

A photograph of three students sitting around a wooden table in a classroom or study area. They are focused on their work, with papers and pens on the table. A man in an orange shirt is in the center, looking down at his work. A woman in a grey shirt is on the left, and another woman in a dark shirt is on the right. A chalkboard is visible in the background.

Learning.
With purpose.



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A WORD OF EXPLANATION

While every effort has been made to make the MidAmerica Nazarene University *Catalog* as current as possible with regard to personnel, tuition and fees, course offerings, etc., it may be necessary from time to time to modify items listed. Courses listed by the University are subject to change through normal channels. New courses and modifications in existing courses are introduced by the academic departments and considered by the faculty. The *Catalog*, therefore, is for informational purposes only and does not constitute a contract.



MidAmerica Nazarene University's mission is to educate and inspire servant leaders. We fulfill that mission by shaping a premier Christian university committed to the serious and life-long integration of faith, learning and service. This mission has been guiding the University for over four decades, beginning with a small group of Pioneer educators who had a vision of a quality Christian liberal arts college and the passion to turn that dream into a reality. Though the landscape of higher education has changed significantly since 1966, we are driven by the same vision and carried by the same passion. So MNU continues the legacy of being a distinctive university where scholarship is a complement to faith rather than its enemy, where students spend as much time and effort building their faith as they do their resumés, where they seek innovative solutions rather than easy excuses, and where they develop the character of servanthood as well as the competencies of leadership. This legacy is our promise.

Thousands of MNU alumni and students have described how their experience at MNU has shaped their thinking, focused their vision and transformed their hearts. This experience is larger than a collection of course credits or a professional credential. It is the full engagement in the academic, social, and spiritual dimensions of the University. The Catalog serves as your guide to each of these arenas. Its pages serve as a blueprint that gives the big picture and then fills in the details. Take care in reading them. Take advantage of the range of resources provided. Experienced students will tell you to pay close attention to the requirements in your chosen areas of study.

I urge you to make the most of your experience at MNU. Develop your gifts and skills. Deepen your knowledge. Expand your world. Explore your own innovative spirit. Nurture your passion to serve. Discover God's purpose for your life. As you do, you'll be a genuine Pioneer.

President Ed Robinson

General Information

MidAmerica Nazarene University

An Introduction

OUR HISTORY

Founded in 1966, MidAmerica Nazarene University opened its doors to students in 1968 with an enrollment of 263. Since that initial semester of operation, enrollment has increased dramatically and now totals nearly 1,800. The University offers undergraduate academic majors in 42 areas, a degree-completion program in Management and Human Relations, a baccalaureate degree affiliation with European Nazarene College in Germany, and graduate-level programs in education, business administration, counseling and nursing.

MidAmerica is located 19 miles southwest of downtown Kansas City, Missouri, on a 105-acre campus in Olathe, Kansas. Because of its strategic location in the Greater Kansas City area, students and faculty have access to the metropolitan cultural, recreational and employment advantages. The permanent control of the University is vested in a board of trustees selected from the various districts of the North Central Region of the Church of the Nazarene.

A WORD ON ACCREDITATION

MidAmerica Nazarene University, a comprehensive liberal arts university of the Church of the Nazarene, is accredited by the Higher Learning Commission (230 South LaSalle Street, Suite 7-500, Chicago, IL 60604; 312-263-0456; <http://www.ncahlc.org/>). The University is authorized to offer associate, baccalaureate, and the master of arts in organizational administration, master of education, master of educational technology, master of business administration, the master of counseling and the master of nursing degrees. Accreditation of the teacher education program has been achieved from the Kansas State Board of Education (Teacher Licensure, 120 SE 10th Avenue, Topeka, KS 66612-1182; 785-296-8010) and National Council for Accreditation of Teacher Education (2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; 202-466-7496). The nursing program is approved by the Kansas State Board of Nursing (Landon State Office Building, 900 SW Jackson, Suite 1051, Topeka, KS 66612-1230; 785-296-4929) and accredited by the Commission on Collegiate Nursing Education (One Dupont Circle, NW, Suite 530, Washington, DC 20036; 202-887-6791). MidAmerica Nazarene University is an accredited institutional member of the National Association of Schools of Music (11250 Roger Bacon Drive, Suite 21, Reston, VA 20190; 703-437-0700). The Athletic Training Education Program is accredited by the Commission on Accreditation of Athletic Training Education (2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664; 512-733-9700). The traditional Business programs are accredited by the International Assembly for Collegiate Business Education (P.O. Box 3960, Olathe, KS 66063; 913-631-3009).

The University is a member of the Council for Christian Colleges and Universities (CCCCU), the National Association of Independent Colleges and Universities (NAICU), the Council of Independent Colleges (CIC), the Kansas Independent College Association (KICA), the National

Association of Intercollegiate Athletics (NAIA), the Heart of America Athletic Conference (HAAC), the Midwestern Association of Graduate Schools (MAGS), the American Association of Colleges for Teacher Education (AACTE), the American Association of Colleges of Nursing (AACN).

THE POSITION STATEMENT

MidAmerica Nazarene University is a comprehensive liberal arts university offering undergraduate and selected professional and graduate degrees. Sponsored by the North Central Region of the International Church of the Nazarene, the University is committed to serving the church and its global mission. As a Christian community in the Wesleyan-Holiness tradition, MidAmerica Nazarene University seeks to transform the individual through intellectual, spiritual, and personal development for a life of service to God, the church, the nation and the world.

THE MISSION STATEMENT

... to educate and inspire servant leaders

THE VISION STATEMENT

... to be a premier Christian university with global impact

OUR MOTTO: TO LEARN . . . TO SERVE . . . TO BE

The Mission of MidAmerica Nazarene University as a holiness, liberal arts university is summed up succinctly in the motto TO LEARN, TO SERVE, TO BE.

TO LEARN denotes the pursuit of excellence. Liberal arts in the context of Christian holiness calls for commitment to a life of learning.

TO SERVE means involvement in a life of compassion. The pursuit of excellence is to be blended with Christlike compassion.

TO BE points to a journey toward wholeness. Wholeness means loving God with heart, soul, mind and strength. The journey toward wholeness makes every desk an altar, and every classroom a cathedral where faith and learning are blended together.

INSTITUTIONAL GOALS

The University has four primary goals which are defined as the development of the student, service to God and humanity, career preparation, and an understanding of America's heritage.

THE DEVELOPMENT OF THE STUDENT. In seeking to meet the needs of whole persons, the University provides a wide variety of intellectual, social, and religious activities that serve a developmental function in students. These include the general education program, the major fields of preparation, chapel and convocation emphases, campus social events, annual fall and spring revival services, and intercollegiate/intramural athletics.

SERVICE TO GOD AND HUMANITY. The University promotes its ideal of service through emphases on social concerns, the MNU ServiceCorps and organizations of the Associated Student Government (ASG), chapel programming, and special events such as the annual student led Passion to Serve project.

CAREER PREPARATION. Preparation for a rewarding professional life is a goal that is reached in the successful educating of students in a major field of their choice, and is assessed by means of a required senior comprehensive examination or project. All academic departments of the University emphasize formal objectives and a balance between the liberal arts and courses in specialized areas. The ultimate goal is to develop broadly educated individuals with specific skills and career knowledge related to a potential field of service and work.

UNDERSTANDING AMERICA'S HERITAGE. The goal of understanding America's heritage and an awareness of its distinctive opportunities and responsibilities in the world community is accomplished in several ways. These include participation in campus governance through the ASG, the sponsoring of political clubs on campus, a Multicultural emphasis each year. General education courses seek to address the uniqueness of America's position in the world and to challenge students to develop an appreciation of both Western and non-western cultural aspects of the human family.

EDUCATION AT MidAMERICA NAZARENE UNIVERSITY

The educational experience at MidAmerica Nazarene University is based on certain desired outcomes and consists of several components, including a Freshman Seminar, a program of general education, a comprehensive field of in-depth study, and an optional minor. By these means the University seeks to achieve its educational mission of developing maturing individuals who are liberal arts- and career-educated persons who possess a commitment to service in a Christian, holiness lifestyle.

FRESHMAN SEMINAR. This one semester one-hour course provides students with an introduction to the traditions of MidAmerica Nazarene University as well as adjustment to the challenges of the higher educational experience and is required of all first-time freshmen or students with less than 24 hours. Freshman Seminar concentrates on essential study skills, time management, the value of liberal arts learning, setting goals, and other activities designed to enhance the student's transition to and success in college.

GENERAL EDUCATION. The general education program at MidAmerica Nazarene University exposes students to certain facts, ideas, and values in an attempt to awaken them to their potential and to assist them to develop ways of recognizing and expressing truth through the academic disciplines. It is the aim of general education to broaden students' understanding of revelation, creation, and culture; to develop their abilities to think clearly and creatively; and to articulate a Christian philosophy of life and vocation.

THE COMPREHENSIVE FIELD OF STUDY. A major provides a program of study that enables students to investigate a subject area in considerable depth. The structure of the major is a reflection of the logic of the discipline it represents. Some majors call for study in special topic areas, while others require an internship experience. Although students need not declare a major when entering college, this decision should be made prior to entering the junior year.

Requirements for the various approved majors are listed in the *Catalog*, and students must satisfy the requirements of at least one major for graduation. Students desiring a double major must consult with both areas involved to determine specific requirements.

The residency requirement for the academic major is no less than fifteen hours in the discipline of the major, except where other institutional agreements exist.

OPTIONAL MINOR. The University encourages students to select related minors or secondary interest areas as a part of their comprehensive study plan. While minors are optional, students may have a minor recorded on the transcript of record by completing a prescribed number of hours in a particular field.

STATEMENT OF BELIEF

We believe in the Lord God Almighty, the Creator, and that in Him is perfect love, forgiveness and justice. Jesus Christ is His Son and in coming to earth provided for salvation and demonstrated the qualities of moral perfection for all humanity. The Holy Spirit reveals the truth of Christ's redemptive work, leads and directs in all our patterns of living, purifies our hearts, and empowers us for service.

Individuals are of infinite worth because they are creations of God. They are integrated and complex spiritual, physiological, psychological, and social beings. Their highest sense of achievement and satisfaction arises from a personal relationship to God and a comprehensive stewardship of life.

The Bible is God's inspired Word and provides the final authority for instruction and guidance in Christian living. Christ taught us to love God and love our neighbor as ourselves. Our concept of service to God and humanity is based on this belief. We further believe in the doctrine of entire sanctification and the dynamic life of perfect love as reflected in Wesleyan theology.

We believe Christian education provides a foundation for leadership based on a sound philosophy of life, a personal relationship with God and responsible citizenship. We accept the importance of personal inspiration in the educative process and believe that models based on Christ as the master teacher are important in Christian education.

The goals and objectives of education at MidAmerica Nazarene University are designed to harmonize with this statement of belief.

FACILITIES

Osborne Hall houses the Department of Science and Mathematics while Lunn Hall houses administrative offices. Residence halls include Stockton-Rice and Spindle Hall for women and Snowbarger-Lanpher and Uphaus Hall for men. Off-campus apartments adjacent to the campus for upperclassmen are in Colony West. Apartments for upperclassmen on campus are located in Draper Hall and Ramsey Hall.

The Bell Cultural Events Center houses a performing arts hall, black box theatre, vocal and instrumental music facilities, and the Department of Fine and Performing Arts. Dobson Hall contains an art studio, graphic design computer lab, classrooms and the Offices of Marketing and Communications and Information Technology.

Cook Center houses a basketball/volleyball arena, two practice gyms, the Department of Traditional BSN and Health Science Programs, Athletics and several classrooms. It is the largest facility on campus. A sports complex includes a field house and football stadium, softball field, baseball field, tennis courts, and track.

Smith Hall houses the Departments of Humanities, and Bible, Theology and Mission, as well as classrooms and the campus radio and television studios. Metz Hall houses the Departments of Behavioral Sciences, Business Administration, Teacher Education, Counselor Education, and Graduate Studies in Education. A computer lab is an integral part of the facility.

The Mur-Len Building is adjacent to the southeast corner of the campus and houses the Play Therapy Certification program and the Play Therapy Center. The Office of Graduate and Adult Admissions, and the Departments of Adult Studies in Business, Graduate Studies in Management, Graduate Studies in Nursing, and of Accelerated Studies in Nursing are housed in the Eby Building located across the street from the northeast corner of the campus.

Mabee Library is located on the south end of the Campus Green and holds a range of learning resources for undergraduate, graduate, and professional development programs. Weatherby Chapel offers a quiet setting for prayer and meditation.

Campus Center houses the cafeteria and kitchen facilities. The east end of the building contains the MERC, post office and student mail boxes, campus safety, and the offices of Community Formation, Financial Aid, Admissions, and Enrollment Development.

EDUCATIONAL RESOURCES

The University provides its constituency with various educational resources to enhance the learning experience.

THE MIDAMERICA LEARNING COMMONS

The MidAmerica Learning Commons seeks to provide creative and innovative services to enhance learning and scholarship of faculty and students. The Learning Commons houses the following services:

Mabee Library. Mabee Library supports the cultural, curricular, recreational, and research information needs of the MidAmerica Nazarene University community through the provision of access to a variety of resources and services. Students and faculty have access to interlibrary loan services, research instruction sessions, and electronic and print resources assistance.

Kresge Academic Support Center. The Kresge Center is an in-center and out-reach academic support unit offering a range of services commensurate with student and faculty needs. Staff provide training in study and developmental skills. Tutoring is available in a variety of subject areas.

Center for Graduate and Adult Learning. The Center for Graduate and Adult Learning administers the accelerated associates degree program for undergraduate adult learners. Additionally, the Center provides academic assessment and support services, offers chaplaincy services and spiritual formation resources, and coordinates professional development/continuing education opportunities for all graduate and adult learners.

Mabee Computer Lab. The Mabee Computer Lab is open to university students, faculty, staff, and the community as a technological resource for learning, research, and teaching. Staff is available to assist patrons at any level of computer literacy.

24/7 Mini-Lab and Study Room. Students may use their student ID card to gain access to the mini-lab and study room at times the library is not open to the public. These rooms are located to the right, just inside the main entry to the facility.

Dewey's Book & Bean. Dewey's Book & Bean is a coffee shop and cafe that provides an informal setting for study and meetings. The cafe is located on the east wall of the main floor.

Teacher Education Resource Center. The Teacher Education Resource Center serves to support the students in the Teacher Education and Graduate Studies in Education programs through the provision of curriculum samples and a collection of children’s literature.

Marge Smith and Vennard College Archives. The Marge Smith Archives is the official archival repository for MidAmerica Nazarene University. The archives were founded under the guidance and direction of Marge Smith, the wife of the first president of the University. The Marge Smith Archives houses all of the documents related to the organization and founding of the University following the 1964 General Assembly of the Church of the Nazarene, and continues to document administration, faculty and student life.

The Vennard College Archives is housed in the Marge Smith Archives. The Vennard College Archives is the repository for documents, and materials related to the founding of Vennard College and its predecessor institutions (Central Holiness University, Epworth Institute, Chicago Evangelistic Institute, Fletcher College, Kletzing College) from the early 1900s until its closing in November 2008.

SULLIVAN CENTER FOR INNOVATIVE MINISTRY

The Sullivan Center for Innovative Ministry is an umbrella organization, bringing together the varied resources of MidAmerica Nazarene University and the local church community to serve the lifelong learning needs of ministers and congregations. SCIM offers campus and online learning experiences for continuing education credit, as well as access to technological services and resources to pastors and districts. SCIM also provides church-based learning experiences for congregations through partnership with MNU faculty and staff. Updates of learning resources available are found at the website, <http://www.mnu.edu/church-relations>.

SPECIAL NEEDS ACCOMMODATION

An enrolled student who wishes to make MidAmerica aware of any accommodation concerns should notify the Disability Support Service Provider in the Kresge Academic Support Center at (913) 971-3387. Any information provided is strictly voluntary and will be kept confidential. The information would be used for the student’s immediate benefit. Section 504:104.42, C1, C2, B4. The ADA Compliance Officer on campus is Dr. Mark Ford (913-971-3573).

EDUCATIONAL RIGHTS AND PRIVACY

The Family Educational Rights and Privacy Act (FERPA) of 1974 (also known as the Buckley Amendment) guarantees each student the right to know what information the University maintains about individual students and the right to ensure the accuracy of that information. Students also have the right to know who has access to files of information and for what purposes as well as to control to a significant extent the distribution of that information outside the institution. MidAmerica Nazarene University complies fully with this law.

Directory information is data about a student which can be released without prior consent. MNU designates the following items as Directory Information: Name; address; email address; telephone number; hometown, parents or guardians, date and place of birth; major field of study; participation in officially recognized activities and sports; points earned in competition in activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; most recent previous educational institution

attended by student; photograph; classification; and, enrollment status (undergraduate or graduate; full-time or part-time).”

Unless the University has been notified by the student that directory information about himself is not to be released, MNU is free to release such information at its discretion and without further permission. Students who do not wish to permit the distribution of such information shall complete and sign a form to that effect during the registration period each semester. Students may request that all or part of the information not be released. If a student makes such a request, MNU will not release any of the directory information.

The University Registrar serves as the institutional FERPA Compliance Officer.

ADDITIONAL INFORMATION

CLERY DISCLOSURE. MidAmerica Nazarene University complies with the federal statute known as The Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act. Students, prospective students, employees, and prospective employees may request a copy of the most recent Campus Security Report from the office of the MidAmerica Nazarene University Campus Safety Department located in the Campus Center or by calling (913) 971-3299. The Campus Security Report is also available at www.mnu.edu/campus_safety.

NOTICE OF NON-DISCRIMINATION. MidAmerica Nazarene University policy prohibits discrimination on the basis of race, gender, age, color, creed, national or ethnic origin, marital status, or disability in the recruitment and admission of students and in the operation of all university programs, activities, and services. Any concerns regarding discrimination on the basis of gender or disability should be addressed to Dr. Mark Ford, university coordinator of Section 504 of the Rehabilitation Act of 1973 and Title IX of the Education Amendments of 1972, in the Academic Offices in Metz Hall, (913) 971-3573.

FINANCIAL INFORMATION. Audits and 990 Financial Reports are available upon request at the Business Office in Lunn Hall.

MILESTONES AT MIDAMERICA

May 27, 1966 R. Curtis Smith elected first president of Zone B Junior College at Nazarene Headquarters, Kansas City, Missouri.

December 6, 1966 MidAmerica Nazarene College incorporated in the State of Kansas.

September, 1968 MidAmerica Nazarene College begins classes with 263 students enrolled and five buildings completed.

January 14, 1969 The General Board of the Church of the Nazarene approves MidAmerica Nazarene College as a four-year liberal arts college.

May 3, 1972 The State of Kansas grants accreditation to the College as a four-year institution.

May 15, 1972 MidAmerica's "Pioneer Class" graduates with a total of ninety-one students.

March 27, 1974 The College receives accreditation from the North Central Association of Colleges and Schools.

July 18, 1985 Donald D. Owens elected second president.

August, 1989 North Central Association of Colleges and Schools grants initial accreditation for MidAmerica's first graduate program, the Master of Education degree.

September 19, 1989 Richard L. Spindle elected third president.

October 26, 1991 MidAmerica Nazarene College celebrates its 25th Anniversary.

March 8, 1997 The Board of Trustees votes to change the name to MidAmerica Nazarene University.

March 5, 2005 Edwin H. Robinson elected fourth president.

March 13, 2007 MidAmerica's first team NAIA National Championship capturing the Division II Men's Basketball crown.

October 29, 2008 North Central Associate grants approval for MidAmerica's first exclusively on-line degree, the Master of Education.

Admissions

MISSION STATEMENT

The Undergraduate Admissions Office is committed to providing accurate and current information to the diverse population of prospective students and their parents regarding the University's Christian mission, majors, programs, costs and admissions process. The Admissions Office is committed to quality customer service and providing information to prospective students in an efficient, caring, timely and confidential manner.

ADMISSION PROCEDURES

MidAmerica Nazarene University values moral character and personal integrity in addition to intellectual ability and academic achievement, and seeks students who also value these characteristics and who are in harmony with the University's mission as a distinctively Christian liberal arts institution of the Church of the Nazarene.

MidAmerica is selective in its admission, with enrollment being contingent on the student's ability to meet the academic standards and moral principles of the University. Prospective students who do not meet these standards and principles will be denied admission. In order to be considered for admission, the prospective student must submit an Application for Admission and supporting documentation by August 1 for the Fall semester and December 15 for the Spring semester. Applicants for admission should be aware of the desirability of applying early since priority is given to early applicants in such matters as campus housing, scholarships, certain loans and grants.

Applicants are reminded that admission to the University does not in itself assure the student of housing, financial aid, or other necessary arrangements incidental to attending the University.

REQUIREMENTS FOR ADMISSION

It is expected that prospective students would possess the minimum preparation which would include graduation from an accredited high school having completed at least 15 units of study. While the University does not require specific subjects for entrance, it does recommend the following optimum preparation:

Math	3 units
English	4 units
Science	3 units
Social Studies	3 units
Foreign Language	1 unit

In addition, students are advised to participate in a college preparatory curriculum.

Students entering MidAmerica Nazarene University must take the ACT or SAT examination. The examination should, whenever possible, be taken during the student's junior or senior year of high school. High school students expecting to enroll at MidAmerica should ask their principal or counselor about taking the ACT or SAT examination. High school graduates who

do not have scores on file in the Admissions Office, but meet all of the other conditions for admission, must take the ACT test immediately after arriving on campus. A student will not be able to enroll for classes until the ACT or SAT examination has been taken and the University has received a report of the scores. A fee is charged when the test is administered by the University. (Only the ACT test is given on campus.) **MNU's ACT code number is 1445. MNU's SAT code number is 6437.**

FRESHMAN

High school seniors with minimum ACT sub scores of 19, SAT verbal score of 470, SAT math score of 460, and who have submitted a minimum of a 6th semester transcript and their official application may be admitted in **good standing**.

Students with an ACT score of 11 or below in English (SAT Verbal of 300 or below), Reading Comprehension or Mathematics (SAT Math of 260 or below) or an ACT composite of 11 or below (SAT Combined of 550 or below) will be required to meet the minimum ACT entrance requirements as stated below prior to being provisionally admitted into MidAmerica's **Developmental Program**. A suggested course of action would be to successfully complete a **Remedial Program** at another college prior to retaking the ACT.

Provisional Acceptance: High school seniors who fall short of the criteria to be accepted in good standing but have scores above the remedial level (as outlined above) may be admitted to our Developmental Programs. High school seniors with ACT sub scores below 19 must complete the required developmental courses (with a C- or better) plus specified General Core courses by the end of their first academic semester, and have obtained a GPA consistent with Good Academic Standing. If they fail to accomplish this standard they will be placed on Academic Probation until these requirements are met. Additionally, Provisionally Accepted Students with ACT composite scores **below** 15 or SAT combined Verbal and Mathematic scores **below** 680, are ineligible to participate in co-curricular activities, unless approved by the Undergraduate Associate Academic Dean. These developmental courses are designed to help the student develop strengths in one or more of these specific academic areas. Students accepted provisionally are provided specialized counseling from the Kresge Center staff and are limited to a 13 semester hour course load until they pass the required course(s). Refer to the Developmental Education Program information and the Freshman Studies course sections of this catalog for complete descriptions of the required developmental courses.

Provisional status may be removed in the following manner:

1. Retake the ACT or SAT test and score at levels which meet requirements for good standing; or
2. Take the Compass Exams which are given on campus in the Kresge Center and score high enough to have qualifications removed.

If the developmental courses have been or are being taken at another college, these courses must be evaluated by the Kresge Center personnel to see if requirements have been met.

In summary, each freshman is admitted in one of two categories:

1. **Good standing (Minimum ACT sub scores of 19, SAT verbal score of 470, and SAT math score of 460).**
2. **Provisional standing (ACT sub score of 12-18, SAT verbal score of 310-460, or SAT math score of 270-450 and above the remedial level).**

NON-HIGH SCHOOL GRADUATE

Prospective students who have not finished high school and are over eighteen (18) years of age can be admitted provisionally by taking the General Education Development (GED) examination which gives the equivalent of high school completion. In addition, the ACT or SAT is required. Based on the results of the ACT or SAT, the University may require students to take developmental classes in order to strengthen deficient areas. A non-high school graduate remains on a provisional status until he/she meets the requirements listed above and has a successful semester earning at least a 2.0 grade point average.

TRANSFER STUDENT

Students from regionally accredited colleges and universities are welcome to apply as transfer students. Transfer students are defined as students who have earned 12 or more semester hours of credit. A student graduating from high school and coming to MidAmerica Nazarene University the following semester will be considered as an entering freshman regardless of the number of hours of college credit he/she accumulated during high school.

A student is accepted in good standing if he/she has from 1-23 hours and a GPA of 1.50 or better, provided ACT/SAT scores are acceptable. Transfer students are accepted in good standing if they have 24-55 semester credit hours and a cumulative GPA of 1.75 or better and meet ACT/SAT area score requirements. Transfer students who have 24 or more hours and a GPA of 2.00 or better are accepted in good standing.

In order to receive a degree from MNU, transfer students must take at least one year's work in residence (30 semester credit hours). Transfer credit may be applied to general education requirements and those of specific majors and minors, subject to the approval of the responsible department. Courses in vocational-technical areas are not considered for transfer credit. Students on either academic or disciplinary probation are accepted provisionally.

MNU may accept previous work, place a credit value on it, and enter it on the transcript. However, this previous work, because of its nature and not its inherent quality, may be determined to have no applicability to a specific degree to be pursued by the student.

SPECIAL STUDENT

A student may be accepted as a special student under the following conditions:

1. The student makes application and pays application fees;
2. The student declares in writing that he/she does not wish to work toward a degree at MNU, does not wish to be considered as either a student in good standing or a student accepted provisionally;
3. Only wishes to take one or more courses for personal enrichment apart from any degree program; and
4. The student may register for courses on a space-available basis after Registration Day.

EARLY ADMISSION

Early admission of senior and second semester junior students attending high school concurrently is possible, provided all of the following conditions are met:

1. They are second semester juniors or in their senior year;
2. They have a 3.4 or better GPA;
3. They have permission of their high school counselor and MNU's Vice President for Enrollment Development;
4. They make regular Application for Admission to MNU using the High School Dual Enrollment Agreement Application;
5. They take no more than six (6) hours per semester; and
6. The student may register for courses on a space-available basis after Registration Day.

ADMISSION PROCESS

A \$200.00 admission deposit is required of all students prior to pre-registration. The admission deposit is refundable if the student notifies the Office of Admissions in writing of his/her non-attendance before May 1 for the Fall semester (unless contingent upon a First Choice Scholarship) and January 1 for the Spring semester. Failure to notify the Office of Admissions in writing will cause the prospective student to lose his/her deposits.

A medical questionnaire, as well as appropriate immunizations, is required by the Student Health Office prior to enrollment in any classes.

Freshman -- Prior to enrollment, a student must complete the admissions process by submitting all of the following:

1. A formal Application for Admission, a \$25.00 application fee (non-refundable), and admission deposit.
2. Results of the American College Testing (ACT) examination or Scholastic Aptitude Test (SAT).
3. A final, official high school transcript showing the date of graduation, rank in class or its equivalent, and grade point average.
4. Submission of the Housing Questionnaire, and Health History form as provided by the Office of Admissions.
5. Complete an official admissions interview with the appropriate admissions personnel.
6. Submit a completed Student Aid Profile form (prior to January 1) - optional.

Transfer -- Prior to enrollment, a student must complete the admission process by submitting all of the following:

1. A formal Application for Admission, a \$25.00 application fee (non-refundable), and admission deposit.
2. Results of the American College Testing (ACT) examination or Scholastic Aptitude Test (SAT), unless he/she has 24 or more semester credit hours of college work accepted by MNU. All education majors are required to have ACT or SAT mathematics results on file.
3. An official college transcript of all college or university work from each college attended.

4. Submission of the Housing Questionnaire, and Health History form as provided by the Office of Admissions.
5. Submit a completed Student Aid Profile form (prior to January 1) - optional.

Graduate -- See the Graduate Catalog for graduate studies.

READMISSION PROCESS

Readmission applies to any student who has completed at least one (1) hour of credit at MNU and has missed one (1) semester or more. There is no fee for readmission. If a student applied to MNU and was accepted but never attended, he/she must reactivate his/her application through the Office of Admissions.

Procedure:

1. Submit a reapplication form (available in the Registrar's Office, 2030 E. College Way, Olathe, KS 66062-1899, (913) 971-3626).
2. If the student was on academic probation, consult the Associate Vice President.
3. Apply for financial aid with Student Financial Services.
4. If the student has attended another institution since leaving MNU, request an official transcript for each institution to be sent to the Registrar's Office (if seeking degree from MNU).
5. Contact the Registrar's Office concerning registration for classes.

INTERNATIONAL STUDENTS

MidAmerica Nazarene University welcomes International Students. Upon request students seeking admission into MNU programs will be sent an International Student Admissions Packet. Application for Admission to the traditional undergraduate programs must be submitted at least 90 days prior to the beginning of the semester (by May 15 for Fall Semester and by September 15 for Spring Semester). International Transfer Students from other colleges or universities in the United States must submit an application 30 days prior to the beginning of each semester. Students seeking admission to other academic programs offered at MidAmerica Nazarene University must follow the time procedures set up by those programs. When all admission requirements have been met, the MNU International Student Advisor will issue the prospective International Student an I-20 document required by INS for F-1 visa status.

For students seeking admission to the traditional undergraduate programs, the following must be submitted and received:

1. A completed **Application for Admission** – sent 90 days before the beginning of the semester
2. **Required Fees:**
 - A nonrefundable **\$25** Application Fee
 - A refundable Registration Deposit of **\$19,000**
 - Single International Students who are younger than 22 years of age and not able to live with near relatives or other families who provide all or a significant part of room and board are required to live on-campus.
3. A minimum official **TOEFL** paper-based score of **550**, or minimum computer-

based score of **214**, or internet based TOEFL score minimum of **81** (**MidAmerica's TOEFL code number is 6437.**)

4. For the International Student from a world area whose first official language is English, an official **ACT** or **SAT** score which meets the same requirements for admission as domestic students. If the ACT/SAT scores qualify for only provisional acceptance, TOEFL is also required.
5. An original, notarized Affidavit of Support and required supporting documentation of evidence of ability to pay school bills in accordance with policy
6. An appropriately completed and signed International Student Financial Summary (Estimated Cost Total per year: **\$28,500**)
7. The completed Student Health History Form with required immunizations verified by a family physician or by a certified health official
8. Original transcripts and records (sent directly from the institution), documenting all completed secondary and university academic work
9. An appropriately completed recommendation from an institutional official, pastor, or comparable person

International Students may apply to the other academic programs at MNU: Bachelor of Arts in Management and Human Relations, Master of Arts in Counseling, Master of Business Administration, Master of Education, and Master of Science in Nursing. The application process varies with each program. All International Students who wish to study at MNU must work with the MNU International Student Advisor who is also the Designated School Official (DSO) for Immigration and Naturalization Services (INS) at MNU, in order to receive the required I-20 document and to insure that proper INS guidelines are followed for academic study in the United States.

Contact: Office of Admissions
MidAmerica Nazarene University
2030 East College Way
Olathe, KS 66062-1899
Phone 913-971-3380 or 1-800-800-8887 ext. 3380
Fax 913-971-3481

INTERNATIONAL TRANSCRIPT EVALUATION

For prospective International Transfer Students from colleges and universities in world areas other than the United States, an official evaluation of transcripts by an approved international transcript evaluation service must be requested and sent to the MNU International Student office, before academic courses may be considered for transfer credit. This is the International Transfer Student's responsibility.

The following is a list of approved Evaluation Services. In order to grant credit, the student should have a course-by-course evaluation done.

AACRAO American Association of Collegiate Registrars and Admissions Officers
Foreign Credential Evaluation Service
One Dupont Circle NW, Suite 520
Washington, DC 20036
202-293-9161; www.aacrao.org/credential/index.htm

ECE Educational Credential Evaluations, Inc.
PO Box 514070
Milwaukee, WI 53203-3470
414-289-3400
www.ece.org

WES World Education Services
International Academic Credential Evaluation
Bowling Green Station
P.O. Box 5087
New York, NY 10274-5087
212-966-6311
www.wes.org

NACES National Association of Credential Evaluation Services
Any service listed as a member of this organization
www.naces.org



Academic Policies

STUDENT RESPONSIBILITY

The administration and faculty of MidAmerica Nazarene University attempt to outline clearly and advise consistently concerning requirements for graduation and the student's progress in meeting these requirements. Part of the student's personal development, however, is the recognition and acceptance of responsibility in meeting all graduation requirements. **The student is expected to take the initiative and to follow through in the completion of all requirements and details of his/her academic program.**

CLASSIFICATION OF STUDENTS

Each student's academic classification is determined at the beginning of the fall and spring semesters. Although a normal course load is 15-16 semester hours, one is considered a full-time student when enrolled for twelve or more hours. **Twelve semester hours is considered a full-time load in order to qualify for federal financial aid and veterans' benefits.** The following classifications are used for full-time and part-time students:

- Freshmen Students meeting admission requirements with less than 24 semester hours
- Sophomores Students earning at least 24 semester hours
- Juniors Students earning at least 56 semester hours
- Seniors Students earning at least 88 semester hours
- Part-Time Students taking less than 12 semester hours are considered part-time students

ACADEMIC LOAD

Credits earned at MidAmerica Nazarene University are granted by the semester hour.

Fifteen to sixteen semester hours constitute an average load. The maximum load is 18 hours. However, students above the freshman level with a cumulative grade point average of 3.0 or above may enroll for more than 18 semester hours with the consent of their advisor and approval of the Registrar.

A maximum twelve-hour load is recommended for students working more than twenty-five hours per week.

THE MAJOR

A major provides a program of study that enables the student to investigate a subject area to considerable depth. The structure of a major is a reflection of the logic of the discipline it represents. Although a student need not declare a major when entering college, this decision should be made prior to entering the junior year.

Although no minor is required, a student may have a minor recorded on the transcript by completing a prescribed number of hours in a particular field. The minimum requirements for each major and minor in each discipline are listed in this *Catalog*, and the student must satisfy the requirements of at least one major for graduation. An application for the minor must be submitted before a minor will be posted to the student's transcript.

Students desiring a double major must consult with both academic areas involved to determine specific requirements. All requirements for each major including senior comprehensive exams must be met while earning a degree and prior to the conferral date of that degree. The residency requirement for the academic major is no less than fifteen hours in the discipline of the major, except where other institutional agreements exist.

If, after graduation with a given degree, a student wishes to earn a second baccalaureate degree from MidAmerica Nazarene University, he/she must satisfactorily complete all requirements for an additional major and complete a minimum of thirty semester hours in residence. Further, to complete any major in a degree program, the student must fulfill all requirements for that major and that degree program.

GRADING SYSTEM

The academic work of the student is graded in accordance with the system listed below.

<i>Grade</i>		<i>Grade Points</i>
A		4.0
A-		3.7
B+		3.3
B		3.0
B-		2.7
C+		2.3
C		2.0
C-		1.7
D+		1.3
D		1.0
D-		0.7
F		0.0
P	Passing	0.0
NC	No Credit	0.0
INC	Incomplete	0.0
CR	Credit	0.0
W	Withdrawn	0.0
AU	Audit	0.0
Y	Administrative Incomplete	0.0
X	Administrative Withdrawal	0.0
IP	In Progress	0.0

A grade of "F" indicates failure and necessitates a satisfactory repetition of the course before credit can be allowed. "P" or "NC" is used when a student is permitted to take a course on a pass/no-credit basis. "NC" necessitates repetition of the course. "P" and "NC" are used for Freshman Seminar, for Student Teaching Courses and some internships. A grade of "W" is recorded when a student has withdrawn within ten (10) weeks of the first day of classes during fall and spring semesters.

A grade of "INC" indicates incomplete work. It is not given except to indicate that some part of the work, for good reason, has not been done, while the rest has been completed

satisfactorily. The grade of “INC” must be submitted with a justification of the “INC,” an explanation of the work to be completed, a deadline to complete the work not to exceed six months, the alternate grade to be recorded if the work is not completed within the time allotted, and the signatures of the student, instructor and the department chairman. The grade of “INC” must be removed within the time specified by the instructor which cannot exceed six months from the last day of the final examination period. If no other grade has been assigned by the professor, the “INC” will be changed automatically to the alternate grade at the time specified by the instructor.

The grade point average of a student is determined by dividing the total number of grade points earned in any semester by the total number of semester hours attempted in the academic load, excluding neutral credits.

SPECIAL ACADEMIC FEATURES

ALPHA CHI HONOR SOCIETY

Alpha Chi is a national scholarship recognition society with some three hundred (300) chapters nationally. Being selected for membership in Alpha Chi is the greatest academic honor that MidAmerica Nazarene University can give to a student. Besides the honor of being a member and the privileges of indicating membership on a resume and other documents, being in Alpha Chi makes one who is employed by the federal government eligible for an automatic step increase in position and salary. To be eligible for membership in Alpha Chi, a student must rank in the top 10 percent of the junior or senior class. In case of transfer students, at least 24 hours must have been completed at MidAmerica Nazarene University.

PRESIDENT’S LIST, DEAN’S LIST, AND HONOR ROLL

All students in traditional programs carrying 12 semester hours or more with a term GPA from 3.2 to 4.0 may qualify for one of these academic honors. Neutral credit hours are excluded from the calculation and reduce the course load used to figure the honor. The President’s List is a 4.0 grade point average for the semester; Dean’s List ranges from 3.5 to 3.99; and the honor roll is 3.2 to 3.49. The lists are posted in Lunn Hall after the Fall semester and Spring semester.

GRADUATION HONORS

Summa Cum Laude is granted to graduating seniors with a cumulative grade-point average of at least 3.90, Magna Cum Laude to those with a 3.70 to 3.89, and Cum Laude to students who have earned a cumulative grade-point average of 3.50 to 3.69 through the penultimate semester of their college career. To be eligible for this honor, the student must apply for graduation by the published deadline.

MidAmerica Nazarene University’s Iota chapter is a member of the Nazarene National Honor Society, Phi Delta Lambda, in which students graduating with honors are eligible for membership by election of the faculty.

The American Heritage Award is the highest non-academic award given to a graduating senior. The award, made by faculty election, is based upon campus citizenship, spiritual vitality, and all-around contribution to the University. To be considered for this honor, students must complete a minimum of 85 semester hours at MidAmerica Nazarene University by the final semester of their year of graduation.

ADVANCED STANDING

The University grants a maximum of 34 hours in all Advanced Standing programs. Credit granted by other institutions for any advanced placement will not be considered for transfer.

Scores or documentation of credit should be submitted for evaluation and applicable fees. Advanced Standing credit is only granted to degree seeking students.

THE COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) may be used to establish credit and advanced standing. The University advises first-time freshmen ranking 24 and above in ACT sub-score areas to consider taking the CLEP tests. Credit will be granted based on ACE recommended standards. Credit validated by use of the CLEP does not apply toward a major or minor unless so specified by that department. In all cases, full academic credit for such work will not be granted until the student has successfully completed (2.0 GPA) at least one semester of work at MidAmerica Nazarene University. Waiver of some required courses will allow more electives for the student who has done superior work in high school. The CLEP tests can be used to substitute for some equivalent courses at MidAmerica. There is a fee of \$50 per semester hour for placing CLEP credits on the college transcript. CLEP credit must be validated by official scores and transcribed by MidAmerica. CLEP credit is not transferable from other colleges. Scores should be submitted for evaluation and applicable fees. The following are the CLEP tests that can be accepted for general core.

CLEP TEST	MNU GENERAL EDUCATION COURSE	
<i>Self Understanding</i>		
Introductory Psychology	PSYC 1103	General Psychology
Human Growth and Development	PSYC 2503	Lifespan Development I
<i>Critical Thinking</i>		
College Mathematics	MATH 1103	Intermediate Algebra
<i>Effective Communication</i>		
Freshman Composition (essay)	ENGL 1203	English Comp I: Writing/Research
Spanish Level I	SPAN 1104 and 1204 Beginning Spanish I and II	
French Level I	none	
German Level I	none	
<i>Social Responsibility</i>		
Introductory Sociology	SOCI 1003	General Sociology
Non-History Majors only:		
History of the United States I: Early Colonization to 1877	HIST 1203	U.S. History to 1877
History of the United States II: 1865 to the Present	HIST 1303	U.S. History Since 1877
<i>Scientific Literacy</i>		
General Chemistry	CHEM 1104	General Chemistry I
General Biology	BIOL 1003	Principles of Biology
Info Systems and Computer App	COMP 1303	Computing for the Liberal Arts
<i>Aesthetic Literacy</i>		
Analyzing and Interpreting Lit	ENGL 1303	English Comp II: Introduction to Lit

- Students should consult with the academic advisor to determine the desirability and acceptability of CLEP credit in meeting specific degree requirements.
- Language tests receive up to 16 hours credit according to score attained.

A full listing of CLEP tests is maintained in the Kresge Academic Support Center.

CLEP tests and the ACT-Proficiency Examination Program (PEP) may be taken for credit toward a degree at MidAmerica. Credits earned through CLEP, ACT-PEP, Advanced Placement (AP), the American Council on Education (ACE) or credits granted for military experience do not satisfy residency requirements.

ADVANCED PLACEMENT. High School students who have participated in the Advanced Placement Program, sponsored by the College Entrance Examination Board will receive college credit if they earn a score of 3, 4 or 5. **MidAmerica's CEEB Code Number is 6437.** High school students wishing to take courses at the University while completing their high school work must meet the early admission requirements on page 13 of this *Catalog*.

Regardless of how many semester hours of college credit a high school student earns, Freshman Seminar will still be required upon being accepted as a student at MNU.

INTERNATIONAL BACCALAUREATE DEGREE

International Baccalaureate Degree (IB) Higher level courses will be honored by MNU for Advanced Placement Credit for scores of 5, 6, or 7. Each Department in cooperation with the areas in each Department will decide how much credit is to be given and which MNU courses are equivalent.

No credit may be given for non-diploma Standard level courses unless acted upon by the Department and the area within the Department that is responsible.

Advanced Placement Credit may be earned for up to and including 34 semester hours of course work. IB credit will be counted within these 34 semester hours, not in addition to them.

PRIOR-LEARNING ASSESSMENT. MidAmerica Nazarene University recognizes that college-level learning occurs in environments in and beyond the classroom. The University follows the guidelines established by the American Council on Education (ACE) and may award a maximum of 34 hours for validated prior learning. Credit is validated through review by faculty in the subject area, applying national standards established by ACE. Prior-learning credit may include credit for military training, credit by examination (including CLEP and similar examinations programs approved by ACE), credit for business, professional, labor, government, and voluntary organizations' courses if recommended by ACE, and evaluation of portfolio credentials. For further information about prior-learning assessment, contact the Office of the Registrar.

MILITARY CREDIT POLICY. Credit for military training and experience is based on the American Council on Education (ACE) recommendations. In order to award credit for basic training, the DD-214 should be presented to the appropriate office. If the DD-214 is unavailable, other documentation of completion of basic training can be presented and the Registrar, in consultation with the Admissions Office of each program, will determine if the documentation is sufficient to award credit. All other military credit will be granted based on an AARTS, SMART, College of the Air Force, or Coast Guard Institute transcript. No advanced placement fee will be charged for credit awarded from basic training as listed following this paragraph. The student must request an official transcript to be sent directly to MidAmerica Nazarene University. Credit awarded for basic training meets the physical education requirement in MNU's general education program.

Military Branch	Training	Credit	Total Credit	Where to order Transcript
Army	Basic Combat Training 11 weeks	Personal Phys. Cond. - 1 hr Outdoor skills Practicum - 1 hr Marksmanship - 1 hr First Aid - 1 hr	4 hours	To request the AARTS transcript: http://aarts.army.mil
Navy	Recruit Training 8-10 weeks	Personal Fitness/Cond. - 1 hr Personal/Comm. Health-2 hrs First Aid and Safety - 1 hr	4 hours	To request the SMART transcript: https://smart.cnet.navy.mil
Air Force Training	Basic Military CCAF Recommendation 8 weeks	No ACE Recommendation Basic Military Training - 4 hrs	4 hours	To request a transcript from the Community College of Air Force: http://www.au.af.mil/au/ccat/active_transc.htm
U.S. Marines	Recruit Training 13 weeks	Physical Fitness/Cond. -1 hr Marksmanship - 2 hrs Orienterring/Outdoor skills - 1 hr	4 hours	To request the SMART transcript: https://smart.cnet.navy.mil
Coast Guard	Basic Military Training 8-9 weeks	Personal Fitness/Cond. - 1 hr Beginning Swimming - 1 hr Boating/Seamanship - 1 hr Personal Hlth/First Aid - 1 hr.	4 hours	To request a transcript from the Coast Guard Institute: http://www.uscg.mil/hq/cgi/forms

Information about ACE recommended credit for military training can also be found at <http://www.acenet.edu/calec/military/>

ROTC PROGRAMS. Students enrolled at MidAmerica Nazarene University may be enrolled in the Army, or Air Force Reserve Officer's Training Corps (ROTC) at the University of Kansas, if they meet eligibility requirements for admission to the ROTC program. This agreement enables students to remain at MNU while obtaining college funding and attending ROTC-specific courses at KU. For additional information contact: Air Force ROTC, Detachment 280, Military Science Bldg, 1520 Summerfield Hall Drive, Room 109, Lawrence KS 66045-7605, (785)864-4676, www.ku.edu/~afrotc; Army ROTC, 203 Military Science Building, Lawrence, KS 66045, (785)864-3311.

TRANSFER CREDIT

MNU Students: Students, once they have matriculated at MNU, can request that a degree requirement be scheduled for completion at another institution (within residency requirements). A student who desires to have academic work transferred from another institution will be considered a transient student and must have the work approved in advance by the area coordinator and department chair, the student's advisor, and the Registrar at MNU. It is the responsibility of the student to ensure that an official transcript from the other institution is forwarded to the Registrar at MNU within six weeks after completion of the course.

If a matriculated student sits out at least one regular (fall or spring) semester, that student must be readmitted to the University under the Readmission Process. If academic work was completed at another institution, the student will be considered a transfer student and the policy for transfer students will apply to their academic work.

Transient Student Guidelines

1. Complete the Transient Student Request Form (Registrar's or mnu.edu/registrar) and obtain appropriate approvals prior to registering in the course.
2. A copy of the course description from the college catalog must accompany the Transient Student Request form. A syllabus is also suggested for inclusion with the request. If a syllabus is not available before approval is received, the syllabus from the course must be submitted to the Registrar's Office as soon as available to the student. MNU retains the right to reverse the transfer decision based on contents of the syllabus, if the syllabus is

- not submitted when the approval is given.
3. The course will be awarded transfer credit if the course is passed and prior permission has been given.

Transfer Students: MNU welcomes transfer students from regionally accredited two- and four-year institutions. Students should be aware that degree requirements vary from institution to institution. If considering a transfer to MNU, the student should examine the academic program requirements early in the college experience to begin making transfer plans in advance. Students with transcripts from outside the United States must have their transcript(s) evaluated by an approved evaluation service (see page 16 for details).

Prior to the beginning of the semester in which the student enrolls, official transcripts for **ALL** institutions previously attended must be submitted to the MNU Office of Admissions for evaluation. Violation of this requirement will place the student in jeopardy of dismissal.

Evaluations are not made until all official transcripts have been received. At the latest, the official evaluation occurs by the end of the first semester of attendance. All contents of the student's admission file become the legal property of the University and are not returnable or transferable.

If a matriculated student sits out at least one regular (fall or spring) semester, that student must be readmitted to the University under the Readmission Process. If academic work was completed at another institution, the student will be considered a transfer student and the policy for transfer students will apply to their academic work.

Evaluation Guidelines: The following guidelines are used in evaluating academic work from other institutions for transfer credit:

1. Transfer courses are accepted from two- and four-year institutions accredited by a regional association.
2. To be accepted for credit, each course must be judged comparable in terms of content and quality to a course in the curriculum at MNU or it must be judged to be consistent with the liberal arts and science curriculum and of a quality comparable to that expected of courses at MNU.
3. All course work taken at other institutions for which MNU receives a transcript will be evaluated for transfer credit, and if acceptable, will be posted to the student's record.
4. MNU does not award credit for courses deemed to have a significantly vocational slant; personal orientation or learning skills; or courses which it deems to be developmental or remedial.
5. Grades are transferred along with courses and count in the cumulative GPA.
6. Courses taken at institutions operating under a system other than semester or quarter credits will be accepted according to the conversion formulae provided by those institutions. Quarter credits are converted by dividing by 1.5. Semester credits taken elsewhere transfer to MNU as semester credits, equivalent to MNU semester hours.
7. If the student does not agree with an evaluation decision, the student is responsible to submit a request for review of the decision. An explanation of the requested change, a rationale for the request, a course description from the transfer college and a copy of the syllabus **MUST** accompany the request for review. A student who desires a review must have the work evaluated by the appropriate area coordinator and department chair, the student's advisor, and the Registrar at MNU.
8. If the student wants a transfer course to apply towards a specific course requirement in general education or the major, the student must submit a request to the MNU Registrar. The request should include a copy of the course description from the transfer college

catalog and a syllabus. The request will be reviewed by the appropriate area coordinator and department chair, the student's advisor, and the Registrar at MNU.

9. MNU maintains several articulation agreements with area colleges and universities. These agreements allow student to automatically transfer courses from participating institutions once an official transcript is received in the Registrar's Office. Transfer students should consult these agreements prior to completing paperwork.

DIRECTED STUDY

A directed study course is one designed by the Instructor for the needs of a particular student or for use when, because of extreme hardship, a student is unable to take a particular class when offered. A directed study course carries a \$50 fee.

Requirements for enrollment in a directed study course:

1. Minimum cumulative GPA of 2.5.
2. Limitation: a maximum of nine (9) semester hours in directed studies may be taken during a four-year Baccalaureate program. This limit does not include internship and travel credit.
3. A directed study course is open only to students who have successfully completed at least thirty (30) semester hours.
4. The student must be enrolled in a degree program at MidAmerica Nazarene University.
5. Registration: Enrollment in a directed study course requires a completed and approved application, a syllabus, and must be submitted during the regular pre-registration or registration period to the Office of the Registrar.

DEVELOPMENTAL EDUCATION

The University offers developmental courses in reading (FRST 1003), writing (FRST 1103), and basic mathematical skills (FRST 0903). Developmental courses in reading, writing and math are required if ACT sub scores are below 19 (SAT verbal below 470 and Math below 460). Students may test out of the developmental courses if the reading, writing, and math Compass tests are passed. The goal of the Developmental Education Program is to assist and equip students for further academic endeavors. High school graduates with ACT sub scores below 19 (SAT verbal below 470 and Math below 460) must complete the required developmental courses (with a C- or better) plus specified General Core courses by the end of their first academic semester, and have obtained a GPA consistent with Good Academic Standing. If they fail to accomplish this standard they will be placed on Academic Probation until these requirements are met. Additionally, Provisionally Accepted Students with ACT composite scores **below** 15 or SAT combined Verbal and Mathematic scores **below** 680, are ineligible to participate in co-curricular activities, unless approved by the Associate Vice President. Developmental education specialists are on staff in the Kresge Academic Support Center located in the Mabee Library and Learning Resource Center.

ENGLISH AS A SECOND LANGUAGE (ESL) FOR INTERNATIONAL STUDENTS

International students who have met admission standards, but whose TOEFL score is less than 550 (paper-based) or 213 (computer-based), are required to take the Placement Exams given in Kresge Academic Support Center at the beginning of each new semester. Students who fail to achieve an adequate passing score on the Placement Exams will be required to enroll in appropriate Developmental Courses (FRST 0903 Fundamentals of Mathematics, FRST 1003 Reading/Study Strategies, and/or FRST 1103 Writing Skills) for the first semester of study.

International Students desiring ESL instruction in across-discipline learning may enroll in FRST 1043 English As A Second Language. ENGLISH AS A SECOND LANGUAGE is an elective, nongraduation-course credit option for one semester. Additional learning assistance is available through peer instruction in the Kresge Academic Support Center.

PASS-NO CREDIT OPTION

During their junior and senior years students have the option of taking up to six hours per year on a pass or no-credit basis in courses outside general education and their major area. In this arrangement the student has the option of selecting courses for the purpose of personal enrichment or enjoyment without regard to a formal grade. The option to take a course on this basis must be exercised during the registration period in the Office of the Registrar.

REPEAT OPTION

If a student makes a grade of “C-” or less, he may repeat the course for credit. If a student wishes to repeat a course in which a grade of “C” or better was earned, he may petition the Associate Academic Vice President, Registrar, and the department chair of the course. Only the repeated course and repeated grade will be figured in the cumulative hour totals and grade point average.

A limited number of courses can be taken more than once for credit and are clearly designated throughout the *Catalog*. An Intent to Repeat form or Repeat Petition should be filed with the Office of the Registrar at the time of course enrollment. Grades of “W” and “INC” are not considered as replacement grades.

OFF-CAMPUS STUDY PROGRAMS

COUNCIL FOR CHRISTIAN COLLEGES AND UNIVERSITIES

Because MidAmerica is a member of the Council for Christian Colleges and Universities (CCCU), a national association of over 100 Christian colleges and universities of the liberal arts and sciences, a number of off-campus learning opportunities are available to you. Additional information on all CCCU programs is available through the Office of the Associate Academic Vice President for Undergraduate Studies in Lunn Hall. Information is also available through the website www.bestsemester.com, where you can apply directly online, and through the Global Studies office in the Campus Center.

The American Studies Program. Students benefit directly from MidAmerica’s involvement in the CCCU through participation in the American Studies Program in Washington. Based on the principle of integrating faith, learning, and living, students are invited to spend time in Washington, D.C., serving as interns, and/or participating in an academic seminar program. Students also live in community with Christians from different geographical regions and denominational backgrounds.

The American Studies Program is designed for juniors and seniors with a wide range of academic majors and vocational interests. Students are involved in the American Studies Program for periods of three or four months. The internship/seminar opportunity is available September through May. Summer internships are also available.

Because of its unique location in the nation’s capital, this Washington “campus” for the CCCU colleges is viewed as one way of challenging students to consider the meaning of proclaiming the Lordship of Jesus Christ in all areas of life, including career choices, public policy issues and personal relationships.

Additional information is available through the History Department in Smith Hall, the Office of the Associate Vice President in Lunn Hall, and the Global Studies office in the Campus Center.

Australia Studies Centre. Since spring 2004, the CCCU has partnered with the Wesley Institute in Sydney, Australia to offer the Australia Studies Centre. Throughout the semester, students study theology, global justice issues affecting Australia, Indigenous cultures and the arts. Additionally, students choose electives in theology/ministry, music, drawing/graphic design, dance and/or drama. Home stays, service learning and travel around Australia are important components of the ASC. Students observe Australia's beautiful landscape, live in the cosmopolitan melting pot of Sydney, connect with the poor of Sydney's multi-cultural ghettos, and engage the political capital Canberra and its power players. Students also come to know the traditions of Aboriginal people during an Outback excursion and spend the last week of each semester traveling to New Zealand to meet with Maori people.

China Studies Program. The China Studies Program, an interdisciplinary semester program, enables students to view China from the inside, to experience its culture and its diversities. Participants are able to observe the evolution of Chinese socialism in mainland China, its struggles with modernization, economic change and human rights policies, as well as its relationship to religion, and the dynamics of its people. In addition, students confront the misunderstandings that have existed between China and the West from each side of that divide. This happens through formal classes, travel, and meeting and interacting with people who represent various views.

Contemporary Music Center (CMC) in Nashville, Tennessee. This is an opportunity to spend a semester studying, living and working with faculty, music industry experts and other students who share your interest in making and marketing contemporary music. It is a chance to devote some serious time to discovering how God would have one integrate one's faith and love of music in the marketplace. In addition to core courses investigating the music industry and the intersection of faith and culture, a choice can be made to take the Artist Track, Executive Track, or the Technical Track. Hands-on experience, lectures, seminars, directed study and an intensive field experience are included in this program.

India Studies Program. "Unity in Diversity" is the hallmark of the nation of India. There are 28 states and 7 union territories, 22 officially recognized languages and numerous dialects, about 9 religions and nearly 2000 ethnic groups across India. The India Studies Program offers a unique opportunity to encounter one of today's most fascinating and diverse cultures. This diversity, as well as the call to be an obedient witness for Christ throughout the world, provides a rich and engaging setting to equip students to be servant-leaders in a pluralistic world of beliefs, cultures and needs.

Latin American Studies Program. An opportunity to live and learn in Latin America is available to students from CCCU member colleges through the Latin American Studies Program. Located in San Jose, Costa Rica, the program gives students the opportunity to study the language, culture, politics, history, economics, ecology and religion of the region while living with a Costa Rican family. Students also participate in a service opportunity and travel for two weeks to surrounding countries. Two specialized academic tracks, International Business and Management, and Tropical Sciences and Sustainability, are available to qualified students.

Los Angeles Film Studies Center. In January 1991, the CCCU inaugurated the Los Angeles Film Studies Center. Its purpose is to enable college students to serve in various aspects of the film industry with professional skill and Christian integrity. Located in Burbank near major production studios, the semester-long program combines seminar courses with

internships in various segments of the film industry, providing the opportunity to explore the industry within a Christian context and from a liberal arts perspective.

Middle East Studies Program. The Middle East Studies Program (MESP) in Cairo, Egypt, provides students with the opportunity to study Middle Eastern cultures, religions and conflicts from within this diverse and strategic region. Juniors and seniors from Christian colleges participate in interdisciplinary seminar classes, receive Arabic language instruction and serve as interns with various organizations in Cairo. The MESP encourages and equips students to relate to the Muslim world in an informed and constructive manner.

Summer Institute of Journalism. In February 1996, the SIJ was approved by CCCU's board of directors as an ongoing program, filling a need for intensive, on-site training for journalism students from CCCU campuses. Some elements of this journalism class are unusual. However, its goal is quite simple – to blend classroom experiences with hands-on work in a writing lab. What is unusual is that the classroom and news office are temporary, set up for a small number of selected students, and are located at American journalism's Ground Zero, Washington, D.C. Students are engaged in seminars and field trips with media personnel and directed by communications professors and professionals in workshop projects for their local papers.

Oxford Summer Program. The Oxford Summer Programme allows students, as affiliate members of Wycliffe Hall, University of Oxford, to do intensive scholarship in the oldest university in the English speaking world. During the five-week programme, students hone their research and writing skills and delve into the areas that interest them most while exploring the relationship between Christianity and the development of the British Isles. Seminars and tutorials are given on specialized topics under expert Oxford academics in the areas of English language and literature, history, including the history of art and history of science, philosophy, and theology and the study of religion. The programme is structured for applicability to rising college sophomores, juniors, and seniors, graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs.

Scholars' Semester in Oxford (SSO). The Scholars' Semester in Oxford is designed for students who want to study intensively and to a high standard. Students develop their academic writing and research skills and explore the disciplines and interests of their choice. As Visiting Students of the University of Oxford and members of Wycliffe Hall, students study in the oldest university in the English speaking world. SSO students enroll in a primary and secondary tutorial, an integrative seminar (or thesis in the case of second term students), and the British landscape course. Students group their work in a concentration so that all elements of their programme work together. SSO is designed for students interested in classics, English language and literature, theology and the student of religion, philosophy, and history, though all majors may apply. Applicants are generally honors and other very high-achieving students and must have at minimum a 3.5 GPA to be considered for the program.

Uganda Studies Program (USP). The Uganda Studies Program provides students with both immersion in a local community and broad exposure to a variety of people and places in Uganda and Rwanda. Students in the Uganda Studies Emphasis live on campus at Uganda Christian University (UCU) in Mukono, Uganda, sharing their lives with university students from Uganda and other parts of Africa. Students in the Intercultural Ministry and Missions Emphasis live with host families within walking distance of the university. All USP students take classes from UCU professors and share meals with UCU students. These relationships give students a first hand perspective as they explore issues such as poverty, aid and missions, and as they seek to reconcile the realities of East Africa with their Christian faith. Students also spend time in Rwanda and rural Uganda. In addition to the core experiential course,

students will choose from an approved selection of courses from the UCU curriculum to earn up to 16 hours of credit.

Washington Journalism Center. The Washington Journalism Center is a semester-long study program in Washington, D. C., created for students interested in the field of journalism. While in Washington students take classes focusing on their personal writing skills and on the history and future of the media. These classes, Foundations for Media Involvement, Reporting in Washington, and Washington, News and Public Discourse combined with an internship at a top news publication help students learn to integrate their faith in a journalism career. Students also participate in service learning opportunities as part of the WJC experience. Students earn 16 semester hours of credit. Students live in the Dellenback Center in the Capitol Hill neighborhood.

THE INTERNATIONAL BUSINESS INSTITUTE (IBI)

MidAmerica Nazarene University has entered into an agreement with IBI of Messiah College in Grantham, Pennsylvania. IBI is a CCCU-endorsed organization, which provides International Business majors opportunity to participate in a summer program of study in international business and economics. The eleven-week summer program is normally taken following completion of the junior year, and includes periods of residence in key locations as well as coordinated visits to major political, business, and economic centers of Western Europe and the former Soviet Union.

Successful applicants are normally required to have completed at least one full year of economics (macro and micro), and at least one semester each of accounting, marketing and management. Minimum GPA: 2.75/4.0. MNU awards credit for the following four courses (3 hours each for a total of 12 hours credit).

INTB 3513	Comparative Economic Systems
INTB 3523	International Trade and Finance
INTB 3533	Global Marketing
INTB 3543	Global Business Strategy and Management

Additional information is available through the Business Administration Department.

THE BRESEE INSTITUTE PROGRAM

MidAmerica Nazarene University has entered into an agreement with the Bresee Institute, Kansas City, Missouri, making it possible for interested students from a variety of academic majors to participate as interns in urban studies. This internship provides students with a broad understanding of urban life and the challenges of urban ministry.

The Program features a multi-disciplinary approach for considering community development, cross-cultural relations, the urban poor, education, politics and power, social service delivery, gangs, immigration, religion, and Christian lifestyle. Students are only eligible for institutional scholarships when they are attending to complete requirements for the Urban Ministries Concentration in the Ministry or Missions majors.

Several colleges and universities cooperate with the Institute and grant academic credit up to 15 semester hours to qualified juniors. Students are involved in inner-city assignments and appropriate on-site seminars during the fall semester.

Additional information is available through the Department of Bible, Theology, and Mission and the Global Studies office in the Campus Center.

NAZARENE INTERNATIONAL LANGUAGE INSTITUTE (NILI)

Study abroad in Ecuador with total immersion in a Spanish language program. Live with Latin American students in the Nazarene Theological Seminary in Quito, Ecuador. Participate in service events, travel to the Galapagos Islands, an active volcano, and the Amazon jungle. For

more information: contact globalstudies@mnu.edu, stanleyrhall@gmail.com. On the web: studyinecuador.blogspot.com. Apply through the Global Studies office in the Campus Center.

MNU IN EUROPE SEMESTER AND SHORT-TERM STUDY ABROAD

Join students from around the world in a semester of study at EuNC, MNU's sister college, in the small German village of Büsingen, situated on the beautiful Rhine river, right in the heart of Europe. Experience a committed learning community and opportunity for travel and exploration. Semester abroad students are welcomed from all disciplines of study. In addition to religion courses, general education courses are offered in German, history, art and culture — all taught in context, all from a distinctly European perspective. For more information, apply through the Center for Global Studies in the Campus Center. Contact globalstudies@mnu.edu.

ROMANIAN STUDIES PROGRAM (RSP)

Study in Romania for a semester, or for part of the summer in Sighisoara, Transylvania, an historic town from the 13th century. The focus of the RSP is Cross-cultural Service Learning. Students learn to appreciate, adjust to and learn from the new cultural context by living in a Romanian family studying the language and aspects of the history and culture, and working alongside Romanian Christians who are committed to serving needy people and bringing about positive change in their community. Most of the juniors and seniors who participate in the program carry out their service activities within the context of a practicum or internship related to their major, along with Romanian language classes and one or two other general education courses. Website: www.veritas.ro (Click on Romanian Studies). Apply through the Center for Global Studies in the Campus Center. Contact globalstudies@mnu.edu.

NAZARENE THEOLOGICAL COLLEGE, MANCHESTER, ENGLAND

Apply to study at Nazarene Theological College for a semester in religion and humanities courses where academic excellence and professional ministry-skills-training are integrated within a context of broadly Wesleyan-Holiness spirituality. More information at <http://www.nazarene.ac.uk>. Apply through the Center for Global Studies in the Campus Center. Contact globalstudies@mnu.edu.

FOCUS ON THE FAMILY INSTITUTE

Focus on the Family Institute exists to provide a unique Christian educational community that nurtures passionate and persuasive leaders who are committed to Jesus Christ, equipping them to promote healthy families, vibrant churches and a civil society. The majority of institute students are college juniors, seniors and recent graduates from all disciplines. The program is a semester long with a fall, spring and summer semester. While the Focus on the Family Institute provides a total of 15 semester hours of academic credit in the fall and spring semesters (eight semester hours in the summer semester), it is not an independently accredited program. Students are allowed to receive academic credit here for course work completed at the Institute. The Focus on the Family Institute is located in Colorado Springs, Colorado. For information their website is www.focusinstitute.org. Students are not eligible for institutional scholarships when attending through off-campus study programs.

KOREA NAZARENE UNIVERSITY / OWENS INTERNATIONAL COLLEGE (OIC).

Study in Cheonan City, South Korea, for a semester. OIC offers a wide range of interdisciplinary courses from fifty majors on global perspectives. For extra curricular activities, the students learn Tae Kwon Do and experience Asian diversity in countries such as Korea, China, or Japan through school-sponsored trips. Apply through the Center for Global Studies

YOUTHFRONT SCHOOL OF FORMATION / MNU URBAN STUDIES

YouthFront School of Formation (YSF) seeks to form students in the way of Jesus, by joining God in the pain and brokenness of our world, working for its restoration. As part of the 16 week, semester-long experience, located in the neglected urban neighborhood of Argentine in Kansas City, KS, you will join with others in a missional learning community centered on discovery, reflection, and engagement.

YSF believes that we are all uniquely gifted for God's mission of restoration of our world, and that discipleship is a life-long process of discovery. YSF challenges students to bring their educational and vocational callings together by intentionally entering into rhythm of life centered on spiritual practices and disciplines that make us more aware of where God is at work in us, our context, and our world. YSF commits to discover this together in community.

YSF invites students to learn to live theologically. Understanding theology as lived wisdom, YSF challenges students to reflect on their current theological paradigms in order to better understand who God is, where God is at work in the world, and how they are being formed and called to join in. YSF commits to reflect together in community as we grow together theologically.

YSF desires to see students become more aware that no context is neutral. Through participation in community development, students are formed for life-long concrete communal engagement in whatever context they find themselves. YSF challenges students to learn the art of neighboring, develop eyes to see underlying socio-political realities, and awaken their imaginations to new possibilities for life in the Kingdom of God. YSF commits to engage together in community outside ourselves as we engage the lives of our neighbors.

ACADEMIC REGULATIONS

APPLICABLE CATALOG. Students may elect to graduate under the degree program requirements of the *Catalog* in effect at the time they attain junior classification or any subsequent *Catalog*, provided they graduate within five years of attaining junior classification. After the five years, the student must graduate under the current *Catalog*. Program additions or deletions required by outside agencies apply as soon as they are appropriated. Degree requirements from more than one *Catalog* may not be combined. Academic or non-academic regulations other than academic program requirements apply to all students as soon as they are adopted by the University or published in the *Catalog*.

RESIDENCY. A minimum residency of 30 semester hours taken at MidAmerica is required of all degree candidates. Students must earn at least eighteen of the final thirty hours at MidAmerica. The residency requirement for the academic major is no less than fifteen hours in the discipline of the major, except where other institutional agreements exist.

AUDITING CLASSES.

Undergraduate Audit Policy. Upon payment of the fee, students may enroll at registration to audit a class on a space available basis. Laboratory, clinical, private lessons, and activity courses may not be audited. The person who audits a course is not permitted to take examinations, or to obtain credit for the course except by taking the course later by proper enrollment and meeting all the requirements for credit. Students auditing classes must attend 2/3 of the class sessions before the course is entered on the transcript as an audit.

Graduate and Adult Audit Policy. Upon payment of the fee, students may enroll at registration to audit a course with the approval of the department chairperson and instructor, and on a space available basis.

CLASS ATTENDANCE. Students are expected to attend all class sessions except for serious illness or because of other unavoidable circumstances. They are responsible directly to the instructor to see that course requirements are met. Instructors are responsible to present to students in writing at the beginning of the semester their particular policies regarding attendance. Specific guidelines concerning absences due to involvement in university sponsored activities are available in the office of the Associate Academic Vice President for Undergraduate Studies in Lunn Hall.

Excessive absence may result in reduction of grade, reduction of credit, or both. Excessive absence is defined as six or more absences for a class that meets daily, five absences for a class meeting four times a week, four absences for MWF classes, three absences for a class meeting twice weekly, and two absences for a class meeting once a week. This rule applies to all absences, including those caused by unavoidable circumstances.

CHANGES IN REGISTRATION. Care should be exercised in the choice of courses so that changes will not be necessary after registration has been completed. Any changes made after registration has been completed must be processed officially in the Office of the Registrar. For any change made after the stated deadline, except in cases made necessary by faculty action, a fee is charged.

LATE REGISTRATION. All students are expected to be present and to complete registration within the time allotted for this purpose. A fee is charged students who enroll after the regular registration period. No registrations for regular class work are accepted after the stated deadline.

TRANSCRIPTS. Students are entitled to one official transcript free of charge. A fee is charged for transcripts issued subsequently. Official transcripts are released only if all holds and financial obligations are satisfied and the student has requested the transcript in writing.

WITHDRAWAL FROM COLLEGE

OFFICIAL: Students who find it necessary to withdraw from college before the close of the semester should secure withdrawal forms from the Director of Retention. These forms should be properly and satisfactorily completed, signed, and filed in that office.

UNOFFICIAL: If a student leaves the institution without notification, the institution may administratively withdraw the student from school. An unofficial withdrawal occurs when a student has failed to attend any classes for a consecutive two-week period and, if living on-campus, has moved out of the dorm. Professors and Resident Educators will notify the Registrar if a student is in these circumstances. The Registrar will determine if the student has withdrawn from school and will determine a date of withdrawal related to those circumstances.

No withdrawals, for any reason, will be granted during the final two weeks of classes (not to include finals week) for a semester. A student who leaves the institution during the final two weeks of classes will risk receiving failing grades in all classes for the term.

WITHDRAWAL FROM A COURSE. Students may withdraw from a course with a “W” provided they withdraw within ten (10) weeks from the first day of classes. For seven (7) week courses, the withdrawal must be made within five (5) weeks of the first day of classes.

Withdrawal policies during the Summer Session are established by the Office of the Registrar. Students who find it necessary to withdraw from a course must secure withdrawal forms from the Office of the Registrar. These forms must be properly and satisfactorily completed, signed by the academic advisor, and filed in the Office of the Registrar.

