
- NUR522 Theoretical Perspectives for Advanced Practice (3)
- NUR532 Organizational & Systems Leadership (3)
- NUR551 Applied Research Methods (3)
- NUR612 Advanced Pathophysiology (3)
- NUR618 Advanced Pharmacology (3)
- NUR602 Advanced History & Physical Exam (residency) (3)\*
- NUR693 Population Health (3)
- NUR683 Health Policy & Politics (3)

## RN to MSN Curriculum Descriptions – Core Courses

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### ■ **NUR318 Adult Development, Life Planning, and Research Writing**

In this first course, the student will explore elements of his or her personal and professional life journey and how this affects readiness for returning to college as a working adult. This exploration includes examining the student's learning style and personality preferences as well as reflecting on major life tasks and identification of key tasks yet to be accomplished. In addition, the student will begin to understand the unique challenges that an adult faces when returning to school and the importance of time management. Integrated writing assignments will assist the student in developing practical skills such as using online library services; assessing writing, grammar, and mechanics; and beginning to master APA formatting and style along with the necessary critical thinking and writing skills essential to the successful college experience. The student will begin to develop his or her electronic portfolio.

*\*Not required for Education track.*

### ■ **NUR321 Professionalism and Professional Values**

This course further develops and strengthens core professional values by emphasizing the pursuit of practice excellence. The ANA Standards and Scope of Nursing Practice and Ethical Code for Nurses are examined as well as professional associations and practice regulating bodies. The course explores the role of nursing theory to guide practice. The formal literature review process and the value of evidence-based practice (EBP) are introduced. E-portfolios are introduced as a method of documenting academic progress and professional development. The course provides foundational professional concepts in legal, ethical, and patient-centered care in preparation for future courses across the educational continuum and roles in advanced practice nursing.

## RN to MSN Curriculum Descriptions – Core Courses

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### ■ **NUR341 Patient Centered Care I**

This course has a gerontology focus that utilizes the principles and techniques of holistic nursing assessment and care planning guided by evidence-based interventions and nursing theory. How an aging population affects the health care system and nursing practice are explored. Nursing assessment incorporates review of systems, health promotion, preventative care need, and palliative care planning.

### ■ **IDS300 Biblical Perspectives**

As a Christian liberal arts university, Spring Arbor University is committed to nurturing an appreciation for the resources of the Scriptures for creative personal faith and human life in the modern world. This course is designed to foster knowledge and understanding of the literature and history of the Bible and integration of faith, living, and learning.

### ■ **NUR452 Evidence Based Practice I**

Three (1) credit components will be taken concurrently with carousel courses.

These one-credit component/modules are designed to guide the baccalaureate student to identify practice issues, appraise and integrate evidence, and evaluate outcomes. The e-portfolio is used as a tool to document competencies, track academic progression through the six EBP components, and document academic preparation as students navigate the Capstone project.

1. The student will learn the value of evidence-based practice (EBP), the use of EBP to support quality and safety measures in practice, and models for applying evidence to clinical practice. The concept of the Senior Project is introduced. Students identify educational need in practice or a patient safety issue and then search the databases to begin a literature review to gather evidence to support that issue for their Senior Project. Students learn the basic steps of the Excel spreadsheet to document their ongoing literature review.

2. The student is introduced to the basic elements and concepts of statistics and the use of statistical data in

nursing research studies. The students continue to define their chosen practice or educational topic for the Senior Project and continue the literature review. Excel instruction progresses during this component to build on the skills obtained in the first component.

3. The student learns the value of research, implications for practice, and the steps of the research process. Ethical issues and the advocacy role of the nurse in protecting the rights of human subjects are recognized. Students learn how bias can influence the design and the implications are explored. The course stimulates critical thinking through locating, evaluating, and critiquing research studies and provides the opportunity to develop a practicum proposal based on scientific research and evidence-based practice. The literature review process continues throughout the course with a written proposal for the Senior Project submitted at the end of Component 452.c.

### ■ **NUR442 Patient Centered Care II**

Evidence-based health techniques for disease prevention, health promotion, and self-management of chronic conditions are investigated. Younger adult assessment and health history interview techniques are explored. The assessment findings are used to formulate a holistic, culturally sensitive health promotion plan and apply a theory as a basis for care. The course focuses on effective communication in facilitating client movement toward health and wellness.

### ■ **NUR360 Information Management/Patient Care Technologies**

This course emphasizes the use of technology and information systems for clinical decision-making. Students learn the skills necessary to use information management and patient care technologies to deliver safe and effective care. The course explores quality improvement information systems that monitor patient outcomes and required regulatory reporting. Ethical and legal issues related to the use of IT, including copyright, privacy, and confidentiality issues are investigated.

## RN to MSN Curriculum Descriptions – Core Courses

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### ■ **NUR344 Clinical Prevention/ Population Health**

The course discusses theory and concepts of community/public/global health including health care systems in transition, health policy, and epidemiology. The Public Health/Community Health Nurse's (PH/CHN) role as partner with the community in health promotion, disease and injury prevention, and population health is applied to patient scenarios. Students utilize teaching, learning, and behavioral change theories and concepts to plan care.

