



MIDAMERICA NAZARENE UNIVERSITY
SCHOOL OF PROFESSIONAL & GRADUATE STUDIES



PURPOSEFULLY DIFFERENT



ACADEMIC CATALOG 2015-2016



2030 E. College Way
Olathe Kansas 66062-1899
(913)782-3750

VOLUME XLVI

2015-2016 Professional & Graduate Studies Catalog

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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 is a transformative university that nurtures Christlike community and challenges our students to pursue academic excellence. Passion for learning, purposeful living and service to others is at the very heart of all we do. From its founding in 1966 MNU has been focused on its mission and the amazing potential that God has created within our students.

We're located on the edge of the great American prairie, just moments from the vibrant Kansas City metro and the excitement and opportunities it provides. At the crossroads of our nation where the early pioneers demonstrated unshakable faith, persistence and a determination that conquered significant obstacles, we're challenged to be the pioneers of our day. We call it "pioneer spirit" and it doesn't take long to catch it yourself.

With faculty committed to scholarship and excellence in teaching and learning, our graduates obtain a world-class education. Faculty and staff have a deep interest in students and a passion to serve others. MNU is a dynamic community and a place that promotes intellectual, personal and spiritual growth.

I hope you will use this catalog as a working guide to plan your courses and investigate your educational options. Our faculty advisors and staff are happy to answer your questions and provide direction as you work on your educational plan. As you begin to see your academic path take shape, I hope you catch the excitement and vitality of our campus and the sense of purpose we call "Pioneer Spirit."

David J. Spittal
University President

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 over 40 areas, several degree-completion programs and graduate-level programs in education, business administration, counseling and nursing.

MidAmerica is located 20 minutes from 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 districts of the North Central Region of the Church of the Nazarene and at-large members.

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 master's degree programs in the fields of administration/leadership, business, counseling, education, nursing, and religion. 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 baccalaureate 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 the baccalaureate and master's nursing programs are 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 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 Master of Arts in Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) (1001 North Fairfax Street, Suite 510, Alexandria, VA 22314; 703-535-5990).

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 American Association of Colleges for Teacher Education (AACTE), the American Association of Colleges of Nursing (AACN). The School of Business programs are members of The Accreditation Council for Business Schools and Programs (ACBSP).

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

A transformative university that nurtures Christlike community, pursues academic excellence, and cultivates a passion to serve.

THE VISION STATEMENT

To impact the world for Jesus Christ through servant leaders recognized for their excellence, integrity, and spiritual vitality.

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.

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.

PROFESSIONAL AND GRADUATE EDUCATION AT MNU

Dr. Mark Ford, Vice-Provost and Dean

MidAmerica Nazarene University's purpose is to be transformational community of faith committed to academic excellence and passionate about equipping servant leaders who will impact the world for Christ. The School of Professional and Graduate Studies (SPGS) helps the University fulfill its mission by empowering and preparing adult learners to integrate knowledge and faith into practice affording them the expertise needed to become positive change agents in the world.

While MNU has been engaged in the adult higher education market for over 25 years and had multiple university departments dedicated to the adult learner, it made the decision in 2014 to launch a new School for Professional and Graduate Studies. Granting academic school status celebrated MNU's long standing success in the realm of professional and graduate education and made SPGS the home for programs that expand the mission, reach, and influence of the university.

SPGS exists to work with the individual characteristics and needs of adults who are motivated to earn an associate's degree, bachelor's degree, master's degree, or post-master' certificate but who must also continue to devote time to their professional, family, and personal lives.

Recognizing that professional undergraduate and graduate programs are different by nature, SPGS has distinct learning outcomes for each kind of program that it offers. For the associate's and bachelor's degrees, students receive a broad education in order to become well-rounded and productive citizens and to prepare initially for a career. At the graduate level, students are expected to master a special career field or research emphasis. Therefore, the purpose of graduate study is to provide for advanced and specialized learning experiences under the direction of scholars and practitioners fully competent in their disciplines. Concentrated, in-depth, graduate study not only provides the trained workforce needed for society's special needs, but also contributes to the essential knowledge foundation needed to address and solve global problems.

The professional undergraduate and graduate educational experiences at MidAmerica Nazarene University are based on certain desired outcomes. Through these outcomes the University seeks to achieve its educational mission of developing maturing individuals who possess a commitment to service in a Christian, holiness lifestyle.

PROFESSIONAL STUDENT LEARNING OUTCOMES

The professional undergraduate experience at MNU is based on certain desired outcomes and consists of several components, including a program of general education and a comprehensive field of in-depth study. 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.