ACADEMIC PROBATION AND INELIGIBILITY. For continued enrollment at MidAmerica Nazarene University, the student is required to maintain satisfactory progress toward an educational objective. The University recognizes two measures of progress:

1. The grade point average for the last semester in which the student has been enrolled;
2. The cumulative grade point average for all of the college work that has been attempted by the student.

Any student whose cumulative grade point average at the end of any semester falls below the following minimum standards (including transfer credits) will be placed on probation. Any student whose semester grade point average falls below 1.50 will be placed on probation. This probation level is removed only by earning above a 1.50 in a 12 hour term and maintaining a satisfactory cumulative GPA. The student on probation is ineligible to participate in non-academic university activities and normally is restricted to 12 semester hours during the probationary period.

Cumulative Total Semester Hours Attempted	Minimum GPA Considered Satisfactory
1-23	1.50
24-55	1.75
56 and above	2.00

A student who fails to improve the cumulative average in the first semester of probation, or to bring the cumulative average up to minimum standards after two semesters of probation will be declared scholastically ineligible to continue enrollment at the University. Scholastic ineligibility is recorded on the student's permanent record. The Associate Academic Dean for Undergraduate Studies reviews semi-annually petitions for reinstatement.

GRADE CHANGES AND GRIEVANCES. Grade changes made for extra credit after the course is completed are inappropriate for the college level. However, there are circumstances within which it may be appropriate to change the grade awarded for a course. Those circumstances are very limited and specific. Instructors may change course grades when consultation with the student convinces the instructor that the submitted grade was not an accurate reflection of the student's mastery of the subject; when, after consultation with the student, the appropriate department chair or program director recommends reconsideration; when, after consultation with the student, the Associate Vice President recommends reconsideration; and when, after consideration of an appeal, an appeals committee recommends reconsideration.

The issues which may be considered by instructors, and others if the student appeals, are also limited and specific. Issues which may be included in reconsideration of a course grade awarded are computational error, procedural issues, application of course rules, fairness in the context of the course, consistency, and communication of standards.

Faculty members should not refuse a student request for recomputation of a course grade or for the rationale behind the grading in a course or on a given piece of work.

Students may appeal a course grade only after attempting to resolve the disputed grade, first by consultation with the faculty member involved and, if necessary, by consultation with the appropriate department chair and School Dean.

If these consultations fail to resolve the problem, the student may file a formal petition with the appropriate Associate Academic Vice President, who will call a meeting of the corresponding academic oversight committee. This committee will appoint a sub-committee to serve as an Appeals Committee for each individual case. The Committee, which consists of two (2) faculty members who are members of the corresponding academic oversight committee and one (1) student, is empowered to summon evidence pertinent to the appeal and to question persons involved. The Appeals Committee guarantees the right of both the student and the faculty member to hear all evidence and receive copies of all written statements submitted as part of the appeal. In appeals of grades involving other than computational or procedural issues, the burden of proof lies with the student filing the appeal to demonstrate that the grade is clearly unfair in the context of the course.

If efforts at mediation of the matter fail after examination of the evidence, the Appeals Committee will vote whether to sustain the grade or recommend to the instructor that a change of grade be made. In arriving at its decision, the Committee should not make judgments regarding the severity of an instructor's rules. The Committee should, however, have the right to make judgments regarding the manner in which an instructor applies his/her rules, taking into consideration such issues as fairness, consistency, and the communication of standards.

All records of the Appeals Committee are kept in the Office of the Associate Academic Vice President. All decisions are final.

ACADEMIC FRESH START GPA (AFSG)

The Academic Fresh Start GPA enables a student returning to MNU for a baccalaureate degree to neutralize, in part, the grade impact of prior academic performance. Academic Fresh Start provides for the computation of an alternative GPA and for use of that GPA in most academic situations. A student may apply only once, and the process cannot be reversed.

A student may choose to begin Academic Fresh Start after the first or second semester of their freshman year at MNU. The opportunity for an Academic Fresh Start GPA applies only to the regular fall or spring semesters of the freshman year at MNU. Course credits earned during the semesters of the freshman year included in the AFSG computation are forfeited. All courses required for graduation (general core, pre-requisites, and programs or majors) must be repeated. The choice of starting point is designated by the student at the time of applying for AFSG and the student may apply for AFSG anytime after a break in enrollment of at least one regular fall or spring semester from MNU.

AFSG deletes nothing from the student's academic record. Grades earned before the Academic Fresh Start will remain on the transcript and be prefixed with an "X". In addition, the transcript will clearly indicate the starting point of the Academic Fresh Start.

Eligibility for AFSG and application instructions:

1. The student has had a break in enrollment of at least one regular fall or spring semester prior to readmission to MNU.
2. At the time of application, the student has earned a cumulative GPA of 2.5 or higher at the end of the academic session in which the twelfth credit was earned for course work completed following re-admission.
3. The student has not previously been granted AFSG.
4. The student submits a written request to the Registrar (form available in the Registrar's office). In the written request, the student designates the starting point for AFSG and provides an explanation for the request for AFSG.

5. Following verification that the student has met the eligibility requirements, the academic record will be adjusted to reflect AFSG.

GRADUATION CLEARANCE. Each candidate for a degree is responsible for meeting all requirements for graduation and applying for graduation during the penultimate semester of the year of graduation. The faculty advisor approves the courses designed to meet departmental and major programs. The Office of the Registrar reviews all other requirements, including semester-hour totals, upper-division hours, residency, minimum GPA, and general education.

Students desiring a double major must consult with both academic areas involved to determine specific requirements. All requirements for each major including senior comprehensive exams must be met while earning a degree and prior to the conferral date of that degree. The residency requirement for the academic major is no less than fifteen hours in the discipline of the major, except where other institutional agreements exist.

1. All degree requirements for specific programs as listed in the *Catalog* must be met;
2. All financial obligations must be satisfied in the Student Accounts/Cashiers Office;
3. Clearance must be obtained by each prospective graduate by the administrative offices, including the library, the Vice President for Community Formation, and the Office of the Registrar.
4. Honors will be based upon calculations of all grades through the penultimate semester of the year of graduation.
5. Any “incompletes” in courses to be counted toward graduation requirements must be cleared one month prior to graduation.
6. Students who have completed all requirements for graduation and wish to select a December graduation date may do so.
7. Participation in commencement is open to candidates who are completing or have completed all requirements prior to the spring commencement ceremony or who meet the following definition of Summer Graduate. In order to be considered a summer graduate, the student must have met all degree requirements except those courses to be completed during the summer following Commencement. A maximum of 15 semester hours may be taken in Summer School with the exception of approved programs. Summer graduates who fail to complete their graduation requirements as previously arranged have the option of graduating in December or the following spring.
8. The general education exam and all requirements for each major including the senior comprehensive exams must be met while earning a degree and prior to the conferral date of that degree. The residency requirement for the academic major is no less than fifteen hours in the discipline of the major, except where other institutional agreements exist.
9. If, after graduation with a given degree, a student wishes to earn a second baccalaureate degree from MidAmerica Nazarene University, he/she must satisfactorily complete all requirements for an additional major and complete a minimum of thirty semester hours in residence. Further, to complete any major in a degree program, the student must fulfill all requirements for that major and that degree program.

Students who fail to complete graduation requirements during the expected time must contact the Office of the Registrar as to plans for completion. The conferral date for the degree will change depending on when requirements are completed. If the student waits beyond the applicable catalog policy to complete requirements, the student must meet the requirements for graduation in the current catalog.

SUMMER SESSION. Summer school, under the direction of the Vice President for

Academic Affairs, includes one-week and four-week courses.

1. Financial charges are those of the current academic year;
2. Regulations and arrangements supervised by the Vice President for Community Formation apply during the summer;
3. The University reserves the right to cancel classes due to inadequate enrollment;
4. Students may enroll in a maximum of six hours during a four-week period except in specially approved programs.

THE GENERAL EDUCATION EXAM. All students pursuing their first traditional undergraduate baccalaureate degree who do not already possess a baccalaureate degree from a regionally accredited institution are required to take the General Education Exam in order to graduate. The test emphasizes concepts and principles derived from the general education curriculum and fills the gap between generalized aptitude tests used for college entrance and specialized department exams. The exam assesses basic and enduring knowledge in the general education core and provides performance rankings in higher order thinking skills (interpretive, strategic, and adaptive reasoning abilities.) The General Education Exam is offered each Fall on Student Institutional Testing day. Students should take this test after completing the general education curriculum and one year prior to their anticipated graduation date.

THE SENIOR COMPREHENSIVE OR PROJECT. The senior comprehensive or project is usually completed early in the spring semester of the student's year of graduation. This permits results of the comprehensive/project to be known early enough to undertake remedial action. A passing grade or satisfactory completion of remedial action is required for graduation. Students declaring more than one major must take and pass a senior comprehensive or project in each major.

Comprehensives are scheduled at specific times by each academic department.

**Accounting	January 21, 2012 (8 am)
Athletic Training	prior to program completion
Bible and Theology	January 15-16, 2012
Biology	December 2, 2011
*Biology Education	prior to program completion
**Business Administration	January 21, 2012 (8 am)
Business/Psychology	January 21, 2012 (8 am)
Chemistry	November 10, 2011
Computer Science	November 10, 2011
Corporate Communication	January 19, 2012
***Criminal Justice	November 10, 2011
*Elementary Education	prior to program completion
English	January 18, 2012
*English Language Arts Education	January 18, 2012
Forensic Chemistry	November 10, 2011
Graphic Design	Fall Semester, senior year
History	January 18, 2012
*History and Government Education	prior to program completion
Intercultural Studies	January 15-16, 2012
**Marketing	January 21, 2012 (8 am)
Multimedia	January 19, 2012
Mathematics	January 21, 2012
*Mathematics Education	prior to program completion
Ministry	January 15-16, 2012
Music	prior to program completion
*Music Education	prior to program completion
Organizational Leadership	January 21, 2012 (8 am)
*Physical Education	prior to student teaching
***Psychology	November 10, 2011
***Sociology	November 10, 2011
*Speech/Theatre Education	prior to program completion
Sports Management	January 21, 2012
Youth and Family Ministry	January 15-16, 2012
*Praxis II Content Exam used by KSDE	
**MFT administered in MGMT 4803: Strategic Management	
***Fee will be charged	

Senior comprehensives are administered by the respective academic departments as scheduled.

A \$50 fee is assessed for taking the examination early or late. Permission and arrangements for taking senior comprehensive exams at a time other than scheduled is handled by the respective department.

Students participating in athletic competition or other extra-curricular activities will be expected to remain on campus for junior and/or senior comprehensive examinations in the event of a conflict between testing and these activities.

Finances

FINANCIAL ARRANGEMENTS

The overall cost of attending MidAmerica Nazarene University is less than most other private colleges and universities. The Vice President for Finance seeks the cooperation of students and parents in working out the necessary financial arrangements for paying off and keeping current their student accounts. Tuition, residential charges, and fees are the major sources of income for the University.

While many traditional students pay the full amount of college costs at the time of registration each fall and spring, two payment plans are available if a student is unable to pay all costs at registration.

Even Payment Plan: A twelve-month payment plan begins on June 1 prior to registration. Payments are determined by subtracting all financial aid from the estimated costs. This figure divided by 12 is the monthly payment. There is no monthly interest charge, but there is an annual fee of \$35.00. A late fee of \$20 is charged for any payments received after the 5th of each month. Applications for the Even Payment Plan are provided in the Cashier's Office and are also available on the University website.

Installment Plan: On this semester plan the student pays, prior to the start of the semester, at least 1/3 of all expenses after subtracting all financial aid for the term. A Promissory Note must be signed for the balance of the charges with two remaining payments due on the following dates:

Fall Semester: September 15 and October 15

Spring Semester: February 15 and March 15

A service charge of 1.25% per month is added to the outstanding account balance each month. Accounts must be paid in full by October 20 for the fall term and by February 20 for the spring term to avoid service charges.

Students will not be allowed to complete enrollment without 1/3 down unless paying in full with financial aid. Enrollment may be cancelled if financial aid is not complete or they have not paid 1/3 down of their "out-of-pocket" expenses by the fourth week of the semester.

If payments are not kept current according to the Promissory Note, any or all of the following steps may be taken until satisfactory arrangements are approved by the Vice President for Finance:

1. The student will not be permitted to continue in college;
2. The student will not be permitted to enroll for the following semester.

Other policies are also in effect:

1. Students owing the University at the end of a semester will not be permitted to enroll for another semester without making satisfactory financial arrangements with the Bursar.
2. Transcripts will not be released until all accounts have been paid in full and Perkins loan payments are current. When clearing a past due student account to receive a

transcript, payment must be made by cashier's check, credit card or personal money order if immediate clearance is needed. If payment is made by personal check, a waiting period of 15 days is necessary for the check to clear the bank.

3. Graduating students must have their accounts paid in full before participating in graduation exercises and receiving diplomas.
4. All financial aid must be applied to the account balance before the student receives credit balances.
5. Institutional scholarships must be applied to tuition, fees and residential charges. After these charges are paid, any excess amount will be returned to the scholarship fund. Cash refunds can only be created by outside funded scholarships or loans.
6. Books and supplies cannot be charged on the student account unless using a voucher approved by Student Financial Services. See the Office of Student Financial Services for more information.

TUITION AND FEES

Undergraduate Block Tuition -12 to 17 hours	\$10,250
Undergraduate Tuition per Credit Hour under 12 hours or over 17 hours	\$700
Undergraduate Tuition for Senior Citizens (65 and older)	No charge (subject to space available)
Winter Term Tuition	\$350
RN-BSN Program	\$350 per credit hour
RN-BSN Technology Fee	\$15 per class
RN-BSN Online Technology Fee	\$75 per class
ABSN Program	\$500 per credit hour
ASB-MHR Tuition and Fees (program total)	\$10,981
ASB-Public Administration Tuition and Fees (program total)	\$16,459
ASB-Business Administration Tuition and Fees (program total)	\$14,985
Service charge (on unpaid account balance)	1.25% per month
Admissions Deposit for New Students (credited to tuition)	\$200
Advanced Placement Assessment fee (per semester-hour)	\$50
Application Fee - Traditional undergraduate (non-refundable)	\$25
Audit Fee per Credit Hour	\$175
Audit Fee for Senior Citizens (65 and older)	No Charge (subject to space available)
Change of Class Schedule (after first day of class)	\$5
Change in Final Examination Schedule (per course)	\$25
Credit by Exam (fee per credit hour)	\$50
Directed Study Course Fee (plus tuition)	\$50
Education Department Lab Fee	\$130
General Fee (per semester) for Undergraduate Students taking six hours or more)	\$375
(The General Fee applies to all members of the campus community. Parts of it help to defray the cost of mandatory accident insurance for resident students, Kresge Learning Center, and the expenses of the Associated Student Government (ASG) including its operation of social activities, spiritual life, newspaper, yearbook, and intramurals.)	
General Fee (per semester for Undergraduate Students taking less than six hours)	\$175
Technology Fee (per semester for students taking six hours or more)	\$125
Technology Fee (per semester for students taking six hours or more)	\$75
(This fee provides support for several campus technology improvements including the fiber optic computer network, Internet services, the campus cable TV system, Moodle, computer labs, E-Mail and the administrative software system.)	
Graduation Fee	\$70
Laboratory Fee	\$45

Late Registration Fee	.....\$25
Nursing Clinical Fee per Semester (four semesters only)	.....\$600
Nursing Lab Fee	.....\$75
Nursing Testing Fee (four semesters only)	.....\$110
(There are a variety of expenses over and above college tuition and fees that apply to nursing students. See the Nursing Department Student Handbook for details.)	
Official Transcript (first one free)	.....\$10
Unofficial Transcript	.....\$1
Private Music Lessons per credit hour (plus tuition)	.....\$300
Replacement of Meal Ticket or ID	.....\$10
Replacement of Parking Sticker	.....\$5
Residential Charge (per semester) 90 meal block, Dorm room	.....\$2,680
Residential Charge (per semester) 175 meal block, Dorm room	.....\$3,500
RResidential Charge (per semester) 90 meal block, Apartment	.....\$2,750
Residential Charge (per semester) 175 meal block, Apartment	.....\$3,570
Student Teaching Fee	.....\$120
Summer General Fee per Credit Hour (\$60 maximum)	.....\$10
Summer Technology Fee	.....\$10

SPECIAL HOUSING FEES AND BOARD CHARGES

Daily Housing Fees for vacation periods and summer if available (per day)\$15
 (For full Summer or while attending Summer Class)

Approval and vacation room assignments are given by the Office of Community Formation.

REFUND SCHEDULE

Graduate and Adult Studies Programs need to check their individual program catalogs for refund schedules.

Meals and Residential Halls: Pro-rated as of the date notification is given to the Director of Retention and the room is vacated. The deposit will be refunded within 30 days after a student withdraws or graduates provided there are no fines and no furniture or room damage. If the student owes a balance, the deposit will be applied to the balance.

Tuition and Private Lessons:

first week of classes	.....100%
second week of classes	.....90%
third week of classes	.....80%
fourth week of classes	.....60%
fifth week of classes	.....40%
sixth week of classes	.....25%
seventh week of classes	.....10%

After the first week, there will be no refund of Student Fees or Course Fees.

The date for calculating the refund is the date that the withdrawal process is initiated with the Office of Community Formation.

Students called to active military duty during a semester will receive a full tuition refund for courses that are dropped. Appropriate documentation for active military duty must be provided to the Vice President for Academic Affairs.

Summer School and Winter Term:

Dates and pro-rated percentages for these terms are available in the Cashier and Student Account Services.

REFUND POLICY

These refund policies conform with the requirements of the Higher Education Act Amendments of 1998. Based on the federal calculation, the unearned percentage of aid received for the semester must be returned if the student withdrawal is prior to the 60% completion time of the payment period.

STUDENT FINANCIAL SERVICES

Although students and their families are primarily responsible for paying as much as possible toward college costs, students no longer need to relinquish their ambitions to continue their education because of the lack of financial resources. Financial aid is usually available to those who need it and make proper application for it.

For families not eligible for scholarships and loans, alternative sources to help meet the cost of college are sought. In addition, manageable payment plans are offered by MNU. The Office of Student Financial Services seeks to help students determine their resources and provide sufficient financial aid to meet needs. Students should seek the assistance of the office before they experience financial difficulty.

Estimated costs for 2011-2012. The average first-time, full-time resident students can expect to pay the following costs for the 2011-2012 academic year:

Before registration:

Application fee (non-refundable)	\$ 25
Admissions Deposit	<u>200</u>
	\$ 225

Student account charges:

Block Tuition (12-17 hours per semester)	\$20,500
Residential charge (14 meals/week or 175 meals/sem.)	7,000
General Fee	750
Technology Fee	500
Admissions Credit	<u>(200)</u>
	\$28,550

Other expenses:

Books and supplies (estimated)	\$1000
(MNU Merc only accepts cash, check or credit card)	<u> </u>

TOTAL ESTIMATED EXPENSES FOR 2011-2012	\$29,550
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QUALIFYING FOR FINANCIAL AID

Most students attending MNU qualify for some form of financial aid. In fact, 90% of MNU's traditional students are receiving one or more forms of financial aid. The majority of financial aid at MidAmerica is awarded based on a student's financial need. Financial need is the

student's cost of education minus the family contribution. Family contribution is derived from the financial figures declared on the FAFSA. Based on the financial figures and a formula set by the Department of Education, a family contribution is assigned to each family. The student's financial need determines whether he/she will be eligible for grants, scholarships, loans, work, or a combination of all four.

APPLYING FOR AID

The process for making application for financial aid is as follows:

First -- Submit the FAFSA. Apply online at www.fafsa.ed.gov. Our federal school code is **007032**.

Second -- Apply for Admission to the program of choice. Students may complete their application at <http://www.mnu.edu/apply-now.html>. Please follow the links to the program of choice.

Third -- Submit a completed MNU Financial Aid Data Sheet. This form is available through the Office of Student Financial Services or MNU's web site, www.mnu.edu/services/sfs/.

Fourth -- Students may be required to submit a signed copy of their most recent federal income tax filing. Dependent students may also be required to submit a signed copy of their parents' most recent federal income tax filing.

Priority application date for completing the FAFSA process is March 1. Students should file the FAFSA as early as possible after January 1. Some aid programs are determined on first come/first serve basis.

All records are held in strict confidence. No file is available for public use unless authorization is received in writing from the student and/or parent.

SATISFACTORY ACADEMIC PROGRESS

In order to receive Title IV and state aid, a student must make clear progress towards a degree by completing their degree requirements within a certain number of credit hours. The maximum time frame cannot exceed 150% of the published length of the program measured in credit hours attempted. Students must complete 66.67% of their cumulative attempted hours to be eligible to receive financial aid. For work transferred in, the total number of credit hours accepted by MNU will be included in the number of attempted and completed credit hours in the calculations for Satisfactory Academic Progress.

“Attempted” credit hours are the number of credit hours recorded on the student's academic transcript at the end of the semester for which the student received a grade. Course repetitions count as credit hours attempted. The credit hours in which a student receives a letter grade of NC, F, I, or W are included in the number of attempted credit hours. Remedial courses are also included in the calculation of attempted credit hours.

“Completed” credit hours are the number of credit hours recorded as earned on the student's academic transcript at the end of each semester for which a student received a passing grade. Course repetitions will result in only the repeated grade posted and figured in to the cumulative earned credit hours. Grades of W or INC are not considered as replacement grades. An incomplete course is not counted as earned credit hours unless the student successfully completes the course requirements within the maximum time frame of six months. An incomplete grade may place a student's financial aid on hold until a grade is received and SAP is met. Remedial courses are included in the calculation of completed credit hours.

At the end of each semester, we will monitor the cumulative GPA of our students. Prior to the completion of the students' second academic year, they must maintain minimum GPA standards in accordance to the academic policy issued by Academic Affairs (see chart on page 33. Once students have completed their second academic year, they must have at least a 2.00 cumulative GPA. Masters students must maintain a minimum cumulative 3.00 GPA.

Students who have less than 56 cumulative attempted hours, have not completed two academic years, and who do not meet the SAP requirements at the time of evaluation, will be placed on a semester of financial aid probation by the Office of Student Financial Services. If students fail to meet the SAP requirements following the probationary semester, they will be placed on financial aid suspension and considered ineligible for federal and state aid. Students who have completed two academic years and/or students with over 56 cumulative attempted hours, who do not meet the SAP requirements for the evaluation period, will be placed on financial aid suspension and considered ineligible for federal and state aid.

Students are able to view the complete policy as well as the appeals procedure online at www.mnu.edu/services/sfs/.

AID PROGRAMS AVAILABLE

Students who already have obtained their first bachelor degree are eligible for student loans (Staffords, Unsubsidized Staffords, and Perkins), but not for scholarships and grants. Students in default on previous student loans are not eligible for financial aid.

Federal Aid

Federal PELL Grant -- Awarded to students who demonstrate a high financial need. Awards range from \$5550 to \$555 per year. Student must be full-time to receive their full PELL grant award but may receive a prorated amount if part-time.

Federal Supplemental Education Opportunity Grant (SEOG) -- Awarded to PELL recipients showing strong financial need. Awards range from \$1000 to \$200 per year. Students must be at least 3/4 time to be eligible for SEOG.

Federal Perkins Loan Program -- Awarded to students who demonstrate high financial need. A student may borrow up to \$5,500 per year. Interest is 5% and does not begin to accrue until repayment. Repayment on the Perkins loan begins nine months after a student graduates or ceases to be at least a half-time student. Minimum payment is \$40 per month and students have ten years in which to pay off the loan. A student must be enrolled at least 3/4 time to be eligible for a Perkins loan.

Federal Direct Stafford Loan -- Awarded to students who demonstrate financial need. A student must be enrolled at least half-time to be eligible. This loan is interest free (subsidized by Department of Education) while enrolled on a half-time or greater basis and remains interest free during the 6 month grace period. Maximum award amounts vary by financial need and federally mandated grade level maximums. Repayment begins six months after a student graduates or ceases to be a half-time student. A minimum payment of at least \$50 per month is required but is generally higher. Standard repayment plans are based on a 10-year repayment plan.

Federal Direct Unsubsidized Stafford Loan -- Available to students regardless of need. A student must be enrolled at least half-time to be eligible. Interest accrues and is calculated only on paid disbursements. Interest payments while enrolled as a half-time or greater student are optional. Maximum award amounts vary by dependency status, any Subsidized

Stafford loan received during the aid year, and grade level maximums set by Federal Regulations. Repayment begins six months after a student graduates or ceases to be a half-time student. A minimum payment of at least \$50 per month is required but is generally higher. Standard repayment plans are based on a 10-year repayment plan.

Federal Direct Parent Loan (PLUS) -- Available to parents regardless of income. Parents may borrow up to the difference of the cost of attendance minus the student's financial aid for the aid year. Repayment is generally required once the loan is fully disbursed but parents may request in-school forbearance to delay the start of payments. To receive a PLUS loan, the student must be enrolled at a half-time or greater basis and a FAFSA is required to be on file. Minimum payments start at \$50 and may be higher based upon the outstanding amount owed. Interest accrues on any amounts disbursed and continues until the loan is paid in full.

Federal Direct Graduate PLUS Loan -- Available to students who are enrolled in a master's degree program. Students may borrow up to the difference of the cost of attendance minus the student's financial aid for the aid year. Students must be enrolled at a half-time or greater basis. Repayment is generally required once the loan is fully disbursed but students may request in-school forbearance to delay the start of payments. Minimum payments start at \$50 and may be higher based upon the outstanding amount owed. Interest accrues on any amounts disbursed and continues until the loan is paid in full.

Federal Work Study (FWS) -- A limited number of jobs are available to students who wish to work on-campus. Contact the Student Financial Services Office to see if you qualify for the FWS program and for on-campus job possibilities.

State Aid

For residents of Kansas who attend MidAmerica, the state offers financial aid programs to help defray the cost of education. More details can be found at www.kansasregents.org.

Kansas Comprehensive Grant (KCG) -- Awarded to residents of Kansas who attend a private college within the state. Grants are based on "high" financial need and early application. The amount ranges from \$250 to \$3000 per year. MNU encourages all Kansas residents to file for the Kansas Comprehensive Grant. The FAFSA should be filed by March 1, 2011 to ensure consideration for the KCG.

Kansas Scholarship Programs -- include the Kansas State Scholar, the Nursing Scholar, the Minority Scholar, and the Teacher Scholars. A separate application is required for these scholarships. These applications may be obtained from MNU Student Financial Services Office or your high school counselor and must be completed each year by May 1. Online application site is www.Kansasregents.org/financial_aid/awards.html.

All federal and state financial aid is placed on the student's account in two disbursements (this includes the Federal Parent Loan). The estimated disbursement date for Fall 2011 is September 9 and the Spring 2012 disbursements are scheduled for January 29. First-time MNU students will not receive a student loan disbursement until they complete a loan counseling session.

INSTITUTIONAL SCHOLARSHIPS

Institutional scholarships are provided to assist students in paying tuition, fees, room and board. MNU scholarships are only for students enrolled in the traditional programs who are seeking their first degree. Most students are not eligible for any institutional scholarships when attending off-campus study programs. For more information regarding scholarships for off-campus programs see the Student Financial Services Office in the Campus Center. Students attending eligible off-campus programs will maintain institutional scholarship eligibility if they are attending in order to complete requirements for the Urban Ministries Concentration in the Ministry or Intercultural Studies majors.

Scholarships provided through University funds (Academic, Athletic, Tuition Remission, Endowment, Church Matching, etc.) cannot create a cash refund for the student. Any excess amount above the direct cost of education charged by the University (tuition, fees, room, board) will be labeled "Institutional Over Award" and will be returned to the scholarship fund. Cash refunds can only be created by outside funded scholarships, grants, or loan programs.

All tuition related scholarships (tuition remission, ministerial, honors program, Missouri A+, Pioneer Award, and First Choice Awards) cannot exceed the cost of tuition. Any excess amount will be returned to the scholarship fund.

PIONEER SCHOLARSHIPS

MidAmerica Nazarene University grants and scholarships are awarded in the fall to students who have applied, submitted a high school transcript and completed the MNU Student Aid Profile.

If you have a high school GPA of:	Then you are eligible for:	
	on campus	off campus
4.0 - 3.8	\$8,500	\$6,500
3.79 - 3.5	\$8,000	\$6,000
3.49 - 3.0	\$7,500	\$5,500
2.99 - 2.5	\$5,500	\$3,500
2.49 - 2.0	\$4,000	\$2,000

First Choice Scholarships

Twenty Smith, fifty Owens, and fifty Metz First Choice Scholarships are awarded on a first-come, first-served basis. These scholarships are given to incoming freshmen who meet the following requirements:

1. Complete application and be accepted
2. Complete all admissions forms and deposits (available at www.mnu.edu/admissions)
3. Submit the MNU Student Aid Profile (available at www.mnu.edu/admissions.)
4. Live on campus

Scholarship:

Smith (\$3,500 per year)

Owens (\$2,500 per year)

Metz (\$1,500 per year)

Requirements:

3.5 GPA & 1250 SAT* or 28 ACT

3.0 GPA & 1090 SAT* or 24 ACT

3.0 GPA & 980 SAT* or 21 ACT

*Based on Critical Reading and Math scores.

TALENT SCHOLARSHIPS

God-given talents are important to MidAmerica Nazarene University. MNU has created several talent scholarships. These scholarships are primarily awarded to a student based on talent, exceptional ability, or leadership qualities and include the following:

Athletic Scholarships -- Scholarships for both men and women are available in the inter-collegiate sports MNU offers. Scholarship amounts vary based on perceived ability. Contact the athletic department for more information.

Music Scholarships -- Several music scholarships are available each year to students who show a proficiency in music. Scholarships are awarded based on an audition. Contact the Department of Fine and Performing Arts for more information.

Department Scholarships -- Many academic departments reward students within their department with scholarships for exceptional abilities and leadership qualities shown. These scholarships are limited to upperclassmen. Contact any department chair for more information.

CHURCH MATCHING SCHOLARSHIPS

All undergraduate students attending MidAmerica Nazarene University from one of the six districts of the Church of the Nazarene which comprise MNU's region may be eligible for this scholarship provided:

- 1) the Nazarene Church has paid its educational budget in full during the previous year, and
- 2) the student is full-time (at least 12 hours).

A scholarship of \$250 per year from the church is given a three-to-one match for traditional students by MNU to a maximum of \$750 (this is applied \$375 per semester) and a one-to-one match for IAE students by MNU to a maximum of \$250.

GRANT FOR CHILDREN OF NAZARENE MINISTERS

This grant is available to children of active full-time Nazarene pastors, salaried full-time ministerial staff members, full-time missionaries, full-time evangelist, full-time chaplain, and district superintendents. Each church should send a list of eligible recipients to MidAmerica. To qualify, students must be 23 years of age or less. Married students are eligible for only one year after marriage. Students must be enrolled full-time in MidAmerica's traditional baccalaureate program working toward their first degree.

Students are eligible for the grant for four years (8 semesters). The Grant for Children of Nazarene ministers is \$1250 (\$625 each semester) for an academic year.

SIBLING SCHOLARSHIPS

Incoming freshmen who have a brother or sister attending MNU may be eligible for this scholarship. Both the applicant and the sibling must be attending MNU full time at the same time and each will receive a \$1000 scholarship (\$500 per semester). Both siblings must be dependent students under the same parent according to the Federal Financial Aid definition.

MEMORIAL AND NAMED SCHOLARSHIPS

Many individuals have made donations for awards that are often designated for specific majors. Candidates for these awards are carefully selected by each department so that each recipient meets the donor's eligibility requirements. These include:

African American Scholarship	Lonnie & Bonnie Hephner Scholarship
Albright Scholarship	Bert & Connie Hight Memorial Scholarship
Sam & Kate Allega Scholarship	Michelle Ellene Howard Memorial Scholarship
Denny Apple Memorial Scholarship	Ken and Billie Hughes Scholarship
Richard Armstrong Scholarship	John C. Hutter, Sr. Memorial Scholarship
Sarah Elizabeth Baker Memorial Scholarship	Jabez Foundation Scholarship
Stephen Bancroft Scholarship	Mattie Belle Jones Memorial Scholarship
Jack & Emmor Barnell Scholarship	Robbie Jones Memorial Scholarship
Lydia Ruth Bartels Memorial Scholarship	Kansas City District Scholarship
Don & Faith Bell Scholarship	Kansas National Education Association Scholarship
Don Bird, Sr. Memorial Scholarship	Marguerite Kilet Memorial Scholarship
Robert E. Bonham Memorial Scholarship	Carl & Mabel Kruse Scholarship
Ruth R. Boxell Memorial Scholarship	Joan LaForce Memorial Scholarship
Elva Brinson Memorial Scholarship	Rocky & Jo Lamar Basketball Camp Scholarship
Dave & Bonnie Broward Scholarship	Lenexa Central Church of the Nazarene Scholarship
C. A. Browning Memorial Scholarship	V. H. and Esther Lewis Memorial Scholarship
D. J. & Elaine Burk Memorial Scholarship	Evelyn & Dorel Lindsley Memorial Scholarship
Alex D. Burrus Memorial Scholarship	Harry & Martha Lytle Scholarship
Brooks Butler Scholarship	Jerome Martin Scholarship
Bob Campbell, Strong & McCalla Memorial Scholarship	Oliver R. Matheny Memorial Scholarship
Character Council of Olathe Character Scholarship	McClellan-Bell Scholarship
Donald & Merry Clegg Scholarship	Larry & Donna McIntire Scholarship
Elizabeth Cole Memorial Scholarship	Donald S. Metz Scholarship
Tressie Cowan Memorial Scholarship	Kathryne M. Milton Scholarship
Orlin Coyne Scholarship	MNU Regional NYI Scholarship
Lester & Dorothy Cravens Memorial Scholarship	Missouri District Scholarship
Phyllis Crocker Memorial Scholarship	W. Edgar and Maron Moore Scholarship
Lynn Crow Scholarship	Charles Morrow Memorial Scholarship
Dr. Andronico F. & Sylvia M. Cullado Scholarship	Forrest Nash Memorial Scholarship
Paul & Connie Cunningham Scholarship	Elsie O'Connell Memorial Scholarship
Dakota District Scholarship	Anthony & Marilyn Oddo Scholarship
Dakota Scholarship	R. R. Osborne Memorial Scholarship
Wayne Dance Memorial Scholarship	Don & Adeline Owens Scholarship
Donovan & Esther Douglas Memorial Scholarship	Miriam Sisson Phillips Memorial Scholarship
Bill Draper Memorial Scholarship	Carolyn Pickens Memorial Scholarship
Jason & Christy Drummond Scholarship	Pittsfield Church of the Nazarene Scholarship
Joseph Eaton Memorial Scholarship	John R. Plumb Memorial Scholarship
Lyle E. Eckley Memorial Scholarship	Elvin and Verla Powers Scholarship
Clarence & Edith Else Memorial Scholarship	F. Dale & Jeanne Quesenbury Memorial Scholarship
Jess Wm. & Lesta Foster Scholarship	Alfons & Grace Ramquist Memorial Scholarship
Dora French Memorial Scholarship	Virgil & Esther Ramsey Memorial Scholarship
Catherine Furry Memorial Scholarship	Addie Rogers Memorial Scholarship
Horace Furry Memorial Scholarship	Robert & Ethel Rogers Scholarship
Towner Furry Memorial Scholarship	Charles & Mildred Rowe Memorial Scholarship
Charles & Lucille Hager Memorial Scholarship	

MEMORIAL AND NAMED SCHOLARSHIPS CONTINUED

Ralph & Wilma Snowbarger Scholarship	Gloyd & Ruth Vaverka Memorial Scholarship
Robert Sawyer, Sr. Memorial Scholarship	LeRoy & Evelyn Visser Memorial Scholarship
Schubert Family Scholarship	
Carl & Verla Seaton Scholarship	Edith Watson Memorial Scholarship
Mark Slattery Memorial Scholarship	Carlton Wood Memorial Scholarship
Jim & Arlene Smith Scholarship	Edith Lucille Wright Memorial Scholarship
R. Curtis Smith Founder's Endowment	Evelyn Yoesel Memorial Scholarship
Milton & Bernice Sougstad Memorial Scholarship	
Faira Watterson Spindle Memorial Scholarship	
T. J. Spindle Memorial Scholarship	
John Stephens Memorial Scholarship	
Banner Stephenson Memorial Scholarship	
Sterling House Scholarship	
John Stockton Memorial Scholarship	
Jean Theel Memorial Scholarship	
Earl Thomas Memorial Scholarship	
Timothy Scholarship	
Lester & Nancy Tollie Scholarship	

For more information, contact Student Financial Services.

OTHER SOURCES OF FINANCIAL AID

Bureau of Indian Affairs -- (BIA) Grants are available to American Indian students who are of one-fourth or more Indian blood. These grants are processed through the Bureau of Indian Affairs and the U.S. Department of Interior. The student must demonstrate high scholastic ability and prove need for such assistance. More information may be obtained by contacting the director or agency office having a record of their tribal membership.

Vocational Rehabilitation Grants -- Many states offer assistance to residents who have a disability that is a handicap to employment. Further information may be obtained by contacting the Division of Vocational Rehabilitation at the State Department of Education in the student's home state capital.

Veteran Benefits -- Veterans' Educational Assistance is designed to help service personnel in obtaining their education. For more information, contact the Registrar's Office or contact the Veterans' Education Benefit Office at 1-888-442-4551. Further information may be obtained online at www.gibill.va.gov.

Air Force/Army ROTC Scholarships -- AF/Army ROTC scholarships are available to all qualified applicants. Each scholarship provides full tuition, laboratory and incidental fees, and full reimbursement for curriculum-required text. In addition, scholarship cadets receive a nontaxable subsistence allowance each month during the school year while on scholarship status. Contact Air Force ROTC, Military Science Building, 1520 Summerfield Hall Dr., Room 109, Lawrence, KS 66045, (785) 864-4676 or Army ROTC, Military Science Building, 1520 Summerfield Hall Dr. Room 208, Lawrence KS 66045, (785) 864-1113.

STUDENT EMPLOYMENT

Students are encouraged to seek employment when their financial circumstances require it and should consider restricting their course load to nine hours or less when working full-time. Students having financial need should seek on-campus employment in the Student Financial Services Office when transportation is unavailable. MNU students have little difficulty finding part-time employment in Olathe and the nearby Kansas City industrial area.



Community Formation

While “student development” is the essential task of the whole educational process at MidAmerica Nazarene University, for the Office of Community Formation the term is more specific. Programs and services sponsored by the Office include those planned experiences which move students toward appropriate personal goals drawn from compelling Christian models. A scripture verse used by Christian educators relative to personal development is Luke 2:52, “And as Jesus grew up, He increased in wisdom and in favour with God and people” (TNIV). From this verse a usable structure emerges:

“Grew up” is seen as physical development,

“Wisdom” is seen as intellectual development,

“Favor with God” is seen as spiritual development,

“Favor with people” is seen as social development.

Although this model is helpful for programming and evaluation, it does not imply a division of the person. Rather, it is a description of a whole person and demonstrates the interdependency of each facet on the other.

The Office of Community Formation is under the general direction of the Vice President for Community Formation. Community Formation services complement the University’s general efforts to meet the spiritual, physical, intellectual and social needs of the campus community.

OFFICE OF COMMUNITY FORMATION

The Office of Community Formation is responsible for those aspects of campus life other than academic and athletic matters. These include chapel administration, intramurals, lifestyle guidelines, new student orientation, campus counseling, residence hall living, spiritual development, student activities, Land Fitness Center, student conduct and judicial matters, student government, and student organizations and clubs.

New students can access a Student Handbook on line when they enroll. They are expected to read the sections dealing with policies and are responsible for the information. Prospective and enrolled students who feel they need clarification of printed regulations have opportunity to discuss these matters with the Community Formation Staff.

SPIRITUAL LIFE

As a Christian community, MNU is committed to making worship of God the central focus of our lives. Chapel is a place to meet God surrounded by our peers. The purpose of the Spiritual Life Office is to cultivate a climate where God’s voice can be heard, His Will discovered, and His Mission embraced.

We come with different needs, considerate of those around us, expecting to be challenged, inspired, comforted and renewed. Close your books and set your assignments aside. Open

your heart and mind to the loving Father. Let the Holy Spirit speak to you during these times together. (go to mnuchapel.com for more information)

LISTEN. In order for God’s voice to be heard we are committed to:

- Experiencing what it means to be a part of a true community
- Experiencing true worship
- A variety of different worship styles for the purpose of moving students toward a more biblical ecclesiology
- Be exposed to a wide variety of spiritual disciplines
- An appreciation of the Word of God in the Wesleyan Tradition
- An engagement in the practice of prayer, i.e., contemplative, intercessory, etc.
- The development of an appreciation of reading as a spiritual discipline

DISCOVER. The Spiritual Life Office at MidAmerica Nazarene University affirms Wesleyan theology in recognizing that there is a dynamic orientation to our salvation. That is we are both saved and being saved - that we are both holy and being made holy (Acts 20:32; 1 Corinthians 1:18). This theological truth serves as a guiding principle that forms our conviction that spiritual formation is a critical and ongoing component of a student’s experience while at MNU. As God is seeking out all of humanity, and as all of us are at differing stages of awareness of God’s love, it is our hope that MNU can serve as a sacred space where students are able to encounter God and enter into and continue on their journey of Christian faith.

For these reasons, MNU provides a context where students can gather in small groups for the purpose of sharing their journey of Christian faith with fellow travelers. Small group ministries fulfill this purpose and are designed to create an intentional space where students can interact with each other over thought-provoking media, reading the Word, or times of accountability. In this way, we come to see that we are not the only ones who face challenges in our spiritual lives and affirm that we are called to journey in becoming more and more like Christ in community.

Additionally, the Spiritual Life Office hosts spiritual life retreats each semester where students are able to step out of their regular campus rhythm and take time to reflect on their Christian walk. While each retreat has a different flavor, students can expect to participate in times of worship in song and reading of the Word, a message from a retreat speaker, times of prayer, times of small group discussion, and intentional time spent for silence and reflection.

EMBRACE. At MNU we are committed to God’s universal mission of redemption and restoration. We recognize that we live in an increasingly complex and pluralistic world. We believe that the Christian life is not an out-of-this world experience but that we are the embodiment of the kingdom of God here and now. Students are highly encouraged to have an international, inter-cultural experience during their time here. Students can have an international experience through MNU classes with an international focus, foreign language study, approved study abroad programs and international co-curricular activities (campus and community cross-cultural activities, mission trips).

Graduate schools and employers are seeking students who have global awareness and international experience. MNU’s GO GLOBAL program recognizes these experiences and provides qualified students with an international certification on their official transcript. This program and certificate will encourage students to pursue studies and experience that will deepen their appreciation and understanding of the world. With enhanced worldviews our campus will develop in internationalization and prepare students to embrace the mission of God to bring reconciliation and redemption to the world.

FAQS

Q. Is Chapel attendance a requirement at MNU?

A. Yes, all full-time students (12 hrs. or more) are required to attend chapel.

Q. How many points do I need to fulfill my chapel requirements each semester?

A. Forty (40)

Q. How many chapel points are offered each semester?

A. Sixty-five (65)

Q. Do I have to scan in and out of chapels?

A. Yes. This system allows you to also check your total points online.

Q. How does the chapel schedule work?

A. *Tuesdays* (9:30-10:30) is “Community Chapel” in College Church
Wednesdays (10:00-10:45) is “Morning Prayers” in the Bell Cultural Events Center. This chapel will be very participatory in nature and will not feature a sermon. It is a contemplative, liturgical service, which will include the reading of the morning prayers, scriptures, hymns, and communion.

Thursdays (9:30-10:30) is “Student-led Chapel” in the Bell Cultural Events Center. Planned and led by students for students.

Q. Do all chapels have the same point value?

A. No. All Chapels in College Church (CC): Tuesdays, Wednesday of Spiritual Deepening Week and Friday chapels are worth two (2) points each. All Chapels in Bell Cultural Events Center (CEC) and evening alternatives are worth one (1) point each.

Q. What happens if I goof up and don't get my forty points?

A. Fines will be assessed as follows: 39 pts = \$50. Ten dollars will be fined for each additional missed chapel. Further disciplinary action may be taken which may include suspension or dismissal for students who have extensive disciplinary history. Fines are to be paid in the Cashier and Student Accounts Services office. Payment of a fine does not erase or reset previous absences. *All points must be earned within the 65 point system.*

Q. Who do I contact if I have questions?

A. Contact Associate Dean for Residential Life, Kristi Keeton, 971-3544 or email kkeeton@mnu.edu.

LECTURE SERIES

THE GREAT COMMISSION. During the course of the year's chapel programming, the University attempts to confront students with Christ's challenge to evangelize the world through periodic visits of missionary speakers from around the globe.

THE SMITH HOLINESS LECTURE SERIES was established in honor of founding President and Mrs. R. Curtis Smith. This series brings noted evangelists, pastors, and educators to campus to present the truth and the challenge of Christian holiness.

STANDARDS OF CONDUCT

In keeping with the philosophy of the University and the Church of the Nazarene, the following standards are expected of *all* students:

Christian principles of morality should govern every personal relationship. The use of alcoholic beverages, tobacco, illegal drugs, profane language, obscene literature, gambling, and attendance at clubs are not permitted. Stealing or abuse of the University's or other people's property is not tolerated, and disorderly assembly or disruptive activity of students is prohibited. Visiting in campus rooms/apartments of persons of the opposite sex is allowed

only during specified open house hours or special permission from the Residential Life Staff. Visiting off-campus homes or apartments of persons of the opposite sex without due regard for the reputation of both the University and persons involved will be cause for disciplinary action.

Off-campus students are expected to observe established rules of conduct for the campus.

No code of conduct, no matter how lengthy, could list all the matters in which choices and decisions must be made. What has been attempted here is to give students a generalized overview of what will be expected of them. A more comprehensive description of the Standards of Conduct can be found in the **Student Handbook**, accessible on the MNU webpage.

DRESS CODE

MidAmerica Nazarene University seeks Christian simplicity, modesty and propriety in dress and appearances in harmony with biblical principles. Specific guidelines with regard to dress and appearance may be found in the **Student Handbook**, accessible on the MNU webpage.

STUDENT ORGANIZATIONS

Each student is a member of the Associated Student Government (ASG) of MidAmerica Nazarene University.

ASSOCIATED STUDENT GOVERNMENT. The entire student body is recognized as contributing members of the student government association. The affairs of the association are managed by an eight member executive cabinet. The executive cabinet serves the campus community by providing opportunities for spiritual development, leadership development, meaningful social exchange, and services opportunities via student led initiatives.

INTRAMURAL PROGRAM. The intramural program makes an outstanding contribution to the school spirit and campus morale. An important objective of the intramural program is to provide extensive program activities that capture the interest of every student on campus. The various sports and social activities in the intramural program are organized for both men and women. Recognition for outstanding efforts includes awards for individual championships as well as team sports.

Students find outlets for their special interest in the following organizations:

Alpha Chi
 Associated Student Government
 BSU (Brothers & Sisters United)
 Class Governments
 Covenant Groups
 Delta Mu Delta (Business honors)
 Gospel Station
 Insight Players
 International Club
 K-SNEA (education)
 KSSNA (nursing)
 Lambda Pi Eta (communication honors)
 Medical Careers Club
 Ministry Groups

Multimedia Outlets:
 KMNU Radio
 KMNU TV2
Conestoga (Yearbook)
The Trailblazer (Newspaper)
 M Magazine
 Pi Lambda Theta/Gamma Chi Chapter
 (education honors)
 Psi Chi (psychology honors)
 Residence Hall Council
 Students in Free Enterprise (SIFE)
 Students for Social Justice
 Sigma Chi

INTERCOLLEGIATE ATHLETICS

MidAmerica Nazarene University includes the following activities in its intercollegiate athletics program: Men's - football, basketball, baseball, soccer; Women's - volleyball, softball, basketball, soccer, cheer. MidAmerica Nazarene University is a member of the National Association of Intercollegiate Athletics (NAIA) and the Heart of America Athletic Conference (HAAC).

CAMPUS SAFETY AND PARKING PERMITS

Campus Safety officers are employed by the University. The purpose of this department is to serve the University community. The safety officers are given full authority to exercise appropriate actions necessary to fulfill their duties. Services we provide include escorts on campus, assistance with dead batteries or flats, property identification, and investigation of campus crimes.

A permit to have and operate any motorized vehicle on the campus is a privilege, not a right. If a student gets excessive parking violations, they may lose their parking privileges. Any fines assessed and collected go into the General Fund of the university. Vehicle regulations are published annually and are available at the Campus Safety Department. The University reserves the right to tow vehicles parked on campus that have lost parking privileges and/or are parked in a place that endangers others; i.e., fire lanes, driveways, and building entrances and exits. Vehicles not normally used for transportation of individuals (e.g., boats, trailers, campers) are not permitted to be parked on university property without special permission from Campus Safety.

Every vehicle brought on the campus must be registered and must properly display a parking permit. There is no cost for the first permit if it is obtained at the time of registration. Additional permits are \$3.00.

The State of Kansas requires all vehicles operated in Kansas to have proof of insurance in the vehicle.

HEALTH SERVICES AND INSURANCE

All traditional students are required to provide a completed health history form and proof of two vaccinations for Measles, Mumps, and Rubella and an up-to-date tetanus immunization before enrolling in classes. All students living in student housing must either provide written documentation of the meningitis immunization or sign a waiver to indicate they have been informed about the disease and vaccine and have chosen not to be immunized. International students who have never been immunized against polio need the IVP shot and a TB skin test within the last 12 months in addition to the above listed requirements.

INSURANCE. An accident insurance policy is provided for residential students. The period of protection begins on the date of registration and ends after twelve months for the Fall term and after eight months for the Spring term.

Student sickness/hospitalization insurance is optional. Students who are not insured for sickness protection through any other means, are encouraged to participate in a major medical plan. A brochure outlining the MNU insurance plan may be obtained from the Business Office located in Lunn Hall. Plans are usually available for student and spouse and their children.

FOOD SERVICES AND HOUSING

All unmarried students who do not reside with parents or guardians and who are 21 years of age and younger are required to live in one of the residence halls and eat in the cafeteria unless special arrangement has been made with the Associate Dean for Residential Life. Commuters and physically challenged students are not expected to live on campus. Students have a variety of meal plans from which to choose. Students must have an active ID card to access the cafeteria. Commuter students and other guests may purchase meals per visit or take part in one of many optional plans. Pioneer College Caterers, Inc., a professional organization, which serves many colleges and universities, operates our food service.

In order to assure that all students under 22 years of age have campus housing, older students may be required to apply to live on campus. Application does not guarantee campus housing but will be granted on a space available basis and may not be confirmed for up to two weeks after the date the halls officially open. Students 21 years of age or younger desiring to live off campus must apply with the Associate Dean for Residential Life. Students applying to live off campus must do so 30 days prior to the beginning of the semester so that housing status is known before that semester's registration day.

Life in each of the residence halls is under the immediate direction of a Resident Educator (RE) hired by the Office of Community Formation. The Resident Educators are assisted by Resident Assistants (RA).

COUNSELING SERVICES

The University maintains a counseling service to which students may go at no cost either by referral or at their own desire. Two half-time professionals provide needed service or arrange additional counseling as necessary.

Degree Programs

MidAmerica Nazarene University offers the undergraduate degree associate of arts, the bachelor of arts, the bachelor of music education, and the bachelor of science in nursing degrees. Baccalaureate degree completion programs exist in nursing, in management and human relations (MHR), and in public administration (PA). The Master of Arts in Counseling, Master of Arts in Education with a concentration in Special Education, Master of Arts in Organizational Administration, Master of Business Administration, Master of Education, and Master of Science in Nursing degree programs are described in the Graduate Catalog.

THE ASSOCIATE OF ARTS

To meet the needs of students planning two years of college study, the University offers the Associate of Arts degree. The curriculum leading to the AA degree provides for a minimal general education program in the arts and sciences as well as in approved majors. All credits earned in the AA program are fully applicable to additional study toward the baccalaureate degree.

Degree Requirements

1. A total of 63 semester hours;
2. A minimum of 30 hours (15 hours in the major) in residence;
3. A cumulative GPA of 2.0;
4. Satisfactory achievement in an approved major;
5. Completion of the general education program listed on the following page.

General Education at MidAmerica aims to develop students in the following areas:

1. **Spiritual Development** - Students will develop a clear understanding of the essential thoughts of biblical Christianity which will enable them to live a lifestyle honoring to God.
2. **Self-Understanding** - Students will accept themselves as persons of worth and will develop habits of living that are mentally and physically healthy.
3. **Critical Thinking** - Students will develop the ability to determine validity and reasonableness through an examination of information, argumentation and experience.
4. **Effective Communication** - Students will be able to express their ideas clearly and effectively and accurately interpret communication from others.
5. **Social Responsibility** - Students will become informed, concerned and involved citizens in the world.
6. **Scientific Literacy** - Students will develop an informed perspective and respect for the created order and use the methods of scientific inquiry to explore it.
7. **Aesthetic Literacy** - Students will develop a discerning awareness of the language and literature of diverse art forms and will be able to recognize, interpret, and use creative artistic expressions.

**General Education Electives for the Associate of Arts
in General Business**
AA in Liberal Arts students must meet all general requirements for the BA degree

	Semester Hours
<i>Spiritual Development</i>	6
3 hours - Bible	
BLIT 1103 Old Testament Literature	
BLIT 1203 New Testament Literature	
3 hours - THEO 2003 Christian Beliefs	
<i>Self-Understanding</i>	5-7
3 hours - Psychology	
PSYC 1103 General Psychology	
PSYC 2503 Lifespan Development I	
2-3 hours - Physical Education/Wellness	
SPMT 1102 Lifetime Fitness / Weight Training I-III	
SPMT 1112 Beginning Aerobic Conditioning	
SPMT 1901 Wellness	
PHED 2002 Individual and Dual Sports	
PHED 2102 Team Sports	
PHED 2202 Aquatics I-III	
0-1 hour- Freshman Seminar	
FRST 1101 Freshman Seminar required for students with fewer than 24 college credits	
<i>Critical Thinking</i>	3-6
3 hours - Philosophy	
PHIL 2003 Ethics	
PHIL 2103 Introduction to Philosophy	
0-3 hours - Intermediate Algebra	
MATH 1103 Intermediate Algebra or demonstrated competence	
<i>Effective Communication</i>	6
3 hours - COMM 1303 Public Speaking	
3 hours - ENGL 1203 English Composition I	
<i>Social Responsibility</i>	3
3 hours - HIST 1203 U.S. History to 1877 or HIST 1303 U.S. History since 1877	
<i>Scientific Literacy</i>	4-7
3 hours - Natural Science (select one)	
BIOL 1003 Principles of Biology	
GNSC 1003 Concepts in Physical Science	
1 hour - GNSC 3801 Environmental Stewardship	
0-3 hours- Computer Science	
COMP 1303 Computing for the Liberal Arts (or demonstrated competence)	
<i>Aesthetic Literacy</i>	3
3 hours - FNAR 1103 Introduction to Fine Arts	
	<i>30-38 hours</i>

The specific knowledge, values and competencies developed in each of these areas is as follows:
Within the framework of the AA degree, a student may major in the following fields:

General Business
Liberal Arts

1. General Business

This two-year program is designed to prepare the student to enter the field of business after completing the AA degree. An important advantage of this general program is that its courses are fully applicable to the BA degree in business.

ACCT 2803	Principles of Financial Accounting
ACCT 2903	Principles of Managerial Accounting
ECON 2503	Principles of Macroeconomics
ECON 2703	Principles of Microeconomics
MGMT 2603	Computer Applications in Business
MGMT 3003	Business Communications
MGMT 3103	Business Law I
MGMT 3303	Principles of Management
MKTG 3303	Principles of Marketing
	Electives in business (6 hours)

32 hours plus 31 semester hours of general education (including MATH 1203)

2. Liberal Arts

This two-year program offers a shorter alternative in general studies for students who do not elect to pursue the four-year baccalaureate degree. The degree not only covers a comparable distribution in general education areas but facilitates re-entry into the baccalaureate program. Students will complete all requirements of General Education for the BA degree plus 7-20 elective hours, for a total of 63 hours.

THE ASSOCIATE OF ARTS - ADULT ACCELERATED

For those meeting the entrance requirements for the adult degree completion programs, an Associate of Arts degree is offered with the following emphasis areas:

1. General Business
2. Liberal Arts.

This accelerated program is designed for adult learners (21 years and older) who wish to earn a degree while pursuing professional/vocational obligations. An emphasis major can be chosen from general business or liberal arts. Admission to the program requires an individual to meet the age requirement, possess a high school diploma or GED, and meet minimum ACT scores or competency tests in math and writing. Classes are offered in accelerated evening,

online, and weekend formats that are taught in a seminar style. A total of 63 hours is required to earn the AA degree--30 hours of general education, 18 hours of major emphasis courses, and 15 hours of elective courses. Transfer credits are accepted from regionally accredited institutions with the stipulation that 16 hours of course work are earned at MidAmerica. A hallmark of this program is the individualized counseling program.

MIDAMERICA ACCELERATED POSITIONING PROGRAM (MAPP)

This is a program for adult students who have at least 30 hours of college credit and are seeking to earn a B.A. degree in the adult education programs at MidAmerica Nazarene University. This program includes an organized counseling system with a method of tracking the progress of students enrolled in MAPP classes. A series of classes for the program are developed and include general core courses such as history, English composition, science, fine arts, and additional general elective courses in the business, psychology, sociology, and theology areas. The classes are taught in an accelerated format that include but are not limited to weekend classes, online classes, short-term evening classes, and directed study classes. Please check specific course schedules with the Center for Graduate and Adult Learning.

SHORT-TERM COURSES

Several upper division short-term courses each year in weekend and online formats are offered each year. Courses are set up on a rotation, so not all courses will be offered each year. These courses may be taken by students currently registered in the MHR program or those given special permission who are working towards enrollment in one of the degree programs. Application for registration and specific course schedules can be found in the Center for Graduate and Adult Learning.

Prior-Learning Experience Credit

MidAmerica recognizes that college-level learning occurs in environments in and beyond the classroom. Students may submit documents for evaluation. National standards and faculty review are used to assess and validate prior-learning. Credit may be granted for validated learning (maximum of 34 semester hours) and applied toward graduation requirements.

THE BACHELOR OF ARTS

Within the framework of the BA degree, a student may choose from the following majors:

Accounting	Intercultural Studies
Athletic Training	Interdisciplinary Studies
Bible and Theology	Kinesiology
Biology	Management and Human Relations
Biology Education	Marketing
Business Administration	Mathematics
Business Psychology	Mathematics Education
Chemistry	Ministry
Corporate Communication	Multimedia
Criminal Justice	Music
Elementary Education	Organizational Leadership
English	Public Administration
English Language Arts Education	Physical Education
Forensic Biology	Psychology
Forensic Chemistry	Sociology
Graphic Design	Speech/Theatre Education
History	Sports Management
History and Government Education	Youth and Family Ministry

Degree Requirements

1. Completion of a minimum of 126 semester hours;
2. A total of 30 hours in residence:
 - with at least 18 of the final 30 hours in residence
 - with at least 15 hours residency in the major;
3. A cumulative GPA of 2.0 in the major; cumulative GPA of 2.75 for education majors;
4. No course with a grade lower than “C-” will be accepted toward the major. Courses in the major are defined as any course required or accepted to meet a requirement of the major. Some majors require a higher minimum GPA in the major and higher minimum grades in courses in the major.
5. Satisfactory achievement in an approved academic major;
6. Forty-eight semester hours in upper-division courses;
7. Satisfactory completion of the general education exam.
8. A passing grade on the senior comprehensive, Praxis II Content Exam, or project in each major;
9. Completion of the general education program listed on the following page.
10. The general education exam and all requirements for each major including senior comprehensive exams must be met while earning a degree and prior to the conferral date of that degree. The residency requirement for the academic major is no less than fifteen hours in the discipline of the major, except where other institutional agreements exist.
11. If, after graduation with a given degree and major(s), a student wishes to earn a second baccalaureate degree and/or major from MidAmerica Nazarene University, he/she must satisfactorily complete all requirements for an additional major and complete a minimum of thirty semester hours in residence. Further, to complete any major in a degree program, the student must fulfill all requirements for that major and that degree program.

The General Education program at MidAmerica Nazarene University exposes students to certain facts, ideas and values in an attempt to awaken them to their potential and to assist them in developing ways of recognizing and expressing truth through the academic disciplines.

Life Preparation: The main goal of the General Education experience at MidAmerica is to develop life-long learners who are informed, committed and caring citizens of this world with a deep appreciation for the revelation of God in Jesus Christ.

First Major: General Education is the first major of the student. It intends to develop further the broad base of understandings, attitudes and skills which students possess upon entrance into college. It prepares the student to engage a particular area of study with reference to other fields of academia. It should make the student aware of the integration of human knowledge at various levels.

Seven Outcomes: The university faculty has identified seven areas in which students need to develop in order to function effectively in a chosen major and to engage their world appropriately.

Through the General Education experience at MidAmerica the student should grow in the following areas:

Spiritual Development - Students will develop a clear understanding of the essential thoughts of biblical Christianity which will enable them to live a lifestyle honoring to God.

Self-Understanding - Students will accept themselves as persons of worth and will develop habits of living that are mentally and physically healthy.

Critical Thinking - Students will develop the ability to determine validity and reasonableness through an examination of information, argumentation and experience.

Effective Communication - Students will be able to express their ideas clearly and effectively and accurately interpret communication from others.

Social Responsibility - Students will become informed, concerned and involved citizens in the world.

Scientific Literacy - Students will develop an informed perspective and respect for the created order and use the methods of scientific inquiry to explore it.

Aesthetic Literacy - Students will develop a discerning awareness of the language and literature of diverse art forms and will be able to recognize, interpret, and use creative artistic expressions.

Christian Worldview: The faculty at MidAmerica believes that a Christian worldview provides the most adequate perception of the universe. This worldview understands that rebellion against God is the fundamental problem of humanity. It has alienated people from God, themselves, other humans and the created order. Such alienation affects our abilities to learn and function effectively in our world.

General Education at MidAmerica takes into account this alienation and seeks to address each of these four areas so that the student might be better equipped to live a meaningful and productive life. Spiritual Development deals with reconciliation to God. Self-Understanding and Critical Thinking deal with reconciliation to ourselves. Effective Communication and Social Responsibility deal with reconciliation to others. Scientific Literacy and Aesthetic Literacy deal with reconciliation to the created order.

Core Classes: The university faculty has selected a core of 46-56 semester hours of courses to meet the above goals of General Education. The number of hours varies according to levels of knowledge and competence which a student has achieved before entering college.

The student must pass classes in each area as prescribed below or show competence in them by some other acceptable measure such as CLEP, Advanced Placement Credit or university departmental exam.

The goals of General Education will be addressed to some level in each General Education class. Yet certain classes are seen as contributing more directly to a specific area than others. Critical Thinking, for example, will be developed across the curriculum, but is given special attention in philosophy and mathematics classes.

The student will take required classes in some areas and will select from a list of options in other areas. The distribution of requirements in each area is as follows:

General Education Electives for the Bachelor of Arts		Semester Hours
	<i>Spiritual Development</i>	9 hours
	3 hours - BLIT 1103 Old Testament Literature	
	3 hours - BLIT 1203 New Testament Literature	
	3 hours - THEO 2003 Christian Beliefs	
	<i>Self-Understanding</i>	5-7 hours
	3 hours - Psychology	
	PSYC 1103 General Psychology	
	PSYC 2503 Lifespan Development I	
AND	2-3 hours - Physical Education/Wellness	
	SPMT 1102 Lifetime Fitness/Weight Training	
	SPMT 1112 Beginning Aerobic Conditioning	
	SPMT 1901 Wellness with:	
	SPMT 1201 Recreational Activity	
	PHED 2002 Individual and Dual Sports	
	PHED 2102 Team Sports	
	PHED 2202 Aquatics I-III or Water Safety Instructor	
AND	0-1 hour - Freshman Seminar	
	FRST 1101 Freshman Seminar required for students with fewer than 24 college credits	
	<i>Critical Thinking</i>	6-9 hours
	3 hours - Philosophy	
	PHIL 2003 Ethics	
	PHIL 2103 Introduction to Philosophy,	
	PHIL 3303 Philosophy of Education	
	PHIL 4003 Religions of the World	
AND	0-3 hours - MATH 1103 Intermediate Algebra or demonstrated competence	
AND	3 hours - Statistics	
	MATH 2503 Applied Mathematics with Statistics	
	MATH 3503 Probability and Statistics	
	MATH 3703 Statistics	
	MGMT 3903 Business Statistics	
	<i>Effective Communication</i>	6-10 hours
	3 hours - COMM 1303 Public Speaking	
AND	3 hours - ENGL 1203 English Composition I: Writing and Research	
AND	0-4 hours Second Language	
	SPAN 1104 Beginning Spanish I,	
	BLAN 2203 Beginning Greek I, BLAN 2403 Beginning Biblical Hebrew or demonstrated proficiency in a second language	

(Continued on next page)

	<i>Social Responsibility</i>	6 hours
	3 hours - HIST 1203 U.S. History to 1877 OR HIST 1303 U.S. History since 1877	
AND	3 hours- Criminal Justice, History, Social Science or Economics	
	CRIM 1003 Survey of Criminal Justice	
	ECON 2503 Principles of Macroeconomics	
	ECON 2703 Principles of Microeconomics	
	ECON 1503 Personal Finance	
	HIST 2103 World Civilization to 1650	
	HIST 2203 World Civilization since 1650	
	POLS 1103 Democracy in America	
	PSYC 2303 Understanding Multicultural Behavior	
	SOCI 1003 General Sociology	
	SOCI 2003 Marriage and the Family	
	<i>Scientific Literacy</i>	8-9 hours
	5-6 hours - Natural Science	
	<u>Lab option</u>	
	GNSC 3801 Environmental Stewardship	
	Plus one of the following lab courses	
	BIOL 1104 General Zoology	
	BIOL 1504 Anatomy and Physiology I	
	CHEM 1104 General Chemistry I	
	OR <u>Non-lab option</u>	
	GNSC 3803 Environmental Science	
	Plus one of the following courses	
	BIOL 1003 Principles of Biology	
	BIOL 3003 Human Genetics	
	GNSC 1003 Concepts in Physical Science	
	GNSC 2003 Agriculture and Sustainable Food Systems	
	GNSC 3703 Human Nutrition	
AND	3 hours - Computer Technology	
	COMP 1303 Computing for the Liberal Arts	
	MGMT 2603 Computer Applications in Business	
	(Prerequisite for MGMT 2603 is MGMT 1803)	
	<i>Aesthetic Literacy</i>	6 hours
	3 hours - FNAR 1103 Introduction to Fine Arts	
AND	3 hours - Literature or Creative Arts	
	ENGL 1303 English Composition II: Introduction to Literature	
	ENGL 2103 American Literature to 1860	
	ENGL 2203 American Literature from 1860	
	ENGL 2303 British Literature to 1800	
	ENGL 2403 British Literature from 1800	
	THEA 1203 Introduction to Theatre	
	THEA 2203 Acting I	
	APMU 1502 Class Piano I	
	APMU 1602 Class Piano II	
	APMU 1702 Class Piano III	
	APMU 2502 Class Piano IV	
	APPR 1001-4202 Private Music Lessons	
	ART 1103 Drawing	
	ART 1203 Painting	
	ART 3403 Ceramics	
	FNAR 1203 Music in World Cultures	
	MUEN 2101/3101 World Music Ensemble	
	MUEN 2201/3201 Jazz Ensemble	
	MUEN 2301/3301 String Ensemble	
	MUEN 2401/3401 Concert Band	
	MUEN 2501/3501 Heritage Choir	
	MUEN 2601/3601 Concert Choir	
		46-56 hours

THE BACHELOR OF MUSIC EDUCATION

Because of its scope and breadth, the Music Education degree is considered to be a professional, baccalaureate degree in music rather than a traditional liberal arts degree. Therefore, the terminology *Bachelor of Music Education* is used to designate this degree program. The General Education core has been modified to reflect the extensive music and professional education components in the program. Since this degree requires 128-146 credit hours, it may take five years to complete the program. However, the majority of students are able to complete course work in four years followed by a semester of student teaching.

Degree Requirements

Specific requirements for admission to the program are listed in the Fine and Performing Arts section in this *Catalog*, and a fully-detailed listing may be obtained from the Department of Fine and Performing Arts. This academic program has been approved by the Kansas State Department of Education for licensure in elementary and secondary education (P-12). The general education requirements for the BMed degree include:

General Education for the BMed

<i>Spiritual Development</i>		<i>9 hours</i>
BLIT 1103	Old Testament Literature	
BLIT 1203	New Testament Literature	
THEO 2003	Christian Beliefs	
<i>Self-Understanding</i>		<i>5-6 hours</i>
FRST 1101	Freshman Seminar (required for students with fewer than 24 college credits)	
HLTH 3002	Current Health Concepts	
PSYC 2503	Lifespan Development I	
<i>Critical Thinking</i>		<i>6-9 hours</i>
MATH 1103	Intermediate Algebra (or demonstrated competence)	
MATH 2503	Applied Mathematics with Statistics	
PHIL 3303	Philosophy of Education	
<i>Effective Communication</i>		<i>6 hours</i>
COMM 1303	Public Speaking	
ENGL 1203	English Composition I: Writing and Research	
<i>Scientific Literacy</i>		<i>3 hours</i>
GNSC 3803	Environmental Science	
<i>Aesthetic Literacy</i>		<i>3 hours</i>
FNAR 1103	Introduction to Fine Arts	
		<i>32-36 hours</i>

Summary of Course Requirements for the BMED Degree

General education and prerequisites	32-36
Professional education graduation requirements	34-37
Music concentration courses	62-73
TOTAL	128-146



THE BACHELOR OF SCIENCE IN NURSING

MidAmerica Nazarene University offers three distinct undergraduate nursing programs, allowing student to complete requirements for the Bachelor of Science in Nursing (BSN) degree. MNU's undergraduate nursing programs include: (1) the Traditional BSN Program, designed for students to progress through four years of the traditional univeristy experience with a combination of liberal arts and nursing coursework; (2) the Accelerated BSN (ABSBN) Program, an intense 12-month program designed for the adult student with previous collegiate and/or healthcare-related experience; and (3) the Accelerated RN-BSN Program, designed for the working Registered Nurse (RN) to obtain the BSN degree. For the Traditional and ABSBN nursing programs, the BSN degree provide eligibility for graduates t take the Registered Nurse (RN) licensing examination NCLEX-RN®. The one-year Accelerated RN-BSN program is presented in the format of 5-week modular units (traditional classroom delivery on-site at the Olathe campus and Liberty, MO campus), as well as offered through a totally online option or a combination of on-site and online coursework. MNU also offers a Master of Science in Nursing (MSN) degree (see Graduate Catalog). The nursing program was granted approval by the Kansas State Board of Nursing in May 1979, accreditation by the National League for Nursing Accrediting Commission from April 1981 through 2003, and accreditation by the Commission on Collegiate Nursing Education beginning in September 2002. The first class of students graduated in May 1981.