### ■ **NUR453 Evidence Based Practice**

Three (1) credit components will be taken concurrently with carousel courses.

1. Reviewing the basic elements and concepts of the research process including levels of measurement, measurement tools, data presentation and descriptive statistics.
2. Students learn to use Excel for statistical equations in preparation for the utilization of nursing research and using data to make evidence-based changes in practice. Integration of the most widely used statistical methods and the use of Excel promotes deeper understanding within the context of health care research and evidence-based nursing practice.
3. Additional concepts of statistical analysis and major epidemiological study designs are explored. Statistical concepts are applied to evidence-based nursing practice.

### ■ **NUR434 Quality Leadership**

This course focuses on the professional nurse's role in applying the principles of leadership and management to navigate systems in healthcare organizations across the continuum of care. The course explores the nurse leader's role in quality and safety, the regulatory environment, policy, and advocacy for EBP. The course provides opportunities to improve critical reasoning, interdisciplinary communication techniques, and conflict resolution. Change management and conflict resolution theories are utilized in practice situations.

### ■ **IDS400 Values: Personal and Social**

This is a capstone course in which the student formulates a philosophy of life providing the base for such concerns as professional ethics, accountability in government and nursing practice, respect for human rights, and a responsible lifestyle in our contemporary world. Ethical theories and personal values are examined through readings, analysis of issues and classroom discussion.

### ■ **NUR494 Senior Nursing Project**

This course provides the student with the practical experience of applying and integrating the concepts and theories learned so far in the program to a setting (community or clinical). Students assess and identify a patient safety or care process problem, a practice discrepancy, or an educational need that is supported by research through a comprehensive literature review. Using the nursing process, student's design and implement their project and the BSN portion of the program culminates with a project presentation to faculty, peers, and interested parties.

### ■ **NUR510 Moral & Ethical Decision Making**

This course provides a meta-cognitive foundational approach to advanced nursing practice in the contemporary world. It explores worldview presuppositions with an emphasis on a Christian perspective and development of a consistent, conscious understanding of reality.

### ■ **NUR522 Theoretical Perspectives for Advanced Practice**

This course promotes examination, analysis and synthesis of a variety of conceptual frameworks, models and theories that provide a foundation for research and applied practice in the areas of nursing, business and education. Philosophical ideation, beliefs, scope and assumptions of select theories and models will be explored.

### ■ **NUR532 Organizational & Systems Leadership**

The focus is on understanding the professional role of the advanced practice nurse. The processes associated with role development, socialization and effective collaboration with diverse interdisciplinary partnerships will be examined.

## RN to MSN Curriculum Descriptions – Core Courses

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### ■ **NUR551 Applied Research Methods**

This course focuses on the significance of research to the development of a profession and the practical application of statistics to evidence-based outcomes. Emphasis will be placed on design, methodology and data collection relative to development of a research-based capstone project or thesis.

### ■ **NUR612 Advanced Pathophysiology**

This course provides advanced knowledge and clinical application of normal and pathophysiologic mechanisms related to altered health status and disease processes. Diagnosis and treatment skills will be analyzed, interpreted and evaluated for changes in normal function seen during illness/disease and when assessing an individual's response to treatment.

### ■ **NUR618 Advanced Pharmacology**

This course will provide the advanced practice nurse with the knowledge and skills necessary to assess, diagnose and manage pharmacologic agents, alternatives to pharmacological interventions and therapeutic modalities. Prescriptive authority, including responsibilities and legalities, will be discussed, including controlled substances and the potential for abuse.

### ■ **NUR602 Advanced Assessment & Diagnostic Reason\***

This practicum will prepare students with the core knowledge and competencies needed to complete a comprehensive assessment using client data to detect signs and symptoms of pathophysiological changes and psychosocial variation from an individual, family or community perspective. Effective strategies will be developed to address health care issues, including health promotion, communication and client-teaching skills using a holistic approach. The practicum will provide clinical opportunities to further refine and practice the history taking and physical examination skills necessary for competence as an advanced practice nurse.

### ■ **NUR693 Population Health**

The focus of this course is on integrating the learning from previous courses to design treatment and evaluate outcomes for the most vulnerable groups, particularly the systems of care that manage services for frail elderly, the chronically ill, and other similarly compromised patients.

### ■ **NUR683 Health Policy**

The focus is on the knowledge of professional responsibility to support policy issues associated with humane health care that promotes dignity, respect and justice. Practical skills such as working with the media, product and service evaluation, advocating for the health care needs of vulnerable populations, and seeking program grants will be addressed.