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. Requirements for the various approved majors are listed in the Catalog, and students must satisfy the requirements of at least one major for graduation.

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.

The University faculty have identified six, and in some cases seven, areas in which students need to develop in order to function effectively in a chosen major and to engage their world appropriately. The student should grow 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.*

* Aesthetic Literacy is not required for all professional undergraduate degree programs. Please see specific academic school handbooks and the curriculum requirements contained in this Catalog for further information.

GRADUATE STUDENT LEARNING OUTCOMES

Each graduate program at MNU has identified specific student learning experiences based on a set of common university student outcomes for graduate study. Please see specific academic school handbooks for further delineation of aligned learning experiences, which meet the following university outcomes.

1. **Scholarship:** The acquisition of the discipline's substantive knowledge base and an understanding of how that knowledge is gained and is further developed.
2. **Intellectual Inquiry:** The application of current research, theory, professional standards and ethical codes to influence the ongoing generation of creative ideas for the purpose of solving relevant problems in the given discipline.
3. **Effective Communication:** The ability to clearly interact with individuals and/or groups for the purpose of sharing information, ideas and/or emotions.
4. **Servant Leadership:** The development and practice of virtues, which equips one to assist others toward growth while also serving ones institution.
5. **Spirituality/Values:** The acquisition of wisdom, which informs professional decision-making and practice, within the context of one's own tradition, including;
6. **Global Awareness/Perspective:** Develop future leaders who have a global mindset and a commitment to making positive change for the world and its diverse populations.
7. **Collaborative Teamwork:** The cultivation of a team oriented approach to learn how to achieve a common goal and enhanced decision-making aimed at the greater good of organizations.

Most of MNU's professional and graduate programs are offered in cohorts or plans of study in which the degree may be earned on an accelerated basis by enrolling in classes which meet online or on-ground once a week. Our programs serve a community of scholars ready to increase their knowledge and achieve greater success

MNU's School of Professional and Graduate Studies maintains offices in Olathe, Kansas and in Liberty, Missouri. The phone number for both offices is 913-971-3800. The email address is pgadmissions@mnu.edu.

The material contained in this Catalog is for information only and does not constitute a contract between the student and the University. At the time of printing, the information is complete and accurate to the best of our knowledge. However, the School of Professional and Graduate Studies reserves the right to revise information, requirements, or policies; amend rules; alter regulations; and change financial charges at any time in accordance with the best interests of the institution. SPGS also reserves the right to determine the number of students in each course. If an insufficient number of students enroll for a course, the course may need to be cancelled, or the time or delivery mode may be changed.

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

Santa Fe Commons - Designed for our professional and graduate students, this two-building site houses our business and nursing programs. With state-of-the-art labs and classrooms, professional and graduate students have a place all their own at MNU.

Building #1
13563 S. Murlen Rd
Olathe, KS 66062

Building #4
13625 S. Murlen
Olathe, KS 66062

Liberty, Missouri Site - Exclusively for professional and graduate studies, MNU's Liberty site is conveniently located for Northland residents and workers. At the crossroads of 152 highway and I-35, students here can enroll in business, counseling and nursing programs

Liberty, MO
105 N. Stewart Ct., Suite 210
Liberty, MO 64068
816.407.3070

Olathe, Kansas Main Campus - Built in 1966 this campus is home to nearly 1800 students including traditional undergraduate, graduate and professional studies students. While 600 students live in our residential halls on this beautiful 105-acre campus, a large commuter population makes MNU their university of choice.

Olathe, KS
2030 E. College Way
Olathe KS, 66062-1899
913-782-3750

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, and the Offices of Marketing and Information Technology.

Cook Center houses a basketball/volleyball arena, two practice gyms, the Departments of Traditional BSN Studies and Health and Exercise Science, 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 Professional Studies in Management, Graduate Studies in Management, Graduate Studies in Nursing, Accelerated BSN Studies and RN-BSN Studies are housed in the Santa Fe Commons buildings located north of campus along Mur-Len Road.

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, 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 provides 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 informational and research 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 and assistance, electronic and print resources, and individual and collaborative study spaces. The library's services and resources are described in detail on

the library website at library.mnu.edu.

Kresge Academic Support Center. The Kresge Center is an academic support unit offering testing services, tutoring assistance, and special needs accommodation. Staff provide training in study and developmental skills. On-demand tutoring is available in a variety of subject areas through *Smarthinking*. *Smarthinking* provides online tutoring up to 24 hours a day, 7 days a week. By offering drop-in live sessions, or encouraging students to ask questions or submit writing assignments for feedback, this online tutoring service helps students at their point of need.