Degree Requirements

The general education outcomes pertaining to the baccalaureate degree are the same for both the BA and the BSN; however, there are some differences in specific general education course requirements for the BSN. Requirements for admission to the nursing program are listed in the School of Nursing and Health Science (SONHS) section in this *Catalog*, and a fully detailed listing may be obtained from the SONHS office.



The general education requirements for the BSN degree include:

General Education for the BSN

	<i>Semester Hours</i>
<i>Spiritual Development</i>	
BLIT 1103 Old Testament Literature	3 or 9 hours
BLIT 1203 New Testament Literature	
THEO 2003 Christian Beliefs	
OR	
NURS 3803 Biblical Perspectives	3 hours
	(for students transferring in 60 or more credit hours and who are 23 years of age or older when enrolling at MNU)
<i>Self-Understanding</i>	
FRST 1101 Freshman Seminar (required for students with fewer than 24 college credits)	5-6 hours
NURS 1003 Nursing Perspectives	
PSYC 2503 Lifespan Development I	
<i>Critical Thinking</i>	
Electives Philosophy (PHIL 2003 Ethics preferred)	6-9 hours
MATH 1103 Intermediate Algebra/proficiency or higher level math	
MATH 3503 Probability and Statistics	
<i>Effective Communication</i>	
ENGL 1203 English Composition I: Writing and Research	6-10 hours
COMM 1303 Public Speaking (preferred)	
Electives Language/proficiency (recommended)	
<i>Social Responsibility</i>	
Electives History, Social Science, Economics, or Criminal Justice	6 hours
<i>Scientific Literacy</i>	
BIOL 1504 Anatomy and Physiology I	19-21 hours
BIOL 1604 Anatomy and Physiology II	
GNSC 3703 Human Nutrition	
Electives (Preferred)	
CHEM 1005 Introduction to Chemistry	
BIOL 2005 Microbiology	
BIOL 3003 Human Genetics	
<i>Aesthetic Literacy</i>	
Elective FNAR 1103 Introduction to Fine Arts (preferred)	3 hours
48-60 hours	

SENIOR COMPREHENSIVE EXAMINATION

The Senior Comprehensive Examination for the Bachelor of Science in Nursing degree has two components: 1) a passing score on a computerized standardized examination that is preparatory for the NCLEX-RN® licensure examination, and 2) submission of an Outcome Portfolio that includes a professional resume, personal philosophy of nursing, and materials to demonstrate the student's abilities in meeting the SONHS nursing program outcomes (described in the Nursing section in this catalog). RN-BSN students complete only the Outcome Portfolio component of the Senior Comprehensive Examination.

PRE-PROFESSIONAL PROGRAMS

Students who desire to prepare for professional schools are strongly advised to seek training that is broadly based in the liberal arts. Most professional schools seek individuals with diversity of backgrounds. No single pattern of study is considered as necessary. Aside from meeting the basic requirements for entrance to a professional school, the student is encouraged to concentrate in the subject area of primary interest. A wide range of selective courses provides an opportunity for breadth of training and an exposure to a variety of academic disciplines.

Engineering. Students at MidAmerica Nazarene University may prepare for a career in Engineering by taking the first year or two in residence at MNU. Following the pre-engineering work they would transfer to an accredited engineering school. The student should be familiar with the requirements of the respective engineering school.

Medicine and Dentistry. The requirements for entrance to the different schools of medicine or dentistry vary. All recognize the desirability of a good foundation in the natural sciences (biology, chemistry, mathematics, and physics), communication, social sciences and humanities. The student should be familiar with the requirements of the respective professional school.

In the year prior to anticipated entrance to medical or dental school, the candidate for admission must take the Professional Aptitude Test. The pre-medical student must take the Medical College Admission Test (MCAT) of the Association of American Medical Colleges. The pre-dental student must have the Dental Aptitude Test administered by the American Dental Association. The test must be taken before application is made to the medical or dental school.

The undergraduate major may be chosen from any major in the college curriculum so long as the professional school requirements in biology, math, chemistry, and physics are met.

In general, the standard requirements include the following minimum courses in addition to, or as a part of, those necessary to complete the general education core or the major:

1. English 6 hours
Facility in composition and expression is desired.
2. Biological Science 9-14 hours
Should include zoology, microbiology, and comparative vertebrate zoology (cell biology, embryology, genetics, histology, and immunology are additional recommended courses that are available).

- | | | |
|----|---|----------|
| 3. | Chemistry
Courses in general chemistry, organic chemistry and biochemistry are required.
Quantitative Analysis is highly recommended. | 22 hours |
| 4. | Physics
Knowledge of calculus is required. | 10 hours |
| 5. | Mathematics
Requirements vary. Competence through the level of introductory calculus is required. | 10 hours |

Medical Technology. MidAmerica Nazarene University offers courses meeting the preprofessional requirements for the Registry of Medical Technologists of the American Society of Clinical Pathologists.

This pre-professional program is followed by enrollment in an approved school of medical technology.

An example of a pre-professional curriculum is shown below. However, requirements of medical technology programs vary. The student should be familiar with the requirements of the programs in which they are interested.

- | | | |
|----|---|----------|
| 1. | Basic Skills | |
| | English Composition I and II | 6 hours |
| | Public Speaking | 3 hours |
| | College Algebra and Trigonometry | 3 hours |
| 2. | Humanities and Fine Arts | |
| | Four courses from three different departments | 12 hours |
| 3. | Social and Behavioral Science | |
| | Introductory Psychology | 3 hours |
| | Social Science Elective | 6 hours |
| 4. | Natural Sciences | |
| | Botany | 4 hours |
| | Zoology | 4 hours |
| | Microbiology | 5 hours |
| | Comparative Chordate Anatomy | 5 hours |
| | Physiology | 4 hours |
| | Immunology | 3 hours |
| | General Chemistry I and II | 9 hours |
| | Organic Chemistry I | 5 hours |
| | Biochemistry | 3 hours |

Students may proceed to careers in medical technology by either of two tracks:

1. Completion of all requirements for the BA degree at MNU, including the general education and major requirements. The major may be any of those offered in the University so long as the basic pre-professional science and mathematics requirements are met. This is followed by clinical study in any approved hospital school of medical technology to which the student gains admission.
2. Completion of the pre-professional requirements at MNU followed by admission to a school for completion of a degree in Medical Technology/Clinical Laboratory Scientist.

Physical Therapy, Occupational Therapy, and Doctorate of Chiropractic Medicine are professional careers that require a Bachelor's degree prior to acceptance into professional advanced education programs. For example, the Kinesiology Major may be arranged to achieve a variety of professional schools' prerequisite requirements. Additionally, a local professional school, Cleveland Chiropractic College (CCC), has negotiated a unique 3 + 3 program for MNU students to achieve a Doctor of Chiropractic degree. Through this unique program, eligible students could obtain a BA degree from MNU, as well as a Doctor of Chiropractic from CCC. More information is available in the Health Science section of this **Catalog**.

Pre-Pharmacy. Students may prepare for professional study in pharmacy by taking their two-year pre-pharmacy work at MNU. Although specific requirements may vary, the following should be included in the pre-pharmacy curriculum.

Analytic Geometry and Calculus I and II	10
General Chemistry I and II	9
Organic Chemistry I and II	10
Physics I	5
Botany	4
Zoology	4
Microbiology	5
English Composition I and II	6
Public Speaking	3
Electives in Humanities and Social Sciences	3



Majors and Course Offerings

For the purpose of curriculum integration and administrative efficiency, the courses of instruction are arranged in colleges, schools and departments.

College of Liberal Arts and Sciences

The Department of Behavioral Sciences

Business Psychology	Psychology
Criminal Justice	Sociology

The Department of Fine and Performing Arts

Art	Music Education
Music	Theatre

The Department of Humanities

Arabic	Graphic Design	Pre-Law
Corporate Communication	History and Government Ed.*	Social Science
English	Journalism	Spanish
English Language Arts Ed.*	Multimedia	Speech and Theatre Ed.*
Geography	Political Science	

The Department of Science and Mathematics

Biology	Computer Science	Mathematics
Biology Education*	Forensic Biology	Mathematics Education*
Chemistry	Forensic Chemistry	Physics

School of Business

The Department of Business Administration

Accounting	Marketing
Business Administration	Organizational Leadership
Business Psychology	Pre-Law
Economics	Sports Management
Management	

The Department of Adult Studies in Business

Management and Human Relations	Public Administration
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The Department of Graduate Studies in Management - see Graduate Catalog

School of Christian Ministry and Formation

The Department of Bible, Theology, and Mission

Bible and Theology	Church History	Practical Theology
Biblical Languages	Intercultural Studies	Theology
Biblical Literature	Ministry	Urban Ministries
Christian Education	Philosophy	Youth & Family Ministry

The Department of Graduate Studies in Practical Theology - see Graduate Catalog

School of Education and Counseling

The Department of Teacher Education

Elementary Education

Physical Education

Professional Education

The Department of Counselor Education - see Graduate Catalog

School of Nursing and Health Science

The Department of Traditional BSN and Health Science Programs

Traditional BSN Studies

Athletic Training

Kinesiology

The Department of Accelerated Studies in Nursing

Accelerated BSN

RN - BSN

RN - BSN, Online

The Department of Graduate Studies in Nursing - see Graduate Catalog

The Interdisciplinary Studies Major

Accelerated Associate of Arts

**Professional Education programs*

COURSE NUMBERING

Course numbers are designed for student, faculty and administrative use in degree programs. The first digit indicates the year in which the course is normally taken. The second and third digits are used by the academic department. The fourth digit usually indicates the relative course value: a "1" designates a one-hour value, a "2" indicates a two-hour value, a "3" means a three-hour value and so on.

Courses beginning with a "0" are considered developmental and do not meet any degree requirements but may be required for continuing further with college-level study.

Courses beginning with a "1" or "2" are considered lower division:

LOWER-DIVISION

1000--primarily open to freshmen

2000--primarily open to sophomores

Courses beginning with a "3" or "4" are considered upper division:

UPPER-DIVISION

3000--primarily open to juniors

4000--open to seniors

Courses beginning with a number of "5" or above are graduate level.

RECOMMENDED SEQUENCE OF COURSES

Many departments offer a suggested course sequence for each of their majors. These are only suggested sequences. Due to the dynamic nature of course scheduling, MNU cannot guarantee that all courses will be offered in the exact printed order. In the event of a scheduling difficulty, plan to work directly with your academic advisor and department chair to resolve the matter.

FRESHMAN STUDIES

FRST 0903 FUNDAMENTALS OF MATHEMATICS

A review of the basic concepts of arithmetic to improve skills in computation and application. Introductory Algebra concepts are introduced with an effort to bridge the gap between where students currently are in their math skills and where they need to be to successfully complete an Intermediate Algebra course. Topics include, but are not limited to, computing with fractions, working with integers, factoring polynomials, mastering exponents in problems, solving systems of equations, radicals, and the quadratic equation. Students who receive ACT scores of 18 or below are required to enroll in this class. Grading procedures are A, B, C, NC (No Credit). (Course does not meet graduation requirements including total hours needed to graduate.) Fall and Spring.

FRST 1003 READING/STUDY STRATEGIES

A course designed to help students read more efficiently, quickly, and with better comprehension. Students who receive ACT scores of 18 or below are required to enroll in this class. Grading procedures are A, B, C, NC (No Credit). Fall and Spring.

FRST 1043 ENGLISH AS A SECOND LANGUAGE

An elective course for International Students whose first language is not English (English is their second language). It is designed to improve and enhance the reading, writing, speaking, and listening skills necessary for the International Student's university-level performance in courses of various disciplines. Grading procedures for this class, which meets daily, are CR (Credit) or NC (No Credit). Credits earned for this course do not count as graduation hours. Fall and Spring.

FRST 1101 FRESHMAN SEMINAR

This one semester-hour course provides students with an introduction to the traditions of MidAmerica Nazarene University as well as adjustment to the challenges of the higher educational experience and is required of all first-time freshmen. Freshman Seminar concentrates on essential study skills, time management, the value of liberal arts learning, goal setting, and other activities designed to enhance the student's transition to and success in college.

FRST 1103 WRITING SKILLS

A course designed to review fundamentals of written English. Students who receive ACT scores of 18 or below are required to enroll in this class. Grading procedures are A, B, C, or NC (No Credit). A satisfactory grade must be earned before enrolling in ENGL 1203 English Composition I. Fall and Spring.

INTERDISCIPLINARY STUDIES MAJOR

An Interdisciplinary Studies Major is a special major designed by an individual student. Each interdisciplinary studies program is unique. An Interdisciplinary Studies program is not a random collection of courses. Instead, each Interdisciplinary Studies major is a carefully selected group of courses, all of which relate to a central theme. Because it cannot be too similar to an existing MNU major, all are interdisciplinary, drawing courses from two or more departments. Students declaring the Interdisciplinary Studies major must meet all degree requirements listed in the current *Catalog* for the Bachelor of Arts degree.

The Interdisciplinary Studies major will consist of courses from at least two academic departments and should total a minimum of 48 hours; a minimum of 30 hours must be upper-division courses. In addition to the 48 required hours, the **INST 4903 Senior Study** is required during the final 30 hours before graduation.

INST 4903 Senior Study. This capstone course gives the general studies major the opportunity to apply expertise learned in the major and encourages the student to become more actively involved in the major. A significant research paper or similar product is supervised and approved by one of the faculty sponsors in one department represented in the major.

The steps for designing and declaring an Interdisciplinary Studies major are as follows:

1. Identify the theme of your major.
2. Obtain the approval of two faculty sponsors from academic departments chosen for study.
3. Write a description of your major.
4. Develop a list of courses that will constitute your major with a minimum of 21 hours in each of two areas. (It is expected that the student will work closely with the faculty sponsors to develop the course list of best fit.)
5. Review the draft of your proposal with the Associate Vice President for Undergraduate Studies.
6. Submit your proposal to the Associate Vice President's office for final approval. Prior to submitting your proposal for approval the following requirements must be met and documented:
 - a. Satisfactory Completion of 56 semester hours (Junior standing)
 - b. Minimum Cumulative GPA of 2.5
7. Proposal for the capstone course (**INST 4903**) must be submitted for approval in its final form at least one semester prior to the semester of graduation. (For a May graduation the course proposal deadline is October 15; for December graduation proposal deadline is March 15.)

Suggestions for developing themes: You must select an area in which MNU offers coursework. There are many majors that can be imagined but cannot be completed at MNU. While a theme cannot be so narrow that there are only a few courses available, neither can it be so broad that to cover the topic adequately, you would have to complete advanced coursework in six or eight departments. The major should be designed with courses you have access to. Some courses offered at MNU are restricted to majors only and so would be unavailable, without special permission, for an Interdisciplinary studies major. When drawing up the list of classes to include in the major, make sure and note any pre-requisites required for the courses. A collection of courses that you think would be useful in a specific vocation

only is probably not going to be an acceptable major. This is a university, not a vocational school; your General Studies major must have an academic rather than a vocational theme. You must include courses which emphasize the theory, research methods, and history of a field as well as its practical applications.

Role of Associate Vice President and faculty sponsors. The Associate Vice President will review your list of courses and assess the readiness of its submission for approval. The AVP may make suggestions for altering the proposal: adding courses from departments you may not have been aware of, omitting courses with content duplicated by other courses on the list, suggesting alternates for courses with restricted access, and so on. Once your proposed major has been given final approval and you are authorized to declare the general studies major, you will be required to meet with the Associate Vice President and faculty sponsors on a regular basis. The frequency of these meetings will be determined by the student, faculty sponsors and the AVP in order to assist you in keeping on track with completing all degree requirements. The faculty sponsor(s) may work with you on the project described for the INST 4903 Senior Study course.

The faculty sponsors must be from two different departments (majors) represented in your Interdisciplinary Studies major. The role of the faculty sponsors is to attest to the intellectual and academic soundness of the proposed major. The sponsors may require you to change your written proposal, perhaps adding courses.

ROTC PROGRAM

Students enrolled at MidAmerica Nazarene University may be enrolled in the Army Reserve Officer's Training Corps (ROTC). MNU's ROTC program is associated with the host program at the University of Kansas (KU). Beginning in the Fall Semester of 2009, newly enrolled cadets will be able to take all of their ROTC course work at MNU. For additional information contact Captain Trenton Miller, at tamiller4@mnu.edu, or the Behavioral Sciences Department in Metz Hall. In addition to the ROTC courses listed below, students will also have a declared major in the Bachelor of Arts, Bachelor of Science in Nursing, or other approved bachelor degree programs at MNU.

Metz Hall, Room 208
(913) 971-3268
www.mnu.edu/rotc

FACULTY

LIEUTENANT COLONEL VICTOR S. HAMILTON, Professor of Military Science
Battalion Commander, (785)864-3311, vhamilton@ku.edu.

CAPTAIN TRENTON MILLER, Assistant Professor of Military Science,
MS I and MS II Instructor (785)864-1103, tamiller4@mnu.edu.

ARMY ROTC

Army ROTC classes may be taken by any MNU student in accordance with a partnership agreement with the University of Kansas ROTC. The program consists of leadership courses and training that prepares a student for service to the Nation first as a commissioned officer in the Army, but primarily as a lifelong selfless commitment.

For those that accept the challenge, students will pursue an academic degree while taking ROTC class electives. Electives can be used towards a Minor in Military Leadership. ROTC classes are divided between a Basic Course and Advanced Course. The Basic Course consists of ARMY 1011, ARMY 1021, ARMY 2011, and ARMY 2021. Each course represents 1 credit hour. It is possible to validate the Basic Course with successful completion of military basic training or the ROTC summer Leader's Training Course. It is recommended to join as early as possible as a college student to begin building bonds within the Army's team. Upon completion of Basic Course, students must complete four semesters of Advanced Course that consists of ARMY 3013 (3 credits), ARMY 3023 (3 credits), ARMY 4013 (3 credits), ARMY 4023 (3 credits), and a summer training course, Leader Development and Assessment Course (5 weeks). ROTC additionally requires participation in a weekly leadership laboratory, in a physical fitness conditioning program, and one weekend military training exercise each semester.

ROTC will provide all books, uniforms, and equipment required for ROTC courses and training at no cost to the student. It is expected that uniforms and equipment are returned to the program for re-issue to future students.

SCHOLARSHIP AND FINANCIAL AID

All cadets that commit to military service obligation and the profession of arms through contractual agreement will be paid a living expense stipend during the academic year. Currently, this stipend is \$3000/yr for Freshmen, \$3500/yr for Sophomores, \$4500/yr for Juniors, and \$5000/yr for Seniors.

Additionally, ROTC sponsors merit based scholarships to those students and cadets that demonstrate high morale conduct, exceptional leadership potential, stellar academic performance, and proven physical fitness conditioning. As an organization, we encourage, develop, and rewards leaders with sound mind, sound body, good character, self-discipline, and demonstrated performance. On average, scholarship winners achieve an average cumulative GPA of 3.3, achieve an average ACT score of 25, participate in athletics, and volunteer as selfless leaders in organizations. Minimum standards for scholarship consideration are cumulative GPA of 2.5 and ACT score 19. Since ROTC scholarships can be awarded for 4 years, your last 3 years, or your last 2 years of undergraduate or graduate education; students are encouraged to join our program and let us help you achieve the necessary goals to be recognized with a scholarship and/or rewarding military career.

Scholarship benefits cover full-tuition, all authorized student and campus fees, and \$1200/yr book allowance that is estimated at \$20,000 per year. Scholarship cadets additionally benefit from the living expense stipend mentioned above. Four years of at MNU is currently estimated to be \$95,000. Last MNU ROTC scholarship recipients may be eligible for Room and Board Scholarships from MNU.

For detailed scholarship information contact Captain Trenton Miller, Director of MNU Army ROTC Program at (785)979-1320 or Major John Clark, Admissions and Scholarships Officer at (785)864-1113. **START STRONG!**

ARMY ROTC COURSE OFFERINGS

ARMY 1011 INTRODUCTION TO LEADERSHIP AND PERSONAL DEVELOPMENT

An examination of army organization, structure, customs and current events concerning the army, as well as an introduction to time management, health and wellness, and an introduction to leadership and management techniques. One hour of lecture and one hour of laboratory per week.

ARMY 1021 INTRODUCTION TO TACTICAL LEADERSHIP

An introduction to a variety of skills required of army leaders, including map reading, orienteering techniques, first aid, mountaineering skills, marksmanship, and coverage of more advanced leadership and management techniques. One hour of lecture and one hour of laboratory per week.

ARMY 2011 BASIC INNOVATIVE TEAM LEADERSHIP

The course explores dimensions of creative and innovative tactical leadership as well as introduces the development of individual and small group training techniques. Emphasis on small group leadership, vital individual skills needed by leaders, and oral and written communication skills. One hour of lecture and one hour of laboratory per week.

ARMY 2021 FOUNDATION OF TACTICAL LEADERSHIP

An analysis of the principles of war and modern tactical doctrine as applied to small unit operations. Provides further study of the Army leadership framework, through the study of dynamic and adaptive military operations. Includes a study of topographic map reading and its application to military operations. One hour of lecture and one hour of laboratory per week.

ARMY 3013 THEORY AND DYNAMICS OF TACTICAL OPERATIONS

Small group problem solving through the application of a decision making process and the use of constrained resources, with a focus on conventional tactical operations as the learning enabler. A basic approach to learning the fundamentals of the squad in both offensive and defensive operations to include: mission, organization, principles of war, tactical control measure, troop leading procedures, combat orders, planning and conducting both types of operations, and techniques of patrolling; to include their application in counter insurgency operations and planning. Three hours of lecture and two hours of laboratory per week. Prerequisite: ARMY 2021 or consent of department chairperson.

ARMY 3023 THEORY AND DYNAMICS OF TACTICAL OPERATIONS II

Continuation of ARMY 3013. Emphasis is placed on utilizing the knowledge gained in ARMY 3013 in the application to large sized organizations with a focus on Platoon and Company level operations as the enabler to learning. The use of troop leading procedures in the development point of the manager of limited assets. Three hours of lecture and two hours of laboratory per week. Prerequisite: ARMY 3013.

ARMY 3031 MILITARY CONDITIONING

Introduction to the theoretical and practical aspects of developing and executing physical fitness programs for all Army personnel, from the commander or supervisor's perspective. Provides an overview of total fitness, defines physical fitness, outlines the phases of fitness, discusses various types of fitness programs, and presents evaluation criteria.

ARMY 4013 CONCEPTS OF MILITARY MANAGEMENT

Introduction to the military management system with special attention to the functions, organizations, and operations of military training, logistics and administration. The use of standardized staff formats in the development of plans and orders are emphasized from the

standpoint of the leader with limited resources. Extensive use of standard staff procedures is emphasized in problem solving scenarios. Three hours of lecture and two hours of laboratory per week. Prerequisite: Permission of Department Chairperson.

ARMY 4023 THE MILITARY PROFESSION

A seminar on the military profession as an object of social inquiry. Focus is on the internal structure of the profession, current problems, and interaction with the larger American society. Seminar topics include but are not limited to the following: a historical perspective on the military profession; civil-military relations; social and political impact of military activities; military justice; professionalism versus careerism. Three hours of lecture and two hours of laboratory per week. Prerequisite: Permission of Department Chairperson.

ARMY 4501 US ARMY'S EXPERIENCE IN WAR

A historical analysis of the Army's conduct of operations from 1775 to the present. Emphasis placed on analysis of strategic, operational, and tactical problems, as well as on the evolution of warfare, the role of the officer, and on innovation. The student will defend his/her analysis through written and oral presentation. Prerequisite: Permission of Department Chair.

REQUIREMENTS FOR THE MINOR IN MILITARY LEADERSHIP

If a student has been accepted into the ROTC program at MNU they may apply the following ROTC courses to a Minor in Military Leadership by adding two additional courses from majors such as Organizational Leadership, Psychology, Criminal Justice, History or Political Science.

ARMY 3013	Theory and Dynamics of Tactical Operations I	3
ARMY 3023	Theory and Dynamics of Tactical Operations II	3
ARMY 4013	Concepts of Military Management	3
ARMY 4023	The Military Profession	3
Electives		<u>6</u>
		18 hours

To complete the minor, select two courses from one of the following academic departments: Business Administration, Behavioral Sciences, Humanities, or Religion. The two courses must be approved by the department chair and the program director of ROTC.

COLLEGE OF LIBERAL ARTS AND SCIENCES

Dr. Cynthia L. Peterson
Interim Dean



- Department of Behavioral Sciences
- Department of Fine and Performing Arts
- Department of Humanities
- Department of Science and Mathematics

COLLEGE OF LIBERAL ARTS AND SCIENCES

The College of Liberal Arts and Sciences (CLAS), established in 2009, is the largest of the schools that make up MidAmerica Nazarene University.

The College has more than 35 faculty members devoted to teaching, scholarly pursuit, and creative performance. Its 25 majors span the breadth of human endeavor and are the heart of the University due to their foundational role in education, arts, and research.

The College of Liberal Arts and Sciences provides academic programs that prepare our students to be knowledgeable citizens of the 21st century and empower them to meet the challenges of a rapidly changing world. Our graduates are well-versed in their chosen field and with the analytical, critical thinking, and communication skills that are essential to success in life and the workplace. The College advances creative endeavor through artistic education and production.

CLAS conducts its activities in, and serves as a model for the MidAmerica signature commitments of Faith, Excellence, Care, Innovation, and Service. We seek to challenge and inspire the next generation of leaders for a life of service to God, the church, the nation, and the world.

Majors available in the College of Liberal Arts and Sciences:

Department of Behavioral Sciences

- Business Psychology
- Psychology
- Sociology
- Criminal Justice

Department of Fine and Performing Arts

- Bachelor of Music Education
- Music (Liberal Arts Degree)

Department of Humanities

- Corporate Communication
- English
- English Language Arts Education
- Graphic Design
- History
- History and Government Education
- Multimedia
- Speech/Theatre Education

Department of Science and Mathematics

- Biology
- Biology Education
- Chemistry
- Forensic Chemistry
- Forensic Biology
- Mathematics
- Mathematics Education

DEPARTMENT OF BEHAVIORAL SCIENCES

Course Offerings: Criminal Justice, Psychology, and Sociology

Statement of Purpose:

The Department of Behavioral Sciences educates and develops students to be competent in academic disciplines focused on understanding human behavior, mental processes, social functioning and the institutional structures of society. Specifically we seek to produce life-long learners who:

1. Have a firm grasp of the knowledge base, methods of inquiry, and scientific developments within particular academic disciplines (major)
2. Are competent to pursue a career and/or graduate studies within a broad range of cultural and institutional contexts
3. Are capable of discussing their discipline from a Christian faith perspective; able to clearly articulate relevant points of engagement between their faith and learning
4. Grasp a clear vision of service to humanity through participation in their academic discipline
5. Embrace the multicultural and multiethnic diversity of our nation and world specifically as it impacts learning and practice in their chosen field of study.

FACULTY

EARL D. BLAND, Chair of the Department of Behavioral Sciences; Professor of Psychology, 1999-

B.A., Evangel College, 1986; M.A., Wheaton College, 1988; Psy.D., Illinois School of Professional Psychology, 1996.

BASIL "BO" R. CASSELL, Associate Professor of Sociology, 2007-

B.A., Pepperdine University, 1987; M.Div., Fuller Theological Seminary, 1990; M. A. University of Missouri Kansas City, 2010.

TODD C. HIESTAND, Associate Professor of Criminal Justice, 2005-

B.A., MidAmerica Nazarene University, 2002; J.D., University of Nebraska-Lincoln, 2005.

RUSSELL R. REGLIN, Associate Professor of Psychology, 1990-

B.A., MidAmerica Nazarene University, 1982; M.S., Avila College, 1989.

PSYCHOLOGY

Learning Objectives:

1. Students will demonstrate familiarity with the major concepts, theoretical systems and empirical findings in psychology (current and historic) specifically related to developmental concerns, biological influences, normal and abnormal behavior and mental processes.
2. Students will grasp the importance of research to the field of psychology and demonstrate an applied understanding of basic research methods, including experimental design, data analysis and interpretation.
3. Students will understand and be exposed to the application of psychological principles to personal, professional and social issues.
4. Students will realize the diversity of psychology as a discipline, explain the ethical principles that guide the field and qualify for employment or graduate study.
5. Students will evaluate the field of psychology from a Christian worldview and demonstrate critical thinking skills, toleration of ambiguity and sensitivity to diversity.

PSYCHOLOGY SENIOR COMPREHENSIVE

A comprehensive examination is required to be passed by all senior psychology and business psychology majors before graduation. The comprehensive examination is meant to assess the student's mastery of basic content areas of the curriculum.

The examination is administered by the Department in early November for psychology majors and in January for business psychology majors. Further details regarding the senior comprehensive in psychology are available from the Behavioral Science Department Chair. There is a \$25.00 fee for this exam.

PSYC 1101 ORIENTATION TO PSYCHOLOGY

This course is intended for newly declared psychology majors or those who are seriously considering a major in psychology. The course introduces the rich and varied nature of psychological studies. Course emphasis includes: understanding the various career paths or graduate training available in psychology; an introduction to the basic content areas and methods of inquiry used by psychologists including library preparation; an overview of the learning requirements and opportunities available to psychology majors; and a tutorial on APA writing style.

PSYC 1103 GENERAL PSYCHOLOGY

Investigates basic concepts and theories related to the field of psychology, including its history and major systems, statistics, social foundations, human development, ethical issues in experimentation, current issues in the field and application to contemporary life. This course is a prerequisite for all psychology courses. Fall and Spring.

PSYC 2303 UNDERSTANDING MULTICULTURAL BEHAVIOR

Focuses on ways cultural environment other than one's own impacts individual behavior, develops personal skills that enhance multicultural insights and understanding, raises self-awareness relative to the impact of sub- and dominant cultures, and studies socio-cultural systems in urban societies. Spring. (cf. SOCI 2303)

PSYC 2403 HUMAN SEXUALITY

The behavioral, psychological, and sociological components of human sexuality. Special care will be taken to present the material within a context of Christian values with emphasis on gender role and generational differences. Prerequisite: PSYC 1103 or PSYC 2503. Spring, alternate years.

PSYC 2503 LIFESPAN DEVELOPMENT I

Students learn the major developmental research and theories from conception through the end of adolescence. From a life cycle perspective the course examines the stages and tasks of development in light of physical, social, affective, and cognitive functions. Fall and Spring.

PSYC 3003 CONCEPTS IN PEER COUNSELING

Various approaches to counseling and their application to human problems. Particular emphasis is given to working with college students in the areas of study skills, and personal-social and career development. This course provides opportunity for students to become familiar with and to gain skills in various aspects of group dynamics and interpersonal relationships. Open to resident assistants only. Summer.

PSYC 3103 HISTORY AND SYSTEMS OF PSYCHOLOGY

Evolution of psychology as a science through a systematic review of the principal scientific and philosophical antecedents of modern psychology, and analysis of the status of the major theoretical schools of thought. Prerequisite: PSYC 1103. Fall.

PSYC 3203 THEORIES OF PERSONALITY

Development, structure, and dynamics of personality with emphasis on the major theories of personality and coordinating concepts. Prerequisite: PSYC 1103 and 2503. Fall.

PSYC 3303 LIFESPAN DEVELOPMENT II

This course examines developmental dynamics from young adulthood through maturity and old age. Specific attention is paid to the life cycle as it relates to the physical, social, cognitive, and affective components of adulthood including the challenges of death and dying. Fall and Spring.

PSYC 3503 BEHAVIORAL SCIENCE STATISTICS

Application of elementary descriptive statistics, statistical inference, and correlation and regression to behavioral science data, with an emphasis on the relationship of theory and method in the research setting. Prerequisites: PSYC 1103 and MATH 1103 or demonstrated Algebra proficiency. Fall and Spring. (cf. MATH 3503, SOCI 3503)

PSYC 3803 ABNORMAL PSYCHOLOGY

A general overview of the etiology and characteristics of abnormal behaviors and the effects of therapeutic interventions on these disorders. Prerequisites: PSYC 1103 and 2503. Fall and Spring. (cf. SOCI 3803)

PSYC 3913 SOCIAL PSYCHOLOGY

Behavior of individuals as influenced by the behavior of others and by the cultural setting. Prerequisite: PSYC 1103 or SOCI 1003. Fall. (cf. SOCI 3913)

PSYC 4003 PSYCHOLOGY AND CHRISTIANITY

This course is designed to deal with the theoretical and practical interface between the discipline of psychology and the Christian faith. Differing perspectives on integration will be explored with an emphasis towards constructing a workable and applicable understanding of how to deal with points of tension and conflict between these two worldviews. Prerequisites: PSYC 1103, PSYC 3303, PSYC 3103 or 3203 and Junior Standing. Fall.

PSYC 4103 PHYSIOLOGICAL PSYCHOLOGY

This course focuses on the interaction between brain and behavior. The basic neuronal mechanisms of information processing is investigated and followed by an exploration into the neurobiological basis of selected behaviors such as sleep, mental illness, sexual behavior, pleasure, pain, and right/left hemispheric functioning. Prerequisites: PSYC 1103 and 2503. Fall.

PSYC 4203 PSYCHOLOGY OF LEARNING

This course examines traditional learning theories from the perspective of behaviorism and cognitive psychology. Prerequisites: Psych 1103 and 2503, plus six hours of upper-division in psychology. Spring.

PSYC 4303 RESEARCH METHODS I

This course provides an understanding of the basis of research methodology, both experimental and non-experimental. Methodological principles are applied in the form of each student engaging in a research project. Methodological application is furthered by critical analysis of selected research journal articles. Prerequisites: PSYC 1103 and 2503, PSYC 3503 and MATH 1103 recommended. Fall. (cf. SOCI 4303)

PSYC 4403 RESEARCH METHODS II

Students will be expected to engage in a laboratory research project. The project will have contemporary scientific significance with potential publication value. The understanding of supplementary information related to the project from scientific literature will be expected. A write-up using the APA style will finalize the project. Prerequisites: PSYC 1103 and 2503, PSYC 3503, PSYC 4303 and MATH 1103 recommended. Spring. Instructor approval required.

PSYC 4503 PSYCHOPHARMACOLOGY

Investigates the neuroanatomy and synaptic mechanisms of various neurotransmitter systems. Drugs which are therapeutically effective in the area of mental health such as anxiety, depression, addictions, and schizophrenia will be studied with respect to these systems. Special emphasis will be given to the understanding of contemporary signal transduction mechanisms as it effects brain functioning and becomes a basis for new drug-brain interactions. Prerequisites: PSYC 1103, 2503 and 4103. Spring, alternate years.

PSYC 4603 FUNDAMENTALS OF COUNSELING

Various theoretical approaches and their effects on the counseling relationship. Prerequisites: PSYC 1103, 3103, 3203 and Junior Standing. Spring.

PSYC 4703 PSYCHOLOGICAL TESTING

Introductory course in psychometrics; designed to acquaint the student with a wide range of psychological tests, including training in administering, scoring and interpreting the more commonly used tests of intelligence, personality and aptitudes. Prerequisites: PSYC 1103, 2503, and 3503. Directed Study only.

PSYC 4803 COGNITIVE NEUROPSYCHOLOGY

This course is designed to introduce the student to the rapidly expanding field of cognitive neuropsychology. The course will specifically address the brain-behavior link in the area of judgment, planning memory, and language. The course will largely be taught in a seminar format. Prerequisites: PSYC 1103 and 2503, and Junior or Senior standing.

PSYC 4883-4886 PRACTICUM/INTERNSHIP I

The student will be supervised by faculty in a practicum in the following settings: counseling, social case work, teaching, field research, other approved experiential situations. Graded as Pass/Fail. Fall and Spring. (cf. SOCI 4883-4886, CRIM 4883-4886)

PSYC 4903 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

This course is an introduction to the ways psychology is applied to understanding and managing human behavior in the work place. Specifically students will learn principles of individual, group, and organizational behavior and apply this knowledge to solve problems at work. In addition, topics such as selection and placement, employee training and development, organizational development and change, performance measurement and evaluation, quality of work-life, consumer psychology, and engineering psychology will be addressed.

PSYC 4971-4973 DIRECTED STUDY**PSYC 4983-4986 PRACTICUM/INTERNSHIP II**

A continuation of PSYC 4883-4886. Graded as Pass/Fail. Arranged. (cf. SOCI 4983-4986, CRIM 4983-4986)

EXAMPLE CURRICULUM PLAN FOR PSYCHOLOGY MAJORS

FRESHMAN YEAR**FALL**

General Psychology	3
Old Testament Literature	3
English Composition	3
Computing for Liberal Arts	3
Public Speaking	3
Freshman Seminar	1
	17

SPRING

Orientation to Psychology Major	1
Lifespan Development I	3
New Testament Literature	3
Elective	3
Understanding Multi-Cultural Beh.	3
Second Language	4
	17

SOPHOMORE YEAR**FALL**

Lifespan Development II	3
Theories of Personality	3
Christian Beliefs	3
History and Systems	3
Intermediate Algebra	3
	15

SPRING

Psychology Elective	3
Behavioral Science Statistics	3
Fine Arts	3
Physical Education/Wellness	2
Behavioral Science Elective	3
U. S. History	3
	17

JUNIOR YEAR**FALL**

Behavioral Science Elective	3
Abnormal Psychology	3
Research Methods	3
Literature/Creative Arts	3
Electives	5
	17

SPRING

Elective	3
Human Genetics	3
Fundamentals of Counseling	3
Internship I	3
Elective	3
	15

SENIOR YEAR

FALL		SPRING	
Physiological Psychology	3	Cognitive Neuropsychology	3
Psychology and Christianity	3	Ethics	3
Psychology Elective	3	Electives	9
Elective	3		
Behavioral Science Elective	3		
	15		15

REQUIREMENTS FOR THE MAJOR IN PSYCHOLOGY

To complete a major in psychology all students must complete a series of core courses totaling 40 credit hours. In addition each student must complete 9 credit hours of psychology electives for a total of 49 credit hours. The required courses are listed below as well as a category breakdown of the electives. To meet the elective requirements for psychology students must choose 3 courses from at least 2 different categories.

PSYC 1101	Orientation to Psychology	1
PSYC 1103	General Psychology	3
PSYC 2503	Lifespan Development I	3
PSYC 3103	History and Systems of Psychology	3
PSYC 3203	Theories of Personality	3
PSYC 3303	Lifespan Development II	3
PSYC 3503	Behavioral Science Statistics	3
PSYC 3803	Abnormal Psychology	3
PSYC 4003	Psychology and Christianity	3
PSYC 4103	Physiological Psychology	3
PSYC 4303	Research Methods I	3
PSYC 4603	Fundamentals of Counseling	3
PSYC 4803	Cognitive Neuropsychology	3
PSYC 4883-6	Practicum/Internship I	3-6

Behavioral Science Electives
(3 courses total from at least 2 different categories)

Category 1:

PSYC 4403	Research Methods II	3
PSYC 4503	Psychopharmacology	3

Category 2:

PSYC 2403	Human Sexuality	3
PSYC 2303	Understanding Multicultural Behavior	3
PSYC 3913	Social Psychology	3
PSYC 4903	Industrial/Organizational Psychology	3

Category 3:		
SOCI 2003	Marriage and the Family	3
SOCI 3903	Sociology of Religion	3
SOCI 4503	Casework and Intervention	3
PSYC 4983-6	Practicum/Internship II	3-6
		<hr/> 49 hours

REQUIREMENTS FOR THE MINOR IN PSYCHOLOGY

PSYC 1103	General Psychology	3
PSYC 2503	Lifespan Development I	3
PSYC 3203	Theories of Personality	3
PSYC 3303	Lifespan Development II	3
PSYC 3803	Abnormal Psychology	3
PSYC 4003	Psychology and Christianity	3
		<hr/> 18 hours

NOTE: Computer proficiency is recommended for psychology majors.

REQUIREMENTS FOR THE MAJOR IN BUSINESS PSYCHOLOGY

Learning Objectives:

Students who satisfactorily complete the major in Business Psychology will:

1. Demonstrate understanding and skill in the application of psychological principles to the business setting
2. Qualify for professional employment or continued study on the graduate level in the field of business psychology
3. Understand the various dimensions of human resources including employee relations, training and development, compensation, employment law, appraisal, and planning and budgeting
4. Understand the basic functional areas of Business.

Psychology Courses:

PSYC 1103	General Psychology	3
PSYC 2303	Understanding Multicultural Behavior	3
PSYC 2503	Lifespan Development I	3
PSYC 3203	Theories of Personality*	3
PSYC 3303	Lifespan Development II	3
PSYC 3503	Behavioral Science Statistics*	3
PSYC 3913	Social Psychology*	3
PSYC 4903	Industrial/Organizational Psychology	3

Business Courses

ACCT 2803	Principles of Financial Accounting*	3
ECON 2503	Principles of Macroeconomics*	3
MGMT 3003	Business Communications*	3
MGMT 3103	Business Law I	3
MGMT 3303	Principles of Management	3
MKTG 3303	Principles of Marketing	3
MGMT 4203	Organizational Leadership*	3
MGMT 4503	Human Resource Management*	3
MGMT 4703	Organizational Behavior*	3
		54 hours

*Prerequisites required.

SOCIOLOGY

Learning Objectives:

Students who satisfactorily complete the major in Sociology will:

1. Demonstrate basic knowledge and skills, and application in understanding personal behavior in the wider social context.
2. Interact with empathy and compassion toward the disadvantaged and disenfranchised through an awareness of social problems and needs within the American society
3. Articulate a clear Christian response to the coercive power of society, the nature of social change and the problem of discrimination in its various forms
4. Be productively involved in a professional career in this or a related field
5. Qualify for continued study at the graduate level.

SOCIOLOGY SENIOR COMPREHENSIVE

A comprehensive examination is required to be passed by all senior sociology majors before graduation. The comprehensive examination is meant to assess the student's mastery of basic content areas of the curriculum.

The examination is administered by the Department in early November. Further details regarding the senior comprehensive in sociology are available from the Area Coordinator of the Sociology Department. There is a \$25.00 fee for this exam.

SOCI 1003 GENERAL SOCIOLOGY

An emphasis on scientific methodology as applied to the study of society. A study of the basic elements of human interaction, culture, socialization, organization, collective behavior, stratification, urbanization, population, social change, societal institutions. Fall and Spring.

SOCI 2003 MARRIAGE AND THE FAMILY

An analysis of the modern American family; its structure and functions including historical changes, varied patterns, and influence of society. Focus on practical patterns which develop a Christian family. Fall and Spring.

SOCI 2103 CULTURAL AND SOCIAL ANTHROPOLOGY

Comparative sociological view of cultures and sub-cultures, including primitive and contemporary institutions, strategies, and social structures. Examines broad and complex issues of human culture, and anthropological perspectives and methods of inquiry. Fall.

SOCI 2303 UNDERSTANDING MULTICULTURAL BEHAVIOR

Focuses on ways cultural environment other than one's own impacts individual behavior, develops personal skills that enhance multicultural insights and understanding, raises self-awareness relative to the impact of sub- and dominate cultures, and studies socio-cultural systems in urban societies. All terms. (cf. PSYC 2303, CRIM 2303)

SOCI 3003 CRIMINOLOGY

A study of the nature and causes of crime as a social phenomenon including theories of criminal behavior, the criminal justice system, and social responses to crime. Fall. (cf. CRIM 3003)

SOCI 3503 BEHAVIORAL SCIENCE STATISTICS

The application of elementary descriptive statistics, statistical inference, and correlation and regression to behavioral science data, with an emphasis on the relationship of theory and method in the research setting. A lab component is also required using the SPSS program. Prerequisites: SOCI 1003 and MATH 1103 or demonstrated Algebra proficiency. Fall and Spring. (cf. PSYC 3503, MATH 3503)

SOCI 3603 INTERCULTURAL COMMUNICATION

Cultural sources of language styles, communicative behavior, and group and individual attitudes. Spring, odd years. (cf. COMM 3603)

SOCI 3803 ABNORMAL PSYCHOLOGY

A general overview of the etiology and characteristics of abnormal behaviors and the effects of therapeutic interventions on these. Prerequisites: PSYC 1103 and 2503. Fall and Spring. (cf. PSYC 3803).

SOCI 3903 SOCIOLOGY OF RELIGION

Context and functions of religion as a social institution; focus on empirical studies of contemporary Christianity. Spring. (cf. PRTH 3903)

SOCI 3913 SOCIAL PSYCHOLOGY

A study of the behavior of individuals as influenced by the behavior of others and by the cultural setting. Prerequisite: PSYC 1103 or SOCI 1003. Fall. (cf. PSYC 3913)

SOCI 4203 SOCIAL THEORY

A study of sociological theory including a survey of outstanding social theories and their contribution to our understanding of society. Prerequisite: SOCI 1003. Fall.

SOCI 4303 RESEARCH METHODS I

Introduction to the logic of research methodology as it applies to sociology, a lab component to provide practice in carrying out individual investigations, and a survey of the content of the area. Prerequisites: SOCI 1003, 2303, and 3503. Fall. (cf. PSYC 4303)

SOCI 4503 CASEWORK AND INTERVENTION

This course will assist the student in the development of interviewing techniques, assessment and delivery of social services. Prerequisite: SOCI 2003. Spring.

SOCI 4883-4886 PRACTICUM/INTERNSHIP I

The student will be supervised by faculty in a practicum in the following settings: counseling, social case work, teaching, other approved experiential situations. Graded as Pass/Fail. Fall and Spring. (cf. PSYC 4883-4886, CRIM 4883-4886)

SOCI 4971-4973 DIRECTED STUDY**SOCI 4983-4986 PRACTICUM/INTERNSHIP II**

A continuation of SOCI 4883-4886. Graded as Pass/Fail. Arranged. (cf. PSYC 4983-4986, CRIM 4983-4986)

REQUIREMENTS FOR THE MAJOR IN SOCIOLOGY**Core Requirements**

SOCI 1003	General Sociology	3
SOCI 2003	Marriage and the Family	3
SOCI 2303	Understanding Multicultural Behavior	3
SOCI 3503	Behavioral Science Statistics*	3
SOCI 3913	Social Psychology*	3
SOCI 4203	Social Theory*	3
SOCI 4303	Research Methods I*	3

Core: 21 hours

*Course has a prerequisite

Related Fields

Choose 2 of the following 3 courses:

SOCI 2103	Cultural and Social Anthropology	3
SOCI 3003	Criminology	3
SOCI 3803	Abnormal Psychology*	3

Related Fields: 6 hours

*Course has a prerequisite

Applied Sociology

Required:

SOCI 4883-6	Practicum/Internship	3-6
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In addition, choose 2 of the following 3 courses:

SOCI 3603	Intercultural Communication	3
SOCI 3903	Sociology of Religion	3
SOCI 4503	Casework and Intervention*	3

Applied: 9 hours

*Course has a prerequisite

Total Hours Required for Major: 36 hours

REQUIREMENTS FOR THE MINOR IN SOCIOLOGY

SOCI 1003	General Sociology	3
SOCI 2003	Marriage And the Family	3
SOCI 2303	Understanding Multicultural Behavior	3
SOCI 3903	Sociology of Religion	3
SOCI 3913	Social Psychology	3
SOCI 4203	Social Theory	3

18 hours

REQUIREMENTS FOR THE MINOR SOCIAL JUSTICE

The Minor in Social Justice uses an interdisciplinary approach from the areas of Social Justice, Sociology, Religion, and Social Work, in order to provide students with a Biblical, Christian approach to addressing social problems of poverty, oppression, and systemic injustice. This minor prepares students to work with non-profit organizations, congregations, research and policy departments, and local, state, and federal government agencies. It will help students serve their community and the world through compassionate service, but with an ability to critically analyze and thoughtfully develop holistic solutions to complex, systemic problems.

Course Requirements:

Core Courses (6 units):

Introduction to Social Justice & Social Problems (pilot)	
BLIT 4203	Biblical Theology

Context (3 units):

GNSC 1003	Agriculture and Sustainable Food Systems
MSNS 3203	Urban Ministry
CRIM 3803	Principles of Correctional Responses

Practice (2-5 units):

SOCI 4983-4986	Practicum/Internship I
MSNS 4962	Intercultural Experience
MGMT 4883	Management Internship
COMM 4883	Communications Internship
PRTH 4183	Ministry Practicum
MSNS 4883	Urban Ministry Internship

Competency (3 units):

SOCI 2303	Understanding Multicultural Behavior
SOCI 4503	Casework and Intervention
MGMT 4613	International Business
MGMT 4203	Organizational Leadership

Theory or General Ed (3 units):

SOCI 4203	Social Theory (Prerequisite: SOCI 1003)
ECON 2503	Principles of Macroeconomics*
ECON 2703	Principles of Microeconomics*
CRIM 4203	Comparative Criminal Justice Systems

**Prerequisite: MATH 1253 or successful completion of an Algebra placement exam.*

CRIMINAL JUSTICE

Learning Objectives:

Students who satisfactorily complete the major in Criminal Justice will:

1. Demonstrate basic knowledge and skills in understanding criminal behavior in the context of American society
2. Identify a variety of approaches to dealing with the criminal population
3. Describe the major processes at work in the criminal justice system
4. Articulate a Christian response of restoration and rehabilitation for those who break society's laws
5. Qualify for professional employment or continued study at the graduate level in the field of Criminal Justice.

CRIMINAL JUSTICE COMPREHENSIVE

A comprehensive examination is required to be passed by all senior criminal justice majors before graduation. The comprehensive examination is meant to assess the student's mastery of basic content areas of the curriculum.

The examination is administered by the Department in early January. Further details regarding the senior comprehensive in criminal justice are available from the Area Coordinator of the Criminal Justice Department.

CRIM 1003 SURVEY OF CRIMINAL JUSTICE

This course is designed to provide general knowledge about the causes of crime; an understanding of the underlying purpose of law enforcement; and the role of the police officer, courts, penal institutions, and the parole system. It also describes the history and evolution of the corrections process. Fall.

CRIM 2003 POLICE IN AMERICA

Examines the roles of the police of American society. Covers the nature of police organizations and police work and seeks to place these issues in a broader social, political and legal framework. Study focuses on the origin of policing, the nature of police organizations and police work, and patterns of relations between the police and the public. Spring.

CRIM 2203 JUVENILE DELINQUENCY

Delinquency and its scope as an individual and social problem; theories of delinquency causation; law enforcement and the juvenile court, and methods of control through correction and prevention are covered. Fall.

CRIM 2303 MULTICULTURAL ISSUES IN CRIMINAL JUSTICE

Examines the involvement and role of minorities in crime and in the Criminal Justice System. Special focus on multicultural issues in theories of crime, in American law and problems as they relate to multicultural issues in Criminal Justice. Fall.

CRIM 3003 CRIMINOLOGY

General survey of the nature of causes of crime and efforts of the criminal justice system to predict, prevent, modify and correct this behavior. Fall. (cf. SOCI 3003)

CRIM 3203 CRIMINAL LAW

A concise yet comprehensive introduction to substantive criminal law. Deals with the common law and statutory elements of crimes including general and specific intent offenses,

offenses against persons, property crimes, offenses against public morality, inchoate offenses, and defenses to crimes. Fall.

CRIM 3303 CRIMINAL JUSTICE ADMINISTRATION AND MANAGEMENT

This course is designed to cover contemporary concepts and principles of administration as they relate to complex organizations in general and criminal justice agencies in particular. The historical development and modern practices of policy administration are considered. Fall.

CRIM 3403 CRIMINAL COURT SYSTEMS

This course is designed to provide an analysis of the function and structure of the criminal court system in the United States, including the roles of prosecutor, defender, judge, jury, and court administrator. The issues confronting the system will be considered from historical, philosophical, sociological, and psychological perspectives. The ideals of the system will be compared with actual functioning and court reform proposals will be explored. Spring.

CRIM 3603 CONSTITUTIONAL LAW

Studies American law in action, development of modern jurisprudence, and the role of the legislature in the legal process. Special emphasis is placed on the development of the American governmental system, including substantive limitations of criminal statutes and sanctions, through judicial interpretation of the Constitution. Spring.

CRIM 3703 PROCEDURAL LAW

The course examines the interaction of constitutional law and law enforcement procedure. Rationales of case law will be explored and discussed within the context of the exclusionary rule, search and seizure, interrogations and confessions, police line-ups, and right to assistance of counsel. Spring.

CRIM 3803 PRINCIPLES OF CORRECTIONAL RESPONSES

The course presents an in-depth analysis of the history and operation of prisons and jails in the United States. The course covers the management and operation of prisons and jails from the perspective of both employees and incarcerated persons. It will also focus on innovative community-based strategies for dealing with the offender as well as on the processes of probation and parole. Fall.

CRIM 4103 COMMUNITY BASED CORRECTIONS

Explores and analyzes the philosophical foundations of community-based corrections. Examines the social and political forces which shape this philosophy, as well as the workings of present day practices and the ramifications of community-based corrections. Focuses on probation, parole, and other current community based strategies. Spring, alternate years.

CRIM 4203 COMPARATIVE CRIMINAL JUSTICE SYSTEMS

Comparative study of criminal justice systems in Western and non-Western societies. Emphasis upon legal foundations, current structures, and strategies of crime control. (Foreign study in summer on a biennium basis.) Prerequisite: CRIM 1003. Fall.

CRIM 4303 JUVENILE AND ADULT OFFENDERS: TREATMENT STRATEGIES

Examines how corrections has been and continues to be affected by social, political, religious, and economic factors. Special focus on institutionalization, processing and treatment of the juvenile and adult offenders. Spring, alternate years.

CRIM 4603 SEMINAR IN CURRENT ISSUES

This course will examine fundamental issues, which have traditionally confronted the justice system. Prevailing trends as well as future policies regarding crime and justice will be investigated. Topics may include but not be limited to: Ideals and Realities of Criminal Justice, Social Construction of Street Gangs, White Collar Crime, Crime and Justice in the

22nd Century, Understanding Violence and Victimization, Drugs and Crime, Sexual Assault, Organized Crime, Terrorism Today, and Ethics in Criminal Justice. Spring.

CRIM 4803 CRIMINAL FORENSICS

Explores how science and technology can be applied to solve criminal acts. The course provides useful techniques, procedures and suggestions on how to locate, document, collect and process physical evidence associated with criminal acts. Prerequisite: Permission of instructor. Spring.

CRIM 4883 PRACTICUM/INTERNSHIP I

Practical experience in the operation of various components of the criminal justice system. May be repeated for a maximum of 12 semester hours. Graded as Pass/Fail. Fall, Spring, Summer.

CRIM 4971-4973 DIRECTED STUDY

REQUIREMENTS FOR THE MAJOR IN CRIMINAL JUSTICE

To complete a major in criminal justice all students must complete a series of core courses totaling 30 credit hours. In addition to the required core courses, criminal justice majors must also take a minimum of 12 additional hours of criminal justice elective courses for a total of 42 credit hours.

CRIM 1003	Survey of Criminal Justice	3
CRIM 2003	Police in America	3
CRIM 3003	Criminology	3
CRIM 3203	Criminal Law	3
CRIM 3403	Criminal Court Systems	3
CRIM 3703	Procedural Law	3
CRIM 3803	Principles of Correctional Responses	3
CRIM 4603	Seminar in Current Issues	3
CRIM 4803	Criminal Forensics	3
CRIM 4883	Practicum/Internship I	3-6
		<hr/> 30 hours

MAJOR ELECTIVE REQUIREMENTS

In addition to the required core courses, criminal justice majors must also take a minimum of 12 additional hours of criminal justice elective courses. Elective courses are offered on a periodic, rotating basis and may consist of additional courses not listed in the Catalog. Examples of elective course offerings are as follows:

CRIM 2203	Juvenile Delinquency	3
CRIM 3603	Constitutional Law	3
CRIM 4103	Community Based Corrections	3
CRIM 4403	Terrorism and Transnational Crime	3
CRIM 4703	Sociology and Law	3

REQUIREMENTS FOR THE MINOR IN CRIMINAL JUSTICE

CRIM 1003	Survey of Criminal Justice/Corrections	3
CRIM 2203	Juvenile Delinquency	3
CRIM 3003	Criminology	3
	Electives in Criminal Justice	9
		<hr/> 18 hours

REQUIREMENTS FOR THE MINOR IN LEGAL STUDIES*

CRIM 3203	Criminal Law	3
CRIM 3403	Criminal Court Systems	3
CRIM 3603	Constitutional Law	3
CRIM 3703	Procedural Law	3
MGMT 3103	Business Law I	3
MGMT 3203	Business Law II	3
		<hr/> 18 hours

*The American Bar Association does not recommend any specific major or course of study to prepare for a post-graduate legal education. Students are admitted to law school with diverse backgrounds, life experiences, and college degrees. Consequently, the Minor in Legal Studies is not intended to serve as a comprehensive preparation for the rigors of law school. Courses in the Minor in Legal Studies cover such wide-ranging topics as the structure and function of the judicial system, the analysis of contemporary issues through the eyes of the Constitution, and the interaction of business and law.

CAREER ALTERNATIVES IN THE DEPARTMENT OF BEHAVIORAL SCIENCES

Your choice of an academic concentration does not lock you into a limited range of jobs. Your academic concentration will prepare you for an entry-level position in several occupational areas which may be less obvious. It is not the academic area alone that prepares you for employment, but your total range of present skills, behavior patterns and accumulated knowledge. The following job titles represent a sampling of positions which relate directly to Department majors. For further information contact the Department faculty.

Criminal Justice: law enforcement (local, state, federal), court officer/administrator, juvenile justice counselor, corrections officer, court support services, correctional treatment specialist, probation/parole officer, victim services.

Psychology: caseworker, youth services worker, law enforcement officer, psychological technician, probation/parole officer, customer relations, vocational rehabilitation counselor.

Sociology: social casework, child care or youth service, rehabilitation counseling, program evaluation, market research.

DEPARTMENT OF FINE AND PERFORMING ARTS

Course Offerings: Applied Music, Art, Church Music, Fine Arts, Music, Music Business, Music Education, Music Ensemble, Music History, Music Theory, and Theatre.

Statement of Mission:

To enrich all students by offering intellectually rigorous programs that foster creativity and promote aesthetic literacy.

FACULTY

MARY JANE WILDER-HARDEE, Chair of the Department of Fine and Performing Arts; Professor of Music, 1997-

B.S., William Jewell College, 1984; M.M., University of Missouri-Kansas City, 1994; D.M.A., University of Missouri-Kansas City Conservatory of Music, 2008.

TERRY L. BALDRIDGE, Professor of Music, 1982-

B.S., Olivet Nazarene University, 1970; M.M., University of Kansas, 1980; M.Ph., University of Kansas, 1981; M.A., Crown College, 2000; Ph.D., University of Kansas, 1982.

JOHN L. LEAVITT, Professor of Music, 2010-

B.M.E., Emporia State University, 1977; M.M., Wichita State University, 1983; D.M.A., University of Missouri-Kansas City Conservatory of Music, 1990.

SENIOR COMPREHENSIVE EXAM

A comprehensive examination is required to be passed by all senior music majors before graduation. The examination is meant to assess the student's mastery of basic content areas of the curriculum.

The examination is to be taken in January. Further details regarding the senior comprehensive are available from the chair of the Department of Fine and Performing Arts.

ART

ART 1103 DRAWING

Basic drawing practice with pencil and charcoal. Techniques in the use of various media will be developed. The purpose is to see that students are well grounded in the fundamentals of drawing. Fall.

ART 1203 PAINTING

Still life, landscape and interpretative subjects. A course for the true beginner in painting. Spring.

ART 2302 COLOR

An examination of the theory of relating colors in visual art and graphic design. The course includes the practical application of color in traditional and digital media. Spring.

ART 2603 PRINTMAKING

The student will explore the techniques, processes and unique creative possibilities of the medium of silk screen printmaking (serigraphy). Spring.

ART 3403 CERAMICS

An introductory course including handbuilding and wheel throwing. Fall.

ART 3703 ART HISTORY

A course covering the development of art from the Renaissance to the present. Fall, odd years.

ART 4971-4973 DIRECTED STUDY**REQUIREMENTS FOR THE MINOR IN ART**

ART 1103	Drawing	3
ART 1203	Painting	3
ART 2302	Color	2
ART 2603	Printmaking	3
ART 3403	Ceramics	3
ART 3703	Art History	3
		17 hours

MUSIC

MidAmerica Nazarene University is an accredited institutional member of the National Association of Schools of Music.

Two degree programs are available: the Baccalaureate Degree in Music Education, and the Liberal Arts Degree in Music with elective emphasis in music ministry, applied music pedagogy, or music performance.

Objectives:

Each of the areas of specialization has as its objective the following:

1. **Music Education.** To qualify students for licensure to teach vocal and instrumental music in all grades, Pre-K to12, in the public schools in the State of Kansas.
2. **Music.** To provide the student with maximum flexibility in the pursuit of a career in music or in preparation for graduate study in a number of music-related areas.
3. **Music Ministry.** To equip the student with the skills necessary to function effectively as a leader in music and worship in the local church setting in either a full- or part-time capacity.
4. **Applied Music Pedagogy.** To equip the student with the necessary skills and experience to work effectively as a teacher in the private studio setting.
5. **Performance.** To prepare students with superior performance ability for graduate study in the pursuit of a career in performance or college-level teaching. An audition is required, usually at the end of the freshman year, for official admission to this program.

MATRICULATION

Formal admission to the music program is based upon the initial audition in the student's primary performing area(s) and upon passing the music theory placement exam. Students who are not at college level in these areas may be provisionally admitted. Each student's progress will be evaluated at the end of the first semester. Full admission may be granted at that time, provided adequate progress has been made.

All music students will meet certain requirements in the areas of applied music, music ensemble, piano and attendance at concerts and recitals. These requirements may vary according to the type of concentration and are detailed more specifically in the various music emphasis programs that follow. Each music major will be required to participate for credit, in at least one ensemble every fall and spring semester during his entire program with the exception of the semester of student teaching.

A minimum grade of "C" must be achieved by music majors in every course required for their major. If this minimum is not met, the course must be repeated.

MUSIC/GENERAL EDUCATION

Students pursuing the liberal arts programs (music, pedagogy, performance, and music ministry) will be required to meet the general education requirements as well as the requirements for the music major. Students planning to prepare for teacher education (Bachelor of Music Education) will be required to take professional education courses as well as the general education core as specified for this professional degree.

RECITALS

All music programs require the preparation and presentation of a recital. The recital requirements vary with the major. The student should check with the advisor upon registration for these requirements of the Department.

Students will register for Applied Private 3301 Junior Recital or Applied Private 4301 Senior Recital in lieu of or in addition to the regular applied private credit for that particular semester. Regular applied music fees are charged for these courses. Enrollment in Junior/Senior Recital includes one private lesson per week.

PIANO PROFICIENCY

Completion of the piano proficiency component is accomplished through a basic understanding of the keyboard and demonstrates requirements for performance at the piano. This includes basic four-part reading and ability to accompany and improvise.

All music degree students must enroll in class piano their first semester in college unless they are able to pass piano proficiency at the time of enrollment. Each music degree student must continuously be enrolled in piano until completing the piano proficiency requirement. An entry showing successful completion of the proficiency requirements will appear on the transcript of each music degree student. Piano Proficiency must be passed prior to approval for student teaching.

APPLIED MUSIC

Individual lessons are offered in voice, piano, guitar, and orchestral instruments. Each music degree has an applied music requirement to be fulfilled in a single area. Applied music study requires a minimum of twelve lessons during the semester and attendance at regularly scheduled studio classes. Students are required to perform at departmental recitals as recommended by their private teacher. A performance exam, or jury, is required at the end of each semester of study in the emphasis area or as required by the private teacher in secondary areas. Students are not allowed to study for credit with a teacher not on the faculty of MidAmerica Nazarene University. At least four semesters of lower division study are required before advancing to upper division enrollment. The required number of credit hours in applied music is determined by the degree.

Advanced piano students may be able to take private lessons on first enrollment. However, most beginning college music students will take one or more levels of class piano before entering private piano study. Students not majors or minors in music may be allowed to enroll in private applied piano lessons with permission of department chair according to the amount of instructor time available. Class piano meets two hours each week for two hours of credit.

PERFORMANCE ATTENDANCE

Students in all concentrations of music are required to attend musical functions and activities. Music degree students are required to attend ten (10) of these activities during each semester of their college enrollment. Students enrolled in APPR 1001-1002 are required to attend five (5) musical functions. Attendance records are kept in the Fine Arts office.

APPLIED MUSIC

APPR1001-1002 Individual Lessons for non-Music Majors
APPR 2101-2102 Individual Lessons for lower-division Music Students
APPR 3101-3102 Individual Lessons for upper-division Music Students
APPR 3301 Junior Recital - See description on page 98
APPR 4301 Senior Recital - See description on page 98

APMU 1502 CLASS PIANO I

For all beginning piano students unless excused by proficiency examination. May be taken up to three times for credit. Meets twice weekly. Fall and Spring.

APMU 1602 CLASS PIANO II

Class and individual work in piano technique and introduction of major piano repertoire and keyboard harmonization. Meets twice weekly. May be taken up to three times for credit. Prerequisite: APMU 1502 or equivalent. Fall and Spring.

APMU 1702 CLASS PIANO III

Continued work on piano technique, piano repertoire, and keyboard harmonization. Meets twice weekly. May be taken up to three times for credit. Prerequisite: APMU 1602 or equivalent. Fall and Spring.

APMU 2502 CLASS PIANO IV

A course designed to help music emphasis persons gain skills necessary to pass the piano proficiency requirement. The class deals with the playing of major and minor scales and chord progressions, patriotic songs, hymns, keyboard harmonization, accompaniment patterns, transposition, sight-reading, improvisation, and repertoire performance. Meets twice weekly. May be taken up to three times for credit. Prerequisite: APMU 1702 or equivalent. Fall and Spring.

APMU 3002 PIANO CLASS FOR CHURCH MUSICIANS

An application of styles of keyboard playing as they relate to music in evangelistic and worship services and in special use (weddings, offertories, etc.). Accompanying, improvising, transposing, arrangements, and modulations will be studied along with technique, harmonization, and sight-reading skills. Prerequisite: APMU 2502 or equivalent. Spring, even numbered years.

MUSIC MINISTRY

CMUS 2001 HANDBELL METHODS

Fundamental instruction in handbells. Methods of organizing and conducting handbell choirs will be considered.

CMUS 3403 CHURCH MUSIC AND HYMNOLOGY

A study of music with its implications for the worship and evangelistic services of the church as well as a study of the historical development of music in the church. Fall, odd years.

CMUS 4003 CHURCH MUSIC ADMINISTRATION

A course designed for church music majors and minors, those who may be involved in directing choirs, or persons working with music in the church. Graded choir programs will be studied. Administrative duties of various persons likely to be involved in the total church program will be included. Spring, even years.

CMUS 4183 MUSIC MINISTRY PRACTICUM

This course gives the students opportunity to work in a local church setting, applying what they have learned under the supervision of a mentor. Prerequisites: completion of Piano Proficiency and all music course requirements.

II. Professional Education Courses34-37 hours

EDUC	1003	Education Seminar	3 hours
EDUC	2103	Educational Foundations and Issues	3 hours
EDUC	2203	Cultural Diversity Issues in Education	3 hours

Admission to the Teacher Education Program is required prior to registering for the following upper-division Education courses:

Sequence One

EDUC	3414	The Exceptional Learner and Practicum	4 hours
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Sequence Two - The following courses must be taken concurrently.

EDUC	3402	Educational Technology and Media	2 hours
EDUC	3612	Technology with Differentiated Learning	2 hours
EDUC	3614	Research and Differentiated Learning and Practicum	4 hours
EDUC	4702	Secondary Reading in the Content	2 hours
EDUC	4302	Elementary Music Methods, Materials and Classroom Management Strategies and Practicum*	2 hours

Sequence Three - The following courses must be taken concurrently.

EDUC	4414	Curriculum Development and Assessment and Practicum	4 hours
EDUC	4312	Secondary Music Methods, Materials and Classroom Management Strategies and Practicum*	2 hours

Student Teaching

EDUC	4908	Elementary and Secondary Student Teaching and Seminar	9 or 12 credit hours
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III. Music Concentration62-73 hours

APMU	1502	Class Piano I (as required)	2 hours
APMU	1602	Class Piano II (as required)	2 hours
APMU	1702	Class Piano III (as required)	2 hours
APMU	2502	Class Piano IV (as required)	2 hours
		Piano Proficiency	
APPR	2101-3102	Applied Private- (8 semester hours of private lessons in voice or a single instrument, including junior and senior recitals	8 hours)
APPR	1101	Private Lessons in Voice (required of non-vocal majors)	1 hour
APPR	3301	Junior Recital (counted as one of the 8 APPR credits)	
APPR	4301	Senior Recital (counted as one of the 8 APPR credits)	
FNAR	1203	Music in World Cultures	3 hours
MHST	3403	Music History I	3 hours
MHST	3503	Music History II	3 hours

MUED	2001	Brass Techniques	1 hour
MUED	2101	Woodwind Techniques	1 hour
MUED	2201	Percussion Techniques	1 hour
MUED	2301	String Techniques	1 hour
MUED	3203	Music Media and Technology (required concurrent enrollment in MUTH 3103)	3 hours
MUED	3602	Beginning Conducting	2 hours
MUED	3702	Choral Literature and Conducting	2 hours
OR			
MUED	3802	Instrumental Literature and Conducting	2 hours
MUED	4001	Vocal / Choral Techniques (prerequisite: minimum of APPR 1001 - Private Voice)	1 hour
MUED	4302	Elementary Music Methods, Materials and Classroom Management Strategies and Practicum (Sequence II)*	2 hours
MUED	4312	Secondary Music Methods, Materials and Classroom Management Strategies and Practicum (Sequence III)*	2 hours
MUED	4702	Marching Band Techniques	2 hours
MUEN		Ensemble (at least one each semester - minimum of 8)	8 hours
MUTH	1102	Fundamentals of Music Theory (as required)	2 hours
MUTH	2105	Music Theory I	5 hours
MUTH	2205	Music Theory II	5 hours
MUTH	3103	Music Theory III (required concurrent enrollment in MUED 3203)	3 hours
MUTH	3203	Music Theory IV (prerequisite: MUED 3203 Music Media and Technology)	3 hours
MUTH	4603	Instrumentation and Arranging	3 hours

Total Hours**128-146 Hours**

Music Education majors must have a grade of at least “B-” in all Professional Education courses and a grade of at least “C” in all music content courses.