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

*PLEASE NOTE - PSY351 Statistics for Behavioral Sciences is also required FOR ALL MSN programs (if student has not taken a comparable statistics course, this is required to be taken during the MSN program. The student is notified of this upon acceptance into the program.)*

*\*Not required for Education track.*

# Registered Nurse to Master of Science in Nursing/Education Online Curriculum

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## RN to MSN/Education Courses

- NUR620 Advanced Health Assessment for Nurse Educators (2)
- NUR625 - Educational Theory & Curriculum Design (3)
- NUR635 - Instructional Strategies (3)
- NUR655 Special Topics Elective (1)
- NUR660 Nurse Educator Internship (6)

## RN to MSN Curriculum Descriptions – Core Courses

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- **NUR620 Advanced Health Assessment for Nurse Educators**

This course focuses on advanced skills in health assessment and prepares the nurse educator to teach these skills to BSN and/or ADN nursing students. The course also emphasizes comprehensive history, physical/psychological assessment, pathophysiology, and health promotion needs assessment.

- **NUR625 Educational Theory & Curriculum Design**

This course utilizes learning theories to design a teaching/learning project. Strategic planning steps such as needs assessment, behavioral objectives, instructional design, and delivery for non-traditional learners will be explored.

- **NUR635 Instructional Strategies**

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

- **NUR655 Special Topics Elective**

Special topics of interest to the nurse-educator will be presented in this course. The topics will vary by semester at the discretion of the nursing department.

- **NUR660 Nurse Educator Internship**

This course provides individually supervised field experience in clinical settings that integrate concepts in nursing education with practical teaching situations. Students will also design an evidence-based project based on their practice setting. *Prerequisites: NUR 625 and NUR 635*

# Registered Nurse to Master of Science in Nursing/MBA Online Curriculum

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## **RN to MSN/MBA Foundation Courses**

- MBA060 MBA Orientation (0)
- MBA617 Leadership in Business (4)
- MBA631 Accounting for Managers (4)
- MBA622 Statistics for Business Managers (4)
- MBA661 Marketing for Managers (4)
- MBA607 International Business (NYC trip) (4) or
- MBA607A International Business (no trip) (4)
- MBA688 MBA Capstone Study (4)

## **MBA Concentration in Healthcare Administration**

- MBA641 Trends in Healthcare Administration & Management (4)
- MBA642 Managerial Finance in Healthcare (4)
- MBA643 Managing Quality in Healthcare (4)

## **MBA Concentration in Human Resource Development**

- MBA647 Workplace Learning and Professional Development (4)
- MBA648 Human Resource Development (4)
- MBA651 Management of Organizational Behavior (4)

## **MBA Concentration in Management**

- MBA654 Strategic Planning & Management (4)
- MBA648 Human Resource Development (4)
- MBA651 Management of Organizational Behavior (4)

## **MBA Concentration in Organizational Consulting**

- MBA647 Workplace Learning and Professional Development (4)
- MBA657 Strategic Leadership (4)
- MBA658 Organizational Consulting (4)

## **MBA Concentration in Executive Leadership**

- MBA654 Strategic Planning & Management (4)
- MBA657 Strategic Leadership (4)
- MBA651 Management of Organizational Behavior (4)

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## RN to MSN/MBA Curriculum Descriptions – MBA Core Courses

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### ■ **MBA 060 MBA Orientation**

Introduces students to Spring Arbor University and the Gainey School of Business MBA program. Familiarizes students with the Blackboard learning management system that supports learning through electronic access to learning materials from virtually anywhere, connects the learning community, and promotes collaboration. Students practice using Blackboard tools, interact with peers, monitor course progress and grades, and obtain feedback from an instructor through Blackboard.

### ■ **MBA 617 Leadership in Business**

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.

## RN to MSN/MBA Curriculum Descriptions – MBA Core Courses

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### ■ **MBA631 Accounting for Managers**

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

### ■ **MBA622 Statistics for Business Managers**

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

### ■ **MBA661 Marketing for Managers**

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

### ■ **MBA607 International Business (including NYC trip)**

Introduces key aspects of contemporary international business management and implications of international business on organizational strategy, structure, and function. Coverage includes ethics in business, country differences, trade and investments, global monetary systems, and competition in a global marketplace. Topics include Poverty Cure, human rights, global human resource development, conference environment papers, and group presentations. As a part of the MBA607 courses, students attend an International Business Summit as 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.

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### ■ **MBA607A International Business (no NYC trip option)**

Introduces key aspects of contemporary international business management and implications of international business on organizational strategy, structure, and function. Coverage includes ethics in business, country differences, trade and investments, global monetary systems, and competition in a global marketplace. Topics include Poverty Cure, human rights, global human resource development, and conference environment individual presentations, peer reviews, and critiques.

### ■ **MBA688 MBA Capstone Study**

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

## RN-MSN/MBA | Healthcare Administration Concentration Curriculum

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Develops management knowledge and skills necessary for healthcare professionals and builds business acumen required for effective healthcare 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.