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.

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 just inside the main entry to the facility. Computers, printer/copier, and snack machines are available.

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 library's main floor.

Teacher Education Resource Center. The Teacher Education Resource Center (TERC) 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 Archives, Vennard College Archives, and the Donald S. Metz Rare Book Collection. 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, and Kletzing College) from the early 1900s until its closing in November 2008.

The Donald S. Metz rare book collection is dedicated to the first academic dean of then MidAmerica Nazarene College. Dr. Metz's commitment to scholarship is honored in the holdings. The rare book collection contains many unique volumes that are difficult to find, covering all academic disciplines with emphasis on literature and the American Holiness Movement. All books in this collection are for in-library use only.

Sullivan Center for Church Leadership

The Sullivan Center for Church Leadership (SCCL) 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. SCCL offers campus and online learning experiences for continuing education credit, as well as access to technological services and resources to pastors and districts. SCCL also provides

church-based learning experiences for congregations through partnership with MNU faculty and staff.

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 professionals provide needed service or arrange additional counseling as necessary. Please see appropriate Department Chair or instructor for information.

Institutional Review Board (IRB)

The IRB reviews and approves all research conducted as part of MNU coursework, or student or faculty research, prior to the initiation of data collection. This is to assure the ethical treatment of all human research participants regarding their rights and welfare.

SPECIAL NEEDS ACCOMMODATION

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act prohibit discrimination against individuals with disabilities. The purpose of these laws is to remove barriers that prevent qualified individuals with disabilities from enjoying the same opportunities available to persons without disabilities. For the full Educational Rights and Privacy policy, please refer to: <http://www.mnu.edu/ADA>.

EDUCATIONAL RIGHTS AND PRIVACY

The Family Educational Rights and Privacy Act (FERPA) of 1974 (also known as the Buckley Amendment) is a federal privacy law affording students certain rights with respect to their education records. MidAmerica Nazarene University complies fully with this law. The University Registrar serves as the institutional FERPA Compliance Officer. For the full Educational Rights and Privacy policy, please refer to: <http://www.mnu.edu/FERPA>

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 Annual Security Report from the office of the MidAmerica Nazarene University Campus Safety Department or by calling (913) 971-3299.

The Campus Security Report is also available at:

https://www.mnu.edu/images/userUploads/campus-resources/Campus_Safety/2014_Annual_Security_Report_Olathe_Campus_2b.pdf

NOTICE OF NON-DISCRIMINATION

MidAmerica Nazarene University policy prohibits discrimination on the basis of race, sex, religion, age, color, creed, national or ethnic origin, marital status, disability, genetic information, or any other legally protected class. The university's full Non-Discrimination/Equal Employment Opportunity Statement can be located at: www.mnu.edu/non-discrimination-statement

TITLE IX AND SEXUAL MISCONDUCT POLICY

It is the policy of MidAmerica Nazarene University to comply with Title IX of the Education Amendments of 1972 and its implementing regulations, which prohibit discrimination based on sex in the University's educational programs and activities. Title IX and its implementing regulations also prohibit retaliation for asserting claims of sex discrimination. MidAmerica Nazarene University is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex. MNU's Sexual Misconduct Policy & Complaint Resolution Procedures can be found here: <http://www.mnu.edu/title-ix>

FINANCIAL INFORMATION

Audits and 990 Financial Reports are available upon request in the Business Office in the Lunn building.

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 Association grants approval for MidAmerica's first exclusively on-line degree, the Master of Education.

August 28, 2009 MidAmerica is re-accredited by the Higher Learning Commission.

July 2011 James H. Diehl elected interim president.

January 17, 2012 David J. Spittal elected fifth president.

Professional Studies Admissions

MISSION STATEMENT

The Professional and Graduate Admissions Office is committed to providing accurate and current information to prospective students regarding the University's Christian mission, degree 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 places a high value on moral character and personal integrity as well as intellectual ability and academic achievement. The University seeks to partner with students who also value these characteristics and who support the University's mission to serve 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 admission requirements and guiding principles of the University. Prospective students who do not meet these standards will be denied admission. In order to be considered for admission, the prospective student must:

1. Complete and submit to the Office of Professional and Graduate Admissions an official on-line application form for the student's desired program of interest.
2. Request official transcripts from each college or university attended be sent to the Office of Professional and Graduate Admissions.
3. Complete any additional program specific admissions requirements such as information meetings, admission essays, letters of reference, etc. These items are outlined in the following section. The designated enrollment specialist will then forward the application materials to the appropriate academic program for review.
4. If financial aid will be needed, complete the FAFSA and ask that your Institutional Student Information Record (ISIR) be shared with MNU. Our institutional number is 007032.