MUSIC (Liberal Arts Degree)

I. General Education**46-56 hours**

II. Electives**4-25 hours**

III. Music Concentration**55-66 hours**

APMU	1502	Class Piano I (as required)	2 hours
APMU	1602	Class Piano II (as required)	2 hours
APMU	1702	Class Piano III (as required)	2 hours
APMU	2502	Class Piano IV (as required)	2 hours
APPR	2101-3102	Applied Private (8 semester hours of private lessons in voice or a single instrument, including junior recital)	8 hours

APPR	1101	Private Lessons in Voice (for non-vocal emphasis)	1 hour
FNAR	1203	Music in World Cultures	3 hours
MHST	3403, 3503	Music History I and II	6 hours
MUED	3203	Music Media and Technology (Concurrent enrollment with MUTH 3103 Music Theory III)	3 hours
MUED	3602	Beginning Conducting	2 hours
AND			
MUED	3702	Choral Literature and Conducting	2 hours
OR			
MUED	3802	Instrumental Literature and Conducting	2 hours
MUEN		Ensemble (at least one each semester - minimum of 8)	8 hours
MUTH	1102	Fundamentals of Music Theory (as required)	2 hours
MUTH	2105, 2205, 3103, 3203	Music Theory I, II, III, and IV Piano Proficiency Electives in Music	16 hours 10 - 11 hours

Total Hours126 Hours

MUSIC MINISTRY EMPHASIS

I. General Education46-56 hours

II. Electives4-25 hours

III. Music Concentration55-66 hours

APMU	1502	Class Piano I (as required)	2 hours
APMU	1602	Class Piano II (as required)	2 hours
APMU	1702	Class Piano III (as required)	2 hours
APMU	2502	Class Piano IV (as required)	2 hours
APPR	2101-3102	Applied Private (8 semester hours of private lessons in voice or a single instrument, including junior recital)	8 hours
APPR	1101	Private Lessons in Voice (for non-vocal emphasis)	1 hour
CMUS	3403	Church Music & Hymnology	3 hours
CMUS	4003	Church Music Administration	3 hours
CMUS	4183	Music Ministry Practicum	3 hours
FNAR	1203	Music in World Cultures	3 hours
MHST	3403, 3503	Music History I and II	6 hours
MUED	3203	Music Media and Technology (Concurrent enrollment with MUTH 3103 Music Theory III)	3 hours
MUED	3602	Beginning Conducting	2 hours
AND			
MUED	3702	Choral Literature and Conducting	
OR			
MUED	3802	Instrumental Literature and Conducting	2 hours
MUED	4001	Vocal / Choral Techniques	1 hour
MUEN		Ensemble (at least one each semester - minimum of 8)	8 hours

MUTH	1102	Fundamentals of Music Theory (as required)	2 hours
MUTH	2105, 2205, 3103, 3203	Music Theory I, II, III, and IV	16 hours
		Piano Proficiency	

Total Hours**126 Hours**

PERFORMANCE EMPHASIS

I. General Education**46-56 hours**

II. Electives**0-24 hours**

III. Music Concentration**56-70 hours**

Piano:

APMU	2502	Class Piano IV (as required)	2 hours
APPR	2101-3102	Applied Private (16 semester hours of private piano lessons, including junior and senior recitals)	16 hours
APPR	1101	Private Voice	1 hour
FNAR	1203	Music in World Cultures	3 hours
MHST	3403, 3503	Music History I and II	6 hours
MUED	3203	Music Media and Technology	3 hours
		(Concurrent enrollment with MUTH 3103 Music Theory III)	
MUED	3602	Beginning Conducting	2 hours
MUED	4502	Master Class	2 hours
MUED	4503	Piano Pedagogy	3 hours
MUEN		Ensemble (at least one each semester -minimum of 8)	8 hours
MUTH	1102	Fundamentals of Music Theory (as required)	2 hours
MUTH	2105, 2205, 3103, 3203	Music Theory I, II, III, and IV	16 hours
		Piano Proficiency	_____
			57-61 hours

Vocal:

APMU	1502	Class Piano I (as required)	2 hours
APMU	1602	Class Piano II (as required)	2 hours
APMU	1702	Class Piano III (as required)	2 hours
APMU	2502	Class Piano IV (as required)	2 hours
APPR	2101-3102	Applied Private (16 semester hours of private voice lessons, including junior and senior recitals)	16 hours
FNAR	1203	Music in World Cultures	3 hours
MHST	3403, 3503	Music History I and II	6 hours
MUED	3203	Music Media and Technology	3 hours
		(Concurrent enrollment with MUTH 3103 Music Theory III)	
MUED	3602	Beginning Conducting	2 hours
MUED	3702	Choral Lit and Conducting	2 hours

APPR	1101	Private Voice	1 hour
FNAR	1203	Music in World Cultures	3 hours
MHST	3403, 3503	Music History I and II	6 hours
MUED	3203	Music Media and Technology	3 hours
		(Concurrent enrollment with MUTH 3103 Music Theory III	
MUED	3602	Beginning Conducting	2 hours
MUED	4483	Practicum	3 hours
MUED	4502	Master Class	2 hours
MUED	4503	Piano Pedagogy	3 hours
MUEN		Ensemble (at least one each semester - minimum of 8)	8 hours
MUTH	1102	Fundamentals of Music Theory (as required)	2 hours
MUTH	2105, 2205, 3103, 3203	Music Theory I, II, III, and IV	16 hours
		Piano Proficiency	_____
			58-68 hours

Vocal:

APMU	1502	Class Piano I (as required)	2 hours
APMU	1602	Class Piano II (as required)	2 hours
APMU	1702	Class Piano III (as required)	2 hours
APMU	2502	Class Piano IV (as required)	2 hours
APPR		Applied Private (14 semester hours of private voice lessons, including junior and senior recitals)	14 hours
FNAR	1203	Music in World Cultures	3 hours
MHST	3403, 3503	Music History I and II	6 hours
MUED	3203	Music Media and Technology	3 hours
		(Concurrent enrollment with MUTH 3103 Music Theory III	
MUED	3602	Beginning Conducting	2 hours
MUED	3702	Choral Lit and Conducting	2 hours
MUED	4001	Vocal/Choral Techniques	1 hour
MUED	4002	Voice Ped & Lit/Master Class	2 hours
MUED	4483	Practicum	3 hours
MUEN		Ensemble (at least one each semester - minimum of 8)	8 hours
MUTH	1102	Fundamentals of Music Theory (as required)	2 hours
MUTH	2105, 2205, 3103, 3203	Music Theory I, II, III, and IV	16 hours
		Piano Proficiency	_____
			57-67 hours

Instrumental:

APMU	1502	Class Piano I (as required)	2 hours
APMU	1602	Class Piano II (as required)	2 hours
APMU	1702	Class Piano III (as required)	2 hours
APMU	2502	Class Piano IV (as required)	2 hours
APPR		Applied Private (14 semester hours of private instrument lessons in a single instrument, including junior and senior recitals)	14 hours
APPR	1101	Private Voice	1 hour

108 FINE AND PERFORMING ARTS

FNAR	1203	Music in World Cultures	3 hours
MHST	3403, 3503	Music History I and II	6 hours
MUED	2001, 2101	Instrumental Techniques	4 hours
	2201, 2301	(Brass, Woodwind, Percussion, String)	
MUED	3203	Music Media and Technology	3 hours
		(Concurrent enrollment with MUTH 3103 Music Theory III)	
MUED	3602	Beginning Conducting	2 hours
MUED	3802	Instrumental Lit & Conducting	2 hours
MUED	4102	Instr Ped & Lit/Master Class	2 hours
MUED	4483	Practicum	3 hours
MUEN		Ensemble (at least one semester - minimum of 8)	8 hours
MUTH	1102	Fundamentals of Music Theory (as required)	2 hours
MUTH	2105, 2205	Music Theory I, II, III, and IV	16 hours
	3103, 3203	Piano Proficiency	

			61-71 hours
		Total Hours	126-127 Hours

MUSIC MINOR

APPR	PRIVATE LESSONS	4 hours
	(4 semester hours in voice, piano, or a single instrument)	
MUEN	Ensemble (a minimum of 4)	4 hours
MHST 3403 or 3503	Music History I or II	3 hours
MUTH 2105, 2205	Music Theory I and II	10-14 hours
	(concurrent enrollment in Class Piano or private piano is required during the theory sequence)	

		21-25 hours

MUSIC MINISTRY MINOR

APPR	Applied Music (3 hours private voice plus 2 semesters class or private piano)	5-7 hours
CMUS 4003	Church Music Administration	3 hours
MUED 3602	Beginning Conducting	2 hours
MUEN	Ensemble	4 hours
MUTH 2105, 2205	Music Theory I and II	10 hours
	(concurrent enrollment in Class Piano or private piano is required during the theory sequence)	

		24-26 hours

MUSIC EDUCATION

MUED 2001 BRASS TECHNIQUES

This course provides fundamental instruction on trumpet and trombone and elements of pedagogy and transposition for the entire brass family of instruments. The course also covers classroom management and teaching strategies that are appropriate for teaching brass instruments in a mixed-instrument setting. Fall, odd years.

MUED 2101 WOODWIND TECHNIQUES

This course provides fundamental instruction on flute and clarinet and elements of pedagogy and transposition for the entire woodwind family of instruments. The course also covers classroom management and teaching strategies that are appropriate for teaching woodwind instruments in a mixed-instrument setting. Spring, even years.

MUED 2201 PERCUSSION TECHNIQUES

This course provides fundamental instruction on snare drum and elements of pedagogy for the entire percussion family of instruments. The course also covers classroom management and teaching strategies that are appropriate for teaching percussion instruments in mixed-instrument setting. A practical understanding of educational objectives, evaluation and motivation in the context of the instrumental classroom are studied and assessed. Fall, even years.

MUED 2301 STRING TECHNIQUES

This course provides fundamental instruction on orchestral stringed instruments and guitar with understanding of ranges, bowings, fingerings and scoring problems. The course also covers classroom management and teaching strategies that are appropriate for teaching orchestral stringed instruments. Spring, odd years.

MUED 3203 MUSIC MEDIA AND TECHNOLOGY

This course is designed to introduce and familiarize the student with hardware and software used with audio (sound recording, reproduction, and reinforcement), video (recording, editing, and playback), and computer technology (music sequencing, music writing and editing, and computer-assisted music instruction). Must be taken concurrently with MUTH 3103. Spring.

MUED 3602 BEGINNING CONDUCTING

This course studies basic patterns and principles of conducting a musical ensemble and provides practical experience in conducting hymn or community singing, and/or elementary instrumental groups. It also includes a study of, and practical laboratory experience with, problems involved in conducting various types of choral and instrumental groups. Fall.

MUED 3702 CHORAL LITERATURE AND CONDUCTING

This course provides a survey and study of choral literature and conducting techniques covering historic stylistic periods. A unit covering instrumental conducting will also be included. Prerequisite: MUED 3602. Spring.

MUED 3802 INSTRUMENTAL LITERATURE AND CONDUCTING

This course provides a survey and study of instrumental literature and conducting techniques covering historic stylistic periods. A unit covering choral conducting will also be included. Prerequisite: MUED 3602. Spring.

MUED 4001 VOCAL / CHORAL TECHNIQUES

This course is designed for prospective choral educators, church musicians and vocal teachers. This is a study of basic vocal physiology, technique, and methods to encourage the development of singing skills. Experiences in teaching beginning vocal techniques individually, in small groups, and in larger classes are offered. Classroom management and teaching strategies for the choral setting are studied. Prerequisite: APPR 1001 Private Lessons in Voice.

MUED 4002 VOICE PEDAGOGY AND LITERATURE

This course, designed for vocal educators and performers, involves a survey of well known vocal pedagogues and an introduction to standard classical vocal literature. Supervised teaching of beginning students in a private setting is included. Prerequisite: MUED 4001 Vocal/Choral Methods.

MUED 4102 INSTRUMENTAL PEDAGOGY AND LITERATURE / MASTER CLASS

This course is designed for instrumentalists that are preparing for private studio teaching, this course involves an in-depth study of pedagogy appropriate to the student's major instrument and an introduction to standard etudes, technical studies and solo literature. Supervised teaching of beginning and intermediate students in a private setting is included. Prerequisite: Permission of the Applied Private instructor.

MUED 4302 ELEMENTARY MUSIC METHODS, MATERIALS AND CLASSROOM MANAGEMENT STRATEGIES AND PRACTICUM

This Methods class provides knowledge and insight into curriculum development, lesson planning, student/teacher assessment strategies, the creation of PreK-6 classroom schedule, selection of materials, and classroom management strategies used in general music to elementary students (PK-6). This course is taught by faculty who have successful experience teaching music in elementary schools and who maintain close contact with such schools. Concurrent enrollment: EDUC 3614. Prerequisites: MUED 2001 Brass Methods, MUED 2102 Woodwind Methods, MUED 2301 Percussion Methods, MUED 2401 String Methods, MUED 4001 Vocal/Choral Techniques and MUED 3702 Choral Literature and Conducting or MUED 3802 Instrumental Literature and Conducting. Fall.

MUED 4312 SECONDARY MUSIC METHODS, MATERIALS AND CLASSROOM MANAGEMENT STRATEGIES AND PRACTICUM

This Methods class provides knowledge and insight into curriculum development, lesson planning, student/teacher assessment strategies, the creation of classroom schedules, selection of materials, and classroom management strategies used in secondary level (7-12) instrumental, vocal and general music classes. This course is taught by faculty who have successful experience teaching music in secondary schools, and who maintain close contact with such schools. Concurrent enrollment: EDUC 4414. Prerequisites: MUED 2001 Brass Methods, MUED 2102 Woodwind Methods, MUED 2301 Percussion Methods, MUED 2401 String Methods, MUED 4001 Vocal/Choral Techniques and MUED 3702 Choral Literature and Conducting or MUED 3802 Instrumental Literature and Conducting. Spring.

MUED 4483 PRACTICUM

This methods course provides supervised teaching of beginning and advanced students in private studio and class settings. Offered by arrangement. Prerequisite: completion of Piano Proficiency and all music course requirements.

MUED 4502 MASTER CLASS IN PERFORMANCE

This course provides specialized study with performance critique emphasizing music instruction in teaching methods and techniques in a workshop or seminar-type setting. Offered by arrangement.

MUED 4503 PIANO PEDAGOGY

This course is designed for students preparing to teach piano. Methods of individual and class instruction for all ages and ability levels and practical matters of teaching are studied using traditional and contemporary piano literature and performance styles.

MUED 4702 MARCHING BAND TECHNIQUES

This course provides research into marching band organizations, the writing of marching band shows and the study of methods, materials, teaching strategies, and classroom management techniques dealing with the marching band are included in the course. Fall, odd years.

MUSIC ENSEMBLE

Membership in all music ensembles is by audition. The director of each ensemble will conduct the audition and select the membership of the ensemble. The requirements for ensemble participation for music degree programs are listed separately with each program. All students may audition for any ensemble. Small ensembles can be created from within the large ensemble membership. Members of music ensembles will participate in choral union/symphonic chorus, a large combined ensemble presenting masterworks.

MUEN 2101/3101 WORLD MUSIC ENSEMBLE**MUEN 2201/3201 JAZZ ENSEMBLE****MUEN 2301/3301 STRING ENSEMBLE****MUEN 2401/3401 CONCERT BAND****MUEN 2501/3501 HERITAGE CHOIR****MUEN 2601/3601 CONCERT CHOIR****MUEN 2701/3701 HANDBELL CHOIR**

MUSIC HISTORY

MHST 3403 MUSIC HISTORY I

A survey of the historical development of Western music from Antiquity through the Baroque; consideration of bibliography and research technique in music. Includes discussion of forms and cultural influence as part of the compositional process. Fall, even years. Prerequisite: FNAR 1103.

MHST 3503 MUSIC HISTORY II

A survey of styles, composers, and performers in Europe and America from the Classical period through the present. Includes discussion of forms and cultural influence as part of the compositional process. Spring, odd years. Prerequisite: FNAR 1103.

MUSIC THEORY

MUTH 1102 FUNDAMENTALS OF MUSIC THEORY

An introduction to the fundamentals of music, including notation, scales, intervals, key signatures, and basic elements of harmony, sight-singing and conducting. For music degree students needing to review music fundamentals before studying Music Theory 2105 and for non-music majors. Students must be enrolled concurrently in class or private piano. Fall.

MUTH 2105 MUSIC THEORY I

A course integrating the melodic, rhythmic, and harmonic elements of music through development of aural, written, and sight-singing skills. The study of tonality, melody, and three or four-part writing. The class periods include sight-singing and solfeggio, keyboard harmony and basic theory study. Meets five days. Students must be enrolled concurrently in class or private piano. Spring.

MUTH 2205 MUSIC THEORY II

Continuation of Music Theory 2105 to include harmonic structure and function, non-harmonic tones, modulation, three and four-part writing, and more complex rhythms and melodies. Students begin to acquire the ability to hear, identify, and work conceptually with music structures. Prerequisite: MUTH 2105. Meets five days. Students must be enrolled concurrently in class or private piano. Fall.

MUTH 3103 MUSIC THEORY III

An extension of Music Theory 2205 to include further applications of modulation, diatonic triads and seventh chords, to introduce and use altered chords, and to study basic organizational processes, with a continuing emphasis on sight-singing and dictation. Prerequisite: MUTH 2205. Meets three days. Must be taken concurrently with MUED 3203 Music Media and Technology. Spring.

MUTH 3203 MUSIC THEORY IV

Further study of altered chords; chords of the ninth, eleventh, and thirteenth; and 20th-century theory and processes. Prerequisite: MUTH 3103 and MUED 3203. Meets three days. Fall

MUTH 4603 INSTRUMENTATION AND ARRANGING

Basic study of orchestral instruments, including range, clef and transposition study, tonal colors, score study and arranging for these instruments in various combinations with singing groups and voices. Prerequisite: MUTH 3203. Spring, even years.

MUTH 4703 MUSIC COMPOSITION

Music composition will assist the student in developing skills in composing music using a diversity of techniques. A variety of styles of music will be analyzed so that students can then recreate these styles in their own original compositions. Prerequisite: MUTH 4603 Instrumentation and Arranging.

4971-4973 SPECIAL TOPICS

MUSIC BUSINESS

MUBS 1603 INTRODUCTION TO MUSIC BUSINESS

The course will provide study of the foundations of the music industry with emphasis given to practical applications. It will include a study of organizations and a general overview of the industry and emphasis on career opportunities. Spring.

MUBS 4883 INTERNSHIP

Participation in a “hands-on” internship experience (120 total hours) supervised by departmental faculty. May be repeated once for credit. Graded as Pass-Fail. Junior or Senior standing or consent of instructor. Fall and Spring.

THEATRE

Objectives:

The goal of the Theatre program is to develop effective and creative communicators in the field of theatre by integrating traditional academic content with the knowledge and skills important to real world contexts. The following outcomes are established:

1. Develop the ability to observe, analyze, and reflect on human behavior through theory, production, and performance of theatre.
2. Develop critical thinking and problem-solving from multiple perspectives through the creation of theatre for diverse audiences.
3. Prepare students for a future in the field of theatre or communication arts (i.e., education, graduate school, professional, noncommercial, ministry).

THEA 1203 INTRODUCTION TO THEATRE

A broad overview of theatre as a collaborative art. Students will demonstrate a basic understanding of the cultural influence of dramatic forms and theatrical practices. Fall.

THEA 1503 HISTORY AND LITERATURE OF THEATRE

A history of theatre from Greece through the contemporary period. Representative plays and playwrights of the various eras and cultures are studied.

THEA 2101 THEATRE WORKSHOP

Practical, hands-on experience for student cast members and/or technical crew for department sponsored theatrical productions. Credit is earned by working a required number of hours. Open to all students. May be repeated up to a total of 4 units. Fall and Spring.

THEA 2202 TECHNICAL THEATRE

A broad overview of the technical crafts of theatre production: scenery, lighting, sound, props, costumes, makeup, and stage management. Students work on a technical crew for a current dramatic production. Concurrent enrollment in THEA 2101 required. Fall and Spring.

THEA 2203 ACTING I

A beginning study of acting history, techniques, and application. Students learn individual

character development and participate in classroom acting scenes. Fall, odd years.

THEA 2502 VOICE AND MOVEMENT

An introduction to technique and theory as it pertains to the development of the stage-speaking voice and body control needed to meet the special demands of the actor. Focus is on release, awareness, alignment, tension/release, and breath. Special attention is given to developing vocal and physical sensitivity and power.

THEA 3203 ACTING II

Advanced work in scene study, character analysis and individual performance skills. Students build on basic knowledge and experience in acting. Prerequisite: THEA 2203 or consent of instructor. Fall, even years.

THEA 3303 DIRECTING I

Beginning study of the procedures, practices, and problems of directing theatrical productions. Emphasis is given to script analysis, blocking and theory. Students gain practical experience directing in-class scenes. Spring, even years.

THEA 3502 COSTUMES AND MAKEUP FOR THE STAGE

Design, theory, techniques, materials, and processes employed in costuming and makeup for the theatre. Design, character development, application techniques, and basic care in stage makeup are covered. Prerequisite: THEA 2202 or consent of instructor.

THEA 3602 STAGE LIGHTING/CAD AND SOUND

Theory, techniques, equipment and procedures employed in lighting production, sound, and special effects. Studio experience in creating and executing drafted plots through Computer Assisted Drafting (CAD) and specifications for lighting and sound designs. Prerequisite: THEA 2202 or consent of instructor. May be repeated once for credit.

THEA 3703 SCENE DESIGN, CONSTRUCTION, AND PAINTING

Design theory, techniques, materials and processes employed in scene design through studio experience. Consideration of theater styles, and the development of creative methods and technical solutions to design problems. Use of color, highlight and shadow, scale and development of painting techniques to produce basic textures for scenery. Prerequisite: THEA 2202 or consent of instructor.

THEA 3902 TECHNIQUES OF MUSIC THEATRE

Survey of the history and repertoire of musical theatre and a study of the knowledge and skills required of the singer, actor, director, and producer of staged musical works.

THEA 4101-4103 ADVANCED THEATRE WORKSHOP

Practical, hands-on experience for student cast members and/or technical crew for department sponsored theatrical productions. Credit is earned by working a required number of hours. Open to all students. May be repeated up to a total of 4 units. Prerequisite: THEA 2101 or consent of instructor. Fall and Spring.

THEA 4303 DIRECTING II

Intensive work in overall production of a play. Students direct a one-act play for an audience, including selecting, budgeting, analyzing, casting, blocking, rehearsing, and coordinating the technical elements. Prerequisite: THEA 3303 or consent of instructor. Spring, odd years.

REQUIREMENTS FOR THE MINOR IN THEATRE

(16 hours)

THEA 1203 Introduction to Theatre
 THEA 2101 Theatre Workshop (2 units)

Choose one course from:

THEA 2203 Acting I
 THEA 3203 Acting II*
 THEA 2202 Technical Theatre

Choose one course from:

THEA 3303 Directing I
 THEA 4303 Directing II*
 THEA 4101-3 Advanced Theatre Workshop (3 units)*

**Course has a prerequisite or needs consent of instructor*

CAREER ALTERNATIVES IN THE DEPARTMENT OF FINE AND PERFORMING ARTS

Your choice of an academic concentration does not lock you into a limited range of jobs. Your academic concentration will prepare you for an entry-level position in several occupational areas which may be less obvious. It is not the academic area alone that prepares you for employment, but your total range of present skills, behavior patterns and accumulated knowledge.

The following job titles represent a sampling of positions which relate directly to fine and performing arts.

Music Education, Music: vocal and/or instrumental classroom teacher, private lesson instructor, arranger, leadership in music and worship, music store operator, composer, tuner-technician, copyist, performer.

Theatre: Teacher, Actor, Director, Talent Agent, Advertising/Marketing, Radio/TV/Live Event Announcer, Art Director, Set Designer, Media Planner, Model, Theatre Manager, Technical Director, Facilities Manager, Playwright, Producer, Booking Manager, Prop Manager, Stage Manager, Broadcast Journalist, Casting Director, Costumer/Makeup Artist, Lighting/Sound Technician, Scene Painter, Stunt Coordinator, Tourism Director, Voice-Over Artist, Talent Scout, Special Events Coordinator, Ticket Sales Coordinator, Puppeteer, Church Media/Arts Director, Youth Pastor, Christian Theatre.

DEPARTMENT OF HUMANITIES

Course Offerings: Broadcasting, Communication, English, Geography, Graphic Design, History, Humanities, Journalism, Mass Media, Modern Languages, Political Science

Department Objectives:

1. To encourage creativity and stimulate critical thinking through sound scholarship.
2. To develop understanding of and appreciation for American, Western, and World history and heritage.
3. To develop understanding of and appreciation for diversity through the study and practice of language, literature, and culture.
4. To understand and practice effective written, verbal, and nonverbal communication to diverse audiences in a variety of contexts.
5. To contribute to vocational competency and/or preparation for graduate school.
6. To integrate Christian faith into studies of the humanities.

FACULTY

MARK A. HAMILTON, Chair of the Department of Humanities; Professor of Communication, 1996-

B.S., Southern Nazarene University, 1974; M.R.E., Nazarene Theological Seminary, 1976; M.S., Texas A & M University-Commerce, 1980; Ed.D., Boston University, 1983.

BRIAN B. MERRIMAN, Assistant Professor of Graphic Design, 2005-

B.F.A., Emporia State University, 1981; M.A., Emporia State University, 1983.

CYNTHIA L. PETERSON, Interim Dean of the College of Liberal Arts and Sciences; Professor of Communication, 1991-

B.A., Southern Nazarene University, 1974; M.A., University of Kansas, 1995; Ph.D., University of Kansas, 2005.

SHANTI EASAW THOMAS, Professor of English, 2004-

B.A., University of Kerala, 1984; M.A., Gandhiji University, 1986; M.Ed., MidAmerica Nazarene University, 2001; Ph.D., University of Bombay, 1992.

PAUL A. WILLIAMS, Associate Professor of History, 1981-1984; 1987-

B.A., Olivet Nazarene University, 1967; M.S., Emporia State University, 1980; M.A., Emporia State University, 1982

COMMUNICATION

Outcomes:

The Program of Communication's goals of enabling students to communicate effectively and supporting the mission of the University, will be met by the following outcomes:

1. To create and deliver effective messages and/or performances for multiple and diverse audiences (i.e., media, public address/persuasion, theatre).
2. To understand and apply theories of communication in multiple contexts (i.e., interpersonal, small group, organizational).
3. To prepare students for a future in various areas of communication (i.e., business, media, education, graduate school).

COMM 1303 PUBLIC SPEAKING

A study of public speaking and critical listening. Students learn audience analysis, organize and deliver speeches to the class, and evaluate various speeches for effectiveness. Fall and Spring.

COMM 1503 MASS MEDIA AND SOCIETY

A study of the historical development and influence of mass media (Print - books, newspapers, magazines; Film; and Broadcast Media - radio and television) in contemporary society. Considers the rights and responsibilities of producers and consumers of mass communication. Fall.

COMM 2001 MULTIMEDIA WORKSHOP

Practical "hands-on" experience for students engaged in various forms of departmental sponsored multimedia outlets (newspaper, magazine, yearbook, radio, and television). Recommended for all paid staff members of student multimedia outlets. May be repeated up to a total of 4 hours. Fall and Spring.

COMM 2303 INTERPERSONAL COMMUNICATION

A study of communication theory and its application to interpersonal relationships. Topics covered include the nature of the communication process, perception, language, listening, non-verbal communication, attraction, and relational development. Fall, odd years.

COMM 2402 DIRECTING FORENSICS (Clinical)

Study of the methods and problems of organizing the school forensics program. Special emphasis is given to the rationale for forensics, financing the program and preparation for festivals and tournaments. Basic debate theory, procedures and judging are a component of this course. Fall and Spring as needed.

COMM 3203 DIGITAL PHOTOGRAPHY

The essentials of beginning digital photography including film types, camera handling, lighting, and composition through applied laboratory experiences. The emphasis is upon creativity in image-making through the manipulation, retouching, and enhancing capacities using powerful computer software programs. Spring.

COMM 3303 VIDEO PRODUCTION

An introduction to the knowledge, primary skills and their application to the production process used in videography including practical "hands on" experience in basic video camera operation, audio and video editing techniques. Fall, even years.

COMM 3403 SMALL GROUP COMMUNICATION

A study of relational behaviors in small group dynamics. A study of task and interpersonal behaviors is basic for efficient problem-solving in groups. Types, principles and methods of discussion are emphasized. Fall, odd years.

COMM 3603 INTERCULTURAL COMMUNICATION

The course explores the cultural sources of language styles, communicative behavior, and group and individual attitudes. Spring, odd years. (cf. SOCI 3603)

COMM 3703 PERSUASION: PRACTICE & ETHICS

Study of the psychological and rhetorical principles vital to influencing human behavior through written and oral communication. Includes theories of attending, suggestion, motivation, and audience adaptation. Prerequisite: COMM 1303. Spring, even years.

COMM 3803 INTRODUCTION TO PUBLIC RELATIONS

Designed to acquaint the student with the various activities associated with the practice of public relations. This course focuses on opinion polls, news releases, and writing for in-house publications. Spring.

COMM 4001-4003 ADVANCED MULTIMEDIA WORKSHOP

Practical “hands-on” experience for students engaged in various forms of departmental sponsored multimedia outlets (newspaper, magazine, yearbook, radio, and television). Recommended for all paid staff members of student multimedia outlets. May be repeated up to a total of 6 hours. Prerequisite: COMM 2001 or consent of instructor. Fall and Spring.

COMM 4603 ORGANIZATIONAL COMMUNICATION

A course designed to examine communication behavior within organizational structures. Topics include networks, hierarchies, conflict management, diagnostic techniques, leadership, incentives and impediments to effective communication. Fall, even years.

COMM 4703 COMMUNICATION THEORY AND RESEARCH

Survey of contemporary theories and models of human communicative behavior emphasizing symbols, perception, listening, and meaning arousal. Students will conduct original research related to a major theory or model of human communication. Senior standing, or consent of instructor. Spring.

COMM 4883 INTERNSHIP

Participation in a “hands-on,” off-campus internship experience (120 total hours) supervised by departmental faculty. May be repeated once for credit. Graded as Pass/Fail. Junior or Senior standing or consent of instructor. Fall and Spring.

COMM 4961-4963 SPECIAL TOPICS IN COMMUNICATION

Advanced studies in a specialized area of communication. May be repeated up to a total of six (6) units. Prerequisite: Consent of the Department Chair.

**REQUIREMENTS FOR THE MAJOR IN MULTIMEDIA
(57 hours)**

COMM 1303	Public Speaking
COMM 1503	Mass Media and Society
COMM 2001	Multimedia Workshop (3 hours)
COMM 2303	Interpersonal Communication
COMM 3203	Digital Photography

COMM 3303	Video Production
COMM 3403	Small Group Communication
COMM 3603	Intercultural Communication
COMM 4001-3	Advanced Multimedia Workshop* (3 hours)
COMM 4603	Organizational Communication
COMM 4703	Communication Theory and Research*
COMM 4883	Internship*
GRAP 2203	Introduction to Digital Media
GRAP 2303	Typography and Page Design*
GRAP 2903	Web Motion*
GRAP 3003	Digital Imaging*
JOUR 1903	Multimedia Reporting & Writing I
JOUR 3603	Multimedia Editing*
JOUR 3803	Multimedia Reporting & Writing II*

**Course has a prerequisite*

COMMUNICATION SENIOR COMPREHENSIVE

All seniors majoring in communication must take the prescribed comprehensive examination prior to their final semester of study. This examination must be passed satisfactorily the first time or the specific area of deficiency must be made up before graduation in consultation with the members of the communication faculty.

Speech/Theatre education majors must pass or make at least one attempt to pass the Kansas State Content test prior to student teaching.

REQUIREMENTS FOR THE MAJOR IN CORPORATE COMMUNICATION

Communication Courses (27 hours)

COMM 1303	Public Speaking
COMM 1503	Mass Media and Society
COMM 2303	Interpersonal Communication

Choose one course from:

COMM 3203	Digital Photography
COMM 3303	Video Production
COMM 3403	Small Groups
COMM 3603	Intercultural Communication
COMM 3703	Persuasion: Practice & Ethics*
COMM 3803	Public Relations
COMM 4603	Organizational Communication
COMM 4703	Theory and Research*
COMM 4883	Internship*

Business Courses (27 Hours)

MGMT 3003	Business Communications*
MGMT 3303	Principles of Management*
MKTG 3303	Principles of Marketing

Choose one elective course from:

MKTG 2003	Sales and Sales Management
MKTG 3503	Consumer Behavior*
MKTG 3703	Promotion Management*

**Course has a prerequisite*

REQUIREMENTS FOR THE MAJOR IN SPEECH/THEATRE EDUCATION

Communication Courses (31 hours)

COMM 1303	Public Speaking
COMM 1503	Mass Media and Society
COMM 2303	Interpersonal Communication
COMM 2402	Directing Forensics (Clinical)

Choose one course from:

COMM 3403	Small Group Communication
COMM 3703	Persuasion: Practice & Ethics*
COMM 4112	Methods of Teaching Secondary Speech and Drama
COMM 4703	Communication Theory and Research*
THEA 1203	Introduction to Theatre
THEA 2203	Acting I
THEA 2101	Theatre Workshop
THEA 2202	Technical Theatre
THEA 3303	Directing I

**Course has a prerequisite*

Additional hours in Professional Education Requirements must be fulfilled.

REQUIREMENTS FOR THE MINOR IN COMMUNICATION

Communication Courses (18 hours)

COMM 1303	Public Speaking
COMM 1503	Mass Media and Society
COMM 2303	Interpersonal Communication
COMM 3603	Intercultural Communication
COMM 4603	Organizational Communication
COMM 4703	Communication Theory and Research*

**Course has a prerequisite*

REQUIREMENTS FOR THE MINOR IN BROADCASTING

(19 hours)

COMM 2001	Multimedia Workshop
COMM 1503	Mass Media and Society
JOUR 1903	Multimedia Reporting and Writing I
COMM 4001-3	Advanced Multimedia Workshop*

Choose three courses from (10 hours total):

COMM 3203	Digital Photography
COMM 3303	Video Production
JOUR 3603	Multimedia Editing*
JOUR 3803	Multimedia Reporting & Writing II*

**Course has a prerequisite*

ENGLISH

Objectives:

1. To enable students to write proficiently, effectively, and creatively for a variety of audiences and purposes.
2. To acquaint students with the history and structure of the English language.
3. To encourage students to philosophically examine themes in literature to gain insight into the human condition and diverse cultural paradigms.
4. To develop an understanding of different literary techniques, conventions, and method of analysis while improving critical thinking skills.
5. To prepare students for a future in the field of English (i.e., graduate school, education, journalism).

ENGL 1203 ENGLISH COMPOSITION I: WRITING AND RESEARCH

A study of the basic principles of the writing process with practical application demonstrated in the writing of both experiential and expository essays. Assignments emphasize the formulating and development of a thesis and patterns of essay organization. A research paper is required. Recommended: enrollment during the freshman year. Fall and Spring.

ENGL 1303 ENGLISH COMPOSITION II: INTRODUCTION TO LITERATURE

An introductory course in literature which uses the writing process as a way of thinking and responding to literary works. Students will become confident and competent readers and writers as they closely examine selected works from a variety of genres. Studies are designed to foster an understanding of humanity and its timeless patterns of existence as represented in literature and provide the literary skills necessary for the appreciation of literature as art. Prerequisite: ENGL 1203, or equivalent. Fall and Spring.

ENGL 1903 MULTIMEDIA REPORTING AND WRITING I

A survey of journalistic functions in the business, academic, and social settings. This course especially seeks to familiarize students with journalistic writing and the news business in general. Emphasis will be placed upon study and practice of the methods of gathering material, writing articles, and preparing and editing copy for print. (cf. JOUR 1903) Spring.

ENGL 2103 AMERICAN LITERATURE TO 1860

An introduction to the work of significant American writers from the Puritans to Emily Dickinson. Attention is given to the historical and social contexts within which these authors wrote. Fall, even years.

ENGL 2203 AMERICAN LITERATURE FROM 1860

An introduction to the work of principle American writers from the Civil War to the present. This includes a survey of poetry, drama, the short story, and one or more novels. Spring, odd years.

ENGL 2303 BRITISH LITERATURE TO 1800

A survey of British literature from the heroic Viking sagas to the satire of Gulliver's Travels. Selected works of major authors are studied with emphasis on their social context as well as their place in literary history. Fall, odd years.

ENGL 2403 BRITISH LITERATURE FROM 1800

A survey course of representative works of Romantic, Victorian, Modernist, and Post-Modernist writers. Historical and biographical contexts are emphasized to express the sweep

of British literature. Spring, even years.

ENGL 3203 WRITERS AND MOVEMENTS

A specialized study of major literary movements such as romanticism, realism, naturalism, or others. The course may emphasize one writer or major writers within a period and the social milieu in which they wrote. May be repeated once for credit. Fall, even years.

ENGL 3303 INTRODUCTION TO LINGUISTICS

A beginning course in the scientific study of language. Areas of study include phonology, morphology, syntax and traditional, structural and transformational grammars. Attention is given to the history and development of the English language, from Old English to present day regional variations. Spring, odd years.

ENGL 3403 FAITH AND LITERATURE

A study of selected works of great Christian writers or an exploration of Christian issues raised by secular literature. Emphasis is on critical reading and thoughtful discussion. Writing about literary issues is required. Fall, odd years.

ENGL 3503 WORLD LITERATURE

A study of major works in world literature. Works are selected from a wide range of people groups. Reading will cover the sweep of literary history from ancient to modern times, emphasizing the differing ways in which literary standards of excellence are defined from one culture and epoch to another. Prerequisite: one of the following — ENGL 2103, 2203, 2303, 2403, or permission of instructor. Spring, odd years.

ENGL 3603 TEACHING YOUNG ADULT LITERATURE

This course includes wide reading among the best of contemporary and classic literature selections used in teaching young adults. Other topics include: criteria for choosing books for middle level, junior and senior high school students; motivating readers; literary discrimination and appreciation; censorship; ethnic literature; and presentation techniques. Spring, even years.

ENGL 4203 SHAKESPEARE

A study of the major plays and selected poetry of William Shakespeare. Includes biographical, historical, and critical background along with close reading of texts and a drama component. Fall, even years.

ENGL 4303 CREATIVE WRITING

This course offers students practice in writing creatively in the genres of nonfiction, short fiction, and poetry. The class is workshop-based and also incorporates in-class discussion, in-class writing, and the use of writing texts. All participants are required to make submissions of selected written assignments to the school's magazine. Fall.

ENGL 4403 THE NOVEL

A study of the novel that incorporates information on the history, development, and defining characteristics of this literary genre. The course will utilize world novels of varying periods, or novels of a particular country or historical era. Analysis of writing style, discussion of themes, familiarization with various background contexts, and exploration of the work's significance in literary history will be emphasized. Prerequisite: any one of the following courses — ENGL 2103, 2203, 2303, or 2403. Spring, even years.

ENGL 4503 LITERARY CRITICISM

A study of classical and contemporary techniques of literary criticism. Opportunity is given the student to analyze literature using a variety of critical approaches. Prerequisite: ENGL 1203, 1303, 2103 or 2203, 2303 or 2403, or permission of instructor. Spring, even years.

ENGL 4961-4963 SPECIAL TOPICS IN ENGLISH

Advanced studies in the field of English. May be repeated up to a total of six semester hours.

Prerequisite: Consent of the Area Coordinator. Fall and Spring.

REQUIREMENTS FOR THE MAJOR IN ENGLISH**LITERATURE EMPHASIS (42 Hours)**

ENGL 1303	English Composition II: Introduction to Literature*
ENGL 2103 & 2203	American Literature I and II
ENGL 2303 & 2403	British Literature I and II
ENGL 3203	Writers and Movements
ENGL 3303	Introduction to Linguistics
ENGL 3403	Faith and Literature
ENGL 3503	World Literature*
ENGL 4203	Shakespeare
ENGL 4303	Creative Writing
ENGL 4403	The Novel*
ENGL 4503	Literary Criticism*
Choose three (3) hours from the following:	
JOUR 1903	Multimedia Reporting & Writing I
COMM 2001	Multimedia Workshop
COMM 4001-3	Advanced Multimedia Workshop*
ENGL 3603	Teaching Young Adult Literature

**Course has a prerequisite*

REQUIREMENTS FOR THE MAJOR IN ENGLISH LANGUAGE ARTS EDUCATION

The English Language Arts Education program follows the comprehensive-major pattern. It embraces a broad base of literature and writing and prepares the student to teach in the school setting. This major requires completion of the professional education courses included in the secondary education section of the Teacher Education program.

(44 Hours)	
ENGL 1303	English Composition II/Introduction to Literature*
ENGL 1903	Multimedia Reporting & Writing I
ENGL 2103 & 2203	American Literature to 1860 and from 1860
ENGL 2303 & 2403	British Literature to 1800 and from 1800
ENGL 3203	Writers & Movements
ENGL 3303	Introduction to Linguistics
ENGL 3503	World Literature*
ENGL 3603	Teaching Young Adult Literature
ENGL 4112	Methods of Teaching Secondary English and Language Arts
ENGL 4203	Shakespeare
ENGL 4303	Creative Writing
ENGL 4503	Literary Criticism*
Complete three (3) hours from the following:	
COMM 2001	Multimedia Workshop
COMM 4001-3	Advanced Multimedia Workshop*

**Course has a prerequisite*

Additional hours in Professional Education Requirements must be fulfilled.

REQUIREMENTS FOR THE MINOR IN ENGLISH

- (18 Hours)
ENGL 4303 Creative Writing
Two Literature General Survey courses which may include:
ENGL 3503 World Literature*
ENGL 2103 American Literature *to* 1860
OR
ENGL 2203 American Literature *from* 1860
ENGL 2303 British Literature *to* 1800
OR
ENGL 2403 British Literature *from* 1800
Two Upper Division Literature Courses
One Elective -- Literature or Writing Course

ENGLISH SENIOR COMPREHENSIVE

All seniors majoring in English or English Arts Education must take the prescribed comprehensive examination prior to their final semester of study. This examination must be passed satisfactorily the first time or the specific area of deficiency must be made up before graduation in consultation with the members of the English faculty.

JOURNALISM

JOUR 1903 MULTIMEDIA REPORTING & WRITING I

A survey of journalistic functions in the business, academic, and social settings. This course especially seeks to familiarize students with journalistic writing and the news business in general. Emphasis will be placed upon study and practice of the methods of gathering material, writing articles, and preparing and editing copy for print. (cf. ENGL 1903) Spring.

JOUR 3603 MULTIMEDIA EDITING

Students will gain experience in analyzing writing content, style and purpose of media articles. Emphasis is on practical experiences in detecting and correcting errors. The course will include a study of basic skills in grammar, usage and punctuation as well as application of stylebook rules. Prerequisite: JOUR 1903 or ENGL 1903. Fall, even years.

JOUR 3803 MULTIMEDIA REPORTING & WRITING II

Students will gain considerable experience in writing a variety of nonfiction feature article formats used in magazines and newspapers. Study will include the works of major literary journalists and their techniques as applied to nonfiction writing. Prerequisite: JOUR 1903 or ENGL 1903 or consent of instructor. Fall, odd years.

JOUR 4883 INTERNSHIP

Participation in a "hands-on," off-campus internship experience (120 hours) supervised by departmental faculty. May be repeated once for credit. Graded as Pass/Fail. Prerequisite: Junior or Senior standing and consent of instructor. Fall and Spring.

JOUR 4961-4963 SPECIAL TOPICS IN JOURNALISM

Advance studies in the field of Journalism. May be repeated up to a total of six semester hours. Prerequisite: Consent of Area Coordinator. Fall and Spring.

GRAPHIC DESIGN

GRAP 2203 INTRODUCTION TO DIGITAL MEDIA

This class will examine the ways digital media are used to communicate, inform and entertain. The class will include lecture, discussion and hands-on training with the tools and techniques used by professionals to create digital graphic design products. Fall.

GRAP 2302 COLOR

An examination of the color theory in visual art and graphic design. The course includes the practical application of color in traditional and digital media. Spring.

GRAP 2303 TYPOGRAPHY AND PAGE DESIGN

This class will examine basic typography as both a design tool and as a means of communicating and enhancing verbal messages. Type will be studied from the construction of a single letterform to the design of an entire page with a focus on the use of Adobe InDesign software. Prerequisite: GRAP 2203 Introduction to Digital Media. Spring.

GRAP 2503 WEB INTERFACE DESIGN

This class will explore the role of design in the environment of the World Wide Web. It will address HTML, the coding language of the Web, explore website design properties and problems and explore the unique aspects of hypermedia in information design. Prerequisite: GRAP 2203 Introduction to Digital Media. Spring, odd years.

GRAP 2603 PRINTMAKING

The student will explore the techniques, processes and unique creative possibilities of the medium of silk screen printmaking (seriography). Spring.

GRAP 2903 WEB MOTION DESIGN

An advanced course that will focus on the planning, design and technology of digital animation. Students will apply industry-standard software with a primary goal of creating a fully animated and interactive Web site. Prerequisite: GRAP 2203 Introduction to Digital Media. Fall, even years.

GRAP 3003 DIGITAL IMAGING

This class will focus on techniques used to create, enhance and manipulate pixel-based images. Principles of aesthetics and composition will be studied and applied to specific projects which will make use of scanners, digital cameras and Adobe Photoshop software. Prerequisite: GRAP 2203 Introduction to Digital Media. Fall.

GRAP 3503 INFORMATION GRAPHICS

Students will be introduced to tools, techniques and organizational principles used in the presentation of quantitative data with a focus on the advanced use of Adobe Illustrator software. The design of tables, charts, maps, diagrams, signage and educational materials will be explored. Prerequisite: GRAP2203 Introduction to Digital Media. Spring, odd years.

GRAP 3703 CORPORATE IDENTITY

This class will examine the use of symbols, icons, colors and images in the creation of brand identity. Trademark development will be studied from concept through completion and implementation using Adobe Illustrator software. Prerequisite: GRAP 2203 Introduction to Digital Media. Fall.

GRAP 3903 WEB MOTION DESIGN 2

This class will provide advanced training in the creation of animated and interactive Web user experiences using Adobe Flash coding. Prerequisite: GRAP 2903 Web Motion Design. Fall, odd years.

GRAP 4603 ADVANCED WEB DESIGN

This class will provide advance training in the creation of dynamic Web pages and sites, the integration of sites with data bases, and the management of variable content on the Web. Prerequisite: GRAP 2503 Web Interface Design. Spring, even years.

GRAP 4703 SENIOR SEMINAR

Affords the graduating Graphic Design/Art student the ability to develop his or her portfolio and to design a personalized identity package, including letterhead and résumé. Study will be given to current issues in the design field, the business of design, and freelancing. Fall.

GRAP 4883 INTERNSHIP

A supervised experience in Graphic Design performed in a professional environment representing a student’s major discipline. Prerequisite: senior standing and department approval. Fall and Spring

GRAP 4971-4973 DIRECTED STUDY

**REQUIREMENTS FOR THE MAJOR IN GRAPHIC DESIGN
(Emphasis in Art, Computers or Marketing)**

CORE CLASSES FOR THE MAJOR:

GRAP 2203	Introduction to Digital Media	3
GRAP 2303	Typography and Page Design*	3
GRAP 2603	Web Interface Design*	3
GRAP 2903	Web Motion Design*	3
GRAP 3003	Digital Imaging*	3
GRAP 3503	Information Graphics*	3
GRAP 3703	Corporate Identity*	3
COMM 1503	Mass Media & Society	3
COMM 3803	Public Relations	3
MKTG 3303	Principles of Marketing	3
GRAP 4603	Advanced Web Design*	3
GRAP 4703	Senior Seminar	<u>3</u>
Total Core Hours		36 hours

ART EMPHASIS:

ART 1103	Drawing	3
ART 2302	Color	2
ART 2603	Printmaking	3
GRAP 3903	Web Motion Design 2*	3
GRAP 4883	Graphic Design Internship*	<u>3</u>
Total Hours for Art Emphasis		14 hours

MARKETING EMPHASIS:

MKTG 2003	Sales and Sales Management	3
MKTG 3503	Consumer Behavior*	3
MKTG 3703	Promotion Management*	3
MKTG 4803	Marketing Research*	3
ART 4881-4883	Internship*	<u>1-3</u>
Total Hours for Marketing Emphasis		13-15 hours

REQUIREMENTS FOR THE MINOR IN GRAPHIC DESIGN

GRAP 2302	Color	2
GRAP 2203	Introduction to Digital Media	3
GRAP 2303	Typography and Page Design*	3
GRAP 3003	Digital Imaging*	3
GRAP 3703	Corporate Identity*	3
GRAP 2503	Web Interface Design*	<u>3</u>
Total		17 hours

**Course has a prerequisite*

GEOGRAPHY

GEOG 3303 WORLD GEOGRAPHY

A study of the earth’s natural resources as a limited and conditioning influence upon the development of human culture as a source of political and economic power. Spring, even years.

HISTORY

History Department Outcomes:

Upon completion of either departmental course of study, the student will be able:

1. To demonstrate an understanding of the essential components of world history, historiography, and contemporary global issues.
2. To demonstrate an understanding of the essential components of governmental systems, particularly the America political system.
3. To demonstrate the ability to employ scholarly skills and practices, especially creating and synthesizing knowledge through analytical research and oral presentation.
4. To prepare students for a variety of career opportunities in history related areas (i.e., graduate school, education, law, politics).

HIST 1203 U.S. HISTORY TO 1877

This survey course in U.S. history will explore the development of American society from the early American colonial days to the conclusion of the post civil war reconstruction in 1877. Topics include the Discovery of America, the expansionism, the Civil War, and Reconstruction. Emphasis will be placed on an analytical interpretation of the chronological developments. Fall.

HIST 1303 U.S. HISTORY SINCE 1877

This survey course in U.S. history will explore the development of American society from the end of the Reconstruction period in 1877 to the present. Topics include the era of Industrialization, Immigration, Reform Movements, Populism, Progressivism, the 20th century social and cultural trends, and foreign policy. Emphasis will be placed on an analytical interpretation of the chronological developments. Spring.

HIST 2103 WORLD CIVILIZATION TO 1650

A selected survey of the major civilizations which developed in Asia, Africa, Europe and the Americas from Paleolithic times through 1650. Fall.

HIST 2203 WORLD CIVILIZATION SINCE 1650

A selected survey of the major civilizations which developed in Asia, Africa, Europe and the Americas since 1650. Spring.

HIST 2303 HISTORY OF KANSAS AND THE MIDWEST

This survey course explores the social, political, and economic development of Kansas as well as the state's cultural and historical significance to the Midwest. Selected topics will include among other things, the roles of various Native Americans and ethnic groups, frontier settlement, the Civil War era, agricultural and technological developments, and urbanization. Emphasis will be placed on an analytical interpretation of the chronological developments. Fall, odd years.

HIST 3003 17TH & 18TH CENTURY AMERICA

A survey of social, political, economic, and intellectual developments from permanent settlement to ratification of the Constitution. Particular emphasis on British imperial structure and the struggle for independence. Offered every third semester.

HIST 3103 19TH CENTURY AMERICA

A survey of social, political, economic, and intellectual developments from the Early National period through the Gilded Age. Particular emphasis on sectionalism, the Civil War, and industrialization. Offered every third semester.

HIST 3203 MEDIEVAL AND EARLY MODERN EUROPE

A survey of social, political, economic, and intellectual developments from the reign of Constantine to the 1648 Peace of Westphalia. Particular emphasis on the Renaissance and the Protestant and Catholic Reformations. Offered every third semester.

HIST 3303 MODERN EUROPE

A survey of social, political, economic, and intellectual developments from the mid-17th century through 1870. Particular emphasis on absolutism, the Enlightenment, revolutions, and industrialization. Offered every third semester.

HIST 3803 HISTORY OF THE MIDDLE EAST

A survey of social, political, economic, and intellectual developments from 622 (year one in the Moslem calendar) through the present. Particular emphasis on the rise and dominance of Islamic empires, the decline of the Ottoman empire, nationalism, modernization, and Zionism. Spring, even years.

HIST 4103 20TH & 21ST CENTURY AMERICA

A survey of social, political, economic, and intellectual developments from Spanish-American War to the present. Particular emphasis on the growth and significance of America as a “super power.” Offered every third semester.

HIST 4203 CONTEMPORARY EUROPE

A survey of social, political, economic, and intellectual developments from 1870 to the present. Particular emphasis on the World Wars, both hot and cold, as well as the rise and fall of Communism. Offered every third semester.

HIST 4303 THE ANCIENT WORLD

A survey of the ancient world from the rise of civilization in Mesopotamia and Egypt to the partition of the Roman Empire in 285 AD. Particular emphasis on the growth and significance of Greek and Roman Empires. Spring, odd years.

HIST 4403 HISTORY OF THE FAR EAST

A survey of selected Pacific Rim nations from the settlement to the present. Particular emphasis on the histories of China, Japan, Korea, and Vietnam. Fall, even years.

HIST 4703 HISTORIOGRAPHY

The history of history. A study of selection historians, their philosophies of history, and the development of history as a discipline. Fall, odd years. Prerequisite: Junior or Senior standing, or consent of instructor.

HIST 4883 INTERNSHIP

Participation in a “hands-on,” off-campus internship experience (120 hours) supervised by department faculty. May be repeated once for credit. Graded as Pass/Fail. Prerequisite: Junior or Senior standing and consent of instructor. Fall and Spring.

HIST 4961-4963 SPECIAL TOPICS IN HISTORY

Advanced studies in the field of history. May be repeated up to total of 6 units. Prerequisite: Consent of the Department Chair.

REQUIREMENTS FOR THE MAJOR IN HISTORY

(42 Hours)

HIST 1203	U.S. History to 1877
HIST 1303	U.S. History since 1877
HIST 2103	World Civilization to 1650
HIST 2203	World Civilization since 1650
HIST 3003	17th & 18th Century America
HIST 3103	19th Century America
HIST 3203	Medieval and Early Modern Europe
HIST 3303	Modern Europe
HIST 4103	20th & 21st Century America
HIST 4203	Contemporary Europe
HIST 4703	Historiography*
GEOG 3303	World Geography
Choose two of three:	
HIST 3803	History of the Middle East
HIST 4303	The Ancient World
HIST 4403	History of the Far East

*Course has a prerequisite

REQUIREMENTS FOR THE MAJOR IN HISTORY AND GOVERNMENT EDUCATION

The History and Government education program follows the comprehensive-major pattern. It embraces a broad base of social studies and prepares the student to teach in the school setting. This major requires completion of the professional education courses included in the secondary education section of the Teacher Education program.

	(47 Hours)	
HIST 1203	U.S. History to 1877	3
HIST 1303	U.S. History since 1877	3
HIST 2103	World Civilization to 1650	3
HIST 2203	World Civilization Since 1650	3
HIST 2303	History of Kansas and The Midwest	3
HIST 4703	Historiography*	3
POLS 1103	Democracy in America	3
POLS 3101	Comparative Political System - Democratic	1
POLS 3102	Comparative Political Systems - Non-Democratic	2
POLS 3903	American Political Parties	3
ECON 2503	Principles of Macroeconomics	3
SOCI 1003	General Sociology	3
SOCS 4112	Methods of Teaching Secondary Social Studies	2
GEOG 3303	World Geography	3
HIST Electives	Three upper division History course (one each in World, European, and American History)	9

Additional hours in Professional Education Requirements must be fulfilled.

REQUIREMENTS FOR THE MINOR IN HISTORY

HIST 1203	U.S. History to 1877
HIST 1303	U.S. History since 1877
HIST 2103	World Civilization to 1650
HIST 2203	World Civilization since 1650
Three upper-division courses	(one each in World, European, and American history; with HIST 4103 20th & 21st Century America, and HIST 4203 Contemporary Europe as the recommended courses in European and American history.)

PRE-LAW MAJOR REQUIREMENTS

There is no specific major for students interested in pre-law programs. Law schools desire prospective students to have developed the ability to read, write and think clearly, to be able to analyze and synthesize material, and in general to have a broad base of knowledge upon which to build their specialized legal education. MNU pre-law students often complete a history major and include in their studies two semesters of accounting, two semesters of economics, writing, speaking, and literature courses, ethics, and similar applicable courses. Curriculum should be developed in consultation with the humanities pre-law advisor.

HISTORY SENIOR COMPREHENSIVE

All seniors majoring in history must take the prescribed comprehensive examination prior to their final semester of study. This examination must be passed satisfactorily the first time or the specific area of deficiency must be made up before graduation in consultation with the members of the history faculty.

POLITICAL SCIENCE

POLS 1103 DEMOCRACY IN AMERICA

The study of the American Government; its development, functioning, and position in comparative political structures. The course also deals with the foundations, fields, methods, and central concerns of political science. Political theories underlying both democratic and non-democratic governments are explored along with such basic considerations as power structures, contemporary doctrines, systems of government, political organizations, governmental institutions and policies. Fall.

POLS 3101 COMPARATIVE POLITICAL SYSTEMS - DEMOCRATIC SYSTEMS

This course will take an in-depth look at democratization as well as looking at national and regional variations. The course will incorporate general theoretical, comparative, and political science approaches as well as viewing the topic from a geographical basis. Spring, every even fourth year or as a directed study.

POLS 3102 COMPARATIVE POLITICAL SYSTEMS - NON DEMOCRATIC SYSTEMS

This course compares and contrasts non democratic systems such as socialism and communism and identifies those nations of the world that use these political systems. The course will incorporate general theoretical, comparative, and political science approaches at contrasting the various political systems of the world. Spring, every even fourth year or as a directed study.

POLS 3204, 3304, 3404, 3504 TOPICS IN AMERICAN GOVERNMENT

Course held in Washington, D.C., in conjunction with the Council for Christian Colleges and Universities American Studies Program. By department permission and acceptance by CCCU only. Fall and Spring.

POLS 3903 AMERICAN POLITICAL PARTIES

This survey course explores the history and development of the various political parties of America. Special emphasis will be placed on the origin of each party and the basic original platforms. Principles, policies and platforms of American political parties and opinions that helped produce them will be examined. Major party standard bearers will also be looked at and the various major stages in political campaigns, i.e. media coverage, television debates, etc. will also be discussed. Spring, odd years.

REQUIREMENTS FOR THE MINOR IN POLITICAL SCIENCE

A minor in political science may be earned by taking six hours of on-campus political science courses and spending a four-month semester in Washington, DC, with the Council for Christian Colleges and Universities American Studies Program, which earns 16 hours, making a total of 22 semester hours.

HUMANITIES

HUMN 4003 EUROPEAN TRAVEL COURSE

Ten-day trip, sponsored by the Department of Humanities, gives students a chance to visit and study many of the great historical and cultural sites of Europe. Trip destinations rotate between major European locations including: England; Greece; Paris/London; and Italy (Rome, Venice, Milan and the Isle of Capri). May be repeated once for credit. Prerequisite: Permission of the instructor. Offered summers only.

MODERN LANGUAGES

Objectives:

1. To develop in the student an understanding and appreciation for other nationalities through the study of their language, literature, culture and geography.
2. To enable students to communicate effectively through the knowledge of another language emphasizing the four language skills of listening, speaking, reading and writing.
3. To promote the development of proficiency to at least the intermediate level.

SPANISH

SPAN 1104 BEGINNING SPANISH I

An introductory course open to students with no previous experience in Spanish. This course emphasizes the four language skills (speaking, listening, reading and writing) with grammar proficiency. The culture and geography of the Spanish speaking people is also covered. Auditory component is recommended. Tutoring sessions required. Fall.

SPAN 1204 BEGINNING SPANISH II

A continuation of the introductory course emphasizing the language skills with grammar proficiency. Auditory component is recommended. Prerequisite: SPAN 1104, one year of high school Spanish or satisfactory achievement on a placement exam. Spring.

SPAN 2104 INTERMEDIATE SPANISH I

A Spanish language course emphasizing higher level grammar proficiency with an intermediate level progression of the language skills. Additional study of the culture of the Spanish speaking people, as well as an exploration of the history of said people, will be incorporated. Auditory component is required. Prerequisite: SPAN 1104 and 1204, two years of high school Spanish or satisfactory achievement on a placement exam. Fall.

SPAN 2204 INTERMEDIATE SPANISH II

A further Spanish language course emphasizing higher level grammar proficiency with an intermediate level progression of the language skills. Additional study of the history of the Spanish speaking people, as well as an introduction to literature, will be incorporated. Auditory component is required. Tutoring sessions required. Prerequisite: SPAN 1104, 1204 and 2104. Spring.

MODL 4961-4963 SPECIAL TOPICS IN MODERN LANGUAGES

Advanced studies in a special area of Modern Language. May be repeated up to a total of six semester hours. Prerequisite: Consent of Area Coordinator. Fall and Spring.

CAREER ALTERNATIVES IN THE DEPARTMENT OF HUMANITIES

Your choice of an academic concentration does not lock you into a limited range of jobs. Your academic concentration will prepare you for an entry-level position in several occupational areas which may be less obvious. It is not the academic area alone that prepares you for employment, but your total range of present skills, behavior patterns and accumulated knowledge.

The following job titles represent a sampling of positions which relate directly to communication.

English: Copy editor, proofreader, publicity, free-lance writer, teacher, editor, reporter, speech writer, advertising, research assistant (documents and records).

Foreign Language: Translator, language teacher, interpreter, import/export agent, foreign service officer, travel/tour agent, financial officer, realtor, hospitality services, nursing, law enforcement, ministry.

Communication: Teacher, advertising, sales, marketing, speech writer, columnist, ministry, announcer, public relations, human relations, reporter, producer.

Communication/Business: Personnel assistant, employee/labor relation, employment interviewer, consumer representative, broadcaster, human resources.

Political Science: Administrative assistant (federal, state, local government), intelligence specialist (FBI, CIA, military), campaign manager, law enforcement officer, teacher, legislative aide, foreign service officer, research assistant (documents and records).

History: Archivist, teacher, author, lawyer, genealogist, curator, archeological assistant, supervisor of historic site, research assistant (documents and records).

Graphic Design: Art Director, Product Designer, Corporate In-house Designer, Freelance Designer, Publication Designer, Environmental Designer, Sign System Designer, Print Production Artist, Digital Prepress Technician, Digital Illustrator, Web Site Designer, Web Programmer, Animation Designer, Animation Programmer, Video Graphic Designer, Screen Printer.

DEPARTMENT OF SCIENCE AND MATHEMATICS

Course Offerings: Biology, Biology Education, Chemistry, Computer Science, Engineering, Forensic Science, General Science, Mathematics, Mathematics Education, Physics

Department Mission Statement:

The Department of Science and Mathematics seeks to prepare all students for a life of service, learning and responsible living. Therefore, the Department purposes to develop in our students an understanding and appreciation of the strengths and limitation of scientific thought, encourage continual stewardship of the created order, promote a recognition of the value of logic and creativity in critical thought, and accurately present the role of science in contemporary culture. We encourage harmony in the dialogue between scientific study and faith to engender a sense of celebration of the intrinsic beauty of the universe.

FACULTY

FAITH E. JACOBSEN, Chair of the Department of Science and Mathematics; Assistant Professor of Chemistry, 2010-

B.S., Point Loma Nazarene University, 2002; M. S., University of California - San Diego, 2004; Ph.D., University of California - San Diego, 2007.

MARK A. BROWN, Associate Professor of Mathematics, 2002-

B.A., MidAmerica Nazarene University, 1991; M.S., Wichita State University, 1993.

STEPHEN L. COLE, Professor of Biology, 1969-

A.B., Bethany Nazarene College, 1967; M.S., Oklahoma State University, 1971; Ph.D., University of Kansas, 1980.

JAMES LEININGER, Assistant Professor of Mathematics, 2003-

B.A., Houghton College, 1986; M.S., South Dakota State University, 1988.

WILLIAM W. MORRISON, Associate Professor of Biology, 1981-

B.A., Olivet Nazarene College, 1973; M.S., University of Iowa, 1978.

ANDREW C. OVERHOLT, Assistant Professor of Physics, 2010-

B. S., Southern Nazarene Univeristy, 2005; M.S. University of Kansas, 2010.

RION G. TAYLOR, Assistant Professor of Biology, 2010-

B. S., Augusta State University, 2000; Ph. D., Syracuse University, 2008.

BIOLOGY

Objectives:

1. To encourage students in developing an understanding of biological principles.
2. To help students learn the methods and skills necessary for effective organization and study of biological information.
3. To develop within students an appreciation for the beauty, design and extent of the living world.
4. To help students contemplate the relationship between biological sciences and the Christian faith.
5. To introduce students to the trends in contemporary biological research.
6. To prepare students for careers in biology, teaching, and for entrance into preprofessional and graduate schools.
7. To meet the needs of non-major students who desire a broad education or specific courses required for their preprofessional preparation.

BIOL 1003 PRINCIPLES OF BIOLOGY

A study of structure and function at the cell, organism, population, and community levels. Designed to meet the needs of the general education student or other non-majors interested in biology. Three class hours per week. Fall, every year, and Spring, even years.

BIOL 1104 GENERAL ZOOLOGY

A study of the basic principles of animal structure and function. Focus is on broad issues of organization, mechanisms, homeostasis, behavior, and ecology. The course includes a general survey of the variety of animal life. Three class hours and three hours of laboratory per week. Fall.

BIOL 1304 BOTANY

A study of the structure and related function of plants. In the laboratory, experiments will demonstrate the fundamentals of plant anatomy and physiology. Microscopic, preserved and living specimens are used to illustrate tissue and plant structures. Three class hours and three hours of laboratory per week. Spring.

BIOL 1504 ANATOMY AND PHYSIOLOGY I

A study of the human body integrating microscopic and gross anatomy with physical and chemical principles of various organ systems. Course designed for nursing students and those with an area concentration in physical education. Not recommended for pre-medical students or those with a major in biology. Three class hours and three hours of laboratory per week. Fall.

BIOL 1604 ANATOMY AND PHYSIOLOGY II

A continuation of BIOL 1504. Three class hours and three hours of laboratory per week. Prerequisite: BIOL 1504, and CHEM 1005 or 1104 recommended. Spring.

BIOL 2005 MICROBIOLOGY

A study of the morphology and physiology of microorganisms with emphasis upon bacteria. The laboratory provides experience in analytical techniques and pure culture methods. Three class hours and six hours of laboratory per week. Prerequisite: CHEM 1005 or 1104 and one laboratory course in the biological sciences. Fall and Spring. (cf. FRNS 2005)

BIOL 3003 HUMAN GENETICS

A consideration of the principles of heredity in human beings with special attention given to related social, legal and ethical issues. Designed to meet the needs of the general education student or other non-majors interested in genetics. Spring.

BIOL 3105 COMPARATIVE CHORDATE ANATOMY

A morphological study of the major organ systems of representative chordate animals. A basic course for students with a major in biology, especially those interested in medicine. Three class hours and six hours laboratory per week. Prerequisite: BIOL 1104. Spring.

BIOL 3204 GENETICS

A study of the fundamental principles of inheritance considering the molecular, cytological, and population evidences. Three class hours and three hours of laboratory per week. Prerequisite: one lab course in biology and MATH 1203. Fall, even years. (cf. FRNS 3204)

BIOL 3303 BIOCHEMISTRY

A study of the molecular components of cells, catabolism, biosynthesis, and the replication, transcription and translation of genetic information. Prerequisite: CHEM 3103. Spring, even years. (cf. CHEM 3303, FRNS 3303)

BIOL 3404 VERTEBRATE EMBRYOLOGY

A study of vertebrate development from gametogenesis through organogenesis. Representative amphibian, avian and mammalian groups are examined. Three class hours and three hours of laboratory per week. BIOL 3105 recommended. Spring, even years.

BIOL 3503 IMMUNOLOGY

An introduction to the study of the immune response, covering such areas as immunobiology, immunochemistry, serology, hypersensitivity and autoimmunity. Prerequisite: 1 course in biology and CHEM 3003.

BIOL 3601-3 BIOLOGY RESEARCH 1

A laboratory or field research project directed by a faculty member. The student will work with the professor to design, conduct and report a project suitable for publication. The student will be expected to do literature research related to the topic, learn the basic skills associated with the project and report the work in a form consistent with the requirements of publications in the discipline. Prerequisite: Three courses in biology and permission of the instructor.

BIOL 3804 ECOLOGY

A study of plants and animals in relation to their biotic and abiotic environment. Field work will be part of the laboratory. Three class hours and one three-hour laboratory period per week. Prerequisite: 1 course in biology. Fall, odd years.

BIOL 4204 PHYSIOLOGY

A study of the function of the body systems of vertebrate animals with special emphasis on human physiology. Laboratory work is based primarily on animal function as recorded computerized data acquisition systems. Three class hours and one three-hour laboratory period per week. BIOL 3105, CHEM 3003, and BIOL 4403 are recommended. Spring, odd years.

BIOL 4403 CELL BIOLOGY

A study of biochemical activities, and the structural and functional characteristics of cells. Prerequisites: One biology course and CHEM 3003. Fall, even years.

BIOL 4503 HISTOLOGY

A study of the microanatomy of the tissues and organs of mammals. Prerequisites: BIOL 3105; CHEM 3003 recommended.

BIOL 4602 ANIMAL BEHAVIOR LAB

Laboratory and field work in the behavior of animals. Emphasis is on direct observation of what animals do in wild and captive situations. One hour of class meeting and three hours of observation per week. Prerequisite: BIOL 4603 or instructor's permission. Fall, odd years.

BIOL 4603 ANIMAL BEHAVIOR

An examination of the basic principles of animal behavior. Emphasis is placed on perceptual mechanisms and information processing. Three class hours per week. BIOL 3105 recommended. Spring, odd years.

BIOL 4701-3 BIOLOGY RESEARCH II

A continuation of Biology Research I. Prerequisite: Permission of the instructor.

BIOL 4862-4864 SPECIAL TOPICS IN BIOLOGY

Advanced studies in specialized areas of biology. Prerequisites: Three courses in biology and permission of the instructor.

BIOL 4901 BIOLOGY SEMINAR

A course which helps the student to research a topic of current biological interest and present it for group discussion in a manner that demonstrates professional presence and the ability to think critically. Three courses in college biology prerequisite. One class hour per week. Fall.

BIOL 4971-4973 DIRECTED STUDY**BIOL 4991 THE SENIOR YEAR**

A preparation for graduation and an assessment of the student and the Biology Program. The course involves an assessment of biological knowledge, a directed review of areas of identified weakness and taking the Biology Comprehensive Exam. The course is also designed to accomplish certain tasks related to graduation and to program assessment. One class hour per week. Fall.

REQUIREMENTS FOR THE MAJOR IN BIOLOGY

BIOL 1104	General Zoology	4
BIOL 1304	Botany	4
BIOL 2005	Microbiology	5
BIOL 3105	Comparative Chordate Anatomy	5
BIOL 4901	Biology Seminar	1
BIOL 4991	Senior Year	1
	Electives in Upper-division Biology	<u>13</u>
		33

SUPPORTING DISCIPLINES:

CHEM 1104, 2104	General Chemistry I and II (with labs)	8
MATH 1355	Pre-calculus	
or		
MATH 1405	Calculus I	<u>5</u>
		14
		46 hours

RECOMMENDED for those planning for careers in the health sciences or planning to apply for graduate degree programs:

BIOL 3204	Genetics	4
MATH 3503	Probability and Statistics	3
CHEM 3003, 3102, 3103	Organic Chemistry I and II (with labs)	10
PHYS 2005, 2105	Physics I and II (Calculus-Based)	10
or		
PHYS 1004, 1104	Physics I and II (Trigonometry-Based)	8

REQUIREMENTS FOR THE MAJOR IN BIOLOGY EDUCATION (6-12)

BIOL 1104	General Zoology	4
BIOL 1304	Botany	4
BIOL 2005	Microbiology	5
BIOL 3105	Comparative Chordate Anatomy	5
BIOL 3204	Genetics	4
BIOL 3804	Ecology	4
BIOL 4204	Physiology	4
BIOL 4403	Cell Biology	3
BIOL 4862	Special Topics in Biology	2
BIOL 4901	Biology Seminar	1
BIOL 4991	Senior Year	1
CHEM 1104	General Chemistry I	4
CHEM 2104	General Chemistry II	4
GNSC 1001	Biological Applications of Physical Science	1
GNSC 1003	Concepts in Physical Science	3
MATH 1355	Pre-calculus	5
		54 hrs

REQUIREMENTS FOR THE MINOR IN BIOLOGY

Choose at least two of the following:

BIOL 1104	General Zoology	4
BIOL 1304	Botany	4
BIOL 2005	Microbiology	5

In addition, the following must be completed:

BIOL 3105	Comparative Chordate Anatomy	5
BIOL 4901	Biology Seminar	1
	Elective in Upper-Division Biology	4
		18-19 hours

CHEMISTRY

Objectives:

1. To cultivate the scientific spirit and approach through instruction in the modern methods of pure and applied chemistry.
2. To provide a background for graduate and medical study.
3. To equip students for work in industry and government.
4. To encourage a harmony between science and the Christian faith.