- **MBA641 Trends in Healthcare Administration & Management**

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

- **MBA642 Managerial Finance in Healthcare**

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

- **MBA643 Managing Quality in Healthcare**

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

## RN-MSN/MBA | Human Resource Development Concentration Curriculum

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Develops knowledge and skills necessary to leverage organizational human resources to improve individual performance and enhance organizational effectiveness. Strengthens 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.

- **MBA647 Workplace Learning and Professional Development**

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.

- **MBA648 Human Resource Development**

Explores major issues of managing human resources. Develops 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 HRD programs; personal, professional, and organizational development; and application of HRD in diverse contexts. Various types of training programs will be examined, including onboarding, skills and technical, performance management, employee wellness, career management, organization and management development, and diversity.

- **MGT651 Management of Organizational Behavior**

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

## RN-MSN/MBA | Management Concentration Curriculum

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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.

- **MBA654 Strategic Planning & Management**

Introduces the concepts of strategic planning and management, and considers the vision, mission, and goals of the organization. Provides students with a framework for conducting strategic planning in the organizational environment. Examines the balanced scorecard approach to strategic 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.

- **MBA648 Human Resource Development**

Explores major issues of managing human resources. Develops 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 HRD programs; personal, professional, and organizational development; and application of HRD in diverse contexts. Various types of training programs will be examined, including onboarding, skills and technical, performance management, employee wellness, career management, organization and management development, and diversity.

- **MBA651 Management of Organizational Behavior**

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

## RN-MSN/MBA | Organizational Consulting Concentration Curriculum

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

- **MBA647 Workplace Learning and Professional Development**

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.

- **MBA657 Strategic Leadership**

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, skills, styles, and characteristics, and the influence on the strategic leadership of organizations.

- **MBA658 Organizational Consulting**

Examination of best consulting practices for internal and external change agents. In-depth exploration and practice on contracting, assessment and diagnosis, data collection, feedback techniques, implementation of planned change initiatives, resistance to change, and other psychodynamics in the organization related to change. Emphasizes the collaborative consulting approach and the collaborative consulting cycle as well as change management models and effective change management consulting techniques.

## RN-MSN/MBA | Executive Leadership Concentration Curriculum

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

- **MBA657 Strategic Leadership**

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, skills, styles, and characteristics and the influence on the strategic leadership of organizations.

- **MBA654 Strategic Planning & Management**

Introduces the concepts of strategic planning and management, and considers the vision, mission, and goals of the organization. Provides students with a framework for conducting strategic planning in the organizational environment. Examines the balanced scorecard approach to strategic 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.

- **MBA651 Management of Organizational Behavior**

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

# Registered Nurse to Master of Science in Nursing/ Nurse Practitioner Online Curriculum

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## **RN to MSN/NP Additional Core Courses**

- NUR685 Advanced Practice in Primary Care I (3)
- NUR686 Advanced Practice in Primary Care II (3)
- NUR680 Clinical Practicum (8-10)
- NUR681 Capstone Project (3)

## **Family Nurse Practitioner Track**

- NUR633 Health Promotion Across the Lifespan (3)
- NUR645 Family Systems and Clinical Management of the Child Bearing Family (3)
- NUR687 Advanced Practice in Primary Care II (3)

## **Adult Gerontology, Primary Care Nurse Practitioner Track**

- NUR632 Health Promotion & Disease Prevention (3)
- NUR642 Chronic Disease and Complex Problems in Older Adults (3)

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## RN to MSN/NP Curriculum Descriptions – Additional Core Courses

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### ■ **NUR685 Advanced Practice in Primary Care I**

This course will present critical concepts the advanced practice nurse can use in delivering evidence-based nursing for the adult population. Using a holistic approach, students will apply theory to practice.

### ■ **NUR686 Advanced Practice in Primary Care II**

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

### ■ **NUR680 Clinical Practicum**

The clinical practicum is arranged with a local preceptor with the approval of the program faculty. Students have regular contact with SAU clinical faculty, who also provide oversight of the preceptor-led experience. In the Adult Gerontology concentration, the minimum is 500 hours; however, students taking the Family Nurse Practitioner track have an additional two credits, equating to a total of 625 clinical hours.

### ■ **NUR681 Capstone Project**

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

## RN to MSN/Family Nurse Practitioner Track Curriculum Descriptions

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### ■ **NUR633 Health Promotion across the Lifespan**

This course prepares the advanced practice nurse (APN) to apply theoretical and current research concerning health promotion and disease prevention to clinical practices, individuals, families, communities and special populations, all from a Christian perspective. Students will explore the transformative effect of compassion and caring in facilitating healthful behavior changes and will learn to apply culturally appropriate communication skills adapted to the individual's cognitive, developmental, physical, mental and behavioral health status. A review of the patterns and variations of human growth and development will inform the student's exploration of the impact of the family on the health of individuals across their lifespan. Evidence-based, health-promoting strategies and modalities will be analyzed. Students will apply the knowledge, skills and competencies essential to the promotion and maintenance of health, both as independent providers and within a multidisciplinary team.