Additional admissions information may be requested from the School of Professional and Graduate Studies Admissions Office at 913-971-3800 or found on-line at each program's website.

REQUIREMENTS FOR PROFESSIONAL UNDERGRADUATE ADMISSION

MidAmerica Nazarene University students with less than 30 hours of transferable college credits may need to demonstrate proficiency on a university approved placement test or provide ACT scores with a minimum subscale score of 17 (or the SAT equivalent) for English/Reading and a minimum subscale score of 19 (or the SAT equivalent) for Math. When requesting official testing scores, please be aware that **MNU's ACT code number is 1445 and MNU's SAT code number is 6437.**

NON-HIGH SCHOOL GRADUATES

Prospective professional undergraduate students who have less than 24 hours of transferable college credits and who have not finished high school can be admitted provisionally by taking the General Education Development (GED) examination which gives the equivalent of high school completion. In addition, either ACT scores or demonstrate proficiency on a university approved placement test is required.

Students who have more than 24 hours of transferable college credit are not required to prove high school graduation, a passing score on the GED, or to provide ACT scores.

PROFESSIONAL UNDERGRADUATE TRANSFER STUDENTS

Students from regionally accredited associate's and bachelor's degree programs are welcome to apply as transfer students. The course(s) for which transfer credit hours are requested must be judged comparable in terms of content and quality to the applicable MNU undergraduate course. Requests for transfer credit are reviewed following the appropriate program process. Please contact a SPGS admissions counselor for further details.

PROGRAM SPECIFIC REQUIREMENTS:

Accelerated Associate of Arts, Associate of Arts in Business (online)

Requirements

- High School diploma or GED*
- Minimum 17 English/Reading ACT scores or placement test**
- Minimum 19 Math ACT score or placement test**

Application Process

- Complete online application.
- Attend an information meeting with an enrollment specialist
- Submit all official high school and college transcripts*
- Complete consultation appointment with faculty advisor

** If students have 24 hours of transferrable college credit, high school transcripts are waived. If students have less than 24 hours of transferrable college credit, then high school transcripts (or GED results) will be required as part of the admission process.*

*** If students have 24 hours of transferrable college credit, no ACT or assessment exams are required. If students have less than 24 hours of transferrable college credit and no ACT, then the COMPASS exam will be required as part of the admission process.*

Accelerated Bachelor of Arts in Elementary Education and Kansas Teaching Licensure Program

Requirements

- Minimum 2.75 GPA (cumulative)
- Achieve a passing score on submitted admissions essays
- CBASE exam with minimum score of 235
- Grade of B- or higher in college level public speaking course
- Associate's (AA/AS) degree OR 60+ credit hours* OR Bachelor's (BS/BA) degree from a regionally accredited college or university

**Based on program specific prerequisites which are listed on the program website*

Application Process

- Complete online application
- Submit official transcripts from all colleges and universities attended
- Submit 3 essays as outlined in the online application
- Submit professional resume using required template
- Complete the CBASE exam

Bachelor of Arts in Applied Organizational Leadership (Accelerated)

Requirements

- Minimum 2.0 GPA (cumulative)*
- Minimum 60 transferable hours* of college credit from a regionally accredited college or university

**Applicants with less than 60 hours or less than 2.0 GPA may enroll in accelerated general education courses to help meet these program requirements.*

Application Process

- Complete online application
- Attend an informational meeting with an enrollment specialist
- Submit official transcripts from all colleges and universities attended
- Attend an academic assessment meeting with program faculty advisor

B.S.N. (RN-BSN Program)

Requirements

- Registered Nurse with current unencumbered RN license in the United States
- Minimum cumulative 2.5 GPA in original pre-licensure nursing program
- Associate's degree from a regionally accredited college or university OR minimum number of transferrable college credits which meet program specific requirements

Application Process

- Complete online application
- Submit official transcripts from all colleges and universities attended

B.S.N. (RN-MSN Program)

Requirements

- Registered Nurse with current unencumbered RN license in the United States
- Minimum cumulative 3.0 GPA in original pre-licensure nursing program
- All lower division general education requirements must be met prior to start of program
- Associate's degree from a regionally accredited college or university OR minimum number of transferrable college credits which meet program specific requirements