CHEM 1005 INTRODUCTION TO CHEMISTRY

An introduction to general, organic and biochemistry. Provides a basis for additional study for health-science oriented students. Four lecture sessions and one laboratory per week. Does not apply to a major in chemistry. Fall.

CHEM 1104 GENERAL CHEMISTRY I

The first semester of a year-long course in chemistry for science majors. This course will cover measurement, stoichiometry, aqueous reactions, atomic structure and periodicity, bonding models and the gas laws. This course includes a three-hour laboratory per week. Prerequisite: two years of high school algebra and one year of high school chemistry, or permission of instructor. Fall.

CHEM 2104 GENERAL CHEMISTRY II

The continuation of Chemistry 1104. Topics covered include gas laws, liquid and solid behavior, equilibrium, thermodynamics, acid/base chemistry, electrochemistry, nuclear chemistry, and chemical kinetics. This course includes a three-hour laboratory per week. Prerequisite: CHEM 1104 or permission of instructor. Spring.

CHEM 3003 ORGANIC CHEMISTRY I

An introduction to the chemistry of the compounds of carbon, including bonding, functional groups, nomenclature, acid-base chemistry, isomers, and stereochemistry. The course includes an introduction to substitution, elimination, addition, and redox reactions. Prerequisite: CHEM 2104. Fall.

CHEM 3102 ORGANIC CHEMISTRY I LABORATORY

An introduction to procedures for laboratory preparation, purification and identification of organic compounds. Six hours per week. Fall.

CHEM 3103 ORGANIC CHEMISTRY II

A continuation of Chemistry 3003 with emphasis on organic syntheses, reaction mechanisms, and an introduction to biochemistry. Prerequisite: CHEM 3003. Spring.

CHEM 3202 ORGANIC CHEMISTRY II LABORATORY

Problems in synthesis and qualitative analysis of organic compounds. Six hours per week. Prerequisite: CHEM 3003 and 3102. Spring.

CHEM 3304 QUANTITATIVE ANALYSIS

The theory and practice of quantitative analysis. Emphasis is placed on volumetric, gravimetric and other "wet chemistry" methods of analysis. Topics covered: Experimental design and error analysis, complex formation, acid/base chemistry and titrations, complexometric titration, ISE theory, and ionic strength. Spring, even years. (cf. FRNS 3205)

CHEM 3303 BIOCHEMISTRY

A study of the molecular components of cells, catabolism, biosynthesis, and the replication, transcription and translation of genetic information. Prerequisite: CHEM 3103. Spring, even years. (cf. BIOL 3303, FRNS 3303)

CHEM 3403 FORENSIC CHEMISTRY

An introduction to the laboratory techniques and procedures used in forensic chemistry applications. Two hours of lecture and three hours of lab per week. (cf. FRNS 3403)

CHEM 3803 PHYSICAL CHEMISTRY I

An introduction to the basic concepts of physical chemistry: the Laws of Thermodynamics, phase equilibria, reaction equilibria, ideal solution behavior and its deviations, and kinetics. Prerequisites: CHEM 3103, MATH 1505, or permission of the instructor.

CHEM 4003 INSTRUMENTAL ANALYSIS

An in-depth study of the theory of and practical operation of instrumentation common to forensic and research chemistry laboratories. HPLC, GC/MS, AA, UV-Vis and IR spectroscopy will be covered in detail, with focus on separation and identification of chemical agents. The class will involve several laboratory projects. Prerequisite: CHEM 3103 and CHEM 3205 or permission of the instructor. Three hours of lecture per week. (cf. FRNS 4003)

CHEM 4103 PHYSICAL CHEMISTRY II

An introduction to the laws that govern the fundamental behavior of matter: quantum mechanics and its application to atomic structure and reactivity. Prerequisites: CHEM 3103, MATH 1505, or permission of the instructor. Fall, odd years.

CHEM 4203 POLYMER CHEMISTRY

An introduction to the structure, synthesis, properties, characterization, and processing of synthetic polymers. The course will include a laboratory project. Prerequisite: CHEM 3103 or permission of the instructor.

CHEM 4303 INORGANIC CHEMISTRY

A study of the advanced principles of Inorganic Chemistry. Topics include: bonding theories, coordination chemistry, symmetry and group theory, crystal field theory and an introduction to bioinorganic chemistry. Prerequisite: CHEM 3103 or permission of the instructor.

CHEM 4803 CHEMISTRY RESEARCH

The student will choose a project related to the overall research goals of the instructor, and conduct literature research and laboratory research on their project. An oral defense, oral update, and journal-style write up of their research are required. Fall.

CHEM 4901-4903 DIRECTED RESEARCH

A follow-up to CHEM 4803 for students who would like to do additional chemical research. Prerequisite: CHEM 4803.

CHEM 4971-4973 DIRECTED STUDY**CHEM 4563 SPECIAL TOPICS IN CHEMISTRY**

Topics in advanced analytical, inorganic or organic chemistry. Prerequisite: junior or senior standing and consent of instructor.

REQUIREMENTS FOR THE MAJOR IN CHEMISTRY

CHEM 1104	General Chemistry I	4
CHEM 2104	General Chemistry II	4
CHEM 3003	Organic Chemistry I	3
CHEM 3102	Organic Chemistry I Laboratory	2
CHEM 3103	Organic Chemistry II	3
CHEM 3202	Organic Chemistry II Laboratory	2
CHEM 3304	Quantitative Analysis	4
CHEM 4003	Instrumental Analysis	3
CHEM 4803	Chemistry Research	3
Take four of the following		12
CHEM 3303	Biochemistry	
CHEM 3403	Forensic Chemistry	
CHEM 3803	Physical Chemistry I	
CHEM 4103	Physical Chemistry II	
CHEM 4203	Polymer Chemistry	
CHEM 4303	Inorganic Chemistry	

REQUIREMENTS FOR THE MAJOR IN CHEMISTRY (CONT.)

Supporting Disciplines:

MATH 1405	Analytic Geometry and Calculus I	5
MATH 1505	Analytic Geometry and Calculus II	5
PHYS 2005	Physics I (Calculus-Based)	5
PHYS 2105	Physics II (Calculus-Based)	5
	Biology Lab Course	4
		64 hours

REQUIREMENTS FOR THE MINOR IN CHEMISTRY

CHEM 1104	General Chemistry I	4
CHEM 2104	General Chemistry II	3
CHEM 3003	Organic Chemistry I	3
CHEM 3102	Organic Chemistry I Lab	2
CHEM 3103	Organic Chemistry II	3
CHEM 3202	Organic Chemistry II Lab	2
		18 hours

COMPUTER SCIENCE

Objectives:

1. Provide each graduating major with depth and breadth in the subject areas of the core requirements. This will include an integrated learning across all course units.
2. Ensure that students have an understanding of the basic cultural, social, legal and ethical issues associated with the discipline of computing.
3. Provide sufficient laboratory and hands-on experience so that students are able to transcend the gap from theory to practice. This will include adequate skill in the use of modern computing equipments (hardware and software).
4. Ensure that students learn to function as team-members, have the ability to read and understand published literature in the field and can competently address technical subjects orally.
5. Prepare students for careers as professionals in the field of computing. Some will begin careers immediately upon graduation while others will attend graduate school.

COMP 1303 COMPUTING FOR THE LIBERAL ARTS

A presentation of the fundamentals of computer-based information systems with emphasis on their use in a multi-disciplined environment. Specific applications will include word-processing, spreadsheeting, integrating software tools, and the INTERNET. (Does not count toward a minor in Computer Science or MIS.) Fall and Spring.

COMP 2003 FUNDAMENTALS OF CIRCUIT ANALYSIS FOR DIGITAL DESIGN

An introduction to DC circuit analysis up through and including transistor circuits. The course will also be comprised of a presentation of digital logic gates, and the use of such in implementing combinational logic for digital systems. Closed lab. Spring.

COMP 2104 PROGRAMMING FUNDAMENTALS

A first course in programming with an emphasis on program design, fundamental programming constructs, algorithm design, and problem solving. Prerequisite: prior programming experience or permission of the instructor. Closed lab. Fall.

COMP 2303 VISUAL BASIC PROGRAMMING

An introduction to a programming tool which has become the choice of developers for user-friendly applications in the business world. This is an introduction into the world of development for Windows applications. Prerequisite: COMP 2104 or permission of the instructor. Fall, even years.

COMP 3203 SOCIAL AND PROFESSIONAL ISSUES

This course will include the history of computing, the social context of computing, professional and ethical responsibilities, risks and liabilities of computer-based systems, intellectual property, computer crime, economic issues in computing, and privacy and civil liberties issues. Spring.

COMP 3204 DATA STRUCTURES

Introduction to data structures and their applications; includes stacks, queues, lists, trees as well as sorting and searching techniques. Incorporates elements of the design and study of algorithms. Closed lab. Prerequisite: COMP 2104. Spring.

COMP 3503 DATABASE SYSTEMS

Introduction to relational databases and database management systems. Comparison of relational, network and hierarchical models. Programming in SQL will be included. Prerequisite: COMP 1303; and COMP 2104 or permission of the instructor. Fall, odd years.

COMP 4303 MANAGEMENT INFORMATION SYSTEMS

A history of MIS, system theory and the role of computer-based information systems in the modern organizational setting. Fall.

REQUIREMENTS FOR THE MINOR IN COMPUTER SCIENCE

COMP 2003	Fundamentals of Circuit Analysis for Digital Design
COMP 2104	Programming Fundamentals
COMP 2903	Digital Systems
COMP 3203	Social and Professional Issues
COMP 3204	Data Structures
COMP 3503	Database Systems

Total Hours for the Minor = 20 semester hours

REQUIREMENTS FOR THE MINOR IN INFORMATION SYSTEMS

COMP 2104	Programming Fundamentals
COMP 2303	Visual Basic Programming
COMP 3203	Social and Professional Issues
COMP 3503	Database Systems
COMP 4303	Management Information Systems
(3 semester hour COMP elective, upper division)	

Total Hours for the Minor = 19 semester hours

ENGINEERING

ENGR 1001 INTRODUCTION TO ENGINEERING I

A survey of the engineering profession. Students will examine the various engineering disciplines, explore educational requirements for the engineering profession, and assess aptitudes which help to determine success in the field. It will include a field trip and visits from practicing engineers.

ENGR 1002 INTRODUCTION TO ENGINEERING II

An introduction to the career of engineering from a practical standpoint. Students will work on representative engineering projects to gain a familiarity with the profession. Prerequisite: ENGR 1001.

FORENSIC SCIENCE

Objectives:

1. To provide a rigorous, science-based program in the forensic sciences.
2. To provide a foundation for graduate studies.
3. To prepare students for a career in forensic science, as well as traditional careers in biology or chemistry.
4. To provide sufficient laboratory and hands-on experience so that students can apply classroom theory to the practice of forensic science.
5. To ensure that students understand the ethical and legal aspects of forensic investigations.

FRNS 2005 MICROBIOLOGY

A study of the morphology and physiology of micro-organisms with emphasis upon bacteria. The laboratory provides experience in analytical techniques and pure culture methods. Three class hours and six hours of laboratory per week. Prerequisite: CHEM 1005 or 1104 and one laboratory course in the biological sciences. Fall and Spring. (cf. BIOL 2005)

FRNS 3204 GENETICS

A study of the fundamental principles of inheritance considering the molecular, cytological, and population evidences. Three class hours and three hours of laboratory per week. Prerequisite: one lab course in biology and MATH 1203. Fall, even years. (cf. BIOL 3204)

FRNS 3304 QUANTITATIVE ANALYSIS

The theory and practice of quantitative analysis. Emphasis is placed on volumetric, gravimetric, and other "wet chemistry" methods of analysis. Topics covered: Experimental design and error analysis, complex formation, acid/base chemistry and titrations, complexometric titration, ISE theory, and ionic strength. Three lectures and two three-hour laboratory periods per week. Prerequisite: CHEM 2103. Spring, even years. (cf. CHEM 3205)

FRNS 3303 BIOCHEMISTRY

A study of the molecular components of cells, catabolism, biosynthesis, and the replication, transcription and translation of genetic information. Prerequisite: CHEM 3103. Spring, even years. (cf. BIOL 3303, CHEM 3303)

FRNS 3403 FORENSIC CHEMISTRY

An introduction to the laboratory techniques and procedures used in forensic chemistry applications. Two hours of lecture and three hours of lab per week.

FRNS 3603 FORENSIC BIOLOGY

An introduction to the laboratory techniques and procedures used in forensic biology applications.

FRNS 3703 PROCEDURAL LAW

The course examines the interaction of constitutional law and law enforcement procedure. Rationales of case law will be explored and discussed within the context of the exclusionary rule, search and seizure, interrogations and confessions, police line-ups, and right to assistance of counsel. Spring. (cf. CRIM 3703)

FRNS 4003 INSTRUMENTAL ANALYSIS

An in-depth study of the theory of and practical operation of instrumentation common to forensic and research chemistry laboratories. HPLC, GC/MS, AA, UV-Vis and IR spectroscopy will be covered in detail, with focus on separation and identification of chemical agents. The class will involve several laboratory projects. Prerequisite: CHEM 3103 and CHEM 3205 or permission of the instructor. Three hours of lecture per week. (cf. CHEM 4003)

FRNS 4803 CRIMINAL FORENSICS

Explores how science and technology can be applied to solve criminal acts. The course provides useful techniques, procedures and suggestions on how to locate, document, collect and process physical evidence associated with criminal acts. Permission of instructor. Spring. (cf. CRIM 4803)

FRNS 4883 FORENSIC INTERNSHIP

Participation in a "hands-on" off-campus internship experience under the supervision of faculty. Written reports will be submitted to the professor by the supervisor of the student in the cooperating organization and by the student. The internship must be approved by the professor before enrollment.

REQUIREMENTS FOR THE MAJOR IN FORENSIC CHEMISTRY

FRNS 3304	Quantitative Analysis	4
FRNS 3303	Biochemistry	3
FRNS 3403	Forensic Chemistry	3
FRNS 3703	Procedural Law	3
FRNS 4003	Instrumental Analysis	3
FRNS 4803	Criminal Forensics	3
FRNS 4883	Forensic Internship	3

SUPPORTING DISCIPLINES:

BIOL 1104	General Zoology	4
or		
BIOL 1304	Botany	
CHEM 1104	General Chemistry I	4
CHEM 2104	General Chemistry II	4
CHEM 3003	Organic Chemistry I	3
CHEM 3102	Organic Chemistry I Lab	2

CHEM 3103	Organic Chemistry II	3
CHEM 3202	Organic Chemistry II Lab	2
CHEM 3803	Physical Chemistry I	3
or		
CHEM 4103	Physical Chemistry II	
CRIM 1003	Survey of Criminal Justice	3
MATH 1405	Analytic Geometry and Calculus I	5
MATH 1505	Analytic Geometry and Calculus II	5
MATH 3503	Probability and Statistics	3
PHYS 2005	Physics I (Calculus-Based)	5
PHYS 2105	Physics II (Calculus-Based)	5
		73 hours

REQUIREMENTS FOR THE MAJOR IN FORENSIC BIOLOGY

FRNS 2005	Microbiology	5
FRNS 3204	Genetics	4
FRNS 3303	Biochemistry	3
FRNS 3603	Forensic Biology	3
FRNS 3703	Procedural Law	3
FRNS 4003	Instrumental Analysis	3
FRNS 4803	Criminal Forensics	3
FRNS 4883	Forensic Internship	3
SUPPORTING DISCIPLINES:		
BIOL 1104	General Zoology	4
BIOL 1304	Botany	4
CHEM 1104	General Chemistry I	4
CHEM 2104	General Chemistry II	4
CHEM 3003	Organic Chemistry I	3
CHEM 3102	Organic Chemistry I Lab	2
CHEM 3103	Organic Chemistry II	3
CHEM 3202	Organic Chemistry II Lab	2
CRIM 1003	Survey of Criminal Justice	3
MATH 1405	Analytic Geometry and Calculus I	5
MATH 3503	Probability and Statistics	3
PHYS 2005	Physics I (Calculus-Based)	5
PHYS 2105	Physics II (Calculus-Based)	5
		74 hours

GENERAL SCIENCE

GNSC 1001 BIOLOGICAL APPLICATIONS OF PHYSICAL SCIENCE

Relates the principles of earth and space science, chemistry, and physics to an understanding of biological concepts. Prerequisite: Concurrent enrollment in GNSC 1003 or permission of the instructor. Spring, odd years.

GNSC 1003 CONCEPTS IN PHYSICAL SCIENCE

Selected topics are taken from Physics, Chemistry and the Earth and Space Sciences, emphasizing the conceptual structure of science. Fall and Spring.

GNSC 2003 AGRICULTURE AND SUSTAINABLE FOOD SYSTEMS

This course is an introduction to the scientific principles of food production. The integration of soils, plants and animals into sustainable production systems is examined and the environmental impact of agriculture explored. The challenge of feeding the world through agriculture is emphasized and recent developments in agricultural technology are discussed and evaluated.

GNSC 3703 HUMAN NUTRITION

This course provides an introduction to the science of human nutrition. The nutrients, as well as their physiological functions, digestion, absorption, and metabolism are explored. The student will learn to interpret nutritional information, analyze their diet, and relate diet to diseases. The impact of diet throughout the life cycle is addressed.

GNSC 3801 ENVIRONMENTAL STEWARDSHIP

A development of sound principles of stewardship of the created order. The discussion centers on fundamentals of responsible attitude and action in the environment. Student participation in dialog is an important aspect of the course. Each student develops an environmental ethic for personal and corporate action. One class meeting per week. Fall and Spring.

GNSC 3803 ENVIRONMENTAL SCIENCE

An examination of living systems and their functional relationships with their environment. Special emphasis is given to development of sound principles of stewardship of the created order. Student participation in large and small group discussion is an important aspect of the course. Each student develops an environmental ethic for personal and corporate action. Three class meetings per week. Fall and Spring.

MATHEMATICS

Objectives:

1. Students completing the baccalaureate program in Mathematics will have knowledge of calculus, linear algebra, abstract algebra, differential equations, discrete mathematics, statistics, computer programming, and mathematical technology.
2. Students completing the baccalaureate program in Mathematics will be able to think mathematically.
3. Students completing the baccalaureate program in Mathematics will be able to make connections within mathematics and to relate mathematics to other disciplines.
4. Students completing the baccalaureate program in Mathematics will possess professional skills to communicate mathematically in various settings.

MATH 1103 INTERMEDIATE ALGEBRA

A short review of the fundamental laws of algebra followed by a study of exponents, radicals, linear and quadratic equations, inequalities, polynomials, and polynomial functions. (Not

counted for major, minor or math education majors.) Prerequisite: FRST 0903 or approval by Math Program evaluation. Fall and Spring.

MATH 1203 COLLEGE ALGEBRA AND TRIGONOMETRY

A study of properties of real numbers, functions, exponential and logarithmic functions, trigonometric functions, complex numbers, sequences and series. (Not counted for major, minor or math education major.) Prerequisite: MATH 1103 or approval by Math Program evaluation. On demand.

MATH 1253 FINITE MATHEMATICS

A study of finite mathematics and related topics including linear equations and inequalities, functions and graphs, the exponential and logarithmic functions, the mathematics of finance, systems of linear equations and matrices, linear inequalities and linear programming concepts. Additional advanced topics may be covered. Prerequisite: Math 1103 or approval by Math Program evaluation.

MATH 1355 PRECALCULUS

This course includes a study of properties of functions: linear, quadratic, polynomial, rational, exponential, logarithmic, trigonometric, and other elementary functions. It also includes the study of systems of equations, systems of inequalities, and conic sections. Significant time will be given to the study of trigonometry. Prerequisite: Math 1103 or approval by Math Program evaluation. Spring.

MATH 1405 ANALYTIC GEOMETRY AND CALCULUS I

An introduction to the differential calculus of elementary functions and its applications, with emphasis on the construction of mathematical models of real-world phenomena. Prerequisite: MATH 1203 or 1355 or approval by Math Program evaluation. Fall.

MATH 1505 ANALYTIC GEOMETRY AND CALCULUS II

This course is a continuation of differential calculus and an introduction to integral calculus and infinite series, with emphasis on the construction of mathematical models of real-world phenomena. Prerequisite: MATH 1405. Spring.

MATH 2003 ANALYTIC GEOMETRY AND CALCULUS III

An extension of differentiation and integration from univariate functions to multivariate functions. Specific topics include partial derivatives, multivariate chain rule, implicit function differentiation, multiple integration, and line integrals. Prerequisite: MATH 1505. Fall.

MATH 2203 MODERN MATH FOR THE ELEMENTARY TEACHER

Covers topics of elementary mathematics to meet the needs of students preparing to teach in the elementary school. Topics include sets, logic, systems of numeration, whole numbers, integers, rational numbers, real numbers, and informal geometry. Prerequisite: MATH 1103 or equivalent.

MATH 2503 APPLIED MATHEMATICS WITH STATISTICS

The primary goal of this general education course is to develop the ability to solve problems through inquiry and exploration, logical reasoning, and making and testing conjectures. It includes a study of concepts, methods, and applications of quantitative reasoning including basic descriptive and inferential statistics. The course emphasizes active problem solving and developing connections with other disciplines. (Not counted for a math major, math minor or math education major.) Prerequisite: MATH 1103 or approval by Math Program evaluation.

MATH 3003 DISCRETE MATHEMATICS

A survey of fundamental topics in discrete mathematics. Topics include set theory, functions, elementary propositional and predicate logic, proof techniques (including induction and indirect proof techniques), Boolean Algebra, elementary graph theory, and matrices. Prerequisite: MATH 1405 or approval by Math Program evaluation. (cf. COMP 3003) Spring.

MATH 3103 LINEAR ALGEBRA

A study of vector spaces and linear transformations between vector spaces. Problems are approached both abstractly and concretely through matrix representations. Includes discussion of diagonalization, projection operators, inner product spaces and eigenvalue problems. Prerequisite: MATH 1505. Spring.

MATH 3203 MODERN GEOMETRY

The axioms and selected theorems of Euclidean Geometry are compared to corresponding axioms and theorems from non-Euclidean Geometry. Designed as a foundation for teaching high school geometry and to acquaint the student generally with techniques of writing proofs in any area of mathematics. Prerequisite: MATH 1405 and MATH 3003. Fall, even years

MATH 3303 HISTORY OF MATHEMATICS

A study of the history of mathematics from the development of early number systems to the mid-twentieth century. The historical development of calculus is included. Prerequisite: MATH 1405. Fall, even years.

MATH 3403 DIFFERENTIAL EQUATIONS

The general first order ordinary differential equation is discussed in the cartesian plane. Emphasis is placed on nth order linear differential equations with constant coefficients and their applications. Prerequisite: MATH 2003. Previous or concurrent enrollment in MATH 3103 recommended. Spring, even years.

MATH 3503 PROBABILITY AND STATISTICS

A course in elementary probability theory designed with a core which is common to the interests of students concentrating in biology, business, psychology, education, and sociology. Includes measures of central tendency, standard deviation, sampling theory, and correlation theory. Special problem sets and a term project allow for a particular emphasis in an area of application. This course is also suitable for prospective secondary mathematics teachers. It is not intended for students majoring in mathematics. Such students should take MATH 3703. Prerequisite: MATH 1103 or approval by Math Program evaluation. (cf. PSYC 3503)

MATH 3703 STATISTICS

A calculus-based statistics course including probability distributions, discrete random variables, continuous random variables and sampling distributions. Prerequisite: MATH 2003 and MATH 3003. Spring, odd years.

MATH 3803 ABSTRACT ALGEBRA

An introduction to rings, integral domains, fields and groups. Examples of these systems include the integers, rational numbers, real numbers and complex numbers. Prerequisite: MATH 1405 and MATH 3003. Fall, odd years.

MATH 4503 ADVANCED CALCULUS

Topics in real analysis including topology of the real line and \mathbb{R}^n , sequences and series, derivatives and the Riemann integral. Interchange of various limit processes in calculus are investigated. Prerequisite: MATH 2003 and MATH 3003. Spring, odd years.

MATH 4603 NUMERICAL ANALYSIS

Numerical methods are applied to problems in solving equations, differentiations, integration, successive approximation, interpolation, and linear algebra. Prerequisite: MATH 1405, MATH 2003 or MATH 3103, and COMP 2104 or permission of instructor. Fall, odd years. (cf. COMP 4603)

MATH 4763 SPECIAL TOPICS IN MATHEMATICS

The presentation of mathematical topics not covered in other courses. Suggested Topics: Statistics II, Complex Variables, Lebesgue Integration, Differential Geometry, Fourier Series. Prerequisite: Junior or senior standing and consent of the instructor. On demand.

MATH 4971-4973 DIRECTED STUDY

REQUIREMENTS FOR THE MAJOR IN MATHEMATICS

MATH 1405	Calculus I	5
MATH 1505	Calculus II	5
MATH 2003	Calculus III	3
MATH 3003	Discrete Mathematics	3
MATH 3103	Linear Algebra	3
MATH 3403	Differential Equations	3
MATH 3703	Statistics	3
MATH 3803	Abstract Algebra	3
COMP 2104	Programming Fundamentals	4
	Electives in Mathematics (any upper-division class remaining, except MATH 3503 and MATH 3602)	<u>9</u>
		41 hours

Highly recommended for Mathematics Majors:

PHYS 2005 Physics I (Calculus-Based)

REQUIREMENTS FOR THE MAJOR IN MATHEMATICS EDUCATION (6-12)

MATH 1405	Analytic Geometry and Calculus I	5
MATH 1505	Analytic Geometry and Calculus II	5
MATH 2003	Analytic Geometry and Calculus III	3
MATH 3003	Discrete Mathematics	3
MATH 3103	Linear Algebra	3
MATH 3203	Modern Geometry	3
MATH 3303	History of Mathematics	3
MATH 3503	Probability and Statistics	3
MATH 3803	Abstract Algebra	3
	Elective in Mathematics (300 level or above)	3
COMP 2104	Programming Fundamentals	4
		<u>38 hrs</u>

REQUIREMENTS FOR THE MINOR IN MATHEMATICS

MATH 1405	Analytic Geometry and Calculus I	5
MATH 1505	Analytic Geometry and Calculus II	5
	Electives in Mathematics (MATH 2003, or upper-division, except MATH 3602)	<u>9</u>
		19 hours

PHYSICS

PHYS 1004 PHYSICS I (TRIGONOMETRY-BASED)

Intended for pre-medical students, kinesiology majors, and other students who do not need calculus-based physics. Covers classical mechanics, heat, and wave motion. A laboratory session meets for three hours weekly. Prerequisite: MATH 1355 or its equivalent or department evaluation. Fall.

PHYS 1104 PHYSICS II (TRIGONOMETRY-BASED)

A continuation of Physics 1004. Covers electricity and magnetism, optics, and modern physics. A laboratory session meets for three hours weekly. Prerequisite: PHYS 1004. Spring.

PHYS 2005 PHYSICS I (CALCULUS-BASED)

Intended for students majoring in science and/or mathematics. Covers classical mechanics, heat and wave motion. A laboratory session meets for three hours weekly. Prerequisite: MATH 1405 or equivalent. Fall.

PHYS 2105 PHYSICS II (CALCULUS-BASED)

A continuation of Physics 2005. Covers electricity and magnetism, optics and modern physics. A laboratory session meets for three hours weekly. Prerequisite: PHYS 2005. Spring.

CAREER ALTERNATIVES IN THE DEPARTMENT OF SCIENCE AND MATHEMATICS

Your choice of an academic concentration does not lock you into a limited range of jobs. Your academic concentration will prepare you for an entry-level position in several occupational areas which may be less obvious. It is not the academic area alone that prepares you for employment, but your total range of present skills, behavior patterns and accumulated knowledge.

The following job titles represent a sampling of positions which relate directly to science and mathematics. For further information, contact the MNU Career Development Center.

Biology: Biology teacher, pharmaceutical sales representative, research assistant, microbiologist, dentist, park ranger, scientific equipment sales representative, forestry aide, medical laboratory technician, physician, forensic scientist, environmental lawyer, forest entomologist, veterinarian, environmental scientist.

Chemistry: Agricultural chemistry, analytical chemistry, biochemistry, marketing, chemical technology, colloid and surface chemistry, consulting, consumer products, environmental chemistry, food and flavor chemistry, forensic chemistry, geochemistry, hazardous waste management, inorganic chemistry, materials science, medicinal chemistry, oil and petroleum chemistry, organic chemistry, physical chemistry, polymer chemistry, pulp and paper chemistry, R&D management, science writing, textile chemistry, and water chemistry.

Computer Science: Programmer, system analyst, database designer, computer technician, computer field engineer, sales representative, networking specialist, software engineer.

Mathematics: Market research analyst, statistician, financial planner, mathematical technician, engineering assistant, actuary, claim adjuster, insurance underwriter.

SCHOOL OF BUSINESS

Jamie Myrtle
Interim Dean



- Department of Business Administration
- Department of Adult Studies in Business
- Department of Graduate Studies in Management

SCHOOL OF BUSINESS

The **School of Business** established in 2009, encompasses a wide variety of student demographics, majors and learning options.

The **Department of Business Administration** offers traditional undergraduate majors including:

- Accounting
- Business Administration
- Organizational Leadership
- Business Psychology
- Marketing
- Sports Management

The **Department of Adult Studies in Business (ASB)** offers non-traditional education for working professionals seeking to obtain a baccalaureate education in a learning environment that is tailored to their needs. Majors are offered in:

- Management and Human Relations
- Public Administration

IAE also provides for a wide variety of courses designed to provide a bridge for those adults who have at least 30 hours of college credit and are seeking admission into one of the adult-education programs at MidAmerica Nazarene University. MidAmerica Accelerated Positioning Program (MAPP) includes, but is not limited to, courses that meet general education requirements. In addition to MAPP, a full menu of short-term courses are available and offered in a wide range of scheduling options and learning environments including face-to-face, online and blended.

The **Department of Graduate Studies in Management (GSM)** offers a Master of Business Administration (MBA) and the Master of Arts in Organizational Administration (MAOA). Both of these advanced degrees have been designed with the full-time working professional in mind with the schedule of classes customized for their convenience. More detailed information is available in the Graduate Catalog published by MNU.

The backbone of the School of Business is its faculty who blend the best of a strong, personal, Christian commitment and ethic, academic scholarship and real-world experience in the discipline in which they teach.

Consistent with the vision statement of MidAmerica Nazarene University, the School of Business strives to be a part of a Christian institution of higher education that seeks to be a premier University with a global impact.

DEPARTMENT OF BUSINESS ADMINISTRATION

Course Offerings: Accounting, Economics, Finance, International Business, Leadership, Management, Marketing, and Sports Management.

Statement of Mission:

The mission of the Department of Business Administration at MidAmerica Nazarene University is to help students identify life's call and to equip them to become leaders who can transform the marketplace through the application of Christian values. The department's programs are designed with the following goals in mind:

1. To support the Christian mission of MidAmerica Nazarene University by fostering the development of sound Christian ethical practices and leadership skills which students can integrate into their professional and personal lives, by honoring the dignity and worth of all individuals and by encouraging diversity within our faculty and student body.
2. To support the general education program of MidAmerica Nazarene University and thereby further develop all MNU students through class offerings in the field of Economics.
3. To support the educational mission of MidAmerica Nazarene University by offering academically challenging fields of preparation in Accounting, Business Administration, Business Psychology, International Business, Leadership, Marketing, and Sports Management.
4. To facilitate the development of broadly educated individuals with specific skills in: problem solving, the use of business technology, delivering business presentations, business writing, teamwork, leadership, working in multicultural environments, and adapting to change.
5. To meet the needs of our stakeholders by encouraging student and faculty involvement with the church, employers and community.

FACULTY

YORTON CLARK, Chair of the Department of Business Administration, Professor of Business, 2001-

B.S., Oklahoma Wesleyan University, 1984; M.P.A., University of Missouri at Kansas City, 1993; Ed. D., Saint Louis University, 2010.

MICHAEL L. GOUGH, Professor of Business, 1984-

B.A., Southern Nazarene University, 1974; M.A., Southern Nazarene University, 1976; M.Div., Nazarene Theological Seminary, 1979; M.A., Webster University, 1985; D.Min., Bethel Theological Seminary, 2001.

MARK C. FORD, Associate Vice President for Academics; Professor of Business, 1991-

B.A., MidAmerica Nazarene University, 1987; M.B.A., University of Kansas, 1997; J.D., University of Missouri-Kansas City, 1990; Ed.D., University of Pennsylvania, 2011.

JACK C. JONES, Assistant Professor of Sports Management, 2005-

B.S., University of the Ozarks, 1979; M.Ed., Arkansas Technical University, 1996.

JAMIE S. MYRTLE, Associate Professor of Business, 2000-

B.A., MidAmerica Nazarene University, 1987; C.P.A., 1990; M.B.A., University of Kansas, 1997.

LISA WALLENTINE, Associate Professor of Business Administration, 2003-

B.A., MidAmerica Nazarene University, 1994; M.B.A., Wright State University, 1998.

DAVID L. WEGLEY, Associate Professor of Business, 1989-

B.A., MidAmerica Nazarene University, 1982; M.B.A., University of Kansas, 1985; Ed. D., Saint Louis University, 2010.

SENIOR COMPREHENSIVE TESTS

All seniors majoring in Accounting, Business Administration, Business Psychology, Communications/Business, Marketing, Organizational Leadership, and Sports Management must take the prescribed comprehensive(s) for their respective major(s) prior to graduation. All tests must be passed satisfactorily the first time or the specific area(s) of deficiency must be made up before graduation in consultation with the members of the business department faculty.

The Major Field Test in Business is a national standardized test published by Educational Testing Service, Inc. and is administered to Accounting, Business Administration, marketing, and Organizational Leadership (Business Track) seniors in the Fall semester.

A test, created by the Department of Business Administration, is administered to Accounting, Business Administration, Business Psychology, Communications/Business, Marketing, Organizational Leadership, and Sports Management seniors in the Spring semester on the third Saturday in January at 8 a.m.

CRITERIA FOR ADMISSION INTO THE ACCOUNTING OR BUSINESS ADMINISTRATION MAJORS:

Admission to Pre-Accounting or Pre-Business Administration for the freshman and sophomore years is open to all students. For students to be recommended for admission to the Accounting or Business Administration majors they must have met the following requirements:

1. Submit a formal application for advanced standing in the major by August 15 preceding their junior year.
2. Successful completion of the following courses with a cumulative GPA of 3.0 or better:
 - a. MGMT 1803 Introduction to Business (or Econ 1503 Personal Finance)
 - b. MATH 1253 Finite Math
 - c. ECON 2503 Principles of Macroeconomics
 - d. ACCT 2803 Principles of Financial Accounting

REQUIREMENTS FOR THE MAJOR IN ACCOUNTING

I.	General Education	43-56 hours
	These courses include MATH 1253, ENGL 1303, ECON 2503, and MGMT 2603. We recommend that accounting students especially consider additional offerings in English, communications, and mathematics.	
II.	Accounting Major	70 hours
	ECON 1503	Personal Finance
	OR	
	MGMT 1803	Introduction to Business
	ECON 2703	Principles of Microeconomics*
	ACCT 2803	Principles of Financial Accounting*
	ACCT 2903	Principles of Managerial Accounting*
	ACCT 3403	Intermediate Accounting I*
	ACCT 3431	Intermediate Accounting I Lab
	ACCT 3503	Intermediate Accounting II*
	ACCT 3531	Intermediate Accounting II Lab
	ACCT 3603	Federal Income Tax Accounting
	ACCT 3803	Cost Accounting*
	ACCT 4403	Auditing*
	ACCT 4503	Advanced Accounting*
	ACCT 4531	Advanced Accounting Lab
	MGMT 3003	Business Communications*
	MGMT 3103	Business Law I
	MGMT 3203	Business Law II
	MGMT 3503	Business Ethics
	MGMT 3903	Business Statistics*
	MGMT 4303	Production/Operations Management*
	MGMT 4403	Business Finance*
	COMP 4303	Management Information Systems
	MGMT 4503	Human Resource Management
	MGMT 4803	Strategic Management
	MGMT 4903	Applied Strategic Management*
	Students are to take two out of the following three courses (4 hours):	
	MGMT 3012	Advanced Spreadsheet Applications in Business
	MGMT 3022	Database Applications in Business
	MGMT 3032	Current Topics in Technology Applications in Business
III.	Electives	7-20 hours
		<u>126 hours</u>

*This course has a prerequisite.

REQUIREMENTS FOR THE MINOR IN ACCOUNTING

B.A. with a minor in Accounting	18 hours	
ACCT 2803	Principles of Financial Accounting	3 hours
ACCT 2903	Principles of Managerial Accounting	3 hours
	Upper division Accounting electives	<u>12 hours</u>
		18 hours

ACCOUNTING

ACCT 2803 PRINCIPLES OF FINANCIAL ACCOUNTING

A study of the language of business and how accounting communicates useful information through general-purpose financial statements to people outside the business entity.

Prerequisite: MATH 1253 or successful completion of an algebra placement exam. Fall

ACCT 2903 PRINCIPLES OF MANAGERIAL ACCOUNTING

The continued study of basic accounting concepts with emphasis placed on specific accounting information needed by management to support day-to-day and long-term operations. Prerequisite: MATH 1253 or successful completion of an algebra placement exam. Spring.

ACCT 3403 INTERMEDIATE ACCOUNTING I

An overview of accounting principles and the clarification of accounts presented within general-purpose financial statements. An emphasis on current accounting literature and financial accounting theory. Prerequisite: ACCT 2803 and ACCT 2903. Fall.

ACCT 3431 INTERMEDIATE ACCOUNTING I LAB

Practical applications of accounting problems to run concurrently with ACCT 3403.

ACCT 3503 INTERMEDIATE ACCOUNTING II

The continued study of financial accounting and issues related to stockholders' equity, income measurement, and analysis of general-purpose financial statements. An emphasis on current accounting literature and financial accounting theory. Prerequisite: ACCT 3403. Spring

ACCT 3531 INTERMEDIATE ACCOUNTING II LAB

Practical applications of accounting problems to run concurrently with ACCT 3503.

ACCT 3603 FEDERAL INCOME TAX ACCOUNTING

An introduction to current federal tax laws relating to individuals: determination of adjusted gross income, itemized deductions, exclusions and exemptions, gains and losses, determination of tax liability, withholding calculation, and tax planning. Fall, odd years.

ACCT 3803 COST ACCOUNTING

Cost accounting deals with the planning and controlling of business operations. It considers policy-making decisions using long-range planning. This course combines two perspectives of management accounting: the techniques available and their behavioral implications. Prerequisite: ACCT 2803 and ACCT 2903. Spring, even years.

ACCT 4103 ACCOUNTING SOFTWARE APPLICATIONS

In this course computers are used to apply the principles and procedures of accrual accounting. Computer accounting applications include general ledger, accounts receivable, accounts payable, invoicing payroll, inventory, and job costs. January term.

ACCT 4881-4884 ACCOUNTING INTERNSHIP

Students work with cooperating firms for on-the-job training. This course provides students the opportunity to test decision-making skills, problem, solving skills and knowledge acquired in the classroom. It also provides exposure to the opportunities, demands, problems and rewards of a particular career field. Written reports to be submitted by the firm and by the student to the professor. Consent of the professor is required before enrollment. Fall, Spring and Summer.

ACCT 4403 AUDITING

A study of generally accepted auditing standards and procedures relating to the examination of financial statements prepared by independent certified public accountants. Prerequisite: ACCT 2803 and ACCT 2903. Fall, even years.

ACCT 4503 ADVANCED ACCOUNTING

An advanced and extensive study of consolidated financial statements. Also foreign currency translation, international accounting, and other special topics to be discussed. Prerequisite: ACCT 3503. Fall, even years.

ACCT 4531 ADVANCED ACCOUNTING LAB

Practical applications of accounting problems to run concurrently with ACCT 4503.

ACCT 4863 RESEARCH TOPICS IN ACCOUNTING

An investigation into the changing environment of the accounting profession. This course will introduce accounting research methods and literature review. Topics may include accounting theory, not-for-profit accounting, computer applications in accounting, or additional relevant topics. Prerequisite: consent of the instructor. Elective.

ACCT 4971-4973 DIRECTED STUDY

CERTIFIED PUBLIC ACCOUNTANT (CPA) EXAMINATION

The Accounting major will provide the student with the core courses required to sit for the CPA examination in most states. The requirements for taking the CPA examination are established by each state individually, however, and, therefore, may vary from state to state. The faculty will advise and assist each student as to individual state requirements and individual student options.

Many states are now requiring CPA candidates to have completed 150 hours of academic work. To meet this requirement, some students may choose to begin Master's level study before taking the exam, while others may choose to take additional undergraduate hours.

REQUIREMENTS FOR THE MAJOR IN BUSINESS ADMINISTRATION

- I. General Education43-56 hours
These courses include ECON 2503, ENGL 1303, MATH 1253, MGMT 3903, MGMT 2603. We recommend that business administration students especially consider offerings in English, communication, computer science, and mathematics. MATH 1405 Calculus I is recommended for students in graduate school or pursuing a career in management consulting.

- II. Business Administration Major55 hours
 - MGMT 1803 Introduction to Business (or ECON 1503)
 - ECON 2703 Principles of Microeconomics*
 - ACCT 2803 Principles of Financial Accounting*
 - ACCT 2903 Principles of Managerial Accounting*

MGMT	3003	Business Communications *
MGMT	3103	Business Law I
MGMT	3303	Principles of Management
MGMT	3503	Business Ethics*
MGMT	4203	Organizational Leadership*
MGMT	4303	Production/Operations Management*
MGMT	4403	Business Finance*
MGMT	4503	Human Resource Management*
MGMT	4613	International Business
MGMT	4803	Strategic Management*
MGMT	4703	Organizational Behavior*
MKTG	3303	Principles of Marketing
MGMT	4903	Applied Strategic Management*

Students are to take two out of the following three courses (4 hours):

MGMT	3012	Advanced Spreadsheet Applications in Business
MGMT	3022	Database Applications in Business
MGMT	3032	Current Topics in Technology Applications in Business

III. Electives16-29 hours
 *This course has a prerequisite.

MINOR IN BUSINESS ADMINISTRATION

B.A. with a minor in Business Administration18 hours

ACCT	2803	Principles of Financial Accounting*
ECON	2503	Principles of Macroeconomics*
MGMT	3003	Business Communications*
MGMT	3103	Business Law I
MGMT	3303	Principles of Management
MKTG	3303	Principles of Marketing

*This course has a prerequisite.

MAJOR IN ORGANIZATIONAL LEADERSHIP

I. General Education43-56 hours
 ENGL 1303 and MGMT 3903 are recommended.

II. Leadership Core38 hours

ECON	1503	Personal Finance
MGMT	1803	Introduction to Business
MGMT	3303	Principles of Management
MGMT	4203	Organizational Leadership
MGMT	4703	Organizational Behavior*
MGMT	2703	Formation of a Leader
MGMT	3503	Business Ethics*
MGMT	4503	Human Resource Management*
MGMT	3003	Business Communications*
MKTG	3303	Principles of Marketing
MGMT	3103	Business Law I
MGMT	4803	Strategic Management*
MGMT	3032	Current Topics in Technology Applications in Business

III. Organizational track (Choose one of the following tracks)17 hours

Business Track

MATH	1253	Finite Math (general core)*
MGMT	4613	International Business
ACCT	2803	Principles of Financial Accounting*
ECON	2503	Principles of Macroeconomics* or
ECON	2703	Principles of Microeconomics*
MKTG	3703	Promotion Management*
MGMT	2603	Computer Applications
MGMT	3012	Advanced Spreadsheet Application in Business

Christian Education Track

CHED	2003	Introduction to Christian Education
CHED	3203	Christian Education of Children
CHED	3303	Introduction to Youth and Family Ministry
CHED	3403	Christian Education of Adults
CHED	4603	Team Based Ministry In The Local Church
CHED	3103	Christian Leadership

Communications Track

COMM	1303	Public Speaking
COMM	2303	Interpersonal Communication
COMM	3603	Intercultural Communication*
COMM	4603	Organizational Communication
COMM	3403	Small Group Communication
COMM	3803	Introduction to Public Relations

Ministry Track

Biblical Literature	3 hours
Theology	3 hours
Christian Education	3 hours
Church History	3 hours
Practical Theology	3 hours
Philosophy	3 hours

Intercultural Studies Track

MSNS	2003	Introduction to Christian Mission
MSNS	3103	Practice of Mission
PRTH	3203	Evangelism and Church Growth
BLIT	3603	Book of Acts
PHIL	4003	Religions of the World
PRTH	3903	Sociology of Religion

Political Justice Track

Required courses:

POLS	1103	Democracy in America
CRIM	3403	Criminal Court System
MGMT	4983	Business Law II

Choose three electives from the following:

CRIM	3203	Criminal Law
CRIM	3603	Constitutional Law
CRIM	3703	Procedural Law
POLS	3903	American Political Parties
LEAD	4883	Political Justice Internship

Psychology Track

PSYC	1103	General Psychology
PSYC	2503	Lifespan Development I
PSYC	3203	Theories of Personality*
PSYC	3303	Lifespan Development II
PSYC	3803	Abnormal Psychology*
PSYC	4003	Psychology and Christianity*

Youth Ministry Track

CHED	3103	Christian Leadership
CHED	3303	Introduction to Youth and Family Ministry
CHED	3903	Adolescent Psychology*
CHED	4383	Youth and Family Ministry Practicum
CHED	4303	Programming for Youth and Family Ministry*
CHED	4703	Pastoral Care of Families

IV. Unrestricted Electives	.....	13-26 hours
		<u>126 hours</u>

*This course has a prerequisite.

MINOR IN LEADERSHIP

B.A. with a minor in Leadership	18 hours
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Required classes:

MGMT	2703	Formation of a Leader
MGMT	4203	Organizational Leadership

Choose four electives from the following:

CHED	3103	Christian Leadership
COMM	3703	Persuasion
COMM	4603	Organizational Communication
MGMT	3303	Principles of Management
MGMT	4703	Organizational Behavior*
MGMT	4883	Management Internship
MGMT	4983	SIFE Internship

*This course has a prerequisite.

REQUIREMENTS FOR THE MAJOR IN BUSINESS PSYCHOLOGY

Psychology Courses (27 hours)

PSYC	1103	General Psychology	3
PSYC	2303	Understanding Multicultural Behavior	3
PSYC	2503	Lifespan Development I	3
PSYC	3203	Theories of Personality*	3
PSYC	3403	Lifespan Development II	3
PSYC	3503	Behavioral Science Statistics*	3
PSYC	3913	Social Psychology*	3
PSYC	4203	Psychology of Learning*	3
PSYC	4903	Industrial/Organizational Psychology	3

Business Courses (27 hours)

ACCT	2803	Principles of Financial Accounting*	3
ECON	2503	Principles of Macroeconomics*	3
MGMT	3003	Business Communications*	3
MGMT	3103	Business Law I	3
MGMT	3303	Principles of Management	3
MKTG	3303	Principles of Marketing	3
MGMT	4203	Organizational Leadership*	3
MGMT	4503	Human Resource Management*	3
MGMT	4703	Organizational Behavior*	3

54 hours

*This course has a prerequisite.

ECONOMICS

ECON 1503 PERSONAL FINANCE

A general education core course intending to prepare the student for lifelong financial planning. Emphasis is placed on setting in motion an awareness of the critical issues that must be addressed in developing a sound personal financial planning program. Spring.

ECON 2503 PRINCIPLES OF MACROECONOMICS

A course that studies the allocation of scarce resources in a competitive free enterprise environment. Emphasis is placed on the ways economic problems should be solved by society. Prerequisite: Sophomore standing or consent of instructor. Prerequisite: MATH 1253 or successful completion of an algebra placement exam. Fall.

ECON 2703 PRINCIPLES OF MICROECONOMICS

The continuation of Principles of Economics I with emphasis placed on the study of the ways economic problems should be solved by individual economic units such as farms, consumers, and industries. Prerequisite: MATH 1253 or successful completion of an algebra placement exam. Spring.

ECON 3703 INVESTMENTS

This course analyzes the economic importance of investments and develops the theoretical framework necessary for a systematic approach to the problems of investing. Contents include consideration of investment objectives, measurement of returns, alternative uses of investment funds, securities markets, the element of risk, tax aspects, and managing investments. Prerequisite: ECON 2703. Elective.

ECON 4003 MONEY AND BANKING

A study of the factors influencing bank reserves and the money supply while the Federal Reserve System and the Treasury attempt to control these same factors. Emphasis includes monetary theory and analysis of current policy issues. Prerequisite: ECON 2503. Elective.

ECON 4963 RESEARCH TOPICS IN ECONOMICS

This course title is designed to be flexible with the changing demands of the economic environment. Current topics in the field of economics will be discussed. Elective.

ECON 4971-4973 DIRECTED STUDY

MANAGEMENT

MGMT 1803 INTRODUCTION TO BUSINESS

A survey course that provides an economic background to evaluate the nature and scope of today's business environment. Emphasis is placed on social responsibility, ethical decisions, human relations, and other issues dealing with economic situations. Fall.

MGMT 2503 PRINCIPLES OF INSURANCE

A course to survey the general principles and practices in the field of insurance. Topics to be covered include type of insurance carriers and coverages, insurance contracts, risk analysis, and additional current issues. Elective.

MGMT 2603 COMPUTER APPLICATIONS

Introduction to computers as a tool for business including fundamental concepts of information literacy and technology literacy. The course will pay specific attention to the use of business application software including word processing, spreadsheets, database, graphics, presentations, and electronic communications. The course will also examine the use of the internet both in terms of website design and as a tool for gathering information. Fall, Spring, Summer.

MGMT 2703 FORMATION OF A LEADER

An introduction and survey of leadership and the practical skills and strategic formation needed to begin the journey of practicing balanced and effective leadership. The course teaches the fundamental principles and tools necessary for the initial development of leaders. Spring.

MGMT 3003 BUSINESS COMMUNICATIONS

A study of written and oral communication skills required in the business world. Emphasis is placed on writing skills including letters, memos and reports. Also included are opportunities for oral presentations and resume writing. This course uses Word and PowerPoint in various business applications. Prerequisite: ENGL 1203 and typing skills. Fall and Spring.

MGMT 3012 ADVANCED SPREADSHEET APPLICATIONS FOR BUSINESS

Using a problem based learning format, students learn to utilize advanced spreadsheet software tools to solve and support common management decisions. More specifically, the course covers concepts such as problem analysis, forecasting, What-If Analysis, Pivot Tables and presentation of data to enhance decision making. Prerequisite: MGMT 2603.

MGMT 3022 DATABASE APPLICATIONS IN BUSINESS

Using a combination of lectures and a problem based learning format, students will learn about the use of database systems for both decision making and e-commerce. Concepts and principles of database design and administration are covered. The students will gain hands-on experience with relational databases, data mining concepts, and Web-based data oriented applications. Prerequisite: MGMT 2603.

MGMT 3032 CURRENT TOPICS IN TECHNOLOGY APPLICATION IN BUSINESS

This course will examine current trends and developments regarding the use of technology in business. The course will consider new developments in technology from multiple perspectives. Specific attention will be given to a number of potential issues including potential applications of the technology to solve business problems, limitations of the technology, cost factors and potential ethics concerns with new developments in technology. When possible, the course will utilize a problem bases learning format to engage the students in utilizing the technology. Prerequisite: MGMT 2603.

MGMT 3103 BUSINESS LAW I

The study of the legal environment of business with an overview of the general nature of law, the legal system, and the collection of laws that influence the behavior and conduct of commercial activity. Emphasis will be placed on Contract Law. Fall.

MGMT 3203 BUSINESS LAW II

A continuation of Business Law I with comprehensive emphasis on commercial law topics including torts, products liability, business organizations and the law of agency. Students will be given the opportunity to participate in a mock trial. Spring.

MGMT 3303 PRINCIPLES OF MANAGEMENT

A study of human relations and adjustments in the business organization. This course deals with problems such as proper placement of individuals on the job, methods of motivation, supervision, discipline, and promotion. Fall and Spring.

MGMT 3403 ENTREPRENEURSHIP

A guide to entrepreneurship which emphasizes the development of basic management, marketing and accounting techniques uniquely important to small business. Elective.

MGMT 3503 BUSINESS ETHICS

This course develops conceptual models for improving the clarity and consistency of ethical judgment in business settings. A portion of the course will consider decision making skills and integrate them with ethical frameworks utilizing case analysis. Fall.

MGMT 3903 BUSINESS STATISTICS

An introductory course for the development of analytical and quantitative concepts needed for management applications. It is designed to prepare students to understand and communicate quantitative and statistical application in a business environment. Covered in this course is probability, forecasting, and implementation of quantitative analysis. Prerequisite: MATH 1253. Fall.

MGMT 4103 PROJECT MANAGEMENT

This course focuses on the project management principles and tools which are essential for today's managers. Topics include managing project costs, schedule and scope. Project management software which aids in planning, tracking and variance analysis will also be explored. Elective.

MGMT 4203 ORGANIZATIONAL LEADERSHIP

A study of the dynamics of leadership in organizational contexts with attention to both theory and practice. The complementary qualities of leadership and management are examined and their impact on organizational effectiveness and corporate success is analyzed. Spring.

MGMT 4303 PRODUCTION/OPERATIONS MANAGEMENT

This course focuses on decision making and controlling the allocations of personnel, materials, and machine utilization in a manufacturing/service environment. Handling and control of materials, inventory, purchasing, and quality control are addressed. Students are exposed to procedures used to set standards and develop skills in estimating, forecasting, and scheduling. Spring.

MGMT 4403 BUSINESS FINANCE

A course in the field of managerial finance and the environment in which financial decisions are required. Emphasis is placed on the theories, concepts, tools, and techniques that assist managers to make reasonable decisions. Prerequisite: ACCT 2803 and ACCT 2903. Spring.

MGMT 4503 HUMAN RESOURCE MANAGEMENT

This course studies principles and practices in job analysis recruitment, selection, staffing, and compensation of personnel. The impact of unions and government regulations on human resource management will be studied. Prerequisite: MGMT 3303 and MGMT 3003. Fall.

MGMT 4613 INTERNATIONAL BUSINESS

The nature of international business and the three environments in which an international business person works - domestic, international, and foreign will be studied. The ways in which uncontrollable environmental forces impact each of the functional areas of the firm will also be examined. Spring.

MGMT 4703 ORGANIZATIONAL BEHAVIOR

This course focuses on the knowledge and application of behavioral science theories and concepts useful in organizations with special emphasis on group functions. Specifically, the mechanisms that organizations and managers use to respond to and initiate change in internal and external environments will be studied. Students will examine specific business processes from the perspective of problem solving, intervention theory and research, decision making, organizational culture and effectiveness, power and political strategies and team development. This class is normally completed in the junior or senior year. Spring. Prerequisite: MGMT 3303.

MGMT 4803 STRATEGIC MANAGEMENT

This course focuses on the strategic decisions and planning processes that shape the future direction of an organization. Students will utilize techniques for defining the basic purpose and objectives of an enterprise, for analyzing competitors and industries, and for matching organizational strengths with environmental opportunities. Prerequisite: senior status. Fall.

MGMT 4881-4884 MANAGEMENT INTERNSHIP

Students work with cooperating firms for on-the-job training. This course provides students the opportunity to test decision-making skills, problem, solving skills and knowledge acquired in the classroom. It also provides exposure to the opportunities, demands, problems and rewards of a particular career field. Written reports to be submitted by the firm and by the student to the professor. Consent of the professor is required before enrollment. Fall, Spring, and Summer.

MGMT 4953 RESEARCH TOPICS IN MANAGEMENT

This course is designed to provide flexibility in the offering of management courses. Topics important to the business field are discussed. Elective.

MGMT 4961-4964 SIFE

SIFE is a non-profit organization whose Board of Directors consists of 100 CEO’s and top executives of some of America’s largest corporations. SIFE business supporters (over 400 corporations) provide financial support, serve as judges and provide prize money and trophies for student competitions. Student SIFE teams organized on college campuses nationwide brainstorm, design and implement programs and projects to teach others how market economies and businesses operate. Projects may include starting and operative small businesses, providing consulting for small businesses, running seminars, sponsoring debates, attending or presenting at conferences, developing K-12 entrepreneurship curriculum, sponsoring events, publishing news articles, etc. Students may repeat the course for a total of six hours credit. Consent of the instructor is required before enrollment. Fall and Spring.

MGMT4971-4973 DIRECTED STUDY

MGMT 4981-4984 SIFE LEADERSHIP

This class is by invitation only. Students who are selected for this class will submit an application, resume and go through an extensive interview process. Students who are selected will become officers in Students In Free Enterprise (SIFE) at MidAmerica. Students who have participated in SIFE in previous semesters and/or who have served as project leaders will be given preference. This class requires SIFE officers to participate in weekly executive planning sessions and to manage a weekly SIFE meeting. There is substantial opportunity to develop and demonstrate leadership skills by directing project leaders and other business students toward the completion of community service ventures and in SIFE sponsored competitions. This class is normally completed in the Junior or Senior year. Fall and Spring.

MGMT 4903 APPLIED STRATEGIC MANAGEMENT

Building on the materials presented in MGMT 4803, Strategic Management, students will apply, through completion of case studies and projects, the theories of strategic management to real world business problems. Course will focus on current trends and themes in business. Prerequisite: MGMT 4803. Spring.

REQUIREMENTS FOR THE MAJOR IN MARKETING

- I. General Education43-56 hours

These courses include MATH 1253, ENGL 1303, MGMT 2603, ECON 2703, and MGMT 3903 (or MATH 3703). We recommend that marketing students consider additional offerings in English and Communications.

- II. Business Core:

MGMT	1803	Introduction to Business	3
ACCT	2803	Principles of Financial Accounting	3
MGMT	3103	Business Law I	3
MKTG	3303	Principles of Marketing	3
MGMT	3303	Principles of Management	3
MGMT	3003	Business Communications	3
MGMT	3503	Business Ethics	3

MGMT	4103	International Business	3
MGMT	4803	Strategic Management	3
MGMT	3022	Database Applications in Business	2
MGMT	3032	Current Topics in Business Technology	2
			31 hours

III. Marketing Core:

MKTG	2003	Sales and Sales Management	3
MKTG	3503	Consumer Behavior	3
MKTG	3703	Promotion Management	3
MKTG	4203	Retail Management	3
MKTG	4803	Marketing Research	3
COMM	3803	Introduction to Public Relations	3
GRAP	2203	Introduction to Digital Media	3
GRAP	2303	Typography and Page Design	3
GRAP	2603	Web Interface Design	3
MKTG	4883	Marketing Internship	3
			30 hours

Marketing Major Total Hours61 hours

MINOR IN MARKETING

B.A. with a minor in Marketing18 hours

MKTG	2003	Sales and Sales Management
MKTG	3303	Principles of Marketing
MKTG	3503	Consumer Behavior
MKTG	3703	Promotion Management
MKTG	4203	Retail Management
MKTG	4803	Marketing Research

MARKETING

MKTG 2003 SALES AND SALES MANAGEMENT

A study of the basic principles involved in the sales process. Emphasis on technique and practical application to various sales situations. The sales function and its impact on the economics, sociological and psychological aspect of the marketplace are studied. Spring.

MKTG 3103 PRINCIPLES OF REAL ESTATE

A study of real estate regulations, practices, legal aspects, and professional ethics of the real estate business. Elective.

MKTG 3303 PRINCIPLES OF MARKETING

A middle-management (supervisory) approach to the study of marketing as it relates to the concepts of product, place, promotion and price. Fall and Spring.

MKTG 3503 CONSUMER BEHAVIOR

Consideration of marketing functions and structures from the standpoint of the consumer; standards for the selection of consumer goods and protection of the consumer, emphasis on consumer motivation. Prerequisite: MKTG 3303. Fall.

MKTG 3703 PROMOTION MANAGEMENT

A middle-management (supervisory) approach to the study of promotion including personal selling, sales promotion techniques to middlemen and final consumers, and mass selling techniques used in advertising and publicity (public relations). Prerequisite: MKTG 3303. Fall.

MKTG 4103 INTERNATIONAL MARKETING

This course identifies the key elements of international marketing or exchange as the ability to recognize foreign business opportunities, to interpret the external and uncontrollable marketing environments, and to develop an understanding of how a firm's resources match the requirements for a profitable marketing exchange. Prerequisite: MKTG 3303 and MGMT 3303. Spring.

MKTG 4203 RETAIL MANAGEMENT

The value of retailing in marketing is studied. Included is an analysis of site location, purchasing, promotion, organization, personnel, and control in a retail business. Prerequisites: MKTG 3303 and MGMT 3303. Fall.

MKTG 4803 MARKETING RESEARCH

Evaluates the role of marketing research in marketing management. Included are the uses of research in defining, analyzing and resolving marketing problems. Consideration given to research procedures, sources of data, and management's use of information for decision-making. Prerequisites: MKTG 3303 and MGMT 3903, MATH 3703, or MATH 2503. Spring.

MKTG 4881-4884 MARKETING INTERNSHIP

Students work with cooperating firms for on-the-job training. This course provides students the opportunity to test decision-making skills, problem, solving skills and knowledge acquired in the classroom. It also provides exposure to the opportunities, demands, problems and rewards of a particular career field. Written reports to be submitted by the firm and by the student to the professor. Consent of the professor is required before enrollment. Fall, Spring, and Summer.

MKTG 4963 RESEARCH TOPICS IN MARKETING

This course title is designed to meet the challenging field of marketing. Current topics important to the marketing profession to be discussed. Elective

MKTG 4971-4973 DIRECTED STUDY

MKTG 4981-4984 SIFE

SIFE is a non-profit organization whose Board of Directors consists of 100 CEO's and top executives of some of America's largest corporations. SIFE business supporters (over 400 corporations) provide financial support, serve as judges and provide prize money and trophies for student competitions. Student SIFE teams organized on college campuses nationwide brainstorm, design and implement programs and projects to teach others how market economies and businesses operate. Projects may include starting and operative small businesses, providing consulting for small businesses, running seminars, sponsoring debates, attending or presenting at conferences, developing K-12 entrepreneurship curriculum, sponsoring events, publishing news articles, etc. Students may repeat the course for a total of six hours credit. Consent of the instructor is required before enrollment. Fall and Spring.

PRE-LAW MAJOR PROGRAM

According to The Official Guide to U.S. Law Schools, “there is no recommended set of pre-law courses. Law schools prefer that you reserve your legal study for law school and fill your undergraduate curriculum with broad, diverse, and challenging courses. Pre-law courses that introduce you to broad legal principles may present you with enough information to decide whether you want to continue with a legal education. . .” MNU business students are well prepared for law school and have been admitted into nationally ranked law schools around the country. Many law school courses such as: contract law, products liability law, agency law, corporate law, business organizations, federal tax law, estates and trusts, etc. are business based. In addition to a business degree, business students should consider electives in writing, speaking, literature, American history and criminology. Business students interested in a legal career are encouraged to see the Business Department’s pre-law advisor.

REQUIREMENTS FOR THE MINOR IN LEGAL STUDIES

B.A. with a minor in Legal Studies	.....	18 hours	
CRIM	3203	Criminal Law	3
CRIM	3403	Criminal Court Systems	3
CRIM	3603	Constitutional Law	3
CRIM	3703	Criminal Procedure	3
MGMT	3103	Business Law I	3
MGMT	3203	Business Law II	3

SPORTS MANAGEMENT

The non-teaching Sports Management degree prepares students for careers in sport and fitness related settings. Depending on emphasis, graduates are prepared to work in fitness and wellness programs or to manage and/or coach recreational, professional, and college sports programs.

Mission Statement for Sports Management:

The MidAmerica Nazarene University Sports Management mission is to engage all students in providing the highest quality of instruction in a Christian environment. Our goal is to assist in producing morally, academically, spiritually, and professionally qualified individuals for careers in health, lifetime fitness, athletics, and/or sports and recreational field environments.

Learning Objectives:

Students who successfully complete the Sports Management program should be able to:

1. Develop class plans for cognitive, psychomotor, and fundamental motor skills for specific sports and activities.
2. Develop a philosophy statement that adheres to the students’ respective field of interest.

3. Describe the roles and responsibilities of the different settings within the sport management profession.
4. Develop the knowledge and skills of professional behavior in order to manage and interact with professionals and students within the field of sports management.
5. Demonstrate an appreciation and knowledge of wellness and lifelong activities.
6. Demonstrate knowledge of coaching strategies in a variety of sport related events, including basketball, baseball, softball, football, volleyball, and track and field.
7. Demonstrate proficiency in applying theory to practical experiences within the field.
8. Articulate appreciation for the human body as the temple of the Holy Spirit by making appropriate lifestyle choices.
9. Gain and demonstrate knowledge by passing the Sports Management Comprehensive Exam.
10. Develop a resume and portfolio that will assist in securing employment in the Sports Management field upon graduation.

SPMT 1002 INTRODUCTION TO SPORTS MANAGEMENT

This course is a two hour introduction course designed to help students investigate the different areas of sports management and determine which area of emphasis would be best as well as to helping the student plan out their program of study, block schedule, and writing a resume. All students will gain a better understanding of the profession of sports management. Fall.

SPMT 3212 APPLIED KINESIOLOGY.

A study of joint articulations and movements, and muscular analysis applied to various sports, exercises, rehabilitative programs and daily activities. Fall.

SPMT 3602 PSYCHOLOGY OF SPORTS

This course introduces the prospective coach, teacher or athletic trainer to the strategies and techniques used by coaches and sport psychologists to cultivate peak performance and personal growth with each individual athlete and groups of athletes. Fall.

SPMT 4302 SPORTS MANAGEMENT SENIOR SEMINAR

This course is designed to help prepare Sports Management majors for graduation. The course includes preparation for the Senior Comprehensive exam, resume and portfolio preparation, preparation for clinical experience internship, employment interview simulation, and post-graduate preparation. Prerequisite: All sport core classes must be complete, with the exception of PHED 4912, 4916, or 4919. Fall and Summer.

SPMT 4402 COACHING THEORY OF FOOTBALL

Techniques and strategy of various systems of football. Fall and Summer.

SPMT 4412 APPLIED EXERCISE PHYSIOLOGY.

This course will study the physiological factors which influence physical performance and fitness. It will emphasize the major organ systems of the body and how they react to exercise. Finally, it will apply this knowledge to general health and fitness populations, as well as to athletes. Spring.

SPMT 4502 COACHING THEORY OF BASEBALL AND SOFTBALL

This course is designed to help prepare students to coach softball and baseball. Students are taught coaching theories, training schedules, and fundamentals of the sport. Spring.

SPMT 4503 PERSONAL TRAINING AND LAB

The course is designed to integrate the academic knowledge gained in kinesiology, exercise physiology and/or anatomy and physiology into one practical, hands-on course that allows students to experience the application of these knowledge skills in a “real-world” environment. Upon completion of this course students will be fully prepared for the National Strength and Conditioning Association, Certified Personal Trainer exam or equivalent certification exam. Prerequisite: SPMT 3212 and SPMT 4412 or permission of instructor.

SPMT 4602 COACHING THEORY OF TRACK AND FIELD

Techniques of track and field. Spring.

SPMT 4702 COACHING THEORY OF VOLLEYBALL

This course is designed to help prepare students to coach volleyball. Students are taught coaching theories, training schedules, and fundamentals of the sport. Fall.

SPMT 4916-4919 FIELD EXPERIENCE OF SPORTS MANAGEMENT

A supervised, clinical experience at a local fitness center, professional institution, NAIA, recreational center, or training center. Prerequisite: PHED 4302. Fall, Spring and Summer. Student may take for 6 or 9 hours of credit.

SPMT 4802 COACHING THEORY OF BASKETBALL

Techniques and strategy of various systems of basketball. Fall.

SPMT 4916-4919 FIELD EXPERIENCE OF SPORTS MANAGEMENT

A supervised, clinical experience at a local fitness center, professional institution, NAIA, recreational center, or training center. Prerequisite: PHED 4302. Fall, Spring and Summer. Student may take for 6 or 9 hours of credit.

Students complete the general education core requirements and a 33-36 hour sport core. Students then complete a specialized core in one of three emphasis.

COURSES IN THE SPORTS MANAGEMENT MAJOR:

SPMT 1002	Intro to Sports Management	2
ATRN 1300	Techniques of Athletic Training Lab	0
ATRN 1303	Techniques of Athletic Training	3
ECON 1503	Personal Finance	3
MGMT 1803	Intro to Business	3
PHED 3003	Techniques of Teaching Individual Sports	3
PHED 3103	History & Philosophy of PE and Sport	3
PHED 3403	Organization and Administration of PE and Athletics	3
SPMT 3212	Applied Kinesiology	2
SPMT 3602	Psychology of Sport	2
SPMT 4303	Sports Management Senior Seminar	3
SPMT 4412	Applied Exercise Physiology	2
SPMT 4916-9	Field Experience of Sports Management	6-9
		<u>33-36</u> hours

COMMUNICATION EMPHASIS

COMM 2303	Interpersonal Communication	3
COMM 3403	Small Group Communication	3
COMM 4603	Organizational Communication	3
COMM 3803	Intro to Public Relations	3

19 hours

172 BUSINESS ADMINISTRATION

JOUR 1903	Multimedia Reporting & Writing I	3
JOUR 2201	Newspaper Workshop	1
JOUR 3603	Multimedia Editing	3

BUSINESS EMPHASIS **18 hours**

MGMT 3003	Business Communications	3
MGMT 3103	Business Law I	3
MGMT 3303	Principles of Management	3
MGMT 3503	Business Ethics	3
MKTG 2003	Sales and Sales Management	3
MKTG 3303	Principles of Marketing	3

FITNESS EMPHASIS **19-20 hours**

HLTH 3000	CHC Lab First Aid/CPR Certificate	0
HLTH 3003	Sports and Exercise Nutrition	3
PHED 2202	Aquatics I OR	2
PHED 3002	Current Health Concepts	2
PHED 3413	Water Safety Instruction	3
SPMT 1102	Lifetime Fitness/Weights I	2
SPMT 1112	Beginning Aerobic Conditioning	2
SPMT 1201	Recreational Activity	1
SPMT 1901	Wellness	1
SPMT 4503	Personal Training and Lab	3
SPMT _____	Coaching Theory of <u> </u> (pick one)	2

Total Upper Division Hours Needed	48 hours
Total Hours Needed for BA degree	126 hours

REQUIREMENTS FOR THE MINOR IN COACHING

The minor in coaching is designed for anyone who has interest in coaching. It prepares the individual for a variety of sports at the different levels of competition.