### ■ **NUR645 Family Systems and Clinical Management of the Childbearing Family**

This course prepares the family nurse practitioner-student to examine evidence-based principles of nursing care in the context of family and nursing theory, and to apply this knowledge to clinical practice within diverse family systems, all from a Christian perspective. Students will consider and apply the knowledge, skills and competencies essential to the holistic management of child-bearing women and their families, both as independent providers and within a multidisciplinary team. Students will focus on the care of healthy antepartum women and those with health pattern variations that may result in at-risk pregnancies. Emphasis is placed on collaborative management of women and families during pregnancy. Concepts focused on promoting well-being will be explored, with an emphasis on family interventions that promote resiliency as well as the health and well-being of the family.

### ■ **NUR687 Advanced Practice in Primary Care of the Child**

This course prepares the family nurse practitioner to provide evidence-based, primary health care to infants and children, all from a Christian perspective. Using a holistic approach, students examine the scientific basis of common health problems and factors influencing nursing management of these problems. Relevant nursing interventions for common health problems of children in families are explored, as are the responses and adaptations of the child and family to common health problems. Students will consider and apply the knowledge, skills and competencies essential to the holistic management of children and families, both as independent providers and within a multidisciplinary team. Students will combine history taking, physical examination techniques and diagnostic interpretation with problem-solving and clinical strategies.

## RN to MSN/Adult-Gerontology Track Curriculum Descriptions

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- **NUR632 Health Promotion & Disease Prevention**

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

- **NUR642 Chronic Disease and Complex Problems in Older Adults**

The focus of this course is on management of chronic disease and complex care needs of older adults. Emphasis will be on case management and interdisciplinary collaboration to arrange and evaluate care for the most health compromised clients.

# RN-MSN Admission Requirements

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- BSN degree from a program accredited by the National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE)
- Official transcripts from all institutions of higher education attended
- A 3.0 GPA calculated from the most recent 60 academic credits
- An unrestricted, unencumbered, current nursing license from the state of employment; license must be kept current throughout the program
- Two letters of recommendation
- A two-page goal statement that explains your rationale for pursuing a graduate nursing degree
- Completed application

## **Practicum/Clinical Requirements**

- At least six months experience working as a registered nurse preferred
- Provide evidence of current professional malpractice insurance; minimum \$1 to \$3 million prior to Senior Nursing Project
- Compliance with all institutional requirements prior to Senior Nursing Project
- CPR/BLS certification as required, proof of TB testing, any required immunizations, HIPAA training, and any additional requirements
- An internship is required for this program. Convicted felons may be limited to the type of location or client population in which their internships may be conducted\*.

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

A young nurse with blonde curly hair, wearing blue scrubs, is smiling and looking down at an elderly woman. The elderly woman has short, wavy white hair and is wearing a light green cardigan over a white top. She is smiling broadly, showing her teeth. The background is a soft, out-of-focus indoor setting.

## Master of Science in Nursing Online

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### MSN/Education:

- Total Credit Hours: 39
- Tuition per Credit: \$712
- Total Tuition: \$27,768

### MSN/MBA:

- Total Credit Hours: 63
- Tuition per Credit: \$712
- Total Tuition: \$44,856

### MSN/Family Nurse Practitioner:

- Total Credit Hours: 55
- Tuition per Credit: \$712
- Total Tuition: \$39,160

### MSN/Adult-Gerontology, Primary Care Nurse Practitioner:

- Total Credit Hours: 50
- Tuition per Credit: \$712
- Total Tuition: \$35,600

### For all Programs:

- Application Fee: \$30
- Registration Fee: \$40/sem
- Technology Fee: \$105/sem

# Master of Science in Nursing Online Curriculum

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## MSN Core Courses

- NUR510 Moral & Ethical Decision Making (residency) (3)
- NUR522 Theoretical Perspectives for Advanced Practice (3)
- NUR532 Role Development & Leadership (3)
- NUR551 Applied Research Methods (3)
- NUR612 Advanced Pathophysiology (3)
- NUR618 Advanced Pharmacology (3)
- NUR602 Advanced History & Physical Exam (residency) (3)
- NUR693 Population Health (3)
- NUR683 Health Policy (3)