Application Process

- Complete online application
- Submit official transcripts from all colleges and universities attended

Accelerated Bachelor of Science in Nursing Program

**Subject to competitive selection process with limited enrollment*

Requirements:

Have a BS or BA degree in another field from a regionally-accredited college or university OR

- Are an LPN or paramedic/MICT with 60 hours of college credit from a regionally-accredited college or university OR
- Are **HIGHLY** motivated with at least 60 hours of credit from a regionally-accredited college or university
- Have completed all prerequisite coursework, as outlined on the program website, prior to program start date
- Have a cumulative undergraduate GPA of at least 2.7 on a 0-4.00 scale AND
- Have a program prerequisite GPA of at least 3.00 on a 0-4.00 scale
- Submit TEAS V computerized scholastic aptitude test with a minimum adjusted individual score of 68 or higher

Application Process

- Complete online application for MNU
- Follow link from MNU application to apply to the program through Nursing CAS
- Submit the required application documents, Nursing CAS application, and \$45 application fee as directed through the NCAS website

Graduate Studies Admissions

Students may register for graduate classes as degree seeking students or non-degree seeking students. All students registering for graduate courses must hold a baccalaureate degree or the equivalent from a college or university accredited by the appropriate regional accrediting agency and show promise of ability to pursue graduate study in the designated area.

Successful candidates for graduate admission must meet the following minimum acceptance standards:

- Bachelor's degree from a regionally accredited college or university
- Minimum overall grade-point average of 3.0 (on 4.0 scale) in the last 60 semester hours of undergraduate coursework. For the MSN program, the GPA is 3.0 (on 4.0 scale) in the BSN degree.
- Official transcripts verifying earned bachelor's degree
- Submission of formal application

Provisional Admission

An individual who does not meet regular admission requirements, but who desires to pursue work leading to a graduate degree at MidAmerica Nazarene University, may be permitted to enroll provisionally in a limited number of graduate courses. Regular status may be gained after completion of acceptable work at MidAmerica Nazarene University with a grade point average of 3.0 for the first six hours of graduate study.

Program Specific Admissions Requirements

Please see the appropriate program handbook for other program specific application requirements.

GRADUATE TRANSFER STUDENTS

Students from regionally accredited graduate programs are welcome to apply as transfer students. A maximum of twelve graduate credit hours may be accepted toward a graduate degree. Please note: Some graduate programs at MNU will accept fewer than twelve graduate credits-- Please consult program handbooks for specific details. The course(s) for which transfer credit hours are requested must be judged comparable in terms of content and quality to the applicable MNU graduate course. Courses applied to a previously earned degree, diploma or certificate, are not accepted. Requests for transfer credit are reviewed following the appropriate program process.

PROGRAM SPECIFIC REQUIREMENTS

Master of Business Administration

Requirements

- Bachelor's degree from a regionally accredited college or university
- Minimum GPA of 3.0 or higher in last 60 hours of undergraduate coursework
- Completion of College Algebra, Statistics, or other higher level math with a grade of "B-" or higher
- Applicants with non-business bachelor degrees may need to complete leveling courses

Application Process

- Complete online application
- Submit official transcripts from a regionally accredited college or university verifying earned bachelor's degree

Master of Science in Management

Requirements

- Bachelor's degree from a regionally accredited college or university
- Minimum GPA of 3.0 or higher in last 60 hours of undergraduate coursework

Application Process

- Complete online application
- Submit official transcripts from a regionally accredited college or university verifying earned bachelor's degree

Master of Education**Requirements**

- Bachelor's degree from a regionally accredited college or university
- Minimum cumulative GPA of 3.0 or higher
- Valid teaching license
- Currently teaching or have access to classroom setting for action research courses

Application Process

- Complete online application
- Submit official transcripts from a regionally accredited college or university verifying earned bachelor's degree
- Submit valid teaching license

Master of Science in Nursing**Requirements**

- BSN from a regionally accredited college or university
- Minimum cumulative GPA of 3.0 or higher
- Completion of an undergraduate statistics course with grade of "C" or better
- Active, unencumbered RN license

Application Process

- Complete online application
- Submit official transcripts from a regionally accredited college or university verifying earned BSN degree