COURSES IN COACHING MINOR:

ATRN 3103	Techniques of Athletic Training	3
ATRN 3100	Techniques of Athletic Training Lab	0
HLTH 3000	CHC Lab First Aid/CPR Certification	0
HLTH 3003	Current Health Concepts	3
PHED 3503	Techniques of Teaching Team Sports	3
SPMT 3602	Psychology of Sport	2
<i>Choose 4 of the following 5 Coaching courses;</i>		
SPMT 4402	Coaching Theory of Football	2
SPMT 4502	Coaching Theory of Baseball and Softball	2
SPMT 4602	Coaching Theory of Track and Field	2
SPMT 4702	Coaching Theory of Volleyball	2
SPMT 4802	Coaching Theory of Basketball	2

19 hours

GENERAL EDUCATION ACTIVITY COURSES

The range of activities offered in the program is planned to meet the physical activity needs of all students. All activity courses will include self-testing activities and will acquaint students with basic knowledge, understanding, and value of physical activities as they relate to healthful living. All students are required to earn two (2) semester hours of credit from one of the following three areas:

PHED 2002 INDIVIDUAL AND DUAL SPORTS

This course is designed to equip students with the skills, techniques, methods, and knowledge to engage in a variety of physical activities (badminton, table tennis, archery, golf, bowling, rugby, pickleball, and tennis). Students are also taught how these activities can become a part of their every day lifestyles and how the activities can contribute to better health and wellness. Lab fee required. Fall, Spring and Summer.

PHED 2102 TEAM SPORTS

This course is designed to help each student understand and have knowledge to engage in a variety of team sports activities (basketball, softball, volleyball and soccer). Students are encouraged to learn at their own pace by using steps of progression and to integrate their new skills into the total action of activity. Our goal is to enhance the student's confidence and comfort level in one or more of these activities so that they can establish and maintain an active lifestyle by participating in a team sport. Fall and Spring.

PHED 2202 AQUATICS I

A course designed to increase the students' ability to demonstrate aquatic skills and relate these activities to healthful living. Lab fee required. Fall.

PHED 2302 AQUATICS II. Prerequisite: PHED 2202. Fall.

PHED 2402 AQUATICS III. Prerequisite: PHED 2302. Fall.

PHED 2602 KARATE I

This courses introduces basic techniques to help students become more positive, assertive, and disciplined as they learn self-defense skills. Course includes the history and traditions of the martial arts as it evolved into self-defense. The relationship between self-defense and health/wellness related benefits are emphasized. Fall and Spring.

PHED 3413 WATER SAFETY INSTRUCTOR (WSI). This course is designed to prepare students to teach Red Cross swimming. Lab fee required. Spring.

PHED 3612 KARATE II. Prerequisite PHED 2602. Fall and Spring.

PHED 3712 KARATE III. Prerequisite PHED 3612. Fall and Spring.

PHED 4612 KARATE IV. Prerequisite PHED 3712. Fall and Spring.

SPMT 1102 LIFETIME FITNESS/WEIGHT TRAINING I

A study of the various methods, techniques, aims and objectives for reaching a desired level of fitness (aerobic and anaerobic) and to understand the basic scientific principles involved in training. This course will evaluate students to determine their current fitness level. Test will measure heart and lung capacities, body composition, muscle strength, cardiovascular endurance, and flexibility. After learning the basic concepts of life fitness students will demonstrate their knowledge of the strength and weakness of lifetime activities for maintaining fitness. The knowledge and techniques should enable the student to design a conditioning program for a variety of goals and activities. Special emphasis on strength and weight conditioning. Fall and Spring. Also taught in Winter term.

SPMT 1112 BEGINNING AEROBIC CONDITIONING.

A course designed to provide students with comprehensive, detailed, and practical learning experiences that promote adoption of an active life style. Activities include: Fundamentals of self defense, walking, jogging, floor aerobics, step aerobics, stationary cycling, spinning, and strength training. Fall and Spring.

SPMT 1201 RECREATIONAL ACTIVITY. Fall and Spring.

SPMT 1901 WELLNESS

These courses are designed to help each student understand the three key areas related to wellness: (1) fitness for health; (2) nutrition, body composition, and weight management; and (3) behavioral issues and health. Wellness is taught the first seven weeks and the recreational activity class is taught the second seven weeks. Fall and Spring.

SPMT 2301 VARSITY SPORTS I. Fall and Spring.

SPMT 2401 VARSITY SPORTS II. Prerequisite: SPMT 2301. Fall and Spring.

SPMT 3112 INTERMEDIATE AEROBIC CONDITIONING. Prerequisite: SPMT 1112. Fall and Spring.

SPMT 3301 VARSITY SPORTS III. Prerequisite: SPMT 2301 and 2401. Fall and Spring.

SPMT 3401 VARSITY SPORTS IV. Prerequisite: PHED 2301, 2401 and 3301. Fall and Spring.

SPMT 3702 LIFETIME FITNESS/WEIGHT TRAINING II. Prerequisite: SPMT 1102. Fall and Spring. Also taught in Winter term.

SPMT 4112 ADVANCED AEROBIC CONDITIONING. Prerequisite: SPMT 1102 and 3112. Fall and Spring.

SPMT 4212 LIFETIME FITNESS/WEIGHT TRAINING III. Prerequisite: SPMT 1102 and 3702. Fall and Spring. Also taught in Winter term.

DEPARTMENT OF ADULT STUDIES IN BUSINESS

FACULTY

JONATHAN D. DOWNS, Assistant Professor of Adult Education, 2010-

B. A., MidAmerica Nazarene University, 1998; M. A. Emporia State University, 2006.

BOB G. HUMPHREY, Professor of Adult Education, 2000-

A.A., Nazarene Bible College, 1986; B.A., MidAmerica Nazarene University, 1993; M.B.A., MidAmerica Nazarene University, 1996; Doctoral Candidate, Saint Louis University.

LeANN J. YANTIS, Assistant Professor of Adult Education, 2008-

B.A., MidAmerica Nazarene University, 1983; M.B.A., MidAmerica Nazarene University, 2004.

Statement of Mission:

Our purpose is to provide a quality educational opportunity for adult learners that encourages individuals to experience spiritual, intellectual, personal, and professional growth in an atmosphere of personal care, service, and teamwork.

GENERAL EDUCATION REQUIREMENTS AND OUTCOMES FOR ADULT STUDIES IN BUSINESS STUDENTS

Spiritual Development

Students will develop a clear understanding of the essential thoughts of biblical Christianity which will enable them to live a lifestyle honoring to God.

3 hrs of Biblical Perspectives * or a course in religion or Christian education

Self-Understanding

Students will accept themselves as persons of worth and will develop habits of living that are mentally and physically healthy.

3 hrs of Psychology - courses in the psychology department that include human development issues

Critical Thinking

Students will develop the ability to determine validity and reasonableness through an examination of information, argumentation and experience.

3 hrs of Ethics* or a course in philosophy

3 hrs of Statistics* or a course in math (not developmental)

Effective Communication

Students will be able to express their ideas clearly and effectively and accurately interpret communication from others.

3 hrs of English Composition

3 hrs of Effective Interpersonal* or a course in speech

Social Responsibility

Students will become informed, concerned and involved citizens in the world.

3 hrs of history, political science, or government

3 hrs of sociology, economics, or criminal justice

Scientific Literacy

Students will develop an informed perspective and respect for the created order and use the methods of scientific inquiry to explore it.

3 hrs of natural, biological, or physical science or computer science with evidence of programming

Aesthetic Literacy

Students will develop a discerning awareness of the language and literature of diverse art forms and will be able to recognize, interpret, and use creative artistic expressions.

3 hrs of literature, music, fine arts, humanities, or art

**denotes a class taught in the MHR or PA major*

THE BACHELOR OF ARTS IN MANAGEMENT AND HUMAN RELATIONS (MHR)

This field-based, accelerated program is designed for adult learners (23 years and older) who wish to earn a degree while pursuing professional/vocational obligations. Admission to the program requires at least 60 semester hours of transferable classroom coursework with a 2.0 minimum cumulative GPA. A prescribed 32-hour major program is followed by a group of students who pursue the entire program as a single class unit. Classes are taught in a seminar style and focus on organizational behavior, leadership, interpersonal skills, management problems, and a values-oriented management approach. This program allows for the evaluation of prior-learning experience for credit (up to 34 semester hours) beyond the 32-hour major.

MHR GLOBAL OUTCOMES

MHR graduates will demonstrate core competencies in **critical thinking skills** which will include analytical thinking, collaborative planning and organizing, and problem resolution.

MHR graduates will demonstrate effective **communication** through writing, interpersonal relations, small group facilitation, and presentation skills.

MHR graduates will demonstrate **competence in management** through contemporary leadership skills, supervisory skills, and coaching skills.

MHR graduates will demonstrate **ethical responsibility** through self awareness of a personal value structure.

MHR graduates will demonstrate **adaptability** through teamwork and work environment.

SEMESTER I

Module 1

MHR 4203 Organizational Behavior

This module is a study of group behavior and how group functioning affects organizational

effectiveness. Emphasis is placed on making decisions and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are best handled by groups or individuals. 3 semester hours.

Module 2

MHR 4103 Adult and Professional Development

This module will focus on understanding adult learning and developmental theory and the career management and planning process. Self-assessment and analysis of the resulting information will be key components to the learning process. Each student will develop a professional growth plan to assess his or her strengths and weaknesses, identify knowledge and skills acquired, and assemble evidence of those knowledge and skills. 3 semester hours.

Module 3

MHR 4403 Organizational Development

This module focuses on understanding organizational development as a means to increase an organization's effectiveness and viability. Components include basic behavioral science techniques for facilitating individual, small group, and organizational change, problem solving, system improvement, and changing beliefs and values within an organization. 3 semester hours.

Module 4

MHR 4303 Effective Interpersonal Relations

An investigation of the role of communication and relationships in creating a productive work environment. Effectiveness in personal and social relationships is also covered through readings and exercises concerning such topics as nonverbal communication, constructive feedback, and conflict management. Students develop a model for effective relationships. 3 semester hours.

Module 5

MHR 3603 Biblical Perspectives

The course reflects MNU's commitment, as a Christian liberal arts university, to nurturing an appreciation for the rich resources of the Scriptures. Cultural, societal, and biblical themes are explored through the study of the literature and history of the Bible. Students study the development of five major themes throughout the Bible and examine biblical concepts as they relate to current professional issues and the integration of faith, learning, and living. 3 semester hours.

SEMESTER II

Module 6

MHR 3505 Statistical Methods and Research in Higher Education

Problem analysis and evaluation techniques are presented. Students are shown methods for defining, researching, analyzing, and evaluating a problem requiring solution within their work or avocational environment. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance, and constructing questionnaires. Each student combines his/her research and practical implementation of theories and concepts to develop a Capstone Project. The project examines a problem in a student's occupation or avocation. 5 semester hours.

Module 7**MHR 4223 Human Resources Administration**

Students explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices regarding recruitment, selection, training, development, and compensation of employees. Special attention is given to Equal Employment Opportunity and Occupational Safety and Health Administration legislation through a series of case studies and simulations. 3 semester hours.

Module 8**MHR 4603 Ethics: Personal and Professional**

Students formulate a philosophy of life, providing the base for such concerns as ethics in business, accountability in government, respect for human rights, and a responsible life style in our contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace, and classroom discussion. 3 semester hours.

Module 9**MHR 4233 Management and Leadership**

Students examine motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed. Negotiation is covered through readings and class practice, with an analysis of the effect on productivity. 3 semester hours.

MHR 4803 Capstone Project

The student's Capstone Project is written and orally presented to the instructor and the class. 3 semester hours.

Management and Human Relations

Semester 1

	Weeks		Credit	
Module 1	5	MHR 4203	3	Organizational Behavior
Module 2	5	MHR 4103	3	Adult and Professional Development
Module 3	5	MHR 4403	3	Organizational Development
Module 4	5	MHR 4303	3	Effective Interpersonal Relations
Module 5	5	MHR 3603	3	Biblical Perspectives
	25		15	

Semester 2

	Weeks		Credit	
Module 6	8	MHR 3505	5	Statistical Methods and Research in Higher Education
Module 7	5	MHR 4223	3	Human Resources Administration
Module 8	5	MHR 4603	3	Values: Personal and Social
Module 9	5	MHR 4233	3	Management and Leadership
Capstone Project	2	MHR 4703	3	Capstone Project
	25		17	

Total -- 50 weeks

32 semester hours

THE BACHELOR OF ARTS IN PUBLIC ADMINISTRATION (PA)

This field-based, accelerated program is designed for adult learners (21 years and older) who wish to earn a degree while fulfilling professional/vocational obligations. Admission to the program requires at least 44 semester hours of regionally accredited transferable coursework with a 2.0 minimum cumulative GPA. A prescribed 48-hour major program is followed by a group of students who pursue the entire program as a cohort. Ninety percent of the program is online, with 10% of the program being held on-campus. This program allows for the evaluation of prior-learning experience for credit (up to 34 semester hours) beyond the 48-hour major. US or American Government is a pre-requisite course. Other general education courses that are required and strongly recommended before admission are English Composition, Public Speaking, and Business Math.

PA GLOBAL OUTCOMES

PA graduates will have an understanding of how to respond to and work in the **public sector**.

PA graduates will understand how to **collaborate and network** with other jurisdictions.

PA graduates will have the ability to **monitor and research other cultures and environments**.

PA graduates will **think critically** about ethical issues, with the ability to make ethical decisions.

PA graduates will **communicate** well through writing and public speaking.

SEMESTER I

Module 1

PADM 4103 Adult and Professional Development

This module focuses on understanding adult learning and developmental theory, and the career management and planning process. Self-assessment and analysis are key components. Each student prepares a professional portfolio. 3 semester hours.

Module 2

PADM 4003 Public Administration

This module studies current topics in public administration, related to the student's area of interest and expertise. 3 semester hours.

Module 3

PADM 4203 Public Policy

The module addresses a systematic approach to policy-making, including application of systems and operations analysis. 3 semester hours.

Module 4

PADM 4403 Organizational Theory and Design

This module focuses on practical information, bringing about an understanding of the basic theories and techniques of organizational development. Components include decision making, communication, and leadership along with analytical tools to use in organizational goal achievement. 3 semester hours.

Module 5

PADM 4503 Government Economic Development Policies

The most effective policies of state and local governments will be evaluated. Practices to stimulate economic growth in the public sector and non-profit agencies will be determined. 3 semester hours.

Module 6

PADM 4013 Administrative Law

This module addresses law as it applies to administrative agencies and government, focusing on regulatory activities, due process, and administrative rule-making. Some aspects of business law will be incorporated. 3 semester hours.

Module 7

PADM 4303 Organizational Behavior

In this module group behavior is the main topic of study and focuses on the evaluation of how work groups within an organization function. 3 semester hours.

SEMESTER II

Module 8

PADM 3803 Research in Higher Education and Applied Project, Part 1

Each student combines research and practical implementation of theories and concepts to develop a Capstone Project. The project examines a problem in the student's occupation or avocation. 3 semester hours.

Module 9

PADM 4023 Public Personnel Administration

This module studies the analysis of the techniques and principles involved in managing public employees. Topics include staffing, separation, training, evaluation, and other human relations issues. 3 semester hours.

Module 10

PADM 4043 Public Budgeting

Planning, financing, and managing governmental budgets will be the core of this module. The analysis of public budgeting will include the relationships between national, state, and local levels of government. 3 semester hours.

Module 11

PADM 4033 Regional Planning

A comprehensive overview of the planning and problems of effective planning, including land use, housing, and transportation policies. 3 semester hours.

Module 12**PADM 4053 Public Management Techniques**

This module focuses on managerial functions and processes in the areas of strategic planning, decision-making, community relations, and professional ethics. Components include organizational design and the establishment of a mission, goals, and objectives. 3 semester hours.

Module 13**PADM 4063 Non-Profit Management**

This module will focus on a variety of differences as to the management and operation of non-profit organizations. Topics evaluated include reasons behind the formation of a non-profit, budgeting and fund-raising strategies, employee practices, laws and regulations, competition, and determination of who will be served by a non-profit organization. 3 semester hours.

Module 14**PADM 3603 Biblical Perspectives**

This course reflects MNU's commitment, as a Christian liberal arts university, to nurturing an appreciation for the rich resources of the Scriptures. Cultural, societal, and biblical themes are explored through the study of literature and history of the Bible. Students study the development of five major themes throughout the Bible and examine biblical concepts as they relate to current professional issues and the integration of faith, learning, and living. 3 semester hours.

Module 15**PADM 4803 Applied Research Project, Part 2**

The student's applied project is written and presented orally. 3 semester hours.

Module 16**PADM 4603 Ethics in the Public Sector**

Students formulate a philosophy of life, providing the base for such concerns as ethics in business, accountability in government, respect for human rights, and a responsible life style in the contemporary world. Ethical theories and personal values are examined through readings, analysis of the work place, and classroom discussion. 3 semester hours.

Public Administration**Semester 1**

	Weeks		Credit	
Module 1	6	PADM 4103	3	Adult and Professional Development
Module 2	6	PADM 4003	3	Public Administration
Module 3	6	PADM 4203	3	Public Policy
Module 4	6	PADM 4403	3	Organizational Theory and Design
<i>Break</i>	1			
Module 5	6	PADM 4503	3	Government Economic Dev Policies
Module 6	6	PADM 4013	3	Administrative Law
Module 7	6	PADM 4303	3	Organizational Behavior
<i>Break</i>	1			

Semester 2

Module 8	6	PADM 3803	3	Research in Higher Education & Applied Project, Part 1
Module 9	6	PADM 4023	3	Public Personnel Administration
Module 10	6	PADM 4043	3	Public Budgeting
Module 11	6	PADM 4033	3	Regional Planning
<i>Break</i>	1			
Module 12	6	PADM 4053	3	Public Management Techniques
Module 13	6	PADM 4063	3	Non-Profit Management
Module 14	6	PADM 3603	3	Biblical Perspectives
<i>Break</i>	1			
Module 15	1	PADM 4803	3	Applied Research Project, Part 2
Module 16	<u>1</u>	<u>PADM 4603</u>	<u>3</u>	<u>Ethics in the Public Sector</u>
Total -- 53 weeks			48 credit hours	

SCHOOL OF CHRISTIAN MINISTRY AND FORMATION

Dr. Bruce E. Oldham
Dean

- Department of Bible, Theology, and Mission
- Department of Graduate Studies in Practical
Theology

SCHOOL OF CHRISTIAN MINISTRY AND FORMATION

School Mission Statement:

The School of Christian Ministry and Formation, established in 2010, exists to prepare men and women for purposeful, passionate, and innovative ministry for the kingdom of God around the world. The school provides courses in Bible, theology, and practical ministry designed to nurture faithful discipleship and a life of calling among all students at the university, and academic programs for its majors that cultivate from the Wesleyan holiness perspective the knowledge, attitudes, and skills needed for effective contextualized ministry leadership with a pastor's heart.

Departments:

The Bible, Theology, and Mission Department offers core general education courses and academic programs of study for traditional undergraduate students. The Graduate Studies in Practical Theology Department is currently developing a graduate level program in pastoral leadership for practicing clergy and lay leaders. The Sullivan Center for Innovative Ministry serves as an outreach arm of the school on behalf of the university to supply resources, continuing education, and networking opportunities to those in active ministry throughout the church.

DEPARTMENT OF BIBLE, THEOLOGY, AND MISSION

Course Offerings: Biblical Language, Biblical Literature, Christian Education, Church History, Missions, Philosophy, Practical Theology, Theology, Urban Ministry.

Majors offered by the Bible, Theology, and Mission Department include:

Ministry: prepares students for ordained or career-based ministry in a variety of contexts.

Youth and Family Ministry: focused specifically on ministry to youth and their families.

Intercultural Studies: equips students for ministry across a variety of cultural settings, including foreign missions, urban ministry, and compassionate outreach.

Bible and Theology: provides the foundation for graduate study or effective lay ministry.

Minors preparing students in other majors for service in their local church include:

Ministry
Christian Education
Intercultural Studies
Urban Ministry

Certificate programs are also available by application to the department in:

Bible and Theology
Youth and Family Ministry
Children and Family Ministry

**Educational requirements for ordination in the Church of the Nazarene can be met through the Ministry major, the Youth and Family Ministry major, and the Intercultural Studies major (with ordination concentration). Students interested in being ordained in another denomination should consult with the department chair to design a program that fulfills the education requirements of their church.*

The following represent a sampling of occupations that relate directly to majors within the School of Christian Ministry and Formation: pastor, missionary, chaplain, evangelist, associate pastor (various assignments), youth pastor, children's pastor, university professor, Christian publications editor or staff, para-church organization director or staff, compassionate ministries center director or staff, and denominational leader. A student's choice of academic major does not, however, lock him or her into a limited range of jobs, since it is not the academic area alone that prepares one for employment and service to the church, but the total range of one's skills, experience, lifestyle patterns, and sense of calling matched with accumulated knowledge, depth of insight, and faithful witness to the gospel of Jesus Christ. Students who complete an academic program at the university remain subject to appropriate church governing structures for final approval and qualification (licensure, certification, ordination, etc.) for ministry assignments.

FACULTY

BRUCE E. OLDHAM, Dean of the School of Christian Ministry and Formation; Professor of Christian Education, 2010-

B. A., Trevecca Nazarene University, 1978; M. A., Trevecca Nazarene University, 1989; Ed. D., Vanderbilt University, 2005.

RANDALL R. CLOUD, Chair of the Department of Bible, Theology, and Mission; Professor of Biblical Literature, 2003-

B.A., Point Loma Nazarene University, 1977; M.A., Point Loma Nazarene University, 1979; M. Div., Nazarene Theological Seminary, 1982; Ph.D., University of Kansas, 2007.

MARK A. HAYSE, Chair of the Department of Graduate Studies in Practical Theology; Professor of Christian Education, 2003-

B.A., MidAmerica Nazarene University, 1988; M.R.E., Nazarene Theological Seminary, 1993; Ph.D., Trinity International University, 2009.

RANDELL E. BECKUM, Vice President for Community Formation; Chaplain of the University; Professor of Missions, 1995-

B.A., MidAmerica Nazarene University, 1976; M.Div., Nazarene Theological Seminary, 1984; D.Miss., Trinity Evangelical Divinity School, 2006.

JAMES O. EDLIN, Professor of Biblical Literature and Languages, 1989-

B.A., MidAmerica Nazarene University, 1972; M.Div., Nazarene Theological Seminary, 1975; Th.M., Southern Baptist Theological Seminary, 1976; Ph.D., Southern Baptist Theological Seminary, 1985.

LARRY D. FINE, Professor of Practical Theology, 1969-

B.A., Southern Nazarene University, 1965; M.A., Southern Nazarene University, 1971; M.Div., Nazarene Theological Seminary, 1969; D.Min., Midwestern Baptist Theological Seminary, 1978.

DEAN E. FLEMMING, Professor of New Testament and Missions, 1991-1993; 1999-2001; 2011-

B.A., MidAmerica Nazarene University, 1975; M.Div., Nazarene Theological Seminary, 1979; Ph.D., University of Aberdeen, 1988.

SENIOR ASSESSMENT

All students majoring in the department must pass a Senior Assessment during their senior year in order to graduate. The purpose of this assessment is: (1) to serve as an integrating experience that allows students to pull together the various aspects of the curriculum, (2) to assess specific outcomes in the various majors, and (3) to give an indication of the effectiveness of classroom instruction. The assessment consists of four components: (1) a group retreat, (2) an integrative essay, (3) objective exams, and (4) a portfolio. Students who fail any area of the assessment must do remedial work.

Further details regarding the Senior Assessment are available in the department office. Also see Senior Comprehensive information in the “Academic Policies” section of this Catalog.

BIBLICAL LANGUAGES

BLAN 2203 NEW TESTAMENT GREEK I*

A study of the vocabulary, grammar, style, and historical background of Koiné Greek, the language of the New Testament. Fall.

BLAN 2403 BEGINNING BIBLICAL HEBREW*

This course introduces the student to the basic elements of the original language of the Old Testament. It focuses on learning vocabulary, basic parts of speech, and the most common forms of the verb and noun. Its goal is to equip the student for more effective ministry in the church by enabling them to use Old Testament word study books and commentaries with greater efficiency. Spring, alternate years.

BLAN 3103 NEW TESTAMENT GREEK II*

Continuation of BLAN 2203. Prerequisite: BLAN 2203. Spring.

BLAN 4103 NEW TESTAMENT GREEK III

An exegesis of a portion of the Gospel according to John. Prerequisite: BLAN 2203 and 3103. Fall.

BLAN 4961-4964 SPECIAL TOPICS IN BIBLICAL LANGUAGE

Occasional offerings of specialized interest in biblical language are offered as needed.

BLAN 4971-4974 DIRECTED STUDY

*May be counted in general education.

BIBLICAL LITERATURE

BLIT 1103 OLD TESTAMENT LITERATURE

A general education course to introduce the student to the development of religion in ancient Israel, to show the roots of the Christian faith, to show the relevance of the Bible to contemporary life, and to examine the place of the Bible in American culture. Fall, Spring, Summer.

BLIT 1203 NEW TESTAMENT LITERATURE

A continuation of BLIT 1103 to examine the New Testament Literature in order to discover the biblical basis for our Christian beliefs and their demands on contemporary ethics and culture and religion. Fall, Spring, Summer.

Option: A student who demonstrates proficiency in Biblical Literature may opt to take and pass a placement test in Old and/or New Testament Literature. Upon passing the placement test, an upper division biblical literature course may be taken to meet the General Core requirement.

NOTE: The following courses will be offered on alternate years.

BLIT 2103 BIBLICAL INTERPRETATION

A study of the process of interpreting the Bible. Students will examine various approaches to the different genres of biblical literature and consider how one may appropriately derive meaning from the text. Fall, alternate year.

BLIT 3003 PENTATEUCH

A study of the historical and theological content of the first five books of the Bible. The problems of the Pentateuch will be considered; emphasis on the origin and early history of Israel; Mosaic and Levitical legislation and institutions, the types and symbols of redemption. Fall, alternate years.

BLIT 3103 HISTORICAL BOOKS

A study of the historical books of the Old Testament with emphasis on the history and geography of Israel and the dynamics of Hebrew narrative. Spring, alternate years.

BLIT 3203 POETIC AND WISDOM LITERATURE

A study of the wisdom and poetical literature of the Old Testament. Attention is given to the literary form and content, the spiritual values, and the relationship to contemporary ethical problems. Fall, alternate years.

BLIT 3303 PROPHETIC LITERATURE

A study of the life and teachings of the major and minor prophets of Israel. Spring, alternate years.

BLIT 3403 SYNOPTIC GOSPELS

A comparative study of the Gospel accounts according to Matthew, Mark, and Luke. Special consideration is given to the synoptic problems, proposed solutions, and the relationship of the Synoptics to the Fourth Gospel. Fall, alternate years.

BLIT 3503 JOHANNINE LITERATURE

An inductive study of the Gospel of John, the Epistles of John, and the Book of Revelation. Attention is given to the historical circumstances, literary structure, and enduring message of each book. The distinctive features of the Johannine writings are especially noted. Fall, alternate years.

BLIT 3603 BOOK OF ACTS

The historical circumstances, literary structure and text of the Book of Acts are carefully examined with special attention to the dynamics, mission and message of the early Church. The course is designed to acquaint the student with all facets of Apostolic Christianity in its genesis. Spring, alternate years.

BLIT 3703 PAULINE LETTERS

A study of Letters of the Apostle Paul in the New Testament. The course focuses upon the setting and theology of these letters. Spring, alternate years.

BLIT 3803 HEBREWS AND GENERAL EPISTLES

An inductive study of the Epistle to the Hebrews and the Epistles of James, I and II Peter, and Jude. Special attention is given to the historical circumstances, literary structure, and enduring message of each book. The features which these books have in common are noted. Upon request.

BLIT 4203 BIBLICAL THEOLOGY

This course focuses upon how the Bible itself talks about and develops ideas about God, mankind and salvation. It examines the biblical language for expressing theological thoughts. Upon request.

BLIT 4961-4964 SPECIAL TOPICS IN BIBLICAL LITERATURE

Occasional offerings of specialized interest in biblical literature are offered as needed.

BLIT 4971-4973 DIRECTED STUDY

CHRISTIAN EDUCATION

CHED 2003 INTRODUCTION TO CHRISTIAN EDUCATION

A survey course in Christian education, including its history, theory, and methodology. Structured to orient the student in the field of Christian Education. Fall.

CHED 3103 CHRISTIAN LEADERSHIP

A study of the theology and practice of Christian leadership, integrating biblical servant leadership principles and leadership/management theory into the work of ministry, with special emphasis given to personal development and application of these principles to prepare students to understand and develop the knowledge base and skills needed to function as a leader within the framework of the faith community. It is intended to help students discover their identity as a leader and to develop the necessary personal and administrative skills to contribute to the healthy functioning of a local church body. Spring

CHED 3203 CHRISTIAN EDUCATION OF CHILDREN

A study of the nature and needs of children from birth through sixth grade with special attention to the organization and administration, curricula, program planning, methods and techniques employed by the church in the spiritual development of children. Spring, alternate years.

CHED 3303 INTRODUCTION TO YOUTH AND FAMILY MINISTRY

A study of the developmental tasks of youth with emphasis on planning, organizing, and administering the church's total program for youth. Fall.

CHED 3403 CHRISTIAN EDUCATION OF ADULTS

A course in which the student shall explore the theological, philosophical, and psychological foundations and practical considerations necessary for designing a successful program for ministering to adults of all ages in the local church and community. Spring, alternate years.

CHED 4303 PROGRAMMING FOR YOUTH AND FAMILY MINISTRY

An overview of the local church youth programming. This will include special emphasis on Sunday School and the overall youth ministry within the local church. Students will experience hands-on enhancement. Prerequisites: CHED 2003. Spring.

CHED 4603 TEAM BASED MINISTRY IN THE LOCAL CHURCH

An integrative study and deployment of biblical strategies for developing and equipping leaders within the local church as part of a ministry team. Emphasis is placed upon the philosophical, structural, and relational basis of effective pastoral staff and lay ministry in the local church, based on fundamental principles of teamwork and collaboration related both avenues of ministry, and church personnel management/policy formulation/practice, staff administrative methods and employment procedures, and other issues related to the full-time staff ministry. Spring.

CHED 4703 PASTORAL CARE OF FAMILIES

A special investigation and integration of counseling and therapy techniques involved in pastoral care of families. Special emphasis will be given to defining when and how to refer, support, and enhance the integration of the complexities of the family system into the local church. Upon request.

CHED 4961-4964 SPECIAL TOPICS IN CHRISTIAN EDUCATION

Occasional offerings of specialized interest in Christian education are offered as needed. Includes Summer Ministries.

CHED 4971-4973 DIRECTED STUDY

REQUIREMENTS FOR THE MAJOR IN YOUTH AND FAMILY MINISTRY

I. GENERAL EDUCATION REQUIREMENTS

54 hours

See "General Education Electives for the Bachelor of Arts" in the Degree Programs section.

Required:

- PHIL 2003 Ethics, PHIL 2103 Intro to Philosophy or
- PHIL 4003 Religions of the World
- PSYC 2503 Lifespan Development I
- SOCI 2003 Marriage and Family

II. Core for Youth and Family Ministry Majors

(Meets Ordination requirements in the Church of the Nazarene.)

Foundations for Ministry

27 hours

1. Upper Division Old Testament
2. Upper Division New Testament
3. Systematic Theology I (THEO 3803)
4. Systematic Theology II (THEO 3903)
5. Doctrine of Holiness (THEO 4003)
6. Church History to 1500 (CHST 4003)
7. Church History from 1500 (CHST 4103)
8. Nazarene Heritage (CHST 3003)
9. Intro to Youth and Family Ministry (CHED 3303)

Practice of Ministry **42 hours**

1. Introduction to Ministry (PRTH 1002)
2. Introduction to Preaching (PRTH 3003)
3. Introduction or Practice of Mission (MSNS 2003 or 3103)
4. Introduction to Christian Education (CHED 2003)
5. Christian Corporate Worship (PRTH 3803)
6. Evangelism and Church Growth (PRTH 3203)
7. Christian Leadership (CHED 3103)
8. Personal Development of the Minister (PRTH 4203)
9. Ministry Practicum (PRTH 4183)
10. Programming for Youth and Family Ministry (CHED 4303)
11. Team Based Ministry (CHED 4603)
12. Pastoral Care and Counseling (PRTH 3503)
13. Spiritual Formation Cohort (PRTH 3601, 3701, and 4301)
14. Senior Seminar (PRTH 4601)

66 hours

III. Electives

6 hours

Total 126 hours

REQUIREMENTS FOR THE MINOR IN CHRISTIAN EDUCATION

CHED 2003	Introduction to Christian Education	3
CHED 3103	Christian Leadership	3
CHED 3203	Christian Education of Children	3
CHED 3303	Intro to Youth and Family Ministry	3
CHED 3403	Christian Education of Adults	3
CHED 4603	Team Based Ministry in the Local Church	3
PRTH 4183	Ministry Practicum	3
		<hr style="width: 10%; margin-left: auto; margin-right: 0;"/> 21 hours

REQUIREMENTS FOR YOUTH AND FAMILY MINISTRY CERTIFICATE

CHED 3103	Christian Leadership	3
CHED 3303	Intro to Youth and Family Ministry	3
PSYC 2503	Lifespan Development I	3
CHED 4303	Programming for Youth and Family Ministry	3
PRTH 3503	Pastoral Care and Counseling	3
PRTH 4183	Ministry Practicum	3
		<hr style="width: 10%; margin-left: auto; margin-right: 0;"/> 18 hours

Make application for Certificate in the School Office.

REQUIREMENTS FOR CHILDREN AND FAMILY MINISTRY CERTIFICATE

CHED 3103	Christian Leadership	3
CHED 3203	Christian Education of Children	3
CHED 4603	Team Based Ministry/Local Church	3
PRTH 3503	Pastoral Care and Counseling	3
PSYC 2503	Lifespan Development I	3
PRTH 4183	Ministry Practicum	3
		<hr/>
		18 hours

Make application for Certificate in the School Office.

CHURCH HISTORY

CHST 3003 NAZARENE HERITAGE

A survey of people, places, and polity in the organization and development of the Church of the Nazarene. Spring.

CHST 3603 HISTORY OF CULTS AND THE OCCULT

Survey of the history of the most predominate cults and a study of the occult including the specter of the occult, the occult mood, what the occult is, why the occult exists, and the Christian alternative to both the cult and the occult. Included is a study of Astrology, I Ching, Spiritualism, Satanism, Scientology, Hare Krishna, Zen Buddhism, Bahai, New Age, as well as various groups classified as Cults. Summer.

CHST 4003 CHURCH HISTORY TO 1500

A study of the outstanding events and personalities of the Christian church from the first century to the Reformation. Fall.

CHST 4103 CHURCH HISTORY FROM 1500

A study of the outstanding events and personalities of the Christian church from the Reformation to the present. This includes a focus upon the American Holiness Movement and the Church of the Nazarene. Spring.

CHST 4961-4964 SPECIAL TOPICS IN CHURCH HISTORY

Occasional offerings of specialized interest in the history of the Christian church are offered as needed.

CHST 4971-4973 DIRECTED STUDY

MISSIONS

MSNS 2003 INTRODUCTION TO CHRISTIAN MISSION

An introduction to the study of World missions adapted to the general needs of all Christians engaged in the missionary mandate. Consideration is given to (1) the biblical and theological basis of missions; (2) the call, personal qualifications, and selection of missionary personnel; and (3) the nature and objectives of the missionary task. Fall.

MSNS 3103 PRACTICE OF MISSION

A practical inquiry into the nature of the missionary enterprise in cross-cultural communication of the Gospel of Jesus Christ. The study involves consideration of: (1) the personal and administrative issues encountered on the fields; (2) the concerns of the development of indigenous churches; and (3) the implications of "church growth" theory for missions. Spring.

MSNS 3203 URBAN MINISTRIES

An introduction to urban ministries adapted to the general needs of all Christian workers, focusing on the unique opportunities and problems of the city (with input from biblical studies, theology, missiology, cultural anthropology, sociology, linguistics, and communication theory). Spring, alternate years.

MSNS 4962 INTERCULTURAL EXPERIENCE

This course is designed to maximize the short-term intercultural experience of students by combining experiences, readings, and journaling that help them reflect theologically on intercultural activities and cross-cultural relationships. Students will participate in either an international or domestic intercultural experience approved by the professor.

MSNS 4961-4964 SPECIAL TOPICS IN MISSIONS

Occasional offerings of specialized interest in missions are offered as needed. This course includes Work and Witness trips, mission trips, and special areas of missions.

MSNS 4971-4973 DIRECTED STUDY

REQUIREMENTS FOR THE MAJOR IN INTERCULTURAL STUDIES

I. GENERAL EDUCATION REQUIREMENTS**54 hours**

See "General Education Electives for the Bachelor of Arts" in the Degree Programs section.

Required:

PHIL 2003 Ethics or PHIL 2103 Introduction to Philosophy
 SOCI 1003 General Sociology

II. Core for Intercultural Studies Majors

(Leads to but does not meet Ordination requirements in the Church of the Nazarene unless Ordination Concentration is taken)

Foundations for Ministry**27 hours**

1. Upper Division Old Testament
2. Upper Division New Testament

3. Systematic Theology I (THEO 3803)
4. Systematic Theology II (THEO 3903)
5. Doctrine of Holiness (THEO 4003)
6. Church History to 1500 (CHST 4003)
7. Church History from 1500 (CHST 4103)
8. Religions of the World (PHIL 4003)
9. Cultural and Social Anthropology (SOC 2103)

Practice of Ministry

30 hours

1. Introduction to Ministry (PRTH 1002)
2. Intermediate Modern Language (4 hours)
3. Introduction to Christian Mission (MSNS 2003)
4. Practice of Mission (MSNS 3103)
5. Evangelism and Church Growth (PRTH 3203)
6. Urban Ministries (MSNS 3203)
7. Introduction to Christian Education (CHED 2003)
8. Ministry Practicum (PRTH 4183)
9. Intercultural Experience (MSNS 4962)
10. Spiritual Formation Cohort (PRTH 3601, 3701, and 4301)
11. Senior Seminar (PRTH 4601)

57 hours

III. Areas of Concentration or Electives

15-21 hours

Ordination Concentration (21 hrs.)

1. Christian Leadership (CHED 3103)
2. Introduction to Preaching (PRTH 3003)
3. Pastoral Care and Counseling (PRTH 3503)
4. Personal Development of the Minister (PRTH 4203)
5. Christian Corporate Worship (PRTH 3803)
6. Introduction to Philosophy (PHI 2103)
7. Nazarene Heritage (CHST 3003)

Sociology Concentration (15 hrs.)

1. Marriage and Family (SOC 2003)
2. Social Theory (SOC 4203)
3. Social Psychology (SOC 3913)
4. Understanding Multicultural Behavior (SOC 2303)
5. Sociology of Religion (SOC 3903)

Urban Ministry Concentration (15 hrs.)

1. Bresee Institute or LA Term (URBN 4883) [15 hours]

Language Concentration (15 hrs.)

1. Language classes or approved off-campus program (15 hrs.)

Business Concentration (18 hrs.)

1. Business and Society or Personal Finance (ECON 1803 or 1503)
2. Finite Math (MATH 1253)

3. Principles of Macroeconomics (ECON 2503)
4. Principles of Financial Accounting (ACCT 2803)
5. Business Communications (MGMT 3003)
6. Principles of Management (MGMT 3303)

Music Concentration (15 hrs.)

- (3 hrs. Private Instrument and Voice in GenEd)
1. Music in World Cultures (FNAR 1203)
 2. Fundamentals of Music Theory (MUTH 1102)
 3. Class Piano I (APMU 1502)
 4. Church Music and Hymnology (CMUS 3403)
 5. Church Music Administration (CMUS 4003)
 6. Music Ensemble (MUEN xxxx [2 hrs.])

Study Abroad Concentration (15 hrs.)

1. CCCU Approved Program (15 hrs.)

REQUIREMENTS FOR THE MINOR IN INTERCULTURAL STUDIES

MSNS 2003	Introduction to Christian Mission	3
MSNS 3103	Practice of Mission	3
MSNS 3203	Urban Ministries	3
PRTH 3203	Evangelism and Church Growth	3
BLIT 3603	Book of Acts	3
PHIL 4003	Religions of the World	3
PRTH/SOCI 3903	Sociology of Religion	3
		21 hours

PHILOSOPHY

PHIL 2003 ETHICS

An introduction to the major traditions and problems with emphasis on contemporary ethical positions. Prerequisite: Sophomore Standing. Fall, Spring and Summer.

PHIL 2103 INTRODUCTION TO PHILOSOPHY

This course aims to develop the analytic, synthetic, and speculative dimensions of the philosophical method. It seeks to show that philosophical inquiry is both inescapable and meaningful for everyone. Fall.

PHIL 3303 PHILOSOPHY OF EDUCATION

A consideration of various philosophies of education designed to help students develop their own personal philosophy. (cf. EDUC 3303). Prerequisite: Sophomore standing. Fall and Spring.

PHIL 4003 RELIGIONS OF THE WORLD

By considering comparative religion, as well as the psychology, sociology, and philosophy of religion, this course is designed to illuminate the universal religious search and experience of mankind. Spring.

PHIL 4961-4964 SPECIAL TOPICS IN PHILOSOPHY

Occasional offerings of specialized interest in philosophy are offered as needed.

PHIL 4971-4973 DIRECTED STUDY

PRACTICAL THEOLOGY

PRTH 1002 INTRODUCTION TO MINISTRY

An introduction to the vocation of full-time Christian ministry, exploring the foundational elements of Christian ministry and the spirit-filled Christian life as the essence of what it means to minister and assisting students in responding to God's call and recognizing spiritual gifts and practices of effective ministry. Students will have opportunity to consider various forms of ministry, and to study the qualities required of clergy, the demands of full-time ministerial work, and the principles that guide effective Kingdom service, whether professional or lay, from which an initial philosophy of ministry may be formed. Fall.

PRTH 3003 INTRODUCTION TO PREACHING

A study of the history, principles and methods of sermon construction. Biblical exegesis, structure, style, and reading of biblical sermons are also considered. Fall.

PRTH 3103 EXPOSITORY PREACHING

Emphasis is placed upon expository preaching, listening to cassette taped sermons, developing skills in the critical analysis of sermons and outlines, and student preaching in class. Prerequisite: PRTH 3003. Upon request.

PRTH 3203 EVANGELISM AND CHURCH GROWTH

This course is a survey of the history, principles, and methods of evangelism in the United States. Particular attention is given to Jesus' plan of evangelism and how to overcome problems connected with personal witnessing. This course includes principles and methods of church growth in the United States, church planting, and strategies of growth for small, middle-sized, and large churches. Fall.

PRTH 3403 CHURCH MANAGEMENT

A course designed to help those who have the responsibility of planning, organizing, leading, staffing, and controlling the administrative work in the local church. Phases of church business administration include budgeting, fund raising methods, church insurance, advertising, printing, and personal finances of the clergy. Winter, alternate years.

PRTH 3503 PASTORAL CARE AND COUNSELING

An introduction to the practice of pastoral care of congregations, including cultural, psychological, and social considerations related to nurturing personal and spiritual well-being. Special emphasis is given to basic counseling skills and crisis response within the pastoral role, researching issues and problems common to individuals and families at various life stages, grounded in theological reflection as well as psychosocial theory, and developing a philosophy and practice of pastoral counseling that is biblical, relevant, and appropriate to interpersonal growth and change in predictable times or in adverse circumstances.

PRTH 3601 SPIRITUAL FORMATION COHORT 1

This course is the first in a series of courses designed to develop the personhood of the student in the context of a meaningful, challenging and mutually encouraging collegial atmosphere. This course will focus upon building community with peers, personal growth issues, and accountability among other things. It should be taken the first semester of a student's junior year. Fall.

PRTH 3701 SPIRITUAL FORMATION COHORT 2

This course is a follow-up to PRTH 3601 continuing the same outcomes as that course. It should be taken the second semester of a student's junior year. Spring.

PRTH 3803 CHRISTIAN CORPORATE WORSHIP

This course deals with public worship. Practical instruction is given on how to conduct public worship services. The Biblical, theological, and historical foundations are also discussed. Spring.

PRTH 3903 SOCIOLOGY OF RELIGION

This course examines the institution of religion in society. The goal of the course is practical as well as theoretical. Therefore, in addition to the contributions of major social theorists, current religious research will be given to issues which influence the health and effectiveness of congregations. (cf. SOCI. 3903) Spring.

PRTH 4003 SPIRITUAL FORMATION

A study which explores the major components of the individual's spiritual development. This study will explore the matters of prayer, silence, solitude, worship, spiritual gifts, and journaling. Time will also be given to a study of how the various personality types best approach spiritual development. Fall and Spring.

PRTH 4183 MINISTRY PRACTICUM

This course provides the student with the opportunity to apply knowledge and skills for ministry within a real life setting. The student will work in a specific ministry assignment in a local church under the direction of a mentor. By arrangement. By approval and application submitted prior to registration. Prerequisite: 75 hours completed.

PRTH 4203 PERSONAL DEVELOPMENT OF THE MINISTER

This course challenges students to become aware of the need for a strong personal identity, integrity, and continued individual growth through the stages of life. It will address topics such as the significance of a healthy self-concept, stress management, personal and corporate accountability, life-long learning, and dealing with conflict in the context of ministry. Spring.

PRTH 4301 SPIRITUAL FORMATION COHORT 3

This course builds on PRTH 3601 and 3701 continuing to meet the same outcomes in those courses. It should be taken the first semester of a student's senior year. Fall.

PRTH 4601 SENIOR SEMINAR

A summative integrative experience to assist students in drawing together the various strands of their educational experience into a holistic expression of the nature of Christian ministry within the context of the Church universal. The course focuses on the nature and mission of the church and developing strategies for church renewal with the goal of building a missional community from an understanding of the church is theologically, historically, and experientially, and a commitment to transformational and contextually relevant ministries for the future. Spring.

PRTH 4961-4964 SPECIAL TOPICS IN PRACTICAL THEOLOGY

Occasional offerings of specialized interest in practical theology are offered as needed.

PRTH 4971-4973 DIRECTED STUDY

THEOLOGY

THEO 2003 CHRISTIAN BELIEFS

A general course which helps the student in understanding the historic beliefs of the Christian faith, as well as the role of these traditional beliefs in contemporary society. Prerequisites: BLIT 1103 and 1203 or Sophomore Classification. Fall, Spring and Summer.

THEO 3803 SYSTEMATIC THEOLOGY I

A course dealing with the theological thought of the Christian Church. The basic doctrines of the Christian faith are considered in systematic fashion. Fall.

THEO 3903 SYSTEMATIC THEOLOGY II

A continuation of Theology 3803. Spring.

THEO 4003 DOCTRINE OF HOLINESS

The course traces the beginnings of the concept of holiness in the Bible, follows the life of holiness in the history of the church, attempts to present a theological statement of holiness, and investigates the application of holiness to the various academic disciplines and to contemporary life. Fall.

THEO 4203 WESLEY'S THEOLOGY

A study of the background and development of John Wesley's theological concepts with particular attention paid to his doctrine of Christian perfection. Upon request.

THEO 4503 CONTEMPORARY CHRISTIAN THOUGHT

Survey of the men and movements in contemporary theology. This study will be based on viewing the thought of Liberalism, Neo-Orthodoxy, Fundamentalism, Evangelicalism and secular thought. Upon request.

THEO 4961-4964 SPECIAL TOPICS IN THEOLOGY

Occasional offerings of specialized interest in theology are offered as needed.

THEO 4971-4973 DIRECTED STUDY

URBAN MINISTRY

URBN 4883 URBAN MINISTRY INTERNSHIP

An internship arrangement is available through the Bresee Institute at Kansas City. The program includes seminar coursework, a lab, a cluster group, a spiritual formation emphasis, and an urban ministry assignment.

URBN 4961-4964 SPECIAL TOPICS IN URBAN MINISTRIES

URBN 4971-4973 DIRECTED STUDY

REQUIREMENTS FOR THE MINOR IN URBAN MINISTRY

URBN 4883	Internship-Bresee Institute	15
PRTH 3203	Evangelism and Church Growth	3
	Elective (by approval)	<u>3</u>
		21 hours

REQUIREMENTS FOR THE MAJOR IN MINISTRY

I. GENERAL EDUCATION REQUIREMENTS 54 hours

See "General Education Electives for the Bachelor of Arts."

Required:

- PHIL 2003 Ethics, PHIL 2103 Intro to Philosophy **or**
- PHIL 4003 Religions of the World
- PSYC 2503 Lifespan Development I

II. Core for Ministry Major

(Meets Ordination requirements in the Church of the Nazarene)

Foundations for Ministry 24 hours

1. Upper Division Old Testament
2. Upper Division New Testament
3. Systematic Theology I (THEO 3803)
4. Systematic Theology II (THEO 3903)
5. Doctrine of Holiness (THEO 4003)
6. Church History to 1500 (CHST 4003)
7. Church History from 1500 (CHST 4103)
8. Nazarene Heritage (CHST 3003)

Practice of Ministry 33 hours

1. Introduction to Ministry (PRTH 1002)
2. Introduction to Preaching (PRTH 3003)
3. Introduction **or** Practice of Mission (MSNS 2003 **or** 3103)
4. Introduction to Christian Education (CHED 2003)
5. Pastoral Care and Counseling (PRTH 3503)
6. Christian Corporate Worship (PRTH 3803)
7. Evangelism and Church Growth (PRTH 3203)
8. Christian Leadership (CHED 3103)
9. Personal Development of the Minister (PRTH 4203)
10. Ministry Practicum (PRTH 4183)
11. Spiritual Formation Cohort (PRTH 3601, 3701, and 4301)
12. Senior Seminar (PRTH 4601)

III. Areas of Concentration or Electives 57 hours 15 hours

Pastoral Ministry Concentration (15 hrs.)

1. Team Based Ministry (CHED 4603)
2. Church Music and Hymnology (CMUS 3403)
3. Spiritual Formation (PRTH 4003)
4. Elective (6 hrs.)

Christian Education Concentration (15 hrs.)

1. Christian Education of Children (CHED 3203)
2. Introduction to Youth and Family Ministry (CHED 3303)
3. Christian Education of Adults (CHED 3403)
4. Team Based Ministry (CHED 4603)
5. Elective (3 hrs.)

Children and Family Ministry Concentration (15 hrs.)

1. Christian Education of Children (CHED 3203)
2. Team Based Ministry (CHED 4603)
3. Marriage and Family (SOCI 2003)
4. Elective (6 hrs.)

Youth and Family Ministry Concentration (15 hrs.)

1. Introduction to Youth and Family Ministry (CHED 3303)
2. Programming for Youth and Family Ministry (CHED 4303)
3. Team Based Ministry (CHED 4603)
4. Elective (3 hrs.)

Biblical Literature Concentration (15 hrs.)

1. Upper Division Old Testament (3 hrs.)
2. Upper Division New Testament (3 hrs.)
3. Biblical Theology **or** Biblical Interpretation (BLIT 4103 **or** 4203)
4. Biblical Language (6 hrs.)

Intercultural Studies Concentration (15 hrs.)

1. Cultural and Social Anthropology (SOCI 2103)
2. Practice of Mission (MSNS 3103)
3. Urban Ministries (MSNS 3203)
4. Intermediate Modern Language (4 hrs.)
5. Elective (2 hrs.)

Music Ministry Concentration (15 hrs.)

- (2 hrs. Private Instrument in GenEd)
1. Fundamentals of Music Theory (MUTH 1102)
 2. Class Piano I (APMU 1502)
 3. Church Music and Hymnology (CMUS 3403)
 4. Beginning Conducting (MUED 3602)
 5. Church Music Administration (CMUS 4003)
 6. Music Ensemble (MUEN xxxx (2 hrs.)
 7. Private Voice (1 hr.)

Urban Ministry Concentration (15 hrs.)

1. Bresee Institute or LA Term (URBN 4883) [15 hrs.]

REQUIREMENTS FOR THE MINOR IN MINISTRY

The minor in Ministry excludes general education courses in Old Testament Literature and New Testament Literature and Christian Beliefs.

Biblical Literature	3
Theology	3
Christian Education	3
Church History	3
Practical Theology	3
Philosophy	3
Missions	<u>3</u>
	21 hours

REQUIREMENTS FOR THE MAJOR IN BIBLE AND THEOLOGY

I. GENERAL EDUCATION REQUIREMENTS 54 hours

See "General Education Electives for the Bachelor of Arts" in the Degree Programs section.

Required:

PHIL 2003 Ethics

II. Core for Bible and Theology Major

(Leads to but does not meet Ordination requirements in the Church of the Nazarene)

A. Bible	30 hours
1. Upper Division Old Testament (9 hours)	
2. Upper Division New Testament (9 hours)	
3. Biblical Language (9 hours)	
4. Biblical Interpretation BLIT 4103 or Biblical Theology BLIT 4203	
B. Theology	9 hours
1. Systematic Theology I (THEO 3803)	
2. Systematic Theology II (THEO 3903)	
3. Doctrine of Holiness (THEO 4003)	
C. Philosophy	6 hours
1. Introduction to Philosophy (PHIL 2103)	
2. Religions of the World (PHIL 4003)	
D. Church History	6 hours
1. Church History to 1500 (CHST 4003)	
2. Church History from 1500 (CHST 4103)	

51 hours

III. Electives 21 hours

REQUIREMENTS FOR THE BIBLE AND THEOLOGY CERTIFICATE

Upper Division Old Testament Literature	3
Upper Division New Testament Literature	3
Biblical Languages <u>or</u> Upper Division Biblical Literature	3
Systematic Theology I and II	6
Doctrine of Holiness	<u>3</u>
	18 hours

CAREER ALTERNATIVES IN THE DEPARTMENT OF BIBLE, THEOLOGY, AND MISSION

Your choice of an academic major does not lock you into a limited range of jobs. Your academic focus will prepare you for an entry-level position in several occupational areas which may be less obvious. It is not the academic area alone that prepares you for employment, but your total range of present skills, behavior patterns and accumulated knowledge.

The following job titles represent a sampling of positions which relate directly to Christian ministry and formation. Pastor, missionary, chaplain, evangelist, associate pastor, minister of Christian education, minister of children, minister of youth, minister of adults.

SCHOOL OF EDUCATION AND COUNSELING

Dr. Linda Alexander
Interim Dean



- Department of Teacher Education
- Department of Graduate Studies in Counselor Education
- Certificate Program in Play Therapy

SCHOOL OF EDUCATION AND COUNSELING

The School of Education and Counseling, established in 2009, seeks to help undergraduate and graduate students develop a Pioneering Spirit, a Passion to Serve and a Purposeful Life. All of the academic programs of The School of Education and Counseling prepare students to be knowledgeable teachers and counselors of the 21st century and challenge them to meet the needs of a rapidly changing world. The School of Education and Counseling is comprised of the following departments: Teacher Education, Graduate Studies in Education and Graduate Studies in Counselor Education.

The Teacher Education Department offers traditional undergraduate majors including:

- Biology Education
- Elementary Education
- English Language Arts Education
- History/Government Education
- Mathematics Education
- Music Education
- Physical Education
- Speech /Theater Education

The Graduate Studies in Education Department offers advanced professional degree programs for elementary and secondary teachers. These traditional and online programs offer coherent, integrated coursework based on national teaching standards. The programs include:

- Master of Education –Professional Teaching
- Master of Education—Technology Enhanced Teaching
- Master of Education—English to Speakers of Other Languages
- Master of Arts in Education—Special Education

The Graduate Studies in Counselor Education Department offers advanced professional degree programs to train clinically competent counselors who are able to integrate faith and practice into a strong counselor identity. The Master of Arts in Counseling program has four specialty tracks for students. They are:

- Clinical Mental Health Counseling
- Marriage and Family Counseling
- Pastoral Counseling
- School Counseling

Also available is a program to obtain a Certificate in Play Therapy.

The School of Education and Counseling holds steadfast to the mission of MidAmerica Nazarene University to educate and inspire servant leaders. This is accomplished as we seek to challenge and inspire the next generation of leaders for a life of service to God and man.

DEPARTMENT OF TEACHER EDUCATION

Course Offerings: Elementary Education, Biology Education, English Language Arts Education, History & Government Education, Mathematics Education, Music Education, Physical Education, Speech/Theatre Education

FACULTY

KAREN S. GARBER-MILLER, Chair of the Department of Teacher Education; Professor of Education, 2009-

B.A., MidAmerica Nazarene University, 1989; M.A. Southern Nazarene University, 1992; Ph.D., University of Missouri at Kansas City, 1995.

LINDA K. ALEXANDER, Interim Dean of the School of Education and Counseling; Professor of Education, 2004-

B.A., MidAmerica Nazarene University, 1984; M.A., University of Kansas, 1993; Ph.D., University of Kansas, 2003.

NANCY L. DAMRON, Director of Clinical and Field-Based Experiences; Assistant Professor of Education, 2010-

B.A., MidAmerica Nazarene University, 1995; M.Ed., MidAmerica Nazarene University, 1998; Ph.D., University of Kansas, 2005.

NEIL O. FRIESLAND, Associate Professor of Education, 2001-

B.A., MidAmerica Nazarene University, 1992; M.Ed, MidAmerica Nazarene University, 1999; Ed.D., University of Kansas, 2010.

KIMBERLY D. HUMERICKHOUSE, Professor of Education, 2010-

B. S. University of Central Oklahoma, 1988; M.S., Fort Hayes State University, 1996; Ph. D. University of Nebraska, 2009.

BRAD D. KING, Associate Professor of Physical Education, 1995-

B.A., MidAmerica Nazarene University, 1979; M.Ed., Wichita State University, 1986; Doctoral Candidate, University of Kansas.

JO LAMAR, Professor of Education, 2005-

B.S.E., Truman State University, 1984; M.Ed., MidAmerica Nazarene University, 1991; Ed.D., University of Kansas, 2005.

CLAUDIA J. McVICKER, Associate Professor of Education, 2009-

B.S., Kansas State University, 1973; M.S., Ft. Hays State University, 1989; Ph.D., Kansas State University, 2002

STEVEN P. PILLOW, Assistant Professor of Education, 2009-

B. S. Evangel University, 1989; M.L.A. Baker University, 1994.

EDUCATION

MISSION STATEMENT

The Teacher Education Department seeks to help students develop spiritually and apply their knowledge of human growth and development, learning theories, research, technology, communication, and the world to develop, implement, and assess learning experiences for all students.

THE PURPOSE OF THE PROGRAM

The Department of Teacher Education has identified an integrated approach to its professional education programs based on a set of unifying goals designed to develop knowledge, skills, and dispositions needed for teaching. The unifying goals are the building blocks upon which candidates develop skills that will enable them to provide appropriate instruction for all students. The School of Education and Counseling has identified the following goals for teacher candidates.

Conceptual Framework

Goal 1: Effective and Professional Communication

Candidates will demonstrate competence in oral and written communication with students and colleagues and engage in reflective, critical analyses of effective teaching.

Goal 2: Curriculum and Instructional Competence

Candidates will demonstrate research-based strategies to develop and deliver effective curriculum, instruction, and assessment of all students.

Goal 3: Leadership and Service

Candidates will demonstrate a commitment to serve and lead in a Christian manner through their interactions with diverse populations of students, colleagues, and the community.

Goal 4: Diversity Competence

Candidates will demonstrate an understanding of diverse student groups and the ability to facilitate their intellectual and personal growth.

Goal 5: Standards Based Content Expertise

Candidates will demonstrate they are effective professionals by meeting the appropriate content standards.

COURSE OFFERINGS

EDUC 1003 EDUCATION SEMINAR

The course introduces students to the requirements of the Teacher Education Program at MidAmerica Nazarene University. Candidates learn about the professional expectations of the career and take field trips to view multiple educational sites. Candidates take the CBASE exam in this course, develop an academic plan and begin the process of formal application to the Teacher Education program. Fall and Spring.

EDUC 2103 EDUCATIONAL FOUNDATIONS AND ISSUES

Candidates study the role of the school and the teacher in society; explore educational theory, foundations, and practice; focus on the conflict of values and critical changes experienced in education; examine their origin, their development and their relationship to current social conditions, both in America and world-wide. Fall and Spring.

EDUC 2203 CULTURAL DIVERSITY ISSUES IN EDUCATION

This course provides the knowledge base and current instructional practices for working with culturally diverse learners. Candidates will have opportunities to participate in experiences that prepare them to teach students from diverse cultural, ethnic, linguistic, and/or socio-economic backgrounds. This course will examine various learning styles as they relate to different cultures. This course is required for all education majors. Fall and Spring.

EDUC 2502 ELEMENTARY METHODS OF APPLIED ART

A course for elementary classroom teachers designed to give educators knowledge of methodology, implementation, and evaluation in teaching the visual and performing arts. Integrating art, music, drama, and movement with other classroom disciplines will be a focus. Fall and Winter.

EDUC 3003 ELEMENTARY METHODS OF READING

This course provides a developmental sequential approach to the teaching of reading and its application in the content subjects; instruction and experience in the critical selection of learning materials. Program admission is required. Fall and Spring.

EDUC 3104 ELEMENTARY METHODS OF MATHEMATICS AND PRACTICUM

This course is a study of teaching procedures and materials, game theory, and other modern approaches for teaching mathematics in the elementary classroom. A practicum including activities related to teaching elementary level math is also required. Program admission required. Prerequisite: MATH 2203 Modern Math for the Elementary Teacher. Spring.

EDUC 3303 PHILOSOPHY OF EDUCATION

This course explores treatment of philosophical questions from five classical theoretical approaches and educational implications from all these frames of reference. Emphasis is placed upon the building of a personal philosophy from which to launch educational practices. Fall and Spring. (cf. PHIL 3303)

EDUC 3412 TECHNOLOGY WITH THE EXCEPTIONAL LEARNER

This course is an overview of technology needs for varied exceptionalities such as mobility, prosthetics, orthotics, adaptive devices, visual technologies, hearing technologies as well as adaptive uses of computers. This course will also review the history of IDEA and focus on assistive technology in the law. Students will have hands-on experiences with assistive technology equipment as part of the studies. Fall and Spring.

EDUC 3414 THE EXCEPTIONAL LEARNER AND PRACTICUM

Learning to diagnose and resource individual and learning differences in the classroom are the foci of this course. Special attention is given to the psycho-social and educational needs of exceptional individuals. A practicum is included to allow teacher candidates to work with special needs students. Program admission is required. Concurrent enrollment in EDUC 3412 Technology with the Exceptional Learner required. Fall and Spring.

EDUC 3504 ELEMENTARY METHODS OF DIAGNOSIS AND REMEDIATION OF READING AND PRACTICUM

This course will study various techniques of diagnosing reading difficulties with emphasis on remediation procedures. A practicum in which students diagnose reading problems, tutor individual children in reading, and teach reading to small groups or classes is also included. Program admission is required. Prerequisite: EDUC 3003 Elementary Methods of Reading. Fall and Spring.

EDUC 3612 TECHNOLOGY WITH DIFFERENTIATED LEARNING

One of the major benefits of using technology in the classroom is the ability to differentiate instruction. This course investigates the ways Web 2.0 is impacting learning environments. Learners will explore how to differentiate instruction using technologies such as wikis, blogs, podcasts, photo sharing, virtual offices, simulation and digital games-based learning. Fall and Spring.

EDUC 3614 RESEARCH AND DIFFERENTIATED LEARNING AND PRACTICUM

Using neural, cognitive, and behavioral sciences to effectively plan and deliver instruction is the focus of this course. Students will learn a variety of instructional strategies and how to use them in the classroom. Program admission is required. Concurrent enrollment in EDUC 3612 Technology with Differentiated Instruction is required. Prerequisites: EDUC 3414 The Exceptional Learner and Practicum. Fall and Spring.

EDUC 3804 ELEMENTARY METHODS OF CHILDREN'S LANGUAGE ARTS AND PRACTICUM

This course will study the development of language from early childhood through early adolescence. A major focus of this course is the interrelationship of listening, speaking, reading and writing. A practicum including activities related to teaching elementary level Language Arts is also included. Program admission is required. Fall only.

EDUC 3903 ELEMENTARY METHODS OF CHILDREN'S LITERATURE

Included in this course is a survey and evaluation of children's literature, exploration of different types of literature including plays, poetry, and trade books. Program admission is required. Fall only.

EDUC 4412 TECHNOLOGY WITH CURRICULUM AND ASSESSMENT

This course explores learning theory research and its applications for technology-enriched, standards-based units of study. Students will explore theories of constructivism, multiple intelligences and other research related to how people learn. Participants will learn how technology applications can be used to create learning environments that strengthen problem solving skills and encourage communication, collaboration and reflection. Students will cover assessment basics, the role of technology in education information and knowledge management, and methods for integrating technology into assessment practice. Fall and Spring.

EDUC 4414 CURRICULUM DEVELOPMENT AND ASSESSMENT AND PRACTICUM

Learning to align curriculum and assessment with goals and outcomes is the focus of this course. Students will learn to write and teach units of instruction and be introduced to a variety of assessment strategies, learning the benefits and drawbacks of each. Program

admission is required. Prerequisites: EDUC 3414 The Exceptional Learner and Practicum and EDUC 3614 Research and Differentiated Learning and Practicum. Concurrent enrollment in EDUC 4412 Technology with Curriculum and Assessment required. Fall and Spring.

EDUC 4503 CLASSROOM MANAGEMENT

This course is designed to assist students in developing strategies to effectively manage the classroom, build parent and community support, deal with school conflict and crises, and collaborate with other professionals. The course focuses on issues faced in classroom settings. Program admission is required. Fall and Spring.

EDUC 4505 ELEMENTARY METHODS OF SCIENCE AND SOCIAL STUDIES AND PRACTICUM

This course introduces elementary science and social studies methods for students who plan to teach in an elementary classroom. The content of the course focuses on the pedagogies that are successful in integrating the study of natural science and dynamic social studies into the life of the elementary school. Topics in life, physical, and earth/space sciences, as well as economics, geography, citizenship, and history are addressed as they relate to the elementary school curriculum. There is an emphasis on constructivism, cooperative learning, and critical inquiry. A field experience including activities related to teaching elementary level Science and Social Studies is included. Program admission is required. Spring only.

EDUC 4612 METHODS OF TEACHING SECONDARY BIOLOGY

This course is a study of objectives, strategies, special methods, and assessments required for teaching secondary Biology with an emphasis on developing appropriate laboratory preparation technique and on using current technologies. A practicum experience is included. Offered on an arranged basis as needed. Fall and Spring.

EDUC 4622 METHODS OF TEACHING SECONDARY ENGLISH AND LANGUAGE ARTS

This course is a study of objectives, strategies, special methods, and assessments required for teaching secondary English and Language Arts with an emphasis on developing reading and writing skills. A practicum experience is included. Offered on an arranged basis as needed. Fall and Spring.

EDUC 4632 METHODS OF TEACHING SECONDARY HISTORY, GOVERNMENT, AND SOCIAL STUDIES

This course is a study of objectives, strategies, special methods, and assessments required for teaching secondary History, Government, and Social Studies with an emphasis on interdisciplinary and constructivist curriculum. A practicum experience is included. Offered on an arranged basis as needed. Fall and Spring.

EDUC 4642 METHODS OF TEACHING SECONDARY MATHEMATICS

This course is a study of objectives, strategies, special methods, and assessments required for teaching secondary Mathematics with an emphasis on integrating appropriate technologies. A practicum experience is included. Offered on an arranged basis as needed. Fall and Spring.

EDUC 4662 METHODS OF TEACHING SECONDARY SPEECH AND THEATRE

A study of objectives, strategies, special methods, and assessments required for teaching Speech and Theatre with an emphasis on curriculum development and managing a forensic program. A practicum experience is included. Offered on an arranged basis as needed. Fall and Spring.

EDUC 4702 SECONDARY READING IN THE CONTENT

This course is a study of reading procedures, including methods and strategies used to teach students in grades 6-12. The focus of this course will be on integrating reading across and within content fields to enrich the curriculum, develop reading comprehension, thinking, vocabulary and writing skills. Program admission is required. Fall only.

EDUC 4788 ELEMENTARY STUDENT TEACHING AND SEMINAR

Supervised student teaching experience in the elementary schools. Admission to student teaching is required. Fall and Spring. (12 weeks, 9 or 12 semester hours)

EDUC 4888 SECONDARY STUDENT TEACHING AND SEMINAR

Supervised student teaching experience in the secondary schools. Admission to student teaching is required. Fall and Spring. (12 weeks, 9 or 12 semester hours)

EDUC 4988 ELEMENTARY AND SECONDARY STUDENT TEACHING AND SEMINAR

Supervised student teaching experience in the elementary and secondary schools. (7 weeks each level) Admission to student teaching is required. Fall and Spring. (14 weeks, 9 or 12 semester hours)

EDUC 4971-4973 DIRECTED STUDY

LICENSURE PROGRAMS IN TEACHER EDUCATION

The structure and general operation of the Teacher Education Program are designed to meet the regulations and requirements of the Kansas State Department of Education (KSDE) and the National Council for Accreditation of Teacher Education (NCATE).

The operation of the Teacher Education Program is the responsibility of the Department of Teacher Education. The policies, programs, and licensure requirements for both elementary and secondary education are reviewed by the Teacher Education Committee. The MidAmerica Nazarene University Teacher Education Program meets the requirements for licensure in the state of Kansas. Professional licensure varies from state to state. Therefore, students planning to teach in other states are advised to consult the appropriate State Department of Education to determine requirements for licensure.

Criteria for Admission to Teacher Education:

For students to be recommended for admission to the Teacher Education Program they must have met the following requirements.

1. "B-" or better in **EDUC 1003 Education Seminar**.
2. Acceptable, formal application to the Teacher Education Program.
3. Two favorable recommendations from full-time faculty members.
4. At least 28 semester hours of college work (exclusive of developmental courses).
5. A cumulative grade-point average of 2.75 in all program stipulated coursework completed at the time of application.*

**Program stipulated coursework is defined as all coursework specified to meet a state standard. This includes all courses specified in the program except: OT Literature, NT Literature, and Christian Beliefs.*

6. "C" or better in **MATH 1103 Intermediate Algebra** or demonstrated competence as judged by the Math Department.

7. “B-” or better in **ENGL 1203 English Composition: Writing and Research**
8. “B-” or better in **COMM 1303 Public Speaking**.
9. No pending disciplinary probation.
10. No record of being convicted of a felony or crime involving dishonesty, a controlled substance, or a crime against a child.
11. Score of 235 or better on the Reading sub-test of the College Base English test.
12. Score of 235 or better on the Writing sub-test of the College Base English test.
13. Score of 235 or better on the Math comprehensive of the College Base Mathematics test.
14. Approval by the Teacher Education Committee.
15. Proof of liability insurance. This proof must be provided each successive semester through student teaching.
16. Completion of 20 hours of community service.