## MSN Curriculum Descriptions – Core Courses

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- **NUR510 Moral & Ethical Decision Making (residency)**  
This course provides a meta-cognitive foundational approach to advanced nursing practice in the contemporary world. It explores worldview presuppositions with an emphasis on a Christian perspective and development of a consistent, conscious understanding of reality.
- **NUR522 Theoretical Perspectives for Advanced Practice**  
This course promotes examination, analysis and synthesis of a variety of conceptual frameworks, models and theories that provide a foundation for research and applied practice in the areas of nursing, business and education. Philosophical ideation, beliefs, scope and assumptions of select theories and models will be explored.
- **NUR532 Role Development & Leadership**  
The focus is on understanding the professional role of the advanced practice nurse. The processes associated with role development, socialization and effective collaboration with diverse interdisciplinary partnerships will be examined.
- **NUR551 Applied Research Methods**  
This course focuses on the significance of research to the development of a profession and the practical application of statistics to evidence-based outcomes. Emphasis will be placed on design, methodology and data collection relative to development of a research-based capstone project or thesis.
- **NUR612 Advanced Pathophysiology**  
This course provides advanced knowledge and clinical application of normal and pathophysiologic mechanisms related to altered health status and disease processes. Diagnosis and treatment skills will be analyzed, interpreted and evaluated for changes in normal function seen during illness/disease and when assessing an individual's response to treatment.
- **NUR618 Advanced Pharmacology**  
This course will provide the advanced practice nurse with the knowledge and skills necessary to assess, diagnose and manage pharmacologic agents, alternatives to pharmacological interventions and therapeutic modalities. Prescriptive authority, including responsibilities and legalities, will be discussed, including controlled substances and the potential for abuse.
- **NUR602 Advanced History & Physical Exam (residency)**  
This practicum will prepare students with the core knowledge and competencies needed to complete a comprehensive assessment using client data to detect signs and symptoms of pathophysiological changes and psychosocial variation from an individual, family or community perspective. Effective strategies will be developed to address health care issues, including health promotion, communication and client-teaching skills using a holistic approach. The practicum will provide clinical opportunities to further refine and practice the history taking and physical examination skills necessary for competence as an advanced practice nurse.

## MSN Curriculum Descriptions – Core Courses

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- **NUR693 Population Health**

The focus of this course is on integrating the learning from previous courses to design treatment and evaluate outcomes for the most vulnerable groups, particularly the systems of care that manage services for frail elderly, the chronically ill, and other similarly compromised patients.

- **NUR683 Health Policy**

The focus is on the knowledge of professional responsibility to support policy issues associated with humane health care that promotes dignity, respect and justice. Practical skills such as working with the media, product and service evaluation, advocating for the health care needs of vulnerable populations, and seeking program grants will be addressed.

# Master of Science in Nursing/Education Online Curriculum

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## MSN/Education Courses

- NUR620 Advanced Health Assessment for Nurse Educators
- NUR625 Educational Theory & Curriculum Design (3)
- NUR635 Instructional Strategies (3)
- NUR655 Special Topics Elective
- NUR660 Nurse Educator Internship

## MSN/Ed Curriculum Descriptions

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### ■ **NUR620 Advanced Health Assessment for Nurse Educators**

This course focuses on advanced skills in health assessment that prepare the nurse educator to teach these skills to BSN and/or ADN nursing students.

The course also emphasizes comprehensive history, physical/psychological assessment, pathophysiology, and health promotion needs assessment.

### ■ **NUR625 Educational Theory & Curriculum Design**

This course utilizes learning theories to design a teaching/learning project. Strategic planning steps such as needs assessment, behavioral objectives, instructional design, and delivery for non-traditional learners will be explored.

### ■ **NUR635 Instructional Strategies**

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

### ■ **NUR655 Special Topics Elective**

Special topics of interest to the nurse-educator will be presented in this course. The topics will vary by semester at the discretion of the nursing department.

### ■ **NUR660 Nurse Educator Internship**

This course provides individually supervised field experience in clinical settings that integrate concepts in nursing education with practical teaching situations. Students will also design an evidence-based project based on their practice setting.

*Prerequisites: NUR 625 and NUR 635*

# Master of Science in Nursing/MBA Online Curriculum

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## MSN/MBA Core Courses

- MBA060 MBA Orientation (0)
- MBA617 Leadership in Business (4)
- MBA631 Accounting for Managers (4)
- MBA622 Statistics for Business Managers (4)
- MBA661 Marketing for Managers (4)
- MBA607 International Business (NYC trip) (4) or
- MBA607A International Business (no trip) (4)
- MBA688 MBA Capstone Study (4)

## MSN/MBA Curriculum Descriptions

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### ■ **MBA060 MBA Orientation**

Introduces students to Spring Arbor University and the Gainey School of Business MBA program. Familiarizes students with the Blackboard learning management system that supports learning through electronic access to learning materials from virtually anywhere, connects the learning community, and promotes collaboration. Students practice using Blackboard tools, interact with peers, monitor course progress and grades, and obtain feedback from an instructor through Blackboard.

### ■ **MBA617 Leadership in Business**

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.

### ■ **MBA631 Accounting for Managers**

Introduces students to the fundamental concepts and principles of accounting as a discipline to support managerial decision making in businesses. Examines the use of information for data-driven decision making, including organizational level performance measurements.

Covers financial ratio calculations and analysis,

preparation of financial statements, taxes, accounting liquidity, contribution margin, budgeting, and auditing issues.

### ■ **MBA622 Statistics for Business Managers**

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

### ■ **MBA661 Marketing for Managers**

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

## MSN/MBA Curriculum Descriptions

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### ■ **MBA607 International Business (NYC trip)**

Introduces key aspects of contemporary international business management and implications of international business on organizational strategy, structure, and function. Coverage includes ethics in business, country differences, trade and investments, global monetary systems, and competition in a global marketplace. Topics include Poverty Cure, human rights, global human resource development, conference environment papers, and group presentations. As a part of the MBA607 course, students attend an International Business Summit as 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.

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### ■ **MBA607A International Business (no trip)**

Introduces key aspects of contemporary international business management and implications of international business on organizational strategy, structure, and function. Coverage includes ethics in business, country differences, trade and investments, global monetary systems, and competition in a global marketplace. Topics include Poverty Cure, human rights, global human resource development, and conference environment individual presentations, peer reviews, and critiques. Faculty who provide oversight, guidance, and assessment on the applied research project.

### ■ **MBA688 MBA Capstone Study**

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

## MSN/MBA | Healthcare Administration Concentration Curriculum

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Develops management knowledge and skills necessary for healthcare professionals and builds business acumen required for effective healthcare 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.

- **MBA641 Trends in Healthcare Administration & Management**

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

- **MBA642 Managerial Finance in Healthcare**

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

- **MBA643 Managing Quality in Healthcare**

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

## MSN/MBA | Human Resource Development Concentration Curriculum

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Develops knowledge and skills necessary to leverage organizational human resources to improve individual performance and enhance organizational effectiveness. Strengthens 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.

- **MBA647 Workplace Learning and Professional Development**

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.

- **MBA648 Human Resource Development**

Explores major issues of managing human resources. Develops 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 HRD programs; personal, professional, and organizational development; and application of HRD in diverse contexts. Various types of training programs will be examined, including onboarding, skills and technical, performance management, employee wellness, career management, organization and management development, and diversity.

- **MGT651 Management of Organizational Behavior**

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

## MSN/MBA | Management Concentration Curriculum

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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.

- **MBA654 Strategic Planning & Management**

Introduces the concepts of strategic planning and management, and considers the vision, mission, and goals of the organization. Provides students with a framework for conducting strategic planning in the organizational environment. Examines the balanced scorecard approach to strategic 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.

- **MBA648 Human Resource Development**

Explores major issues of managing human resources. Develops 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 HRD programs; personal, professional, and organizational development; and application of HRD in diverse contexts. Various types of training programs will be examined, including onboarding, skills and technical, performance management, employee wellness, career management, organization and management development, and diversity.

- **MBA651 Management of Organizational Behavior**

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

## MSN/MBA | Organizational Consulting Concentration Curriculum

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

- **MBA647 Workplace Learning and Professional Development**

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.

- **MBA657 Strategic Leadership**

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, skills, styles, and characteristics, and the influence on the strategic leadership of organizations.

- **MBA658 Organizational Consulting**

Examination of best consulting practices for internal and external change agents. In-depth exploration and practice on contracting, assessment and diagnosis, data collection, feedback techniques, implementation of planned change initiatives, resistance to change, and other psychodynamics in the organization related to change. Emphasizes the collaborative consulting approach and the collaborative consulting cycle as well as change management models and effective change management consulting techniques.

## MSN/MBA | Executive Leadership Concentration Curriculum

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

- **MBA654 Strategic Planning & Management**

Introduces the concepts of strategic planning and management, and considers the vision, mission, and goals of the organization. Provides students with a framework for conducting strategic planning in the organizational environment. Examines the balanced scorecard approach to strategic 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.

- **MBA657 Strategic Leadership**

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, skills, styles, and characteristics and the influence on the strategic leadership of organizations.

- **MBA651 Management of Organizational Behavior**

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

# Master of Science in Nursing/Nurse Practitioner Online Curriculum

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## MSN/NP Additional Core Courses

- NUR602 Advanced History & Physical Exam (residency) (3)
- NUR685 Advanced Practice in Primary Care I (3)
- NUR686 Advanced Practice in Primary Care II (3)
- NUR680 Clinical Practicum (8)
- NUR681 Capstone Project (3)
- NUR683 Health Policy (3)
- NUR693 Population Health (3)

## Family Nurse Practitioner Track

- NUR633 Health Promotion Across the Lifespan (3)
- NUR645 Family Systems and Clinical Management of the Child Bearing Family (3)
- NUR687 Advanced Practice in Primary Care II (3)

## Adult Gerontology, Primary Care Nurse Practitioner Track

- NUR632 Health Promotion & Disease Prevention (3)
- NUR642 Chronic Disease and Complex Problems in Older Adults (3)

## MSN/NP Curriculum Descriptions - Additional Core Courses

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### ■ **NUR602 Advanced History & Physical Exam (residency)**

This practicum will prepare students with the core knowledge and competencies needed to complete a comprehensive assessment using client data to detect signs and symptoms of pathophysiological changes and psychosocial variation from an individual, family or community perspective. Effective strategies will be developed to address health care issues, including health promotion, communication and client-teaching skills using a holistic approach. The practicum will provide clinical opportunities to further refine and practice the history taking and physical examination skills necessary for competence as an advanced practice nurse.