Admission into the Teacher Education Program allows a student to register for upper division coursework in education. Failure to make application or complete entry requirements in a timely manner will result in a delay in the student’s progress. Admission into the Teacher Education Program does not guarantee that the student will be allowed to student teach or be

Major and Professional Education Grade Requirement

A student must meet the following requirements in order to be placed in a student teaching assignment or be recommended for licensure.

Elementary: A minimum grade of “B-” and a GPA of 2.75 is required for all courses in professional education and the elementary major.

Secondary: A minimum grade of “B-” and a GPA of 2.75 is required for all courses in professional education. A minimum grade of “C” and a GPA of 2.75 for all courses in the secondary major is required.

recommended for licensure/endorsement.

A student may not be admitted to Teacher Education and Student Teaching during the same semester. Summer school is not considered a semester.

Criteria for Admission to Student Teaching:

For students to be recommended for admission to Student Teaching they must have met the following requirements.

1. Admission into the Teacher Education Program.
2. Acceptable, formal application to the Student Teaching Program submitted one semester prior to student teaching. The final deadline is August 30 for the following spring or January 30 for the following fall.
3. A cumulative GPA of 2.75 in all college work attempted.
4. A cumulative GPA of 2.75 in the content area major.
5. A cumulative GPA of 2.75 in Professional Education coursework.
6. Grade of “B-” or better in all Professional Education courses.
7. Grade of “C” or better in all secondary content area courses in the major.
8. Grade of “B-” or better in all elementary content area courses.
9. Take at least 15 semester hours of Professional Education courses at MNU.
10. Take at least 6 semester hours of courses from the content area at MNU.
11. Satisfactory assessment and approval from the faculty of the student’s major and

from the Department of Teacher Education.

12. Completion of 60 hours of community service (total of 80 hours).
13. Completion of or enrollment in all coursework needed for licensure with the exception of Student Teaching.
14. Approval of the Teacher Education Committee.

Admission into Student Teaching does not guarantee placement for student teaching or recommendation for licensure.

Criteria for Assignment to Student Teaching:

For students to begin their Student Teaching assignments they must have met the following requirements.

1. Admission into Student Teaching (see above).
2. Passing score on Praxis II Content exam or at least one attempt at completion.
3. Completion of appropriate forms for student teaching assignment.
4. Acceptable health certificate signed by a doctor not earlier than 6 months prior to Student Teaching.
5. Fingerprint cards and criminal history record check submitted to KSDE.
6. Completion of all course work prior to Student Teaching.

Completion of Student Teaching does not guarantee recommendation for licensure.

Licensure Requirements

In order to be licensed, students must achieve a passing score (161) on the Principles of Learning and Teaching (PLT) Exam. Students are encouraged to take the exam just prior to Student Teaching. Information and registration forms for the exam are available from the Department of Teacher Education. Students must complete 20 hours of community service prior to or during student teaching (total of 100 hours). Students must pass the senior comprehensive in their content area if different than the Praxis II Content exam for program completion.

Policy on Working During with Student Teaching and Seminar

Student teaching is a notably intense and demanding experience. Consequently, students are advised to suspend/avoid outside employment during the student teaching semester. In extreme or dire circumstances requiring students to maintain employment during student teaching, that employment must be reported by students to the cooperating teacher and the University supervisor. The employment must not interfere in any way with student teaching. If a student's performance during student teaching does not meet expectations, the student will be asked to stop working or to repeat the student teaching experience. Attendance at school faculty meetings, parent teacher nights, performance of other extracurricular duties and attendance at on-campus seminar sessions is expected of all student teachers.

Program Interruption Policy

If there is an interruption in a candidate's Teacher Education Program of two semesters or more between the education coursework and student teaching, the student is required to meet with the Chair of Teacher Education and the appropriate advisor to seek approval for readmission into the program.

The Teacher Education Resource Center

A Teacher Education Resource Center is maintained on the second floor of Mabee Library. The center houses school textbooks, children's and adolescent literature, trade books, curriculum guides, resource units, and other instructional materials selected especially as

resources for students planning to become teachers. These materials are available for examination and use by students, faculty, and off-campus supervisory teachers, who are members of the Clinical Mentoring Team.

ELEMENTARY EDUCATION (K-6 Licensure)

Elementary Education majors transferring to MidAmerica Nazarene University from a regionally accredited college or university must complete at least 21 semester hours at MidAmerica before being placed in Student Teaching. Fifteen of these hours must be from the professional education block (exclusive of student teaching) and at least six semester hours must be from the major. MidAmerica Nazarene University does not accept transfer credit for Elementary and Professional Education courses from non-accredited institutions. Persons who have not previously held a Kansas teaching certificate will be required to pass pre-licensure exams prior to issuance of a Kansas license. These examinations include the *Principles of Learning and Teaching* examination and the Praxis II content examination.

I. General Education for Elementary Teacher Education 51-61 hours

Spiritual Development - 9 hours*

BLIT	1103	Old Testament Literature
BLIT	1203	New Testament Literature
THEO	2003	Christian Beliefs

Self-Understanding - 5-6 hours

PSYC	2503	Lifespan Development I
FRST	1101	Freshman Seminar

Choose one of the following courses:

PHED	2202	Aquatics I-IV
PHED	1102	Lifetime Fitness and Weight Training I
PHED	1112	Beginning Aerobic Conditioning
PHED	2002	Individual and Dual Sports
PHED	2102	Team Sports
PHED	1902	Wellness

Critical Thinking - 6-9 hours

EDUC	3303	Philosophy of Education
Demonstrated competence or		

MATH 1103 Intermediate Algebra

Choose one of the following courses:

MATH	3503	Probability and Statistics
MATH	3703	Statistics
MATH	2503	Applied Mathematics with Statistics

Effective Communication - 6 to 10 hours

COMM	1303	Public Speaking
ENGL	1203	English Composition I: Writing and Research

Demonstrate proficiency in a second language or one of the following courses:

SPAN	1104	Beginning Spanish I
BLAN	2203	Beginning Greek I

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BLAN 2403 Beginning Biblical Hebrew

Social Responsibility - 9 hours

HIST 1203 U.S. History to 1877

HIST 1303 U.S. History since 1877

HIST 2103 World Civ to 1650

or

HIST 2203 World Civ since 1650

Scientific Literacy - 9 to 12 hours

GNSC 3803 Environmental Science

BIOL 1003 Principles of Biology

GNSC 1003 Concepts in Physical Science

Aesthetic Literacy - 6 hours

FNAR 1103 Introduction to Fine Arts

ENGL 1303 English Composition II: Introduction to Literature

*If a student holds a baccalaureate degree from a regionally accredited college and is seeking licensure only, the courses in spiritual development are not required.

NOTE: Since elementary teachers have traditionally been generalists as opposed to specialists in education, the professional and specialized courses in the elementary teacher education program will constitute the major for students preparing for elementary level teaching.

II. Professional Education Courses 40-43 hours

EDUC 1003 Education Seminar

EDUC 2103 Educational Foundations and Issues

EDUC 2203 Cultural Diversity Issues in Education

HLTH 3002 Current Health Concepts

Admission to the Teacher Education Program is required to register in the following courses:

Sequence One - These courses must be taken concurrently.

EDUC 3412 Technology with the Exceptional Learner

EDUC 3414 The Exceptional Learner and Practicum

Sequence Two - These courses must be taken concurrently.

EDUC 3612 Technology with Differentiated Learning

EDUC 3614 Research and Differentiated Learning and Practicum

Sequence Three - These courses must be taken concurrently.

EDUC 4412 Technology with Curriculum and Assessment

EDUC 4414 Curriculum Development and Assessment
and Practicum

Student Teaching

EDUC 4788 Elementary Student Teaching (9 or 12 hours)

III. Specialized Methods of Elementary Education		30 hours
EDUC	2502	Elementary Methods of Applied Arts
MATH	2203	Modern Math for the Elementary Teacher
PHED	3102	Methods in Teaching Motor Skills and Elementary Physical Education

Admission to the Teacher Education Program is required to register in the following courses.

EDUC	3003	Elementary Methods of Reading
EDUC	3104	Elementary Methods of Mathematics and Practicum
EDUC	3504	Elementary Methods of Diagnosis and Remediation of Reading and Practicum
EDUC	3804	Elementary Methods of Children's Language and Practicum
EDUC	3903	Elementary Methods of Children's Literature
EDUC	4505	Elementary Methods of Science and Social Studies and Practicum

IV. Electives: Additional coursework may be required.

Required for graduation 126 hours

SECONDARY (6-12, P-12 LICENSURE) EDUCATION

Students who plan to teach in the public school system (secondary grades) are advised to major in the academic field of their choice and to take the required professional education courses.

The following academic programs have been approved by the Kansas State Department of Education for licensure in secondary education:

- Biology Education (6-12)
- English Language Arts Education (6-12)
- History and Government Education (6-12)
- Mathematics Education (6-12)
- Music Education (P-12)
- Physical Education (P-12)
- Speech/Theatre Education (6-12)

Secondary Education majors transferring to MidAmerica Nazarene University from a regionally accredited college or university must complete at least 21 semester hours at MidAmerica before being placed in Student Teaching and/or recommended for licensure. Fifteen of these hours must be from the professional education block (exclusive of student teaching) and at least six semester hours must be from the major. MidAmerica Nazarene University does not accept transfer credit for the major and Professional Education courses from non-accredited institutions.

Persons who have not previously held a Kansas teaching license will be required to pass pre-licensure exams prior to issuance of a Kansas license. These examinations include the *Principles of Learning and Teaching* examination and the Praxis II content examination.

I. General Education for Secondary Teacher Education 47-55 hours

Spiritual Development - 9 hours*

BLIT	1103	Old Testament Literature
BLIT	1203	New Testament Literature
THEO	2003	Christian Beliefs

Self-Understanding - 5-6 hours

PSYC	2503	Lifespan Development I
FRST	1101	Freshman Seminar

Choose one of the following courses:

PHED	2202	Aquatics I
PHED	1102	Physical Fitness I
PHED	1112	Beginning Aerobic Conditioning
PHED	2002	Individual and Dual Sports
PHED	2102	Team Sports
PHED	1902	Wellness

Critical Thinking - 6-9 hours

EDUC	3303	Philosophy of Education
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Demonstrated competence or

MATH	1103	Intermediate Algebra
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Choose one of the following courses:

MATH	3503	Probability and Statistics
MATH	3703	Statistics
MATH	2503	Applied Mathematics with Statistics

Effective Communication - 6 to 10 hours

COMM	1303	Public Speaking
ENGL	1203	English Composition I: Writing and Research

Demonstrate proficiency in a second language or one of the following courses:

SPAN	1104	Beginning Spanish I
BLAN	2203	Beginning Greek I
BLAN	2403	Beginning Biblical Hebrew

Social Responsibility - 6 hours

HIST	1203	U.S. History to 1877
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or

HIST	1303	U.S. History since 1877
HIST	2103	World Civ to 1650

or

HIST	2203	World Civ since 1650
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Scientific Literacy - 5 to 6 hours

GNSC 3801 Environmental Stewardship

And one of the following lab courses

BIOL 1104 General Zoology

BIOL 1504 Anatomy and Physiology I

CHEM 1104 General Chemistry I

OR

GNSC 3803 Environmental Science

And one of the following courses

BIOL 1003 Principles of Biology

BIOL 3003 Human Genetics

GNSC 1003 Concepts in Physical Science

GNSC 3703 Human Nutrition

Aesthetic Literacy - 6 hours

FNAR 1103 Introduction to Fine Arts

ENGL 1303 English Composition II: Introduction to Literature

*If a student holds a baccalaureate degree from a regionally accredited college and is seeking licensure only, the courses in spiritual development are not required.

II.	Professional Education Courses	42-45 semester hours
	EDUC 1003	Education Seminar
	EDUC 2103	Educational Foundations and Issues
	EDUC 2203	Cultural Diversity Issues in Education
	HLTH 3002	Current Health Concepts

Admission to the Teacher Education Program is required to register in the following courses:

Sequence One - These courses must be taken concurrently.

EDUC 3412 Technology with the Exceptional Learner

EDUC 3414 The Exceptional Learner and Practicum

Sequence Two - These courses must be taken concurrently.

EDUC 3612 Technology with Differentiated Learning

EDUC 3614 Research and Differentiated Learning and Practicum

Sequence Three - These courses must be taken concurrently.

EDUC 4412 Technology with Curriculum and Assessment

EDUC 4414 Curriculum Development and Assessment
and Practicum

Student Teaching

EDUC 4888 Secondary Student Teaching and Seminar (9 or 12 hours)

OR

EDUC 4988 Elementary and Secondary Student Teaching and

Seminar (14 weeks, 9 or 12 hours)

Other Required Courses

EDUC	4503	Classroom Management
EDUC	4702	Secondary Reading in the Content
The appropriate content methods course		

III. Academic Major	30-65 hours
Courses required for each academic major are specified below.	
IV. Electives: Additional coursework may be required.	
Required for graduation	126 hours

SECONDARY EDUCATION LICENSURE PROGRAMS**BIOLOGY EDUCATION (6-12)**

BIOL 1104	General Zoology	4
BIOL 1304	Botany	4
BIOL 2005	Microbiology	5
BIOL 3105	Comparative Chordate Anatomy	5
BIOL 3204	Genetics	4
BIOL 3804	Ecology	4
BIOL 4204	Physiology	4
BIOL 4403	Cell Biology	3
BIOL 4862	Special Topics in Biology	2
BIOL 4901	Biology Seminar	1
BIOL 4991	Senior Year	1
CHEM 1104	General Chemistry I	4
CHEM 2104	General Chemistry II	4
GNSC 1001	Biological Applications of Physical Science	1
GNSC 1003	Concepts in Physical Science	3
MATH 1355	Pre-calculus	5
		<hr/>
		54 hrs

RECOMMENDED:

CHEM 3003	Organic Chemistry I	3
CHEM 3102	Organic Chemistry I Lab	2
CHEM 3103	Organic Chemistry II	3
CHEM 3202	Organic Chemistry II Lab	2
MATH 1405	Analytical Geometry and Calculus I	5
PHYS 1004	Physics I (Trigonometry-Based)	4
PHYS 1104	Physics II (Trigonometry-Based)	4

ENGLISH LANGUAGE ARTS EDUCATION (6-12)

ENGL 1303	English Composition II/Understanding Literature*	3
ENGL 1903	Multimedia Reporting and Writing I	3
ENGL 2103	American Literature to 1860	3

ENGL 2203	American Literature from 1860	3
ENGL 2303	British Literature to 1800	3
ENGL 2403	British Literature from 1800	3
ENGL 3203	Writers and Movements	3
ENGL 3303	Introduction to Linguistics	3
ENGL 3503	World Literature*	3
ENGL 3603	Teaching Young Adult Literature	3
ENGL 4203	Shakespeare	3
ENGL 4303	Advanced Writing	3
ENGL 4503	Literary Criticism*	3
Complete 3 hours of:		
COMM 2001	MultimediaWorkshop	1
COMM 4001-3	Advanced Multimedia Workshop	<u>1-3</u>
		42 hrs

*This course has a prerequisite

HISTORY AND GOVERNMENT EDUCATION (6-12)

HIST 1203	U. S. History to 1877	3
HIST 1303	U. S. History since 1877	3
HIST 2103	World Civilization to 1650	3
HIST 2203	World Civilization since 1650	3
HIST 2303	History of Kansas and the Midwest	3
HIST 4703	Historiography*	3
POLS 1103	Democracy in America	3
POLS 3101	Comparative Political Systems Democratic Systems	1
POLS 3102	Comparative Political Systems Non Democratic Systems	2
POLS 3903	American Political Parties	3
ECON 2503	Principles of Macroeconomics	3
SOCI 1003	General Sociology	3
GEOG 3303	World Geography	3
HIST Electives	Three upper division History courses (one each in World, European, and American History)	<u>9</u>
		45 hrs

*This course has a prerequisite

MATHEMATICS EDUCATION (6-12)

MATH 1405	Analytic Geometry and Calculus I	5
MATH 1505	Analytic Geometry and Calculus II	5
MATH 2003	Analytic Geometry and Calculus III	3
MATH 3003	Discrete Mathematics	3
MATH 3103	Linear Algebra	3
MATH 3203	Modern Geometry	3
MATH 3303	History of Mathematics	3
MATH 3503	Probability and Statistics	3
MATH 3803	Abstract Algebra	3
	Elective in Mathematics (300 level or above)	3
COMP 2104	Programming Fundamentals	4

MUSIC EDUCATION (P-12) (BME)

(Program results in licensure for teaching both vocal and instrumental music in elementary and secondary schools) See page 97 for BME General Core requirements.

APMU 1502	Class Piano I (as required)	2
APMU 1602	Class Piano II (as required)	2
APMU 1702	Class Piano III (as required)	2
APMU 2502	Class Piano IV (as required)	2
	Must pass Piano Proficiency Examination	
APPR	Applied Private (eight semester hours in voice or a single instrument excluding piano classes, and including junior and senior recitals)	8
APPR 1101	Private Lessons in Voice (required of non-vocal majors)	1
APPR 3301	Junior Recital (counted as one of the 8 APPR credits)	
APPR 4301	Senior Recital (counted as one of the 8 APPR credits)	
FNAR 1203	Music in World Cultures	3
MHST 3403	Music History I	3
MHST 3503	Music History II	3
MUED 2001	Brass Techniques	1
MUED 2101	Woodwind Techniques	1
MUED 2201	Percussion Techniques	1
MUED 2301	String Techniques	1
MUED 3203	Music Media and Technology	3
MUED 3602	Beginning Conducting	2
MUED 3702	Choral Literature and Conducting	2
	OR	
MUED 3802	Instrumental Literature and Conducting	2
MUED 4001	Vocal/Choral Techniques (prerequisite: minimum of APPR 1101 - Private Voice)	1
MUED 4702	Marching Band Techniques	2
MUED 4302	Elementary Music Methods, Materials and Classroom Mgmt. Strategies and Practicum	2
MUED 4312	Secondary Music Methods, Materials and Classroom Mgmt. Strategies and Practicum	2
MUEN	Ensemble (at least one each semester – minimum of eight)	8
MUTH 1102	Fundamentals of Music Theory (as required - determined by placement exam)	2
MUTH 2105	Music Theory I	5
MUTH 2205	Music Theory II	5
MUTH 3103	Music Theory III	3
MUTH 3203	Music Theory IV (prerequisite: MUED 3203 – Music Media and Technology)	3
MUTH 4603	Instrumentation and Arranging	3

PHYSICAL EDUCATION (P-12)

Program results in certification for teaching Physical Education in both elementary and secondary schools. P-12 certification requires elementary and secondary student teaching.

BIOL 1504	Anatomy and Physiology I	4
PHED 2202	Aquatics	2
	OR	
PHED 3413	Water Safety Instructor (WSI)	3
PHED 3103	History and Philosophy of Physical Education and Sport	3
PHED 3003	Techniques of Teaching Individual and Dual Sports	3
PHED 3101	Teaching Motor Skills and Elementary PE Lab	1
PHED 3102	Teaching Motor Skills and Elementary PE	2
PHED 3503	Techniques of Teaching Team Sports	3
ATRN 1303	Techniques of Athletic Training	3
ATRN 1300	Techniques of Athletic Training Lab	0
PHED 3203	Kinesiology and Lab	3
PHED 3303	Methods of Teaching Secondary Physical Education and Health	3
PHED 3403	Organization and Administration of Physical Education and Athletics	3
PHED 3502	Tumbling and Rhythmic Movement	2
PHED 3602	Psychology of Sport	2
PHED 4203	Adaptive Physical Education	3
PHED 4403	Exercise Physiology and Lab	3
	First Aid/CPR Certification Required	0
		<hr/>
		40-41 hrs

SPEECH/THEATRE EDUCATION

COMM 1303	Public Speaking	3
COMM 1503	Mass Media and Society	3
COMM 2303	Interpersonal Communication	3
COMM 2402	Directing Forensics (Clinical)	2
Choose one course from:		
COMM 3403	Small Group Communication	
COMM 3703	Persuasion: Practice & Ethics*	3
COMM 4703	Communication Theory and Research*	3
THEA 1203	Introduction to Theatre	3
THEA 2203	Acting I	3
THEA 2101	Theatre Workshop	1
THEA 2202	Technical Theatre	2
THEA 3303	Directing I	3
		<hr/>
		29 hrs

*This course has a prerequisite

PROVISIONAL LICENSURE IN A SECONDARY TEACHING FIELD

Kansas regulations currently permit a person who is licensed for teaching grades K-6, 6-12, or P-12 to be recommended for provisional licensure in additional secondary area(s) if the applicant has met the specified licensure requirements or achieved a passing score on the

appropriate Praxis II Content Exam. Contact the Licensure Officer for additional information.

PHYSICAL EDUCATION

Mission Statement for Physical Education:

The MidAmerica Nazarene University Physical Education mission is to help all students develop the highest level of educational training in a Christian environment dedicated to the development in the affective, cognitive, and psychomotor domains. Our program is devoted to teaching and developing our students to assist in enabling them to participate at their optimal level in the field of teaching physical education in an effective teaching environment.

Learning Objectives:

Students who successfully complete the Physical Education program should be able to:

1. Identify the purpose, aims, and objectives of physical education for all students
2. Describe the various teaching models, strategies, assessment tools, and management skills used to teach physical education
3. Perform injury prevention, injury care, and basic life support skills
4. Describe the function of the human organism as it relates to physical activity
5. Plan, implement, and evaluate a physical education program which prepares all students to engage in life-long sports and physical fitness activities
6. Demonstrate skills in fundamental motor activities
7. Express appreciation for the human body as the temple of the Holy Spirit by making appropriate lifestyle choices
8. Demonstrate the importance of staying in compliance with state standards and knowing when changes occur within the state of Kansas.

PHYSICAL EDUCATION SENIOR COMPREHENSIVE

A comprehensive examination (ETS Praxis II) is required to be passed by all senior physical education majors before graduation. The comprehensive examination is meant to assess the student's mastery of basic content areas of the curriculum.

The examination is administered through the Education Testing Services (ETS). Further details regarding the senior comprehensive are available from the Department Chair of the Teacher Education Department.

GENERAL EDUCATION ACTIVITY COURSES

The range of activities offered in the program is planned to meet the physical activity needs of all students. All activity courses will include self-testing activities and will acquaint students with basic knowledge, understanding, and value of physical activities as they relate to healthful living. All students are required to earn two (2) semester hours of credit from one of the following three areas:

PHED 2002 INDIVIDUAL AND DUAL SPORTS

This course is designed to equip students with the skills, techniques, methods, and knowledge to engage in a variety of physical activities (badminton, table tennis, archery, golf, bowling, rugby, pickleball, and tennis). Students are also taught how these activities can become a part

of their every day lifestyles and how the activities can contribute to better health and wellness. Lab fee required. Fall, Spring and Summer.

PHED 2102 TEAM SPORTS

This course is designed to help each student understand and have knowledge to engage in a variety of team sports activities (basketball, softball, volleyball and soccer). Students are encouraged to learn at their own pace by using steps of progression and to integrate their new skills into the total action of activity. Our goal is to enhance the student's confidence and comfort level in one or more of these activities so that they can establish and maintain an active lifestyle by participating in a team sport. Fall and Spring.

PHED 2202 AQUATICS I

A course designed to increase the students' ability to demonstrate aquatic skills and relate these activities to healthful living. Lab fee required. Fall.

PHED 2302 AQUATICS II. Prerequisite: PHED 2202. Fall.

PHED 2402 AQUATICS III. Prerequisite: PHED 2302. Fall.

PHED 2602 KARATE I

This courses introduces basic techniques to help students become more positive, assertive, and disciplined as they learn self-defense skills. Course includes the history and traditions of the martial arts as it evolved into self-defense. The relationship between self-defense and health/wellness related benefits are emphasized. Fall and Spring.

PHED 3413 WATER SAFETY INSTRUCTOR (WSI). This course is designed to prepare students to teach Red Cross swimming. Lab fee required. Spring.

PHED 3612 KARATE II. Prerequisite PHED 2602. Fall and Spring.

PHED 3712 KARATE III. Prerequisite PHED 3612. Fall and Spring.

PHED 4612 KARATE IV. Prerequisite PHED 3712. Fall and Spring.

SPMT 1102 LIFETIME FITNESS/WEIGHT TRAINING I

A study of the various methods, techniques, aims and objectives for reaching a desired level of fitness (aerobic and anaerobic) and to understand the basic scientific principles involved in training. This course will evaluate students to determine their current fitness level. Test will measure heart and lung capacities, body composition, muscle strength, cardiovascular endurance, and flexibility. After learning the basic concepts of life fitness students will demonstrate their knowledge of the strength and weakness of lifetime activities for maintaining fitness. The knowledge and techniques should enable the student to design a conditioning program for a variety of goals and activities. Special emphasis on strength and weight conditioning. Fall and Spring. Also taught in Winter term.

SPMT 1112 BEGINNING AEROBIC CONDITIONING.

A course designed to provide students with comprehensive, detailed, and practical learning experiences that promote adoption of an active life style. Activities include: Fundamentals of self defense, walking, jogging, floor aerobics, step aerobics, stationary cycling, spinning, and strength training. Fall and Spring.

SPMT 1201 RECREATIONAL ACTIVITY. Fall and Spring.

SPMT 1901 WELLNESS

These courses are designed to help each student understand the three key areas related to wellness: (1) fitness for health; (2) nutrition, body composition, and weight management; and (3) behavioral issues and health. Wellness is taught the first seven weeks and the recreational activity class is taught the second seven weeks. Fall and Spring.

SPMT 2301 VARSITY SPORTS I. Fall and Spring.

SPMT 2401 VARSITY SPORTS II. Prerequisite: SPMT 2301. Fall and Spring.

SPMT 3112 INTERMEDIATE AEROBIC CONDITIONING. Prerequisite: SPMT 1112. Fall and Spring.

SPMT 3301 VARSITY SPORTS III. Prerequisite: SPMT 2301 and 2401. Fall and Spring.

SPMT 3401 VARSITY SPORTS IV. Prerequisite: PHED 2301, 2401 and 3301. Fall and Spring.

SPMT 3702 LIFETIME FITNESS/WEIGHT TRAINING II. Prerequisite: SPMT 1102. Fall and Spring. Also taught in Winter term.

SPMT 4112 ADVANCED AEROBIC CONDITIONING. Prerequisite: SPMT 1102 and 3112. Fall and Spring.

SPMT 4212 LIFETIME FITNESS/WEIGHT TRAINING III. Prerequisite: SPMT 1102 and 3702. Fall and Spring. Also taught in Winter term.

PROFESSIONAL COURSES IN PHYSICAL EDUCATION

ATRN 1303 TECHNIQUES OF ATHLETIC TRAINING

The student will be presented with the definition of what an athletic trainer is and does, the “sports medicine team,” legal concerns, environmental considerations, protective equipment selection, fit and proper use, mechanism and types of injury incurred by the physically active, emergency procedures and on-and-off the field acute care of injury with discussion specific to the foot, ankle, lower leg, knee, thigh, hip, pelvis, shoulder, elbow, wrist, hand, fingers, head, and spine. Wrapping and taping techniques will be presented and practiced. Fall and Spring.

ATRN 1300 TECHNIQUES OF ATHLETIC TRAINING LAB

Specific hands-on experience will be demonstrated, practiced, and evaluated according to the didactic ATRN 3103 agenda topics. Corequisite: ATRN 1303, Fall and Spring.

PHED 3002 CURRENT HEALTH ISSUES

To promote students with the knowledge, tools, and motivation they need to teach wellness related behavior. Fall and Spring.

PHED 3003 TECHNIQUES OF TEACHING INDIVIDUAL AND DUAL SPORTS

The selection and application of appropriate materials, methods and techniques of teaching activities such as badminton, table tennis, archery, golf, bowling and tennis. Prerequisite: PHED 3503. Spring.

PHED 3101 METHODS OF TEACHING MOTOR SKILLS AND ELEMENTARY PHYSICAL EDUCATION LAB

This lab is designed to provide Physical Education majors experience in the school setting at the elementary level. Required for all Physical Education majors. Concurrent enrollment in PHED 3102 is required. Fall and Spring.

PHED 3102 METHODS OF TEACHING MOTOR SKILLS AND ELEMENTARY PHYSICAL EDUCATION

Analysis of the value and objectives of a program of physical education for the elementary school student. Various movements applicable to this age group, ranging from simple motor skills to more complex movement and sport skills are explored. Methodology regarding the teaching of fitness, various motor skills, and competitive experiences are emphasized,

highlighted by practicum opportunities. Physical Education majors must also have concurrent enrollment in PHED 3101 (Lab). Fall and Spring.

PHED 3103 HISTORY AND PHILOSOPHY OF PHYSICAL EDUCATION AND SPORT

The development of physical education and sport, from ancient times to the present is explored, including the philosophical bases of the status of physical education in various cultures. Emphasis is given to the development of sport and school physical education in the United States, along with an extensive study of the modern Olympic Games. Fall.

PHED 3203 KINESIOLOGY AND LAB

The study of the skeletal and muscular systems, the articulation of joints and muscular analysis involved in daily activities, exercises, rehabilitation and various sports activities. Prerequisites: BIOL 1504. Fall.

PHED 3303 METHODS OF TEACHING SECONDARY PHYSICAL EDUCATION AND HEALTH

A study of the various methods, techniques, aims, objectives and strategies used in teaching Health and basic activities to physical education and Health classes. An emphasis placed upon recent findings in curriculum development. Fall.

PHED 3403 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION AND ATHLETICS

A course designed to acquaint the student with knowledge and understanding in organizing, planning, administering and evaluating a total program of physical education and athletics. Spring.

PHED 2202 AQUATICS I

A course designed to increase the students' ability to demonstrate aquatic skills and relate these activities to healthful living. Lab fee required. Fall.

OR

PHED 3413 WATER SAFETY INSTRUCTOR (WSI)

This course is designed to prepare students to teach Red Cross swimming. Lab fee required. Spring.

PHED 3502 TUMBLING AND RHYTHMIC MOVEMENT

Organization, teaching, safety and spotting techniques that are unique in teaching tumbling, along with instruction methods for various rhythmic movements. Lab fee required. Winter term.

PHED 3503 TECHNIQUES OF TEACHING TEAM SPORTS

A course designed to equip students with the skills, techniques, and methods to engage in and teach a wide variety of physical education activities (Basketball, Softball, Volleyball, Soccer, and Team Games). The students will receive information concerning these team activities that relate to specific needs of different age groups in planning physical education programs. Fall.

SPMT 3602 PSYCHOLOGY OF SPORTS

This course introduces the prospective coach, teacher or athletic trainer to the strategies and techniques used by coaches and sport psychologists to cultivate peak performance and personal growth with each individual athlete and groups of athletes. Fall.

PHED 4203 ADAPTIVE PHYSICAL EDUCATION

A course designed to develop, through class work as well as outside observations, an understanding of developmental disabilities and provide the instructional process that physical education teachers should provide for their handicapped students in a regular class setting Fall, odd years.

PHED 4403 EXERCISE PHYSIOLOGY AND LAB

A study of the effects of muscular activity within the human body with particular reference to the respiratory, circulatory, nervous, endocrine, and digestive systems. Recommended: BIOL 1504 and PHED 3203. Spring.

SCHOOL OF NURSING AND HEALTH SCIENCE

Dr. Susan Larson
Dean

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-
- Department of Traditional BSN and Health Science Programs:
 - Traditional BSN Nursing Program
 - Athletic Training Education Program
 - Kinesiology Program
 - Department of Accelerated Studies in Nursing
 - Accelerated BSN Nursing Program
 - Accelerated RN-BSN Program
 - Online Accelerated RN-BSN Program
 - Department of Graduate Studies in Nursing
 - Accelerated Master of Science in Nursing (MSN)
 - MSN: Education Track
 - MSN: Healthcare Administration Track
- see Graduate Catalog*

SCHOOL OF NURSING AND HEALTH SCIENCE

The programs offered in the **School of Nursing and Health Science** blend cooperative education experiences with highly innovative curricula and faculty. The learning environment is student-centered and encourages students to actively pursue answers to relevant problems. Students are prepared to become effective professional practitioners, enter graduate schools, and work in professions related to nursing, athletic training, health and fitness. The School offers three distinct departments, each providing divergent degree options. Each of the programs offered through the School of Nursing and Health Science (SONHS) is accredited and/or approved by the appropriate professional group, including the Kansas State Board of Nursing, Commission on Collegiate Nursing Education, and Commission on Accreditation of Athletic Training Education.

The **Department of Traditional BSN and Health Science Programs** offers pre-licensure baccalaureate nursing education, i.e. the Bachelor of Science in Nursing (BSN) degree, as well as majors in Athletic Training and Kinesiology. The Traditional BSN Program is the department's original offering of BSN education and the track used by students wishing to achieve their degree in the four-year conventional university experience. Many of these students are campus residents. Liberal arts and prerequisite nursing courses are taken during the first two years of the college experience, with the junior and senior years providing emphasis on professional nursing education, including 2-3 days per week of clinical experiences in a variety of healthcare settings. In the Traditional Nursing Program, an 'early admit' option is available for academically high-achieving students. The Athletic Training Education Program (ATEP) is designed to equip the student for a professional career in Athletic Training. Upon completion of the ATEP, students are eligible to take a national certification exam. The Certified Athletic Trainer (ATC) is a highly educated and skilled professional specializing in athletic health care. In cooperation with physicians and other allied health personnel, the athletic trainer functions as an integral member of the athletic health care team in secondary schools, colleges and universities, sports medicine clinics, professional sports programs and other athletic health care settings. Kinesiology, the newest major in the SONHS, is designed to prepare students to enter post baccalaureate programs in various areas of professional allied health, i.e. physical therapy, occupational therapy, doctor of chiropractice, etc.

The **Department of Accelerated Studies in Nursing** offers the Accelerated BSN (ABSBN) Program was initiated in 1991 and is one of only two accelerated programs of nursing education in the state of Kansas. The ABSN program is designed for adult students with previous college experience, as well as the LPN and paramedic. This intensive, year-long program begins in January, allowing students to graduate with the BSN degree the following December. Additionally offered is the Accelerated RN-BSN Program for the Registered Nurse (RN) desiring to obtain a BSN degree. This program is designed to integrate and expand the nursing knowledge and experience of the RN student. The curriculum is planned to provide educational experiences that enhance knowledge, competencies, and professional behaviors of the practicing RN. This one-year, accelerated RN-BSN program offers both on-site and online course delivery options as well as a combination of the two. The on-site program is provided in convenient a 5-week format, with classroom instruction

occurring one day per week. Coursework for this program is provided on the main Olathe campus, as well as the Liberty, MO site. Some students elect to take coursework at both locations, allowing achievement of their BSN degree more quickly. Students may begin the program at the initiation of any 5-week course and attend the program on a part-time basis, if needed. Additionally, this BSN degree option is available through a convenient online delivery method.

The **Department of Graduate Studies in Nursing** offers a Master of Science in Nursing (MSN) degree with specialty tracks in Nursing Education and Healthcare Administration (see Graduate Catalog).

UNDERGRADUATE NURSING PROGRAMS

Statement of Mission:

The mission of the SONHS nursing programs is to educate and inspire servant leaders for the ministry of professional nursing.

Statement of Purpose:

The purpose of the Christian education offered by the SONHS undergraduate nursing programs are to:

- 1) prepare professional nurse generalists who are knowledgeable and skillful in the delivery of safe, competent, and creative nursing care;
- 2) integrate personal, empiric, aesthetic, and ethical ways of knowing (Carper, 1978) as a basis for promoting optimal health;
- 3) enhance spiritual sensitivity in personal growth and service to others;
- 4) develop life-long learners who strive for personal and professional growth as individuals who are responsible and accountable members of their profession and society.

FACULTY

SUSAN G. LARSON, Dean of the School of Nursing and Health Science; Professor of Nursing, 1989-

B.S.N., MidAmerica Nazarene University, 1984; M.S., University of Kansas, 1989; Ph.D., University of Kansas, 2002.

ALLYSON A. YOUNG, Chair, Department of Accelerated Studies in Nursing; Associate Professor of Nursing, 2008-

B.S.N., Fort Hays Kansas State University, 1976; M.N., University of Kansas, 1981.

DEBBIE D. BRUNKHORST, Assistant Professor of Nursing, 2010-

BSN, MidAmerica Nazarene University, 2009; MSN, MidAmerica Nazarene University, 2010.

KATHRYN H. CZANDERNA, Associate Professor of Nursing, 2005-

B.S.N., Olivet Nazarene University, 1980; M.S., St. Xavier University, 1988.

DAWN L. FERGUSON, Assistant Professor of Nursing, 2008-

B.S.N., Webster University, 2005; M.S.N., Webster University, 2007.

SHARON A. LITTLE-STOETZEL, Associate Professor of Nursing, 2010

B.S.N., Truman State University, 1984; M.S.N., University of Missouri-Columbia, 1991

DEBORAH S. PETTY, Assistant Professor of Nursing, 2009-

A.S., Palm Beach Community College, 1981; B.S.N., Southwest Missouri State University, 1995; M.S., University of Kansas, 2003.

DELIA M. PITTMAN, Professor of Nursing, 1993-

B.S., MidAmerica Nazarene University, 1974; B.S.N., MidAmerica Nazarene University, 1984; M.S., University of Kansas, 1995; Ph.D., University of Kansas, 2006.

VIRGINIA R. SCHAFER, Professor of Nursing, 1980-

B.S., Eastern Nazarene College, 1969; B.S.N., Case Western Reserve University, 1971; M.S.N., Case Western Reserve University, 1980; Ph.D., University of Kansas, 2002.

E. BRADLEY STRECKER, Associate Professor of Nursing, 2010-

B.S.N., University of Wyoming, 1983; MA, Webster University, 1993; M.S.N., Regis University, 2010

GWENYTH G. WAGNER, Assistant Professor of Nursing, 2008-

B.S.N., McMaster University, 1984; M.S.N., University of Kansas, 2009.

KAREN D. WIEGMAN, Chair, Graduate Studies in Nursing; Associate Professor of Nursing, 2009-

A.D.N., College of DuPage, 1982; B.S.N., University of Kansas, 1992; M.S.N., University of Kansas, 1995; Ph.D., University of Missouri at Kansas City, 2003

Departmental Outcomes:

The nursing programs build upon the general education outcomes of the University to achieve their mission and purpose. Definitions of the outcomes as applied to the nursing programs are as follows:

Spiritual Development: the cultivation of a Christian approach to one's life and professional nursing practice;

Self-Understanding: the self-application of physical, mental, emotional, social and spiritual health promotion practices as the basis of knowledge that will enhance the provision of holistic care to others;

Critical Thinking: the application of current research, theory, professional standards, and ethical codes to influence the ongoing generation and evaluation of creative ideas for the purpose of solving patient, family, and/or community health issues/concerns/problems;

Effective Communication: the ability to clearly interact with individuals and/or groups for the purpose of sharing information, ideas, and/or emotions;

Social Responsibility: the personal involvement of self in nursing's role and responsibilities to people and society;

Scientific Literacy: the acquisition of nursing's unique body of knowledge and an understanding of the processes by which that knowledge was achieved and can be developed;

Aesthetic Literacy: the application of caring and creativity in nursing.

Characteristics of each outcome are provided in the *Nursing Student Handbook* for each respective program. The outcomes are emphasized throughout various learning experiences. Students demonstrate outcome achievement through course assignments, as well as the senior portfolio, which is completed as a component of the Senior Comprehensive Exam Requirement.

NURSING PROGRAMS

CURRICULUM

Three tracks to obtaining a Bachelor of Science in Nursing degree (BSN) are offered. All three tracks are centered with the same philosophy and program outcomes.

The **Traditional BSN Nursing Program** is the plan used by most conventional undergraduate students. Liberal arts and prerequisite nursing courses are taken during the first two years, with the junior and senior years providing emphasis on professional nursing education, including 2-3 days per week of clinical experiences in a variety of healthcare settings.

The **Accelerated BSN Nursing Program (ABSN)** is designed for adult students with a previous bachelor's degree, significant college coursework, or work experience related to healthcare, i.e. the paramedic or licensed practical nurse (LPN).

The **Accelerated RN-BSN Program** is designed to integrate and build upon the nursing knowledge and experience of the Registered Nurse (RN). The curriculum provides educational experiences that enhance knowledge, competencies, and professional behaviors. Classes are offered one day per week, in the format of five-week modular units. This provides the opportunity for student to join the program at any time during the year. This curriculum is also provided in an online delivery format and students may take courses with a blended on-site/online approach if they so desire.

Each of these programs is explained on the following pages.

TRADITIONAL BSN PROGRAM

SUGGESTED CURRICULUM PLAN

LEVEL I - FRESHMAN YEAR

Fall:

FRST 1101	Freshman Seminar
BLIT 1103	Old Testament Literature
BIOL 1504	Anatomy and Physiology I
ENGL 1203	English Composition I: Writing and Research
NURS 1003	Nursing Perspectives
MATH 1103	Intermediate Algebra

Spring:

BLIT 1203	New Testament Literature
BIOL 1604	Anatomy and Physiology II
COMM 1303	Public Speaking
FNAR 1103	Intro to Fine Arts
PSYC 2503	Lifespan Development I

SOPHOMORE YEAR

Fall:

NURS 2182	Basic Nursing Skills I
CHEM 1005	Introduction to Chemistry
THEO 2003	Christian Beliefs

MATH 3503 Probability & Statistics
 Elective Philosophy (Ethics preferred)
 History, Social Science, Economics, or Criminal Justice

Spring:

BIOL 2005 Microbiology *or*
 BIOL 3003 Human Genetics
 NURS 2083 Basic Nursing Skills II
 NURS 2002 Health Assessment for Nurses
 GNCS 3703 Human Nutrition
 NURS 2032 Gerontological Nursing

LEVEL II - JUNIOR YEAR

Fall:

NURS 3002 Pharmacology I
 NURS 3202 Pathophysiology I
 NURS 3088 Health Restoration I
 NURS 4101 Special Topics in Nursing* (optional)

Spring:

NURS 3102 Pharmacology II
 NURS 3302 Pathophysiology II
 NURS 3188 Health Restoration II
 NURS 3783 Pediatric Nursing
 NURS 4101 Special Topics in Nursing* (optional)

LEVEL III - SENIOR YEAR

Fall:

NURS 4083 Maternal and Women’s Health Nursing
 NURS 4103 Nursing Research/Informatics
 NURS 4283 Mental Health Nursing
 NURS 4383 Community Health Nursing
 NURS 4302 Patient Care Management
 NURS 4101 Special Topics in Nursing* (optional)

Spring:

NURS 4403 Role Development
 NURS 4285 Nursing Internship
 NURS 4212 Senior Seminar: Transition into Nursing Practice
 NURS 4912 Acute-Complex Nursing Care
 NURS 4101 Special Topics in Nursing* (optional)

*All students must complete *one* special topics course (one credit hour minimum) to meet graduation requirements for the BSN degree.

NURS 1003 NURSING PERSPECTIVES

Designed to provide insight into the world of professional nursing through the seven outcomes of the nursing department. The outcomes include: spiritual development, self-understanding, critical thinking, effective communication, social responsibility, scientific

literacy, and aesthetic literacy. Various classroom experiences help student understand how these outcomes are integral to what it means to be a nurse. In addition, each student develops a portfolio demonstrating his/her current degree of proficiency in each of these outcomes listed above. This portfolio is developed further in the upper division major and becomes a requirement for graduation. Level I. Fall, Spring.

NURS 2182 BASIC NURSING SKILLS I

Designed to provide understanding and development of basic nursing skills necessary to provide health maintenance. Learning experiences are provided in the University's nursing lab. Prerequisite: BIOL 1504 and 1604, or consent of the instructor. Sophomore. Fall.

NURS 2083 BASIC NURSING SKILLS II

A study of evidence-based nursing care regarding fundamental nursing interventions and practice. The knowledge and skills necessary to perform procedures relating to therapeutic interventions are presented, and students demonstrate their understanding of these interventions through tests and graded return demonstrations. Special emphasis is given to the delivery of relationship-centered care within a holistic framework as it applies to proficient psychomotor skills of professional nursing practice, as well as competency with drug calculation and safe medication administration. This course builds on nursing interventions learned in Basic Nursing Skills I. Open only to students preparing to begin the clinical portion of the program in the current year's summer or fall class. Prerequisite: MATH 1103 or equivalent, NURS 2182. Sophomore. Spring.

NURS 2002 HEALTH ASSESSMENT FOR NURSES

Provides an opportunity for students to develop clinical competence in health assessment of an individual client. Students will develop skills in history taking and holistic assessment, which includes: physical assessment, role assessment, developmental assessment, psycho-social assessment, spiritual assessment, and risk assessment (genetics, environment, nutrition, exercise, stress, economics, and abuse). Prerequisite: NURS 2182, BIOL 1504, 1604. Sophomore. Spring.

NURS 2032 GERONTOLOGICAL NURSING

A study of evidence-based nursing care of older adults. Major concepts include demographics of the aging population; common physiological, psychological, sociological, and spiritual issues affecting the health of older adults; health promotion interventions for older adults; options in the continuum of care of older adults; and death as a final developmental process. Sophomore. Spring.

NURS 3202 PATHOPHYSIOLOGY I

Part one of a two-part series that is designed to help students understand disruptions in health (i.e., pathophysiological disease processes). With a thorough understanding of disease processes, students will be able to apply scientific rationale in their nursing practice. This course will explore the clinical presentation of selected diseases, i.e., symptoms, and diagnostic findings. Additionally, basic prevention and/or treatment measures will be presented. General content to be covered in this course includes pathophysiology related to: cellular adaptation, injury, death, and wound healing; fluid balance; genetics; inflammatory and immune responses; cancer; hematology and hemodynamic responses; and gastrointestinal and hepatobiliary function(s). This course is part one of a two-part course series, to run consecutively from the fall semester (part one) to the spring semester (part two). Prerequisite: Admission to the major or consent of the instructor, BIOL 1504, 1604. Level II. Fall.

NURS 3302 PATHOPHYSIOLOGY II

Part two of a two-part series that is designed to help students understand disruptions in health (i.e., pathophysiological disease processes). This understanding will assist students in applying scientific rationale in the provision of quality healthcare. There will be exploration of the clinical presentation of selected diseases, i.e., signs, symptoms, and diagnostic findings. Additionally, basic prevention and/or treatment measures will be presented. This course will build upon the knowledge gained in NURS 3202 Pathophysiology I. General content to be covered in this course includes pathophysiology as related to alterations in: GI and hepatobiliary function, renal function; cardiovascular and respiratory functions; endocrinology; and neurology. This course is part two of a two-part series, to run consecutively from the fall semester (part one) to the spring semester (part two). Prerequisite: Admission to the major or consent of the instructor; NURS 3202. Level II. Spring.

NURS 3002 PHARMACOLOGY I

Part one of a two-part series that is designed to introduce basic pharmacology principles and how they relate to health and illness. Emphasis will be placed upon drugs for anesthesia, neuromuscular blockade, and pain; drugs for fluid and electrolyte imbalances; drugs for infectious diseases; drugs for anemia and hematopoietic and thrombopoietic growth factors; drugs that affect the gastrointestinal system; chemotherapeutic agents; anti-inflammatory, anti-allergic, and immunologic drugs. For these drugs, students will be challenged to investigate, process, and apply information, including: generic/trade names and clinical uses; basic mechanisms of action(s), side effects, contraindications, and interactions; parameters for safe administration, and evaluation of drug effectiveness and adverse/toxic effects. This course is part one of a two-part course series, to run consecutively from the fall semester (part one) to the spring semester (part two). Prerequisite: Admission to the nursing major or consent of instructor. Level II. Fall.

NURS 3102 PHARMACOLOGY II

Part two of a two-part series that is designed to extend and reinforce concepts introduced in NURS 3002 Pharmacology I and how they related to health and illness. Emphasis will be placed upon drugs that affect the following systems: cardiovascular (including critical care), renal, respiratory, endocrine, and central nervous system (including psychopharmacology drugs). For these drugs, students will be challenged to investigate, process, and apply information, including: generic/trade names and clinical uses; basic mechanisms of action(s), side effects, contraindications, and interactions; parameters for safe administration, and evaluation of drug effectiveness and adverse/toxic effects. This course is part two of a two-part course series, to run consecutively from the fall semester (part one) to the spring semester (part two). Prerequisites: Admission to the nursing major or consent of the instructor, NURS 3002, NURS 3302 as pre- and/or co-requisite. Level II. Spring.

NURS 3088 HEALTH RESTORATION I

Part one of a two-part series that focuses on the care of individuals of all ages experiencing acute illness, exacerbation of a chronic condition, and/or surgery. Emphasis will be on development of students' knowledge and skills in dealing with problems related to pain, immune function, integument, dentition, nutrition, physical activity, hearing, vision, speech, language, digestion-hydration, bowel function, genitourinary function, sleep/rest patterns, spirituality, emotional needs, and learning needs. The health care system related to acute care will be introduced. Students will receive clinical experience in acute care facilities. This course is part one of a two-part course series, to run consecutively from the fall semester (part one) to the spring semester (part two) (or for accelerated students, the course runs consecutively during the summer). Prerequisite: Admission to the major, pre and/or co-requisite with NURS 3202, 3002. Level II. Fall, Summer.

NURS 3188 HEALTH RESTORATION II

Part two of a two-part series and builds upon knowledge gained in NURS 3088 Health Restoration I. Focuses on the care of individuals of all ages experiencing acute illness, exacerbation of a chronic condition, and/or surgery. Emphasis will be on development of students' knowledge and skills in caring for patients with problems related to cardiovascular, respiratory, renal, genitourinary, endocrine, integument, musculoskeletal, and neurologic functions. In addition to caring for the physical needs of the patient, students will be encouraged to consider the patient's spiritual, emotional, and learning needs. Students will continue to develop testing skills based upon the structure and format of the most recent NCLEX-RN® test plan. Health care delivery will occur in the acute care setting. This course is part two of a two-part course series, to run consecutively from the fall semester (part one) to the spring semester (part two) (or for accelerated students, the course runs consecutively during the summer). Prerequisite: NURS 3088, 3002, 3202, and pre- and/or co-requisite with NURS 3102 and 3302. Level II. Spring, Summer.

NURS 3783 PEDIATRIC NURSING

A study of evidence-based nursing care of children and their families. Special emphasis is given to the delivery of relationship-centered care within a holistic framework as it applies to health promotion, maintenance, and restoration of children. Cultural values and health needs specific to the pediatric lifespan are explored. Hospital and community-based settings provide theory to practice application. Prerequisites: NURS 3002, 3202, and 3088. Level II. Spring.

NURS 4101 SPECIAL TOPICS IN NURSING

Offers advanced study in a specialized area of nursing. The special topic may be tied to the clinical setting utilized in NURS 4285. Students must take a minimum of one credit hour of special topics. Levels II or III. Fall, Spring, Summer.

NURS 4302 PATIENT CARE MANAGEMENT

A study of evidence-based practices for patient care management via human patient simulators and clinical case scenarios. A safe environment is provided for students to practice critical thinking and decision-making skills, demonstrating competency through patient care management of selected scenarios. Emphasis is placed on the management of prototype scenarios that require effective clinical assessment, judgment, teamwork, interdisciplinary communication, and efficient resource management. Level III. Fall.

NURS 4083 MATERNAL AND WOMEN'S HEALTH NURSING

A study of evidence-based nursing care of childbearing families and women. Special emphasis is given to the delivery of relationship-centered care within a holistic framework as it applies to health promotion, maintenance, and restoration of child-bearing families and women. Cultural values and women's health needs specific to the lifespan are presented. Hospital and community-based settings provide theory to practice application. Level III. Fall.

NURS 4283 MENTAL HEALTH NURSING

A study of evidence-based nursing care of patients with mental illness. Developmental, socio-cultural, psychological, and situational aspects of life that impact the mental health of individuals, families, and communities are explored. Special emphasis is given to the delivery of relationship-centered care within a holistic framework as it applies to mental health promotion, maintenance, and restoration. Principles of communication as an intervention to develop therapeutic relationships are emphasized. Acute care and community-based settings provide theory to practice application. Level III. Fall.

NURS 4383 COMMUNITY HEALTH NURSING

A study of evidence-based nursing care of populations. Special emphasis is given to the delivery of relationship-centered care within a holistic framework as it applies to health promotion, maintenance, and restoration of complex systems and aggregates in the community, state, nation, and world. Included are concepts of epidemiology, health promotion (primary, secondary, and tertiary levels), disease prevention, health policy, healthcare delivery systems, and the Healthy People Initiatives. Selected environmental components affecting community health to be explored include historical, political, economic, social, and cultural influences. The role of the healthcare provider in advocating for healthy communities is presented. A community assessment is required. Level III. Fall.

NURS 4103 NURSING RESEARCH / INFORMATICS

Designed to develop students' knowledge of the research process; to increase their appreciation of the significance of nursing research in developing sound nursing practice; to help them develop skills to become astute consumers of nursing research; and to apply their knowledge of the research process in nursing practice. Students will be introduced to computer applications that facilitate the research process such as in literature reviews and data analysis. Level III. Fall.

NURS 4212 SENIOR SEMINAR: TRANSITION INTO NURSING PRACTICE

Designed to prepare senior nursing students for the challenges of transition from pre-licensure nursing education to the practice of professional nursing. Students will gain understanding of their relationship with the State Board of Nursing and professional licensure requirements. Additionally, students will be challenged to prepare for the NCLEX-RN® examination with a content review based upon the current NCLEX-RN® Test Plan. Classroom activities to develop critical thinking and successful test taking skills will be presented. Completion of the senior portfolio will be a product of this course. Prerequisite: successful completion of all fall Level III courses. Spring.

NURS 4912 ACUTE-COMPLEX CARE

A study of evidence-based practice and 'relationship-centered care' of patients who are at high risk for actual or potential life-threatening health problems. Students apply knowledge of systems, dysfunction, pathophysiology, diagnostic data, pharmacology, and treatment protocols in the process of providing, analyzing, and evaluating care processes of the acute-complex and/or critically-ill patient. Level III. Spring.

NURS 4403 ROLE DEVELOPMENT

Focuses on students' development as leaders, designers/managers/coordinators of care, and as members of the nursing profession. The concepts of interdisciplinary team management and collaboration are also presented. Emphasis is on enabling students to shape a preferred future in health care situations. Level III. Spring.

NURS 4285 NURSING INTERNSHIP

This clinical course is designed to help students develop skills of patient care management. Acute care settings will be used to provide coordination of care to an appropriate patient caseload. Additionally, students may be asked to participate in hospital unit meetings, projects, etc., as suggested by the student's clinical preceptor. Prerequisite: All Fall Level III courses. Spring.

ADMISSION TO THE TRADITIONAL BSN NURSING PROGRAM

Any freshman or sophomore student may declare a pre-nursing major. However, application to the upper division (junior year) nursing major is a separate process and determination of

program acceptance occurs through the SONHS Admission and Progression Committee. Conditional acceptance into the nursing major is specified for a particular class and program. It does not imply a blanket acceptance to any class or program of the student's choosing. Due dates for applying to the nursing program are as follows:

Traditional Program: Due dates for nursing applications to the Traditional Program are:

October 1: for applicants seeking admission to the class with entry point in the fall program of the following calendar year. Notification of program acceptance will be sent to students by early to mid November.

May 1: for applicants seeking late admission to the class with the entry point in the fall program of the current calendar year. These applications will be considered only on a space-available basis. Notification of program acceptance will be sent to students by June 1.

For "early" admission to the following calendar year's class:

February 1: for applicants enrolled at MidAmerica during the previous fall semester who are seeking "early" admission to the nursing program of the fall a year and a half forward. Applicants for early provisional acceptance will also be reviewed.

Early Provisional Acceptance to the Traditional Nursing Program for High School Seniors

The SONHS is interested in facilitating the admission of interested and qualified senior high school students to the MNU Traditional BSN Program. A qualified senior student having the following characteristics will be acknowledged by the MNU Registrar's Office upon receipt of official documentation:

- " High school GPA of 3.5 on 4.0 scale, and
- " ACT (or correlated SAT) score of 25 or greater

The prospective student is asked to write a letter of interest and intent to seek admission to the Nursing Program and declare a Nursing Major. Interested students may seek further information from the Nursing Admission Coordinator in the SONHS office.

Applicants are responsible for meeting the following admission eligibility requirements: Admission to MNU is assumed.

1. Submit formal application to the SONHS, Traditional BSN Program (official application form available in the SONHS office).
2. Submit two references to the SONHS, Traditional BSN Program from qualified persons on official forms:
 - one from a college/university professor in a non-nursing prerequisite course
 - one from a previous or current employer or supervisor

References from other sources are not accepted.

3. Confirm that official transcripts from all institutions previously attended have been received by the MNU Registrar's Office. Transcripts must document satisfactory progression in courses prerequisite to the nursing major: a grade of C - (70%) or higher in General Education courses and a grade of C (73%) or higher in all NURS courses.

4. Attain a minimum grade point average of 2.60 on a 0 - 4.0 scale in the cumulative GPA or a GPA calculated on the courses prerequisite to the nursing major. Persons seeking "early admission" at the admission meeting during February of their freshman year must have a minimum of 3.00 GPA to be eligible for early admission.
5. Display attributes described in the "Table of Functional Abilities for Professional Nursing Practice" available on the MNU nursing website or by request from the SONHS Nursing Admission Coordinator.
6. Complete the current Test of Essential Academic Skills (TEAS) - V in the month preceding the targeted program application deadline. Applicants who have taken the TEAS-V at another institution may contact the ATI company and request that a copy of their scores be made available to MNU's SONHS. Hard copies of students' previous TEAS results will not be accepted.
7. English Language Requirements: All applicants to the MNU nursing major whose native language is not English must demonstrate an established level of English language proficiency through the TOEFL iBT exam. See the Nursing Student Handbook for official policy.
8. Transfer students are considered on a space-available basis and must meet the same admission criteria as current MNU students.

All applicants will be provided written notification from the SONHS Admission and Progression Committee's decision as soon as possible after the admission committee meeting.

Other requirements for beginning upper division nursing courses include:

1. health and hospitalization insurance coverage or waiver;
2. documentation of immunization records;
3. current Health Care Provider (CPR) certification from the American Heart Association;
4. a criminal background check (approximate fee \$65.00). If a student does not pass the criminal background check, he/she may not be allowed to participate in nursing learning experiences at various clinical agencies. In this case a student would not be able to meet course requirements, resulting in a failing grade for the course.

Students who have been conditionally accepted into the nursing major will be allowed to begin their upper division nursing courses provided:

1. they meet all the above-stated admission criteria and requirements;
2. their grade point average is at or above a 2.6; and
3. All prerequisite general education courses (or their equivalent) listed below are completed with a grade of C- or better, while all nursing courses (courses with a NURS prefix) must be passed with a C (73%) or better.

Sciences	Minimum of 19 credit hours
BIOL 1504	Anatomy and Physiology I (required)
BIOL 1604	Anatomy and Physiology II (required)
GNSC 3703	Human Nutrition (required)
Electives:	
BIOL 2005	Microbiology (preferred)
BIOL 3003	Human Genetics (preferred)
CHEM 1005	Introduction to Chemistry (preferred)
COMM 1303	Public Speaking (preferred)
ENGL 1203	English Composition I: Writing and Research
FRST 1101	Freshman Seminar

MATH 1103	Intermediate Algebra
PSYC 2503	Lifespan Development I
NURS 2182	Basic Nursing Skills I
NURS 1003	Nursing Perspectives
NURS 2002	Health Assessment for Nurses
NURS 2032	Gerontological Nursing
NURS 2083	Basic Nursing Skills II

Students who do not meet these requirements by the stated time will forfeit their position in the designated class to which they've been admitted. Admission into one nursing class does not confer extended admission into future nursing classes.

RETENTION IN THE TRADITIONAL BSN NURSING PROGRAM

Following completion of each nursing course, students are evaluated by nursing faculty in terms of academic and/or clinical nursing performance.

1. The SONHS requires the attainment of an overall course grade of C (73%) or higher in all courses of the major with prefix NURS. A grade of less than C (73%) is considered a failing grade for any NURS course. Any lab or clinical portion of a course must receive a PASS to be successful. A FAIL will be transcribed as an F.
2. In addition, the SONHS requires the attainment of a grade of C (73%) or higher on the testing portion of the course grade for all nursing courses that include exams. The exam average will be calculated in one of two ways: (1) as an overall test average, or (2) a weighted test average, as determined by individual faculty and described in each course syllabus. The lower of (a) the overall course grade, or (b) the testing portion of the grade, or (c) the Pass/Fail portion of the course, will stand as the grade for the course.
3. Any nursing course may be taken a total of two times, including withdrawing with a failing grade.
4. A student who fails (or withdraws while failing) two nursing courses (lower level and/or upper level) or fails the same course twice is automatically dismissed from the nursing program (see Academic Dismissal). Students who fail two lower division nursing courses prior to their acceptance into the nursing major are ineligible for admission.
5. If a student has repeated a previously failed course successfully, the original course failure will continue to count toward the two course failures that result in dismissal from, or ineligibility for admission to the major.
6. Generally speaking, any nursing course failed at MNU must be re-taken at MNU. Exceptions may be granted on an individual basis pending appropriate approval by the department chair and/or dean.
7. Upon dismissal a student is not eligible to enroll for any further nursing courses and will no longer be assigned a nursing academic advisor. Before any further NURS courses may be taken, the student must be readmitted into the Nursing Program.
8. A student may not enact MidAmerica's Academic Fresh Start Program after he/she has enrolled in any junior or senior level nursing course.

ACCELERATED BSN NURSING (ABSBN) PROGRAM CURRICULUM

The Accelerated BSN (ABSBN) Program is designed for the adult student with previous college experience and/or with previous healthcare-related experiences, i.e., paramedic and LPN. The ABSBN program curriculum provides educational experiences that enhance the knowledge, competencies, and professional behaviors of the adult learner. The program is organized into six distinct 7-week modules consisting of a total of 64-credit hours (includes both didactic and clinical nursing courses) to be provided over a twelve-month period. Students must have completed all pre-requisites prior to starting the program. Upon successful completion of the program, students receive the Bachelor of Science in Nursing degree and are eligible to take the NCLEX-RN® examination.

CURRICULUM PLAN AND COURSE DESCRIPTIONS

MODULE 1

NURS 3203 PATHOPHYSIOLOGY

Designed to enhance student understanding of pathophysiological concepts and processes, as well as selected diseases. A systems approach is used to explore the pathophysiology, etiologies, risk factors, clinical presentation, and diagnostics of selected diseases. Basic prevention and/or treatment measures are also considered.

NURS 3703 DISCIPLINE AND PRACTICE OF PROFESSIONAL NURSING

Designed to provide insight into the vocation of professional nursing, as viewed through the paradigm of the program outcomes of the Department of Nursing, including: aesthetic literacy, critical thinking, effective communication, scientific literacy, self-understanding, social responsibility, and spiritual development. 'Relationship-centered care' is introduced as an essential requisite of professional nursing, as well as the inherent values of altruism, autonomy, human dignity, integrity, and social justice. Students are introduced to the graduation requirement of a professional portfolio, which requires demonstrated achievement of the nursing program outcomes.

NURS 3183 CONCEPTS OF NURSING CARE I

A study of evidence-based practice regarding fundamental nursing interventions and the professional nursing role. The knowledge, skills, and attitudes that are necessary to perform procedures and assess healthcare outcomes related to therapeutic interventions are presented and student understanding is verified through testing and return-demonstrations. Special emphasis is given to the delivery of "relationship-centered care" within a holistic framework as it applies to proficient nursing knowledge and psychomotor skills. Competency with drug calculation and safe medication administration are also required proficiencies. Learning experiences occur through lecture/discussion, assignments (including online learning), and the simulated laboratory setting.

NURS 3402 CULTURE OF SAFETY AND QUALITY IN NURSING PRACTICE

Offers advanced study in the area of patient safety and quality. The importance of human interaction as the foundation of any therapeutic or healing activity is explored. Emphasized is the model of 'just culture' as a conceptual framework that leads to improvement of patient safety outcomes through managing human behavior and system design. "Quality & Safety Education for Nurses" (QSEN) and the "Institute of Medicine" (IOM) reports are utilized. The application of informatics is explored as an avenue to enhance healthcare outcomes.

MODULE 2

NURS 3903 PHARMACOTHERAPY AND NURSING CARE

Designed to introduce the clinical application of pharmacology regarding health and illness. A systems approach is used to evaluate various drug classifications. The student is expected to assess, process, and apply drug-related information, including: generic/trade names and clinical uses, basic mechanisms of action(s), side effects, contraindications, interactions, parameters for safe administration, evaluation of drug effectiveness, and adverse/toxic effects.

NURS 3182 CONCEPTS OF NURSING CARE II

Designed to demonstrate knowledge and skills related to professional nursing practice, including: nursing process, informatics, patient-care technologies, therapeutic interventions, and holistic assessment. Clinical experiences expose students to a range of technologies that facilitate health -promotion, -maintenance, and -restoration, including patient monitoring systems, medication administration systems, and other technologies to support patient care. Students gather and document care data as a foundation for decision making for the healthcare team. The overarching goal for this clinical course is the delivery of safe and effective 'relationship-centered care' to a diverse patient population. Learning experiences occur in the simulated laboratory setting as well as clinical healthcare facilities.

NURS 3902 GERONTOLOGICAL NURSING

Evidence-based practice and 'relationship-centered care' of older adults are the focus of this course. Major course concepts include: demographics of the aging population; common physiological, psychological, sociological, and spiritual issues affecting the health of older adults; health -promotion, -maintenance, -restoration concepts and interventions; options in the continuum of care; and death as a final developmental process.

NURS 3602 HEALTH ASSESSMENT

Provides an opportunity for students to develop competence in comprehensive health assessment as viewed through the lens of 'relationship-centered care'. Students develop the necessary knowledge, skills, and attitudes regarding history-taking and holistic assessment, including assessment in the following domains: physical, role, development, psycho-social, spiritual, and risk, i.e. genetics, environment, nutrition, exercise, stress, economics, and abuse.

MODULE 3

NURS 3068 HEALTH RESTORATION I

Part one of a two-part course series focusing on 'relationship-centered care' of adults experiencing acute illness, exacerbation of a chronic condition, and/or surgery. A systems approach is used and the role of the medical-surgical nurse in caring for patients with various diseases is presented. Course content emphasizes the development of knowledge and skills for patient problems related to: the perioperative experience, fluid and electrolyte imbalance, inflammation & immune dysfunction (including cancer), the respiratory, gastrointestinal and musculoskeletal systems, as well as concepts related to emergency nursing and mass casualty principals. In addition to caring for the physical needs of the patient, students are encouraged to consider the patient's spiritual, emotional, and learning needs. Students continue to develop testing skills based upon the structure and format of the most recently published NCLEX-RN® test plan. Clinical learning experiences occur in the acute-care clinical setting.

NURS 3502 MENTAL HEALTH NURSING

A study of evidence-based practice and nursing care of patients with mental illness. Developmental, sociocultural, psychological, and situational aspects of life that impact the mental health of individuals, families, and communities are explored. Special emphasis is

given to the delivery of 'relationship-centered care' within a holistic framework as it applies to mental health -promotion, -maintenance, and -restoration. Principles of communication as an intervention to develop therapeutic relationships are emphasized. Acute-care and community-based settings provide theory to practice application.

MODULE 4

NURS 4203 NURSING RESEARCH & EVIDENCE-BASED PRACTICE

Designed to develop students' knowledge of scholarship through the research process and the role of theory & evidence to inform nursing practice (and practice to theory, etc.); to develop skills to become astute consumers of nursing research; and to apply knowledge of the research process in nursing practice. Students are introduced to computer applications that facilitate the research process such as in literature reviews and data analysis. Ethical and legal precepts that guide research in the protection of patient rights are emphasized. The student identifies standards of practice that impact patient outcomes. Additionally, students acquire an understanding of the process for how nursing and related healthcare quality and safety measures are developed, validated, and endorsed.

NURS 3178 HEALTH RESTORATION II

Part two of a two-part course series, building upon knowledge gained in NURS 3087 Health Restoration I. Focuses on 'relationship-centered care' of adults experiencing acute illness, exacerbation of a chronic condition, and/or surgery. A systems approach is used and the role of the medical-surgical nurse in caring for adults with various diseases is presented. Emphasis focuses on the development of knowledge and skills for patient problems related to the following systems: cardiovascular, hematologic, endocrine, genitourinary, and integumentary. In addition to caring for the physical needs of the patient, students are encouraged to consider the patient's spiritual, emotional, and learning needs. Students continue to develop testing skills based upon the structure and format of the most recently published NCLEX-RN® test plan. Builds upon knowledge gained in previous and concurrent courses to provide a comprehensive and overall understanding of how to care for adults in the acute-care clinical setting.

MODULE 5

NURS 4102 MATERNAL AND WOMEN'S HEALTH NURSING

A study of evidence-based practice and nursing care of childbearing families and women. Special emphasis is given to the delivery of 'relationship-centered care' within a holistic framework as it applies to health -promotion, -maintenance, and -restoration of child-bearing families' and women. Cultural values and women's health needs specific to the lifespan are presented. Hospital and community-based settings provide theory to practice application.

NURS 4302 PEDIATRIC NURSING

A study of evidence-based practice and nursing care of children and their families. Special emphasis is given to the delivery of 'relationship-centered care' within a holistic framework as it applies to health -promotion, -maintenance, and -restoration of children. Cultural values and health needs specific to the pediatric population are explored. Hospital and community-based settings provide theory to practice application.

NURS 4502 COMMUNITY HEALTH NURSING

A study of evidence-based practice and nursing care of populations. Special emphasis is given to the delivery of 'relationship-centered care' within a holistic framework as it applies to health -promotion, -maintenance, and -restoration of complex systems and aggregates in the community, state, nation, and world. Included are concepts of epidemiology, health

promotion (primary, secondary, and tertiary levels), disease prevention, health policy, healthcare delivery systems, and the Healthy People Initiatives. Selected environmental components affecting community health to be explored include historical, political, economic, social, and cultural influences. The role of the healthcare provider in advocating for healthy communities is presented.

NURS 4583 CONCEPTS OF NURSING CARE III

This course will provide opportunities for 'relationship-centered care' and the application of knowledge and skills related to pediatric, maternal, and community health nursing. Health promotion, disease, and injury prevention across the lifespan and at individual and population levels will be presented. Students demonstrate 'relationship-centered care' that identifies, respects, and addresses patient diversity in terms of, values, cultures, preferences, and expressed needs across the lifespan and in diverse settings.

NURS 3803 BIBLICAL PERSPECTIVES

Reflects MidAmerica Nazarene University's commitment, as a Christian liberal arts university, to nurturing an appreciation for the rich resources of the Scriptures. Cultural, societal, and Biblical themes are explored through the study of the literature and history of the Bible. Students study the development of five major themes throughout the Bible and examine Biblical concepts as they relate to current professional issues and the integration of faith, learning, and living.

MODULE 6

NURS 4684 NURSING INTERNSHIP - TRANSITION TO PROFESSIONAL NURSING PRACTICE

This clinical internship is designed to help students transition from the role of student nurse to the role of a professional nurse, developing skills in patient care management. Students will work collaboratively with preceptors from healthcare organizations to provide coordination of care to an appropriate patient caseload.

NURS 4304 NURSING LEADERSHIP & PROFESSIONAL ISSUES

As viewed through the lens of 'relationship-centered care,' emphasizes the role of the professional nurse in creating a culture of advocacy, safety and quality through team performance. Also strives to develop student knowledge, skills and attitudes as leaders, designers/managers/coordinators of care and as members of the nursing profession. With knowledge of healthcare policy, finance, and regulatory environments, students are encouraged to envision and shape a preferred future for the nursing profession and healthcare in general.

NURS 4902 ACUTE-COMPLEX NURSING CARE

A study of evidence-based practice and 'relationship-centered care' of patients who are at high risk for actual or potential life-threatening health problems. Students apply knowledge of systems, dysfunction, pathophysiology, diagnostic data, pharmacology, and treatment protocols in the process of providing, analyzing, and evaluating care processes of the acute-complex and/or critically-ill patient.

NURS 4211 SENIOR SEMINAR, TRANSITION TO PRACTICE

Designed to prepare senior nursing students for the challenges of transition from pre-licensure nursing education to the practice of professional nursing. Students will gain understanding of their relationship with the State Board of Nursing and professional licensure requirements. Additionally, students will be challenged to prepare for the NCLEX-RN® examination with a content review based upon the current NCLEX-RN® Test Plan. Classroom activities to develop critical thinking and successful test taking skills will be presented.

NURS 4162 SPECIAL TOPICS IN NURSING

Offers advanced study in a specialized area of nursing of the student's choice. No credits are required.

ABSN Program Prerequisites:

- 3 hrs. Human Growth and Development/Child Development
- 3 hrs. Intermediate Algebra, or higher level algebra course (or proficiency)
- 3 hrs. English Comp I (or proficiency)
- 3 hrs. Public Speaking
- 8 hrs. Anatomy and Physiology (will consider 5 & 6 hour courses)
- 3 hrs. Human Nutrition - must be a science-based course (e.g. a biology or general science course. Other nutrition courses [health, PE] may/may not be accepted based on the course description and/or syllabus)
- 8 hrs. Other appropriate science courses that relate to nursing: microbiology, chemistry, genetics, etc.
- 3 hrs. Probability and Statistics - or a basic statistics course
- 3 hrs. Ethics - other philosophy courses may also be accepted

Additional Information:

- No grade lower than a C- is acceptable in any of the prerequisite courses, and students with higher grades in the sciences will be better positioned for acceptance.
- All of the prerequisite courses do not have to be completed before program application; however, they must be completed and official transcripts received to MNU's Registrar before the January START of the ABSN program.
- Students with a previous bachelor degree from an accredited college/university are considered to have met additional MidAmerica general core requirements. Students without a previous bachelor degree may also need to complete other courses (to satisfy general education requirements) before starting the ABSN program.

ADMISSION TO THE ACCELERATED BSN NURSING PROGRAM

Admission Eligibility requirements include:

- Eligible applicants for this program are those who:
 - o have a BS or BA degree in another field from a regionally-accredited college or university, or
 - o are an LPN or MICT with 64 hours of college credit from a regionally-accredited college or university, or
 - o are HIGHLY motivated with at least 90 hours of credit from a regionally-accredited college or university.
- Applicants with a minimum GPA of 3.00 on a 0-4.00 scale. The GPA is calculated two ways: (1) a cumulative undergraduate GPA and (2) a GPA consisting of the courses prerequisite to the program (see ABSN program prerequisite list below). One of these must be at least a 3.00 for program eligibility.
- English Language Requirements: All applicants to the MNU nursing major whose native language is not English must demonstrate an established level of English language proficiency through the TOEFL iBT exam. TOEFL (iBT) scores are required as follows:

- o Overall score of 80 (minimum)
- o All sub-scores (Writing, Speaking, Reading, Listening) of 20 (minimum).
- **Functional Abilities:** Nursing students at MidAmerica must be able to think critically, interact with others, and perform skills essential to professional nursing practice. The Table of Functional Abilities identifies characteristics required of all persons seeking admission to, and desiring to progress in, the nursing program. If a student believes that he or she cannot meet one or more of the standards, faculty in the nursing program will determine whether a reasonable accommodation may be offered. The Nursing program reserves the right to deny program admission to any student who does not demonstrate competency, with or without reasonable accommodation, in these areas. In addition, any student who does not demonstrate continued competency in these areas may be dismissed from the program. The Table of Functional Abilities is available by request from the SONHS office.

The criteria for admission to the Accelerated BSN program:

1. Acceptance to MidAmerica Nazarene University.
2. Completion of an application submitted through an online centralized admission service. Visit NursingCAS for the online application.
3. The online application process will include requests for:
 - a. all official college/university transcripts. Note: foreign transcripts must be evaluated by an NACES agency before application deadline;
 - b. two (2) references;
 - c. personal statement (directions provided by NursingCAS);
4. Attain a minimum GPA average of 3.0 on a 0 to 4.0 scale in the cumulative GPA and/or courses prerequisite to the nursing major.
5. Application deadline is May 1 of each year for the class beginning the following January. Spring and Fall transcripts must be sent directly to MNU School of Nursing.
6. All prerequisite courses must be successfully completed prior to beginning the program in January and MNU must have final transcripts.

Other requirements prior to beginning clinical courses (Module 2):

1. health and hospitalization insurance or waiver;
2. documentation of immunization records;
3. current Health Care Provider (CPR) certification from the American Heart Association;
4. criminal background check (approximate fee \$65). If a student does not pass the criminal background check, he/she may not be allowed access to clinical agencies. In this case a student would not be able to meet course requirements, resulting in a failing grade for the course.

RETENTION IN THE ACCELERATED BSN PROGRAM

Following completion of each nursing course, students are evaluated by nursing faculty in terms of both scholastic and clinical nursing performance.

1. The SONHS requires the attainment of an overall course grade of C (73%) or higher in all courses of the major with prefix NURS. A grade of less than C (73%) is considered a failing grade for any NURS course. Any lab or clinical portion of a course must receive a PASS to be successful. A FAIL will be transcribed as an F.

2. In addition, the SONHS requires the attainment of a grade of C (73%) or higher on the testing portion of the course grade for all nursing courses that include exams. The exam average will be calculated in one of two ways: (1) as an overall test average, or (2) a weighted test average, as determined by individual faculty and described in each course syllabus. The lower of (a) the overall course grade or, (b) the testing portion of the grade, or (c) the Pass/Fail portion of the course, will stand as the grade for the course.
3. Failure to meet the above requirements will result in failure of the course. Any course failure in the Accelerated BSN program will result in the immediate dismissal from the program. Students may reapply to the ABSN program; however, due to the nature of the ABSN program, students can only start at the beginning of a program class. Students who are dismissed from the program may apply for acceptance into the traditional program following the Traditional BSN program application process. Prior acceptance into the ABSN program is not a guarantee of acceptance into the Traditional BSN program.

Contact the SONHS for a complete listing of the admission and progression criteria, time frames involved, and other specific information about the Traditional BSN or the ABSN Nursing Programs.

ACCELERATED RN-BSN PROGRAM FOR REGISTERED NURSES

The nursing curriculum for the Accelerated RN-BSN Program includes similar General Core requirements as the traditional BSN program. The number of hours required varies depending on the number of hours transferred or the credits achieved through examination and/or validation of life-learning experiences. See admission criteria for a list of requirements. Flexibility in the sequence of courses is allowed. All the nursing courses for this program are offered one day a week and are presented in a format of five-week modular units. The entire program may be completed in one calendar year. The program is offered on-site at the Olathe campus, as well as the Liberty, MO site. Additionally, the program is offered online. Students may opt to take courses on-site at either location, as well as online.

SUGGESTED CURRICULUM PLAN FOR RN TO BSN STUDENTS

FALL SEMESTER

Module One

NURS 3202	Nursing Theories and Concepts
NURS 3403	Wellness and Spirituality in Nursing

Module Two

NURS 3103	Pharmacology
NURS 3803	Biblical Perspectives

Module Three

NURS 4603	Health Assessment
NURS 3503	Probability and Statistics

SPRING SEMESTERModule Four

NURS 4203	Healthcare Economics
NURS 3303	Pathophysiology

Module Five

NURS 4193	Health Promotion Individual/Family/Community
NURS 4903	Special Topics in Nursing

Module Six

NURS 4303	Ethical Issues in Healthcare
NURS 4903	Special Topics in Nursing

SUMMER SEMESTERModule Seven

NURS 4283	Role Development
NURS 4903	Special Topics in Nursing

Module Eight

NURS 4703	Nursing Research/Informatics
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NOTE: Students may enroll prior to the start of any module. Students may enroll on a part-time basis.

COURSE DESCRIPTIONS FOR THE ACCELERATED RN TO BSN PROGRAM**NURS 3403 WELLNESS AND SPIRITUALITY IN NURSING**

Designed to foster appreciation of the components and life-long benefits of personal holistic wellness. Specific topics include: gaining an expansive overview of health, from historical, present day, and future-oriented perspectives; assessment of strengths and weaknesses related to personal wellbeing; progressive strategies to support holistic wellness, including knowledge of health promotion theories; practical applications and tools for personal spiritual formation; and analysis of current research regarding wellness-related issues. Personal holistic wellness is viewed as the foundation from which to promote health in the people and populations served through professional nursing practice.

NURS 3203 NURSING THEORIES AND CONCEPTS

Introduces the RN-BSN student to the theoretical bases of professional nursing and the nursing theory-research-practice connection. The seven student outcomes of the Department of Nursing are explored: Spiritual Development, Self-Understanding, Critical Thinking, Effective Communication, Social Responsibility, Scientific Literacy, and Aesthetic Literacy. The student begins a portfolio demonstrating his/her current level of proficiency in each of these outcomes. This portfolio is developed further in the following semesters and becomes a requirement for graduation.

NURS 3103 PHARMACOLOGY

**May take challenge exam and demonstrate proficiency. Designed to reinforce basic pharmacology principles and how they relate to health and illness.

Students will be challenged to investigate, process, and apply information including: therapeutic category, generic/trade names and clinical uses; basic mechanisms of actions, side effects, contraindications, and interactions; parameters for safe administration, and evaluation of drug effectiveness and adverse/toxic effects.

NURS 3803 BIBLICAL PERSPECTIVES

Reflects MidAmerica Nazarene University's commitment, as a Christian liberal arts university, to nurturing an appreciation for the rich resources of the Scriptures. Cultural, societal, and biblical themes are explored through the study of the literature and history of the Bible. Students study the development of five major themes throughout the Bible and examine biblical concepts as they relate to current professional issues and the integration of faith, learning, and living.

NURS 3503 PROBABILITY AND STATISTICS

Presents elementary probability theory designed with a core that is common to the interests of RN-BSN students. Includes measures of central tendency, standard deviation, sampling theory, correlation theory, and data interpretation.

NURS 4603 HEALTH ASSESSMENT FOR NURSES

**May take challenge exam and demonstrate proficiency. Provides an opportunity for students to develop clinical competence in health assessment of an individual client. Students will develop skills in history taking and holistic assessment, including: physical assessment, role assessment, developmental assessment, psycho-social assessment, spiritual assessment, and risk assessment (genetics, environment, nutrition, exercise, stress, economics, and abuse).

NURS 3303 PATHOPHYSIOLOGY

**May take challenge exam and demonstrate proficiency. Designed to help the student understand disruptions in health (i.e. pathophysiological disease processes). This understanding will assist students in applying scientific rationale in the provision of quality healthcare. There will be exploration of the clinical presentation of selected diseases, i.e. signs, symptoms, and diagnostic findings, its pathophysiological basis, as well as prevention and/or treatment measures.

NURS 4193 HEALTH PROMOTION FOR THE INDIVIDUAL / FAMILY / COMMUNITY

Investigates the health promotional aspects of nursing care across the lifespan. Students will develop knowledge and skills in helping clients and families make responsible decisions to promote optimal physical, psychosocial, and spiritual wellness. The health care system related to community-based care will be introduced. Students will complete an assessment and develop a program plan to meet the actual or potential health problems for the community they select. Through the science of epidemiology, students will examine world health problems. Health care systems in developed and underdeveloped countries will be examined.

NURS 4283 ROLE DEVELOPMENT

Focuses on students' development as leaders/designers/managers/coordinators of care, and as members of the nursing profession. Emphasis is on enabling students to shape a preferred future in health care situations. Current issues in health care and in the nursing profession are discussed.

NURS 4203 HEALTHCARE ECONOMICS

Designed to provide a foundation for the analysis of the current state of health care organizations, financing, and delivery of services. Emphasis is on examining national and global health care needs and social justice in relationship to health care systems and policy. The utilization of informatics to manage and communicate data, information, and knowledge to support clients, nurses, and other health care providers also is addressed.

NURS 4703 NURSING RESEARCH/INFORMATICS

Designed to develop students' knowledge of the research process; to increase their appreciation of the significance of nursing research and evidence based practice; in developing sound nursing practice; to help them develop skills to become astute consumers of nursing research; and to apply their knowledge of the research process in nursing practice. Students will be introduced to computer applications that facilitate the research process such as in literature reviews and data analysis.

NURS 4903 SPECIAL TOPICS IN NURSING

Offers advanced study in a specialized area of nursing of the student's choice.

NURS 4303 ETHICAL ISSUES IN HEALTHCARE

Explores the theories, models, and principles that serve as guides for ethically sound decision making and behavior of the professional nurse. The role that values, beliefs systems, and moral awareness play in bioethical decision making will be discussed.

ADMISSION TO THE RN TO BSN NURSING PROGRAM**Qualifications for Admission Eligibility to the Accelerated RN-BSN Program**

To be admitted to the Accelerated RN-BSN Program, the RN student must be a graduate of an accredited Associate Degree nursing program or a state-approved diploma program, have current licensure as an RN, and have a minimum GPA of 2.5 on a 0-4 GPA scale (see below).

Additional criteria for admission include:

1. Acceptance to MidAmerica Nazarene University.
2. Official transcripts from all institutions previously attended must be submitted to the SONHS or the Office of the Registrar.
3. Transcripts must document a minimum grade point average of 2.5 on a 0-4 scale in the GPA calculated on the courses required for the nursing major.
4. Submit application to the SONHS for acceptance into the RN-BSN Program.
5. Submit validation of RN license.
6. Submit two references to the SONHS from qualified persons on official forms.

Contact the Department of Accelerated Studies for other specific information regarding the Accelerated RN-BSN Program.

INFORMATION RELATED TO LICENSURE AND NCLEX-RN® EXAMINATION

Graduation from the Traditional BSN and/or ABSN program prepares individuals to take the NCLEX-RN® licensure exam in any state. Students taking the examination in Kansas will be notified about application procedures and deadlines. Students taking the NCLEX-RN® examination in other states must assume individual responsibility for contacting the appropriate State Board of Nursing for licensure application requirements and procedures.

Since individual State Boards of Nursing have different regulations, it is the student's responsibility to make sure he/she has met all eligibility requirements. For example, individuals who have been convicted of a felony or certain misdemeanors may or may not be eligible for RN licensure in a given state.

Other reasons why a license to practice as an RN may be denied, revoked, limited, or

suspended in the state of Kansas are also listed in the Kansas Nurse Practice Act. The entire nurse practice act may be accessed at <http://www.ksbn.org/npa/npa.htm>.

PRIOR LEARNING ASSESSMENT FOR ALL NURSING STUDENTS

CREDIT BY TRANSFER

Students desiring to transfer to MidAmerica Nazarene University from other institutions of higher education should follow the MidAmerica Nazarene University admission procedures. Nursing advisors are available to discuss requirements related to transfer credit. Generally speaking, upper division nursing courses are not accepted in transfer from other colleges or universities.

CREDIT BY EXAMINATION

CLEP and Proficiency Examinations:

Information concerning which CLEP exams and/or proficiency exams may be used to meet General Core requirements is found elsewhere in this Catalog.

Nursing Challenge Exams:

For the Traditional BSN program, LPNs with three or more years of current, full-time nursing experience may be allowed to obtain credit by validation for Pathophysiology and Pharmacology courses by passing challenge exams. LPNs with less work experience may petition to take one or both of these tests.

RN-BSN Students may obtain credit by validation (via challenge exams) for Pathophysiology, Pharmacology, and Health Assessment. Successful completion of an exam will result in placement of the appropriate credit hours on the transcript, after payment of a "Credit by Examination" fee has been paid. If the challenge exam is unsuccessful the first time, a second attempt is provided. If the second attempt is unsuccessful, the student is required to take the course.

All challenges to the Pathophysiology and Pharmacology courses should be completed prior to the semester and/or module where the course(s) would normally be taken so that the student may enroll for the course(s), if necessary. Students should contact a nursing advisor for information about fees and arrangements for taking challenge exams.

CREDIT BY VALIDATION

Licensed Practical Nurses

Licensed Practical Nurses enrolled in the Traditional BSN Program may be awarded credit for two Level I nursing courses as follows:

NURS 2182 BASIC NURSING SKILLS I

LPN students will be awarded credit by validation for this course. Successful completion of the NCLEX-PN® exam demonstrates proficiency of this content.

NURS 2083 BASIC NURSING SKILLS II

LPN students with three or more years of current, full-time nursing experience will be given the opportunity to validate their skills that are taught in NURS 2083 Basic Nursing Skills II. LPNs with less work experience may petition the Student Admissions and Policies Committee to be allowed to validate their skills in this course. Whether LPNs will be required to take NURS 2083 Basic Nursing Skills II will be determined by two factors:

- 1 LPNs will take the drug calculation competency exam that is taken by all junior and senior nursing students. If this test is passed successfully, credit will be given for the drug calculations part of NURS 2083 Basic Nursing Skills II. If the drug calculations test is not passed successfully, the student must enroll for the drug calculations part of the Basic Nursing Skills II course.
2. A review of the LPN student's skills will be made by the appropriate nursing faculty. A determination of whether or not credit will be given for the non-drug calculations part of Basic Nursing Skills II will be made after that review.

RN - BSN Accelerated Program Students

RN-BSN students have the opportunity to document prior learning and to receive a maximum of 34 hours for validated prior learning. Credit is validated through review by faculty in the subject area, in consideration of the application of national standards. For further information about prior learning assessment, contact a nursing advisor.

CLINICAL AFFILIATIONS

The SONHS has contractual agreements with numerous hospitals and healthcare agencies for the provision of clinical learning opportunities for nursing students. These agencies are located in the greater KC metropolitan area (~60 mile radius of the MNU campus). Students involved in direct patient care learning experiences will be under the supervision of MNU nursing Faculty. Nursing students in their junior and senior years can expect to spend approximately two to three days per week in various clinical learning experiences, usually off campus. Examples of clinical affiliations include:

Children's Mercy Hospital, Kansas City, MO
 Children's Mercy South, Overland Park, KS
 Cristo Rey Kansas City, Kansas City, MO
 Duchesne Clinic, Kansas City, KS
 Guatemala Widows and Orphans Program, Guatemala
 Health Partnership of Johnson County, Overland Park, KS
 Kansas City Rescue Mission, Kansas City, MO

New Liberty Hospital, Liberty, MO
Menorah Medical Center, Overland Park, KS
Mercy and Truth Medical Mission, Shawnee, KS and Kansas City, KS
Olathe Medical Center, Olathe, KS
Olathe Unified School District 233, Olathe, KS
Osawatomie State Hospital, Osawatomie, KS
Overland Park Regional Medical Center, Overland Park, KS
Providence Medical Center, Kansas City, KS
Saint Luke's South, Overland Park, KS
Shawnee Mission Medical Center, Merriam, KS
St. Joseph Medical Center, Kansas City, MO
St. Michael the Archangel School, Overland Park, KS
Truman Medical Center, Kansas City, MO
University of Kansas Hospital, Kansas City, KS
Visiting Nurse Association of Greater Kansas City, Kansas City, MO

CAREER ALTERNATIVES IN THE DEPARTMENT OF NURSING

With a degree in nursing, you have unlimited possibilities regarding future employment. Your academic concentration will prepare you for entry-level positions in a variety of professional nursing practice settings. It is not the academic area alone that prepares you for employment, but your total range of skills, behavior patterns, and accumulated knowledge. The following job titles represent a sampling of positions that relate directly to nursing.

Nursing: hospital staff nurse, home health nurse, mental health nurse, community health nurse, school nurse, medical office nurse, long-term care nurse, rehabilitation nurse, flight nurse, quality assurance review agent, genetic counselor, and occupational health nurse. Masters and doctoral preparation in nursing opens many opportunities for advanced nursing practice roles, research, and nursing education.

HEALTH SCIENCE PROGRAMS

Statement of Mission:

The Health Science Program mission is to engage all students in providing the highest level of educational instruction in a Christian environment. Our Health Science Programs are devoted to producing morally, academically, spiritually, and professionally qualified individuals for a career in Athletic Training, an Allied Health Profession recognized by the American Medical Association (AMA), and other professional degrees.

Statement of Purpose:

The Health Science Program strives to develop Christ-centered learners by teaching, mentoring, and serving all students in an academically rigorous environment to produce professionals in their respective fields.

Learning Objectives:

Students who successfully complete one of the Health Science Programs at MidAmerica Nazarene University (MNU) should be able to demonstrate knowledge (didactic), clinical proficiency (psychomotor) and professional (affective) entry-level proficiencies (competencies) in the following six domains as described by the Board of Certification representing Health Care for Sport and Life (BOC Role Delineation Study, 5th edition).

1. Prevention
2. Clinical Evaluation and Diagnosis
3. Immediate Care
4. Treatment, Rehabilitation, and Reconditioning
5. Organization and Administration
6. Professional Responsibility

Note: All students are required to have NATA student membership during the year that they are enrolled in the HLSC 4302 Senior Seminar course. Additional expenses include laboratory fees (see current MNU Class Schedule), Clinical Education travel expenses, liability insurance, and senior comprehensive exam.

FACULTY

CRAYTON L. MOSS, Professor of Athletic Training, 2008-
B.A., MidAmerica Nazarene University, 1976; M.S., University of Central Missouri, 1978;
Ed.D., University of Kansas, 1985.

ATHLETIC TRAINING

ATHLETIC TRAINING SENIOR COMPREHENSIVE

A comprehensive examination (BOC) is required for all senior athletic training degree students before graduation from the Athletic Training Education Program (ATEP) at MidAmerica Nazarene University. The comprehensive examination is meant to assess the student's proficiency of entry-level content areas (six domains listed) of the ATEP curriculum. The examination is administered through the BOC. Further details regarding the senior comprehensive are available from the Director of the Athletic Training Education Program (ATEPD). There is an examination fee for the BOC exam. See the BOC website for more information: www.bocatc.org.

ADMISSION TO THE ATHLETIC TRAINING EDUCATION PROGRAM (ATEP)

Admission into the ATEP for a Bachelor of Arts in Athletic Training at MidAmerica Nazarene University (MNU) is competitive.

Any student admitted to take classes at MNU may declare Athletic Training as a major. However, enrollment into the six Clinical Education courses requires a separate application and admission into the ATEP at MNU. The ATEP reserves the right to defer admission or place students on a waiting list if there are more qualified applicants than the ATEP can accommodate for a particular class. Prerequisites listed are strictly adhered for each course required for the Athletic Training degree. Due dates for applying to the ATEP are as follows:

ATEP admittance for the spring semester.

November 1: Submit formal application with supporting materials (see MNU website).

December: Interview with the ATEP Selection Committee.

January: ATEP admission committee's decision letter to prospective ATEP Athletic Training Student (ATS).

ATEP admittance for the fall semester.

March 1: Submit formal application with supporting materials (see MNU website).

April: Interview with the ATEP Selection Committee.

June: ATEP admission committee's decision letter to prospective ATEP Athletic Training Student (ATS).

The following items are required for application and admission to the ATEP:

- Submit formal application to the ATEP Director on the ATEP official application form by November 1 (see MNU website).
- Submit two references to the ATEP Director from qualified persons on the ATEP official application form by November 1 (see MNU website).
- Confirm that official transcripts from all institutions previously attended have been received by MidAmerica's Registrar's Office by November 1.
- Attained a minimum grade point average of 2.5 on a 0 to 4.0 scale upon the completion of the application process semester.
- Successful completion of the following courses:
 - BIOL 1504 Anatomy and Physiology I (a letter grade of "C-" or better)

- HLSC 1202 Introduction to Athletic Training (a letter grade of “B” or better)
- HLSC 1303 Techniques of Athletic Training and Lab (a letter grade of “B” or better)
- An observation written summary of two games and two practice sessions from each ACI from arrival to departure of athletic event.
- Complete Physical Examination (see MNU website)
- Sign Technical Standards document (see MNU website)
- Hepatitis B Vaccine (HBV) series documentation or signed refusal form (see MNU website)
- Submit two assessment surveys to the ATEP Director (Student Self-Evaluation, MNU ACI Student Evaluation) on the ATEP official survey instrument by November 15. (see MNU website)
- Interview with the ATEP Selection Committee; December.

All applicants will be notified, in writing, of the ATEP admission committee’s decision; January / June.

The following is a list of indicators that the selection committee utilizes to evaluate each applicant:

- GPA 50%
- MNU Approved Clinical Instructor (ACI) Evaluations (committee averages) 10%
- Observation Written Summaries (committee averages) 10%
- Two Recommendations (averages) 10%
- All supporting materials were complete and turned in on time (committee averages) 10%
- Exhibit appropriate interpersonal skills and behaviors during the interview (committee averages) 10%

The ATEP Selection Committee determines the appropriate number of positions available for the upcoming academic year. This number depends upon the current total number of ATEP ATSS. The ATEP adheres to the recommended eight (8) to one (1) students to Approved Clinical Instructor (ACI).

The ATEP Selection Committee consists of the following individuals:

- Committee Chair: ATEPD
- Head Athletic Trainer at the host institution
- ATEP Faculty Representative
- ACI Representative

RETENTION POLICY

For an Athletic Training Student (ATS) to advance in the Athletic Training Education Program (ATEP), they must maintain the following criterion:

- The ATS is expected to maintain a minimum GPA of 2.5 for each individual semester.
- Upon completion of 24 credit hours the ATS is expected to maintain a minimum cumulative GPA of 2.5 to register for Clinical Education courses II-VI.
- The ATS is required to maintain a 2.7 GPA in the core required ATEP courses. The ATS will be required to re-take any course in which a grade of “D+” or below is earned. See MNU *Catalog*; academic policy information.
- The ATS will be evaluated each semester by an Approved Clinical Instructor (ACI). These evaluations will be based on academic and clinical performance including

assessments regarding satisfactory progress toward the completion of entry-level clinical competencies. All evaluations collected will be discussed with the ATS individually.

- If in any semester, a student's GPA falls below the minimums stated above, they shall be placed on probationary status. The purpose of probation is to allow the ATS to concentrate on improving grades. While on probation, practice and event coverage will be limited to no more than 10 hours per week. Students shall not be allowed to complete the ATEP degree or be cleared for the BOC examination while on probation.
- If at the end of the athletic training probation, if the ATS's GPA remains below the established minimums, the ATS will be placed on suspension. The purpose of suspension is to allow the ATS to improve their grades without clinical responsibilities. While on suspension, the ATS will not be allowed to complete clinical practice hours the Clinical Education course requires. Suspension will continue until the ATS's GPA is above the minimum described.
- Students must retain "full-time" status (minimum of 12 hours) unless they are in their final semester or have obtained permission from the ATEP Director.

GRIEVANCE POLICY

The student who has been denied admission into the Athletic Training Education Program (ATEP) has the right to appeal the decision made by the ATEP Selection Committee. The student is required to submit a letter to the ATEP Director within 10 days of receiving notification. The letter should contain the reasons that the student is appealing the decision and why the decision should be reversed. A conference will be held with the ATEP Grievance Committee and the student to discuss the decision and student's appeal.

The ATEP Grievance Committee consists of the following individuals:

- Committee Chair: Chair of Traditional BSN and Health Science Programs
- MNU Faculty-at-Large Representative
- Student's Liaison (MNU Faculty, Student's choice)

COURSE OFFERINGS

HLSC 1202 INTRODUCTION TO ATHLETIC TRAINING

The student will be presented with: the definition of what an athletic trainer is and does, the "sports medicine team," legal concerns, emergency procedures and on-and-off the field acute evaluation with discussion specific to therapeutic exercise and modalities utilized in the up-to-date athletic training facility. Specific hands-on experience (lab) will be demonstrated, practiced, and evaluated according to the didactic agenda topics and Advance Rescuer certification. Prerequisites: current First Aid/CPR certification; American Heart Association (Health Care Provider) and/or Red Cross. Fall.

HLSC 1282 CLINICAL EDUCATION IN ATHLETIC TRAINING I

A supervised, clinical education athletic training experience at the host institution. This is an opportunity for the Athletic Training Student (ATS) to apply principles taught in the classroom and practiced in the lab (didactic, affective and psychomotor) throughout the curriculum under the direct supervision of an Approved Clinical Instructor (ACI). The National Athletic Trainers' Association Education Council (NATAEC) has identified the athletic training education competencies and clinical proficiencies necessary (Role Delineation Study, 5th edition) for effective performance as an entry-level certified athletic

trainer (ATC). The Joint Review Committee-Athletic Training (JRC-AT) requires these competencies be used in curriculum development and education of the student enrolled in a Commission on Accreditation of Athletic Training Education (CAATE) entry level Athletic Training Education Programs (ATEP). Students may take no more than two (2) clinical experiences per semester. Prerequisite: BIOL 1504, HLSC 1202, HLSC 1303, background check, and formally admitted into the ATEP. All travel to and from the clinical are the student's responsibility. Fall and Spring.

HLSC 2182 CLINICAL EDUCATION IN ATHLETIC TRAINING II

Continuation of HLSC 1282. Prerequisite: BIOL 1604, HLSC 3203, liability insurance, or permission of instructor. All travel to and from the clinical are the student's responsibility. Fall.

HLSC 2282 CLINICAL EDUCATION IN ATHLETIC TRAINING III

Continuation of HLSC 2182. Prerequisite: PHED 1102, HLSC 3303, or permission of instructor. All travel to and from the clinical are the student's responsibility. Spring.

HLSC 1303 TECHNIQUES OF ATHLETIC TRAINING AND LAB

The student will be presented with the mechanism and types of injury incurred by the physically active, emergency procedures and on-and-off the field acute care of injury. Discussions specific to the foot, ankle, lower leg, knee, thigh, hip, shoulder, elbow, wrist, hand, and fingers will be presented. Wrapping and taping techniques will be presented and practiced. Specific hands-on experience (lab) will be demonstrated, practiced, and evaluated according to the didactic agenda topics. Fall and Spring.

HLSC 3003 SPORTS AND EXERCISE NUTRITION

This course is designed to help students understand the importance of how nutrition plays a significant role in health and disease. Fall.

HLSC 3182 CLINICAL EDUCATION IN ATHLETIC TRAINING IV

Continuation of HLSC 2282. Prerequisite: HLSC 3403 or permission of instructor. All travel to and from the clinical are the student's responsibility. Fall.

HLSC 3202 MEDICAL TERMINOLOGY

This course is designed to help the student learn medical terminology so they can effectively communicate with other members of the healthcare team. This course will assist the student in developing a strong foundation in medical terminology and broaden their medical vocabulary. Prerequisite: HLSC 1303 or permission of instructor. Spring, odd years.

HLSC 3203 ADVANCED TECHNIQUES OF ATHLETIC TRAINING AND LAB

A course designed for individuals pursuing a career in the athletic training profession. Specific topics discussed include the characteristics of trauma to the physically active and tissue response to injury, psychosocial intervention, pharmacology, skin disorders and additional health concerns. Specific hands-on experience (lab) will be demonstrated, practiced, and evaluated according to the didactic agenda topics. Prerequisite: BIOL 1504, HLSC 1303, or permission of instructor. Spring.

HLSC 3282 CLINICAL EDUCATION IN ATHLETIC TRAINING V

Continuation of HLSC 3182. Prerequisite: HLSC 3703 and HLSC 4204, or permission of instructor. All travel to and from the clinical are the student's responsibility. Spring.

HLSC 3303 INJURY EVALUATION AND RECOGNITION - UPPER EXTREMITY AND LAB

Initial clinical evaluation of injuries to the upper extremity (head, neck, shoulder, elbow, wrist, hand) commonly sustained by competitive athletes; evaluation of the injury/illness for

the primary purposes of administering proper first aid and emergency care and making appropriate referral to physicians for diagnosis and medical treatment. Specific hands-on experience (lab) will be demonstrated, practiced, and evaluated according to the didactic agenda topics. Prerequisite: BIOL 1604, HLSC 3203, or permission of instructor. Fall.

HLSC 3403 INJURY EVALUATION AND RECOGNITION - LOWER EXTREMITY AND LAB

Initial clinical evaluation of injuries to the lower extremity (spine, pelvis, hip, thigh, knee, thorax, abdomen, lower leg, ankle, and foot) commonly sustained by competitive athletes; evaluation of the injury/illness for the primary purposes of administering proper first aid and emergency care and making appropriate referral to physicians for diagnosis and medical treatment. Specific hands-on experience (lab) will be demonstrated, practiced, and evaluated according to the didactic agenda topics. Prerequisite: PHED 1102, HLSC 3303, or permission of instructor. Spring.

HLSC 3502 ATHLETIC TRAINING ADMINISTRATION

A study of the information necessary to administrate an athletic training program. Topics include: assembling the sports medicine team, facility management, health and liability insurance concerns, financial management, medical records, emergency care planning, facility design, preparticipation examinations and public relations. Prerequisite: HLSC 3203. It is recommended that the student take this class sometime in the last two years of undergraduate education. Fall, even years.

HLSC 3602 SPORTS AND EXERCISE PHARMACOLOGY

This course is designed to introduce basic pharmacology principles and how they relate to health and illness for the physically active population. Emphasis will be placed upon drugs for neuromuscular blockade and pain; drugs for fluid and electrolyte imbalances; drugs for infection diseases, anti-inflammatory, anti-allergic, and immunologic drugs. Students will investigate information including: generic/trade names and sport and exercise uses; safe administration, evaluation of drug effectiveness, and adverse/toxic effects. Fall, odd years.

HLSC 3703 KINESIOLOGY / BIOMECHANICS AND LAB

The study of the skeletal and muscular systems, the articulation of joints and muscular analysis involved in daily activities, exercises, rehabilitation and various sports activities. Prerequisite: BIOL 1504. Fall, odd years.

HLSC 3802 GENERAL MEDICAL CONDITIONS

This course is an overview of non-orthopedic medical conditions that may affect athletes and the physically active. It will include, but is not limited to, respiratory, cardiovascular, gastrointestinal, genitourinary and gynecological, neurological, systemic, infectious and dermatologic disorders that the athletic trainer could be presented within the work environment. Prerequisite: BIOL 1604 and HLSC 3203. It is recommended that the student take this class sometime in the last two years of undergraduate education. Spring, even years.

HLSC 4104 THERAPEUTIC MODALITY TECHNIQUES AND LAB

A study of the skills needed for the use of therapeutic modalities including cold, heat, ultrasound, electricity, and massage in addition to the procedures, both written and verbal, for their use in treating injuries to the physically active. Specific hands-on experience (lab) will be demonstrated, practiced, and evaluated according to the didactic agenda topics. Prerequisite: HLSC 3303 and HLSC 3403, or permission of the instructor. Spring.

HLSC 4182 CLINICAL EDUCATION IN ATHLETIC TRAINING VI

Continuation of HLSC 3282. Prerequisite: HLSC 4104 and HLSC 4403, or permission of instructor. All travel to and from the clinical are the student's responsibility. Fall.

HLSC 4204 THERAPEUTIC REHABILITATION TECHNIQUES AND LAB

A study of the basic components of a comprehensive rehabilitation program including the therapeutic goals and objectives, selection of modality and exercise, methods of evaluating and recording rehabilitation progress and development of criteria for progression and return to physical activity. Specific hands-on experience (lab) will be demonstrated, practiced, and evaluated according to the didactic agenda topics. Prerequisite: HLSC 3303 and HLSC 3403, or permission of instructor. Fall.

HLSC 4302 SENIOR SEMINAR

This course is designed to assist the Athletic Training major (usually in his/her last undergraduate semester) with resume and portfolio preparation, BOC examination preparation, employment interview simulation and post-graduate options and preparation. Prerequisite: all academic requirements for the Athletic Training major should have been taken prior to or concurrently with this course. Note: *All students are required to have NATA student membership during the year that they are enrolled in the HLSC 4302 Senior Seminar course.* Spring.

HLSC 4402 INTERNSHIP

A clinical experience at a medical facility under the direct supervision of a physical therapist, occupational therapist, physician, or other approved health care provider. Prerequisite: junior status and permission of instructor. Fall, Spring, and Summer.

HLSC 4403 EXERCISE PHYSIOLOGY AND LAB

A study of the effects of muscular activity within the human body with particular reference to the respiratory, circulatory, nervous, endocrine, and digestive systems. Recommended: BIOL 1504 and HLSC 3703. Spring.

REQUIREMENTS FOR THE MAJOR IN ATHLETIC TRAINING**ATHLETIC TRAINING CORE:**

(Courses that have * are required for Pre-Chiropractic Option)

HLSC 1303	Techniques of Athletic Training and Lab*	3
HLSC 3003	Sports and Exercise Nutrition	3
HLSC 3202	Medical Terminology*	2
HLSC 3203	Advanced Techniques of Athletic Training and Lab*	3
HLSC 3303	Injury Evaluation and Recognition - Upper Extremity & Lab*	3
HLSC 3403	Injury Evaluation and Recognition - Lower Extremity & Lab*	3
HLSC 3502	Athletic Training Administration*	2
HLSC 3602	Sports and Exercise Pharmacology*	2
HLSC 3203	Kinesiology/Biomechanics and Lab*	3
HLSC 3802	General Medical Conditions*	2
HLSC4104	Therapeutic Modality Techniques and Lab	4
HLSC 4204	Therapeutic Rehabilitation Techniques and Lab	4
HLSC 4403	Exercise Physiology and Lab*	3

ADDITIONAL REQUIREMENTS:

HLSC 1202	Introduction to Athletic Training	2
HLSC 1282	Clinical Education in Athletic Training I	2
HLSC 2182	Clinical Education in Athletic Training II	2

HLSC 2282	Clinical Education in Athletic Training III	2
HLSC 3182	Clinical Education in Athletic Training IV	2
HLSC 3282	Clinical Education in Athletic Training V	2
HLSC 4182	Clinical Education in Athletic Training VI	2
HLSC 4302	Senior Seminar	2

SPECIFIC GENERAL EDUCATION REQUIREMENTS:

BIOL 1504	Anatomy and Physiology I	4
BIOL 1604	Anatomy and Physiology II	4
PSYC 1103	General Psychology	3

Students pursuing the Athletic Training major are required to have a minimum of 800 hours of Clinical Education experience during the minimum of two years.

Credit by Transfer

Students desiring to transfer to MidAmerica Nazarene University from other institutions of higher education should follow the MNU admission procedure. The ATEP Director is available to discuss requirements related to transfer credit and determine equivalency.

KINESIOLOGY

The Kinesiology major is designed to prepare students to enter post bachelor degree programs in the area of Allied Health. The major uses the core of the Athletic Training program and then adds a strong science curriculum to complete the degree. Example options are presented for pre-physical therapy, pre-occupational therapy, and pre-chiropractic. Substitutions may be requested according to the post-bachelor degree program that the student is interested in pursuing. It is the student's responsibility to maintain records for current prerequisites required for post-bachelor degree application. All options will require 126 credit hours to graduate from MNU.

Learning Objectives:

Students who successfully complete the Kinesiology major at MidAmerica Nazarene University (MNU) should be able to demonstrate knowledge (didactic), clinical proficiency (psychomotor) and professional (affective) entry-level proficiencies (competencies) in the following six domains:

1. Prevention
2. Clinical Evaluation and Diagnosis
3. Immediate Care
4. Treatment, Rehabilitation, and Reconditioning
5. Organization and Administration
6. Professional Responsibility

REQUIREMENTS FOR THE MAJOR IN KINESIOLOGY - PRE-PHYSICAL THERAPY

ATHLETIC TRAINING CORE: (See Athletic Training Section)

ADDITIONAL REQUIREMENTS:

BIOL 1104	Zoology	4
BIOL 1504	Anatomy and Physiology I	4
BIOL 1604	Anatomy and Physiology II	4
BIOL 2005	Microbiology	5
CHEM 1104	General Chemistry I	4
CHEM 2104	General Chemistry II	4
HLSC 4402	Internship	2
PHYS 1004	General Physics I	4
PHYS 1104	General Physics II	4

SPECIFIC GENERAL EDUCATION REQUIREMENTS:

COMM 1303	Public Speaking	3
ENGL 1203	English Composition I: Writing and Research	3
ENGL 1303	English Composition II: Intro to Literature	3
MATH	Algebra and Trigonometry, Pre-Calculus, Calculus	
MATH 3503	Probability and Statistics	3
PSYC 1103	General Psychology	3
PSYC 3803	Abnormal Psychology	3
SOCI 1003	General Sociology	3

The pre-physical therapy Kinesiology degree listed represents those courses currently required at the University of Kansas for their Doctorate of Physical Therapy degree (DPT) as an example.

REQUIREMENTS FOR THE MAJOR IN KINESIOLOGY - PRE-OCCUPATIONAL THERAPY

ATHLETIC TRAINING CORE: (See Athletic Training Section)

ADDITIONAL REQUIREMENTS:

BIOL 1504	Anatomy and Physiology I	4
BIOL 1604	Anatomy and Physiology II	4
HLSC 4402	Internship	2
PSYC 3803	Abnormal Psychology	3

SPECIFIC GENERAL EDUCATION REQUIREMENTS:

COMM 1303	Public Speaking	3
ENGL 1203	English Composition I: Writing and Research	3
ENGL 1303	English Composition II: Intro to Literature	3
MATH	Algebra and Trigonometry, Pre-Calculus, Calculus	
MATH 3503	Probability and Statistics	3
PSYC 1103	General Psychology	3
PSYC 2503	Lifespan Development I	3
SOCI 1003	General Sociology	3

The Pre-Occupational Therapy Kinesiology degree listed represents those courses currently required at the University of Kansas for their Master of Occupational Therapy degree (MOT) as an example.

REQUIREMENTS FOR THE MAJOR IN KINESIOLOGY - PRE-CHIROPRACTIC

The pre-chiropractic (3 + 3) program at MNU represents the first three years at MNU to complete the prerequisites to be admitted into the Cleveland Chiropractic College (CCC) Doctorate of Chiropractic program (DC). A minimum 3.0 GPA is required along with the prescribed prerequisites before application to CCC. Application to CCC does not automatically represent admittance to their program. Upon successful completion of the first year at CCC, the student may transfer the courses listed to graduate from MNU with a BA in Kinesiology. All general education requirements must be completed according to MNU guidelines. If a student elects not to attend CCC or is not admitted, one of the other curriculum plans will need to be completed for graduation from MNU with a major in Kinesiology.

ATHLETIC TRAINING CORE: (See Athletic Training Section-courses with * only)

ADDITIONAL REQUIREMENTS:

BIOL 1504	Anatomy and Physiology I	4
BIOL 1604	Anatomy and Physiology II	4
CHEM 1104	General Chemistry I	4
CHEM 2104	General Chemistry II	4
CHEM 3003	Organic Chemistry I	3
CHEM 3102	Organic Chemistry I Lab	2
CHEM 3103	Organic Chemistry II	3
CHEM 3202	Organic Chemistry II Lab	2
PHYS 1004	General Physics I	4

SPECIFIC GENERAL EDUCATION REQUIREMENTS:

MATH	Algebra and Trigonometry, Pre-Calculus, Calculus	
MATH 3503	Probability and Statistics	3
PSYC 1103	General Psychology	3
SOCI 1003	General Sociology	3

NOTE: A total of 15 hours of humanities/social science is required prior to enrollment at CCC.

Personnel

MidAmerica Nazarene University is an institution of the Church of the Nazarene. The official organization of the University is composed of several groups of interrelated personnel: a board of trustees, the officers of administration, the committees of administration and faculty, the faculty of instruction, the staff, and the student body.

BOARD OF TRUSTEES

The permanent control of MidAmerica Nazarene University is vested in a board of trustees elected by the districts of the University region: Iowa, Joplin, Kansas, Kansas City, Missouri, Nebraska and Prairie Lakes. The Board meets twice a year and upon call by the University president or by the chairman of the Board.

Between the official sessions of the Board of Trustees, the Executive Committee, elected by the Trustees, acts as an advisory and procedural group.

OFFICERS

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VICE CHAIRMAN	Dr. James M. Kraemer
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District Superintendent
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District Superintendent
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Clergy
Hutchinson, KS

Dr. Merrill R. Conant
Physician
Dodge City, KS

Dr. D. Ray Cook
Physician
Wichita, KS

Mr. Darrel E. Johnson
Attorney
Elkhart, KS

KANSAS CITY

Dr. Jeren Rowell
District Superintendent
Shawnee, KS

Rev. Joel Atwell
Clergy
Spring Hill, KS

Dr. Donald H. Bell, Sr.
Businessman
Olathe, KS

Mr. Chad Cook
Attorney
Overland Park, KS

Mr. Keith Cox
Banker
Grandview, MO

Rev. Rick Power
Clergy
Olathe, KS

MISSOURI

Rev. Michael G. Palmer
District Superintendent
St. Louis, MO

Rev. Bryan Davis
Clergy
St. Peters, MO

Mrs. Karen Frye
Retired Educator
Eldon, MO

Mrs. Cathy Veach
Businesswoman
Bowling Green, MO

NEBRASKA

Rev. Daniel W. Cole
District Superintendent
Omaha, NE

Rev. Wes Meisner
Clergy
Lincoln, NE

Mrs. Julie C. Transmeier
Registered Nurse
Farnam, NE

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Dr. James M. Kraemer
District Superintendent
Oakes, ND

Mrs. Terri Comfort
Administration
Maple Grove, MN

Mr. John Dahl
Businessman
Sterling, ND

Rev. Fred Morrison
Clergy
Valley City, ND

ALUMNI ASSOCIATION

Mr. Bob Crew
Financial Consultant
Wichita, KS

**NAZARENE YOUTH
INTERNATIONAL**

Rev. Fred Toomey
Clergy
Nixa, MO

INTERIM PRESIDENT

Dr. Jim Diehl
Lakewood, CO

ADMINISTRATIVE PERSONNEL

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Randell E. Beckum, B.A., M.Div., D.Miss. Vice President for Community Formation
Kevin P. Gilmore, B.A., C.P.A. Vice President for Finance/CFO
Jon D. North, B.A., M.B.A Vice President for University Advancement
Stephen W. Ragan, B.A., M.S., Ph.D. Vice President for Academic Affairs

ACADEMIC AFFAIRS

Klaus Arnold Rector of European Nazarene College
Lorie Beckum Director of Global Studies and Service Learning
Kimberly Campbell Marketing Strategist
Marty Crossland Associate Vice President for Technology / CTO
Mark Ford Associate Vice President for Academics
James Garrison University Registrar

COMMUNITY FORMATION

Brady Braatz Director of Spiritual Formation
Todd Frye Director of Counseling Services
Ron Jackson Dean of Community Formations
Kristi Keeton Associate Dean of Residential Life

ENROLLMENT DEVELOPMENT

Seth Carnell Admissions Counselor
Perry Diehm Director of Financial Aid
Lisa Downs Assistant Director of Admissions/Admissions Counselor
Megan Love Admissions Counselor
Dennis Miller Associate Director of Admissions/Admissions Counselor
Warren Rogers Director of Admissions
Dennis Troyer Director of Retention and Student Success

BUSINESS AND FINANCIAL SERVICES

Charles Ablard Director of Postal Services
Herb Albertson Bursar
Arlene Fender Controller
Denis Johnson Director of Facility Services
Nancy Merimee Director of Human Resources

UNIVERSITY ADVANCEMENT

Roger Alexander Director of Development
Todd Garrett Director of Development
April Hansen Director of Development
Tim Keeton Associate Vice President for University Advancement
Kevin Garber Director of Alumni

INSTITUTIONAL ADMINISTRATORS

Steven Richmond (Pioneer College Caterers) Food Service Director
 Kevin G. Borger Assistant to the President for Church Relations
 Kevin Steele Athletic Director

ACADEMIC PERSONNEL

*The date in parentheses denotes initial, full-time faculty status.

Emeriti

James W. Ackerson, Sr., 1979-1983; 1987-1996, *Associate Professor Emeritus of Business*
Jack M. Barnell, 1986-2000, *Professor Emeritus of Psychology*
Sondra L. Cave, 2000-2011, *Professor Emeritus*
John W. Clark, 1972-1997, *Professor Emeritus of Christian Education*
Maurine Dickerson, 1967-1986, *Associate Professor and Librarian Emeritus*
Mary Alyce Galloway, 1968-1995, *Associate Professor and Reference Librarian Emeritus*
Larry J. Haffey, 1986-2011, *Professor Emeritus of Computer Science*
Paul E. Hendrickson, 1974-2010, *Professor Emeritus of Physics*
Douglas D. Henning, 1991-2002; 2003-2010, *Professor Emeritus of Psychology*
Marta E. Howard, 1978-1985; 1990-2008, *Associate Professor Emeritus of Biology*
Martha T. John, 1977-1985; 1996-1999, *Professor Emeritus of Education*
Scott C. Laird, 1993-2011, *Associate Professor Emeritus of Agriculture*
Clarence W. Linsey, 1974-2007, *Professor Emeritus of Chemistry*
N. James Main, 1968-1997, *Professor and Associate Academic Dean Emeritus*
Karen L. McClellan, 1968-2011, *Assistant Professor Emeritus of Music*
Ronald K. McClellan, 1990-2011, *Associate Professor Emeritus of Music*
Michael E. McLane, 1991-2011, *Assistant Professor Emeritus of Computer Science*
L. Jeanne Millhuff, 1987-2011, *Assistant Professor Emeritus of English*
Gary Moore, 1969-1989, *Assistant Professor Emeritus of Music*
Robert E. Norton, 1981-2000, *Professor Emeritus of Education*
William D. Olin, 1999-2010, *Professor Emeritus of Physical Education*
Daniel L. Partrich, 1997-2011, *Associate Professor Emeritus of Criminal Justice*
Lois M. Perrigo, 1997-2011, *Associate Professor of Adult Education*
Verla R. Powers, 1986-2003, *Professor Emeritus of Education*
Paul L. “Roy” Rotz, 1995-2011, *Professor Emeritus of Counseling*
Harry D. Russell, 1975-1996, *Professor Emeritus of Communication*
Jerri L. Sapp, 1994-2008; *Professor Emeritus of Adult Education*
C. Barth Smith, 1974-2011, *Professor Emeritus of Practical Theology*
Katheryn J. Smith, 1972-2010, *Assistant Professor Emeritus of Music*
Palma L. Smith, 1978-2007, *Professor Emeritus of Nursing*
Richard L. Spindle, 1980-2005, *President Emeritus*
W. Lloyd Taylor, 1978-1993, *Professor Emeritus of Chemistry*
Willadee Wehmeyer, 1988-2008, *Professor Emeritus of Business*

Professors

Linda K. Alexander, (2004-) *Professor of Education; Interim Dean, School of Education and Counseling*

B.A., MidAmerica Nazarene University; M.A., University of Kansas; Ph.D., University of Kansas

Terry L. Baldrige, (1982-) *Professor of Music*

B.S., Olivet Nazarene University; M.M., M.Ph., University of Kansas; M.A., Crown College; Ph.D., University of Kansas

Randell E. Beckum, (1995-) *Professor of Missions; Vice President for Community Formation; University Chaplain*

B.A., MidAmerica Nazarene University; M.Div., Nazarene Theological Seminary; D.Miss., Trinity Evangelical Divinity School

Earl D. Bland, (1999-) *Professor of Psychology; Chair, Department of Behavioral Sciences*

B.A., Evangel College; M.A., Wheaton College; Psy.D., Illinois School of Professional Psychology

Yorton Clark, (2001-) *Professor of Business; Chair, Department of Business Administration*

B.S., Oklahoma Wesleyan University; M.P.A., University of Missouri at Kansas City; Ed.D., Saint Louis University

Randall R. Cloud, (2003-) *Professor of Biblical Literature; Chair, Department of Bible, Theology, and Mission*

B.A., Point Loma Nazarene University; M.A., Point Loma Nazarene University; M.Div., Nazarene Theological Seminary; Ph.D., University of Kansas

Stephen L. Cole, (1969-) *Professor of Biology*

A.B., Bethany Nazarene College; M.S., Oklahoma State University; Ph.D., University of Kansas

Martin D. Crossland, (2011-) *Professor; Associate Vice President for Technology/CTO*

B. S., Texas Tech University; M.B.A., Oklahoma City University; Ph.D., Indiana University

James O. Edlin, (1989-) *Professor of Biblical Literature and Languages*

B.A., MidAmerica Nazarene University; M.Div., Nazarene Theological Seminary; Th.M., Ph.D., Southern Baptist Theological Seminary

Dean E. Flemming, (1991-1993; 1999-2001; 2011-) *Professor of New Testament and Missions*

B.A., MidAmerica Nazarene University; M.Div., Nazarene Theological Seminary; Ph.D., University of Aberdeen

Larry D. Fine, (1969-) *Professor of Practical Theology*

B.A., M.A., Southern Nazarene University; M.Div., Nazarene Theological Seminary; D.Min., Midwestern Baptist Theological Seminary

Mark C. Ford, (1991-) *Professor of Business; Associate Vice President for Academics*

B.A., MidAmerica Nazarene University; M.B.A., University of Kansas; J.D., University of Missouri-Kansas City; Ed.D., University of Pennsylvania

Todd M. Frye, (2007-) *Professor of Counseling; Chair, Department of Counselor Education*

B.S., Northwest Nazarene University; M.Ed., Northwest Nazarene University; Ph.D., Idaho State University

Karen S. Garber-Miller, (2009-) *Professor of Education; Chair, Department of Teacher Education*

B.A., MidAmerica Nazarene University; M.A., Southern Nazarene University; Ph.D., University of Missouri at Kansas City

Michael L. Gough, (1984-) Professor of Business

B.A., M.A., Southern Nazarene University; M.Div., Nazarene Theological Seminary; M.A., Webster University; D.Min., Bethel Theological Seminary

A. Terrance Gunter, (1988-) Professor of Adult Education; Director, Center for Graduate and Adult Learning

B.A., Olivet Nazarene University; M.Div., Nazarene Theological Seminary; Ed.D., Nova Southeastern University

Mark A. Hamilton, (1996-) Professor of Communication; Chair, Department of Humanities

B.S., Southern Nazarene University; M.R.E., Nazarene Theological Seminary; M.S., East Texas State University; Ed.D., Boston University

Mark A. Hayse, (2003-) Professor of Christian Education; Chair, Department of Graduate Studies in Practical Theology

B.A., MidAmerica Nazarene University; M.R.E., Nazarene Theological Seminary; Ph.D., Trinity International University

Kimberly D. Humerickhouse, (2010-) Professor of Education

B.S., University of Central Oklahoma; M.S., Fort Hays State University; Ph.D., University of Nebraska - Lincoln

Bob G. Humphrey, (2000-) Professor of Adult Education

A.A., Nazarene Bible College; B.A., MidAmerica Nazarene University; M.B.A., MidAmerica Nazarene University; Ed.D., Saint Louis University

R. Joann Lamar, (2005-) Professor of Education

B.S.E., Truman State University; M.Ed., MidAmerica Nazarene University; Ed.D., University of Kansas

Susan G. Larson, (1989-) Professor of Nursing; Dean, School of Nursing and Health Science

B.S.N., MidAmerica Nazarene University; M.S., Ph.D., University of Kansas

John L. Leavitt, (2010-) Professor of Music

B.M.E., Emporia State University; M.M., Wichita State University; D.M.A., University of Missouri-Kansas City

Crayton L. Moss, (2008-) Professor of Athletic Training

B.A., MidAmerica Nazarene University; M.S., University of Central Missouri; Ed.D., University of Kansas

Bruce E. Oldham, (2010-) Professor; Dean, School of Christian Ministry and Formation

B.A., Trevecca Nazarene University; M.A., Trevecca Nazarene University; Ed.D., Vanderbilt University

Cynthia L. Peterson, (1991-) Professor of Communication; Interim Dean, College of Liberal Arts and Sciences

B.A., Southern Nazarene University; M.A., University of Kansas; Ph.D., University of Kansas

Delia M. Pittman, (1993-) Professor of Nursing

B.S., B.S.N., MidAmerica Nazarene University; M.S., University of Kansas; Ph.D., University of Kansas

Stephen W. Ragan, (2009-) Professor of Education; Vice President for Academic Affairs

B.A., Western Oregon University; M.S., Western Oregon University; Ph.D., Utah State University

Virginia R. Schafer, (1980-) Professor of Nursing

B.S., Eastern Nazarene College; B.S.N., M.S.N., Case Western Reserve University; Ph.D., University of Kansas

Shanti Easaw Thomas, (2004-) Professor of English

B.S., University of Kerala; M.A., Gandhiji University; M.Ed., MidAmerica Nazarene University; Ph.D., University of Bombay

Mary Jane Wilder-Hardee, (1997-) *Professor of Music; Chair, Department of Fine and Performing Arts*

B.S., William Jewell College; M.M., University of Missouri-Kansas City; D.M.A., University of Missouri - Kansas City

Associate Professors

Gary G. Andersen, (2011-) *Associate Professor of Education*

A.A., Johnson County Community College; B.S., Kansas State University; M.S., University of Kansas; Ph.D., University of Kansas

F. Lorie Beckum, (2008-) *Associate Professor, Director, Center for Global Studies and Service Learning*

B.A., MidAmerica Nazarene University; M. A. Nazarene Theological Seminary

Cayla S. Bland, (2003-), *Associate Professor of Counseling*

B.A., Oral Roberts University; M.A., Wheaton College

Mark A. Brown, (2002-) *Associate Professor of Mathematics*

B.A., MidAmerica Nazarene University; M.S., Wichita State University

Tricia K. Brown, (2009-) *Associate Professor of Counseling*

B.A., Central Washington University; M.Ed., Whitworth College; Ph.D., Idaho State University

Todd A. Bowman, (2008-) *Associate Professor of Counseling*

B.A., Mount Vernon Nazarene University; Ph.D., Oklahoma State University

Basil “Bo” R. Cassell, (2007-) *Associate Professor of Sociology*

B.A., Pepperdine University; M.Div., Fuller Theological Seminary; M.A., University of Missouri-Kansas City

Patricia E. Conejo, (2011-) *Associate Professor of Nursing*

A.S., Kansas City Kansas Community College; B.S.N., M.S.N, Ph.D., University of Kansas

Kathryn H. Czanderna, (2005-) *Associate Professor of Nursing*

B.S.N., Olivet Nazarene University; M.S., St. Xavier University

Lon E. Dagley, (2006-) *Associate Professor; Computer Services Librarian*

B.A., Northwest Nazarene University; M.R.E., Nazarene Theological Seminary; M.L.S., Emporia State University

Neil O. Friesland, (2001-) *Associate Professor of Education*

B.A., MidAmerica Nazarene University; MEd., MidAmerica Nazarene University; Ed.D., University of Kansas

Mary L. Fry, (2009-) *Associate Professor of Counseling*

B.A., University of Missouri at Kansas City; M.S., Baylor University

Alexander R. Hapka, (2010-) *Associate Professor of Business; Chair, Department of Graduate Studies in Management*

B.S., Manhattan College; M.S., Stony Brook University; Ph.D., New York University

Todd C. Hiestand, (2005-) *Associate Professor of Criminal Justice*

A.A., Southeast Community College; B.A., MidAmerica Nazarene University; J.D., University of Nebraska

Brad D. King, (1995-) *Associate Professor of Physical Education*

B.A., MidAmerica Nazarene University; M.Ed., Wichita State University; Doctoral Candidate, University of Kansas

Sharon A. Little-Stoetzel, (2010) *Associate Professor of Nursing*

B.S.N., Truman State University; M.S.N., University of Missouri-Columbia

Claudia J. McVicker, (2009-) *Associate Professor of Education*

B.S., Kansas State University; M.S., Ft. Hays State University; Ph.D., Kansas State University

- William W. Morrison, (1981-)** *Associate Professor of Biology*
B.A., Olivet Nazarene College; M.S., University of Iowa
- Jamie S. Myrtle, (2000-)** *Associate Professor of Business; Interim Dean, School of Business*
B.A., MidAmerica Nazarene University; C.P.A.; M.B.A., University of Kansas
- Russell R. Reglin, (1990-)** *Associate Professor of Psychology*
B.A., MidAmerica Nazarene University; M.S., Avila College
- Kelvin St. John, (1998-)** *Associate Professor; Instructional Technologist*
A.B., Olivet Nazarene University; M.Div., Nazarene Theological Seminary
- E. Bradley Strecker, (2010-)** *Associate Professor of Education*
B.S., University of Wyoming; M.A., Webster University; M.S., Regis University
- Lisa Wallentine, (2003-)** *Associate Professor of Business Administration*
B.A., MidAmerica Nazarene University; M.B.A., Wright State University
- David L. Wegley, (1989-)** *Associate Professor of Business*
B.A., MidAmerica Nazarene University; M.B.A., University of Kansas; Ed.D., Saint Louis University
- Karen D. Wiegman, (2009-)**, *Associate Professor of Nursing; Chair, Graduate Studies in Nursing*
A.A.S., College of DuPage; B.S.N., University of Kansas; M.S.N., University of Kansas; Ph.D., University of Missouri at Kansas City
- Paul A. Williams, (1981-1984; 1987-)** *Associate Professor of History*
B.A., Olivet Nazarene University; M.S., M.A., Emporia State University
- Allyson A. Young, (2008-)** *Associate Professor of Nursing, Chair, Accelerated Programs in Nursing*
B.S.N., Fort Hays State University; M.N., University of Kansas

Assistant Professors

- Deborah D. Brunkhorst, (2010-)** *Assistant Professor of Nursing*
B.S.N, MidAmerica Nazarene University; M.S.N., MidAmerica Nazarene University
- Rebeca I. Chow, (2010-)** *Assistant Professor of Play Therapy*
B.A., Universidad Autónoma de Centroamérica; M.A., University of Missouri-Kansas City
- Danna M. Dahl, (2009-)** *Assistant Professor of Counseling*
A.A., Johnson County Community College; B.A., MidAmerica Nazarene University; M.A., MidAmerica Nazarene University
- Nancy L. Damron, (2010-)** *Assistant Professor of Education; Director, Clinical and Field-Based Experiences*
B.A., MidAmerica Nazarene University; M.Ed., MidAmerica Nazarene University, Ph.D., University of Kansas
- Jonathan E. Downs, (2010-)** *Assistant Professor of Business*
B.A., MidAmerica Nazarene University; M.A., Emporia State University
- Dawn L. Ferguson, (2008-)** *Assistant Professor of Nursing*
A.D.N., Neosho County Community College; B.S.N., Webster University; M.S.N., Webster University
- Faith E. Jacobsen, (2010-)** *Assistant Professor of Chemistry; Chair, Department of Science and Mathematics*
B.S., Point Loma Nazarene University; M.S., Ph.D., University of California, San Diego
- Jack C. Jones, (2005-)** *Assistant Professor of Physical Education*
B.S., College of the Ozarks; M.S., Arkansas Tech University; M.S., University of Central Arkansas

Scott C. Koeneman, (2010-) Assistant Professor of Counseling

B.S., Oklahoma Christian University; M.A., Denver Seminary; M.A., George Fox University;
Psy.D., George Fox University

James C. Leininger, (2003-) Assistant Professor of Mathematics

B.A., Houghton College; M.S., South Dakota State University

Brian B. Merriman, (2005-) Assistant Professor of Graphic Design

B.A., M.A., Emporia State University

Andrew C. Overholt, (2010-) Assistant Professor of Physics

B.S., Southern Nazarene University; M.S., University of Kansas

Deborah S. Petty, (2009-) Assistant Professor of Nursing

A.S., Palm Beach Community College; B.S.N., Southwest Missouri State University;
M.S.N., University of Kansas

Steven P. Pillow, (2009-) Assistant Professor of Education

B.S., Evangel University; M.L.A., Baker University

Michael Ramirez, (2010-) Assistant Professor of Education

B.S., Missouri State University; M.A., University of Missouri-Kansas City; M.E.T.,
MidAmerica Nazarene University

Ramona S. Stowe, (2008-) Assistant Professor of Education

B.S.E., Northeast Missouri State University; M.A., Northeast Missouri State University;
Ph.D., Kansas State University

Rion G. Taylor, (2010-) Assistant Professor of Biology

B.S., Augusta State University; Ph.D., Syracuse University

Gwenyth G. Wagner, (2008-), Assistant Professor of Nursing

B.S.N., McMaster University; M.S.N., University of Kansas

LeAnn J. Yantis, (2008-) Assistant Professor of Adult Education

B.A., MidAmerica Nazarene University; M.B.A., MidAmerica Nazarene University

CAMPUS VISIT INFORMATION

The Office of Admissions is open Monday through Friday. Students and families who prefer to visit the campus on weekends should contact the Office of Admissions and make special arrangements based on the availability of the Admissions Counselors. Prospective students are encouraged to come to the campus any weekday to visit classes. High school students are encouraged to take advantage of public school holidays, teacher conferences, and other special days when schools are closed and MidAmerica is open.

For Admissions information or to schedule a campus visit, contact:

Office of Admissions
MidAmerica Nazarene University
2030 East College Way
Olathe, KS 66062-1899
Phone 913-971-3380 or 1-800-800-8887 ext. 3380
Fax 913-971-3481



THE ACADEMIC YEAR

FALL SEMESTER

2011-2012

Faculty Orientation	August 22
New Student Orientation	August 27-29
Registration	August 30
Classes Begin	August 30
Labor Day Break (No Classes)	September 5
Enrollment Ends	September 8
Spiritual Deepening Week	September 20-22
Mid-Semester Grades	October 13
Fall Break (No Classes)	October 14
Class Withdrawal Deadline	November 7
Student Institutional Testing (No Classes)	November 10
Thanksgiving Recess (No Classes)	November 23-25
Last Day to Withdraw from College	November 28
Classes End	December 13
Final Examinations	December 14-16
Grades Due	December 21

WINTER TERM

January 9-13

SPRING SEMESTER

Registration and Classes Begin	January 17
Martin Luther King Day (No Classes)	January 16
Enrollment Ends	January 25
Spiritual Deepening Week	February 7-9
Mid-Semester Grades	March 9
Spring Break (No Classes)	March 12-16
Class Withdrawal Deadline	April 2
Easter Break (No Classes)	April 6-9
Student Institutional Testing (No Classes)	April 12
Last Day to Withdraw from College	April 23
Classes End	May 1
Final Examinations	May 2-4
Commencement/Grad & Adult (10 am)	May 5
Baccalaureate (4:30 pm)	May 5
Commencement/Undergrad (4 pm)	May 6
Grades Due	May 9

SUMMER SESSION

One-Week Session	May 7-11
Four-Week Session I	May 14-June 8
Four-Week Session II	June 11-July 6
Grades Due	July 11
SOAR I	TBD
SOAR II	TBD

2011

AUGUST						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER						
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER						
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4	5	6	7	8	9	10
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

2012

JANUARY						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY						
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4	5	6	7	8	9	10
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18	19	20	21	22	23	24
25	26	27	28	29		

MARCH						
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL						
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

(Please note that these dates are subject to change.)

DEGREE AND ENROLLMENT STATISTICS

Degrees Granted

	2006	2007	2008	2009	2010
Associate of Arts	0	1	21	2	8
Bachelor of Arts	267	324	304	271	304
Bachelor of Music Education	0	1	7	0	1
Bachelor of Science in Nursing	33	31	35	64	95
Master of Arts in Counseling	17	25	22	12	26
Master of Arts in Special Education	7	12	11	11	3
Master of Business Administration	46	31	48	43	33
Master of Education	52	60	57	2	69
Master of Educational Technology	37	68	83	2	-
Master of Arts in Organizational Administration	19	25	15	38	37
Certificate in Play Therapy	11	12	7	13	8
	489	590	610	458	584

Fall Enrollment Statistics

	2006	2007	2008	2009	2010
Freshmen	293	289	257	278	281
Sophomores	222	263	250	249	239
Juniors	316	310	336	320	333
Seniors	443	420	453	361	502
Graduate-Level - degree seeking	364	305	292	463	326
Graduate, other	172	121	146	80	86
Unclassified	13	12	9	0	0
	1823	1720	1743	1751	1767

Freshman Enhanced ACT Composites

	2006	2007	2008	2009	2010
MidAmerica Nazarene University	22.5	22.8	22.4	22.9	22.7
National Composite	20.8	21.2	21.1	21.1	21.0

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ALMA MATER

I.

*On a Kansas hill were planted
Dreams of hope from Heaven's Light;
Pioneers' undaunted spirits
Kept the vision burning bright.*

*Now it stands with sure foundation.
God directs its destiny
Like the eagle soaring higher:
Ever stronger, ever free.*

II.

*MidAmerica we laud you,
Lift our praise to Heav'n above.
Stately pillars oft remind us
Of the hallowed halls we love.*

*Keep the torch for freedom burning,
Fuel'd with passion for the right!
Grant us faith that ever reaches
To the Source of Truth and Light.*

*Words by Dr. Jerry Nelson
Music setting suggested by Dr. Jerry Nelson
"Ode to Joy"-Beethoven*

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|----|--------------------------------------|----|--|----|--|
| 1 | Cunningham Family Life Center | 16 | Greenhouse | 31 | Bell Cultural Events Center |
| 2 | College Church sanctuary | 17 | Osborne Hall | 32 | Dobson Hall |
| 3 | Upphaus Hall (College Church) | 18 | Harvest Prayer sculpture and Campus Mall | 33 | Land Gymnasium |
| 4 | Garrett Chapel (College Church) | 19 | Lunn Hall | 34 | Gilliland Facility Services |
| 5 | Robbie Jones Field (baseball) | 20 | Stockton Residence Hall | 35 | Eby Building/University Office Park |
| 6 | Pioneer Stadium (football) | 21 | Stockton/Rice Parlor | 36 | Campus Center |
| 7 | Field House | 22 | Rice Residence Hall | 37 | Weatherby Chapel |
| 8 | Soccer field | 23 | Gazebo | 38 | Smith Hall |
| 9 | Football practice field | 24 | Ramsey Residence Hall | 39 | Mietz Hall |
| 10 | Outdoor tennis and basketball courts | 25 | Draper Residence Hall | 40 | Williams Field (softball) |
| 11 | Cook Center | 26 | Spindle Residence Hall | 41 | Mur-Len Office Building |
| 12 | Colony West Apartments | 27 | Upphaus Residence Hall | 42 | Mabee Library and Learning Resource Center |
| 13 | Lanpher Residence Hall | 28 | Indian Creek Greenway Trail | | |
| 14 | Snowbarnes/Lanpher Parlor | 29 | 7-acre nature area | | |

Olathe
(Exit 218)