### ■ **NUR685 Advanced Practice in Primary Care I**

This course will present critical concepts the advanced practice nurse can use in delivering evidence-based nursing for the adult population. Using a holistic approach, students will apply theory to practice.

### ■ **NUR686 Advanced Practice in Primary Care II**

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

### ■ **NUR680 Clinical Practicum**

The clinical practicum is arranged with a local preceptor with the approval of the program faculty. Students have regular contact with SAU clinical faculty, who also provide oversight of the preceptor-led experience. In the Adult Gerontology concentration, the minimum is 500 hours; however, students taking the Family Nurse Practitioner track have an additional two credits, equating to a total of 625 clinical hours.

## MSN/NP Curriculum Descriptions - Additional Core Courses

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### ■ **NUR681 Capstone Project**

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

### ■ **NUR683 Health Policy**

The focus of this course is on integrating the learning from previous courses to design treatment and evaluate outcomes for the most vulnerable groups, particularly the systems of care that manage services for frail elderly, the chronically ill, and other similarly compromised patients.

### ■ **NUR693 Population Health**

The focus is on the knowledge of professional responsibility to support policy issues associated with humane health care that promotes dignity, respect and justice. Practical skills such as working with the media, product and service evaluation, advocating for the health care needs of vulnerable populations, and seeking program grants will be addressed.

## MSN/Family Nurse Practitioner Track Curriculum Descriptions

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### ■ **NUR633 Health Promotion across the Lifespan**

This course prepares the advanced practice nurse (APN) to apply theoretical and current research concerning health promotion and disease prevention to clinical practices, individuals, families, communities and special populations, all from a Christian perspective. Students will explore the transformative effect of compassion and caring in facilitating healthful behavior changes and will learn to apply culturally appropriate communication skills adapted to the individual's cognitive, developmental, physical, mental and behavioral health status. A review of the patterns and variations of human growth and development will inform the student's exploration of the impact of the family on the health of individuals across their lifespan. Evidence-based, health-promoting strategies and modalities will be analyzed. Students will apply the knowledge, skills and competencies essential to the promotion and maintenance of health, both as independent providers and within a multidisciplinary team.

### ■ **NUR645 Family Systems and Clinical Management of the Childbearing Family**

This course prepares the family nurse practitioner-student to examine evidence-based principles of nursing care in the context of family and nursing theory, and to apply this knowledge to clinical practice within diverse family systems, all from a Christian perspective. Students will consider and apply the knowledge, skills and competencies essential to the holistic management of child-bearing women and their families, both as independent providers and within a multidisciplinary team. Students will focus on the care of healthy ante-partum women and those with health pattern variations that may result in at-risk pregnancies.

Emphasis is placed on collaborative management of women and families during pregnancy. Concepts focused on promoting well-being will be explored, with an emphasis on family interventions that promote resiliency as well as the health and well-being of the family.

### ■ **NUR687 Advanced Practice in Primary Care of the Child**

This course prepares the family nurse practitioner to provide evidence-based, primary health care to infants and children, all from a Christian perspective. Using a holistic approach, students examine the scientific basis of common health problems and factors influencing nursing management of these problems. Relevant nursing interventions for common health problems of children in families are explored, as are the responses and adaptations of the child and family to common health problems. Students will consider and apply the knowledge, skills and competencies essential to the holistic management of children and families, both as independent providers and within a multidisciplinary team. Students will combine history taking, physical examination techniques and diagnostic interpretation with problem-solving and clinical strategies.

## MSN/Adult-Gerontology, Nurse Practitioner Track Curriculum

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- **NUR632 Health Promotion & Disease Prevention**

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

- **NUR642 Chronic Disease and Complex Problems in Older Adults**

The focus of this course is on management of chronic disease and complex care needs of older adults. Emphasis will be on case management and interdisciplinary collaboration to arrange and evaluate care for the most health compromised clients.

# MSN Admission Requirements

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- BSN degree from a program accredited by the National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE)
- Official transcripts from all institutions of higher education attended
- A 3.0 GPA calculated from the most recent 60 academic credits
- An unrestricted, unencumbered, current nursing license from the state of employment; license must be kept current throughout the program
- Two letters of recommendation
- A two-page goal statement that explains your rationale for pursuing a graduate nursing degree
- Completed application

## Practicum/Clinical Requirements

- At least six months experience working as a registered nurse preferred
- Provide evidence of current professional malpractice insurance; minimum \$1 to \$3 million prior to Senior Nursing Project
- Compliance with all institutional requirements prior to Senior Nursing Project
- CPR/BLS certification as required, proof of TB testing, any required immunizations, HIPAA training, and any additional requirements
- An internship is required for this program. Convicted felons may be limited to the type of location or client population in which their internships may be conducted\*.

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



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