MSN/MBA Dual Degree Program**Requirements**

- BSN from a regionally accredited college or university
- Undergraduate GPA of 3.0 in BSN Program
- Registered Nurse License (unencumbered) in the United States
- Undergraduate Statistics course (B or better)
- Undergraduate degree in Business Administration, Accounting, or Finance OR
 - Online Foundations of Microeconomics pre-test and possibly the tutorial (\$35)
 - Online Foundations of Accounting pre-test and possibly the tutorial (\$35)
 - Online Foundations of Finance pre-test and possibly the tutorial (\$35)
 - These tests and tutorials may be completed online prior to MSN/MBA program admittance

Application Process

- Complete online application
- Submit official transcripts from a regionally accredited college or university

verifying earned bachelor's degree in nursing

Master of Arts in Counseling

**Subject to competitive selection process with limited enrollment*

Requirements

- Bachelor's degree from a regionally accredited college or university
- Minimum cumulative GPA of 3.0 or higher in the last 60 hours of undergraduate coursework OR GPA of 3.2 or higher in the last 30 hours of undergraduate coursework
- Approved writing sample
- TOEFL score of 600 or greater for applicants that identify English as a second language

Application Process

- Complete online application
- Submit official transcript from a regionally accredited college or university verifying earned bachelor's degree
- Submit writing sample
- Submit 3 professional and/or academic recommendations
- Complete ½ day comprehensive interview session with graduate faculty upon successful completion of all other admission requirements

Post-Master's Play Therapy Certificate

Requirements

- Master's degree from a regionally accredited college or university
- Current mental health license or actively working towards licensure

Application Process

- Complete online application
- Submit official graduate transcripts

Post-Master's Sexual Addictions Treatment Provider Certification

Requirements

- Master's degree in mental health field from a regionally accredited college or university
- Licensed for clinical practice
- History of strong academic performance

Application Process

- Complete online application
- Submit official graduate transcripts
- Submit three professional recommendations
- Documentation of clinical license

INTERNATIONAL STUDENTS (PROFESSIONAL & GRADUATE)

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 professional undergraduate programs must be submitted at least 90 days prior to the beginning of the term.

International transfer students from other colleges or universities in the United States must submit an application 30 days prior to the beginning of the term that the student wishes to begin graduate work. For those who are not in the U.S. but want to enroll in a graduate program, more time should be allowed in order to secure their Embassy appointment. Students must also follow the admission procedures set up by each respective graduate program. 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 after he/she receives the transfer student SEVIS record from the previous college/university attended. For those who are at home in their country a new I-20 will be issued and mailed to their home address.

For students seeking admission to professional and graduate programs, the following must be submitted:

1. A completed **Application for Admission** must be sent 90 days before the beginning of the term that the student wishes to begin professional work.
2. A minimum computer-based score of **214**, or internet based TOEFL score minimum of **81 (MidAmerica's TOEFL code number is 6437.)**
3. An original, notarized Affidavit of Support and required supporting documentation of evidence of ability to pay school bills in accordance with policy.
4. An appropriately completed and signed International Student Financial Summary.
5. Original transcripts and records (sent directly from the institution), documenting all completed secondary and university academic work.
6. Two appropriately completed recommendations from institutional officials, pastors, or comparable persons.

International Students may apply to all academic programs at MNU. The application process varies with each professional and graduate 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: MNU International Student Advisor
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

PROGRAM EXTENSION FOR INTERNATIONAL STUDENTS

When is a Program Extension Needed?

An F-1 student who does not complete his or her educational program by the completion date noted on his or her most current, valid I-20 must see the PDSO to see if a program extension is warranted.

Who is Eligible?

Any F-1 student who has continually maintained status and who has a compelling academic, medical or other reason for not completing the educational program by the completion date on the I-20 is eligible for a program extension. A "compelling reason" may include such things as a change of major or research topic, unexpected research problems, or a documented illness, which has interfered with full-time study. Academic suspension and probation are not considered acceptable reasons for a program extension.

Online classes for International students:

No international student who is in the country will be allowed to take an online class or classes for any program who is not enrolled in at least half of their fulltime requirement in class room settings.

Fulltime Status:

Eligibility:

Only in the situations listed below are students enrolled in less than a full course of study considered to be maintaining status:

1. Illness/medical condition documented and required by a licensed medical doctor, doctor of osteopathy or a licensed clinical psychologist for a specific period of time.
2. Initial difficulty with the English language within the first semester to one (1) year of study in the U.S. This option is only available during the first semester of attendance in the U.S.
3. Initial difficulty with reading requirements within the first semester to one (1) year of study in the U.S.
4. Unfamiliarity with U.S. teaching methods within the first semester to one (1) year of study in the U.S.
5. Improper course level placement by recommendation of a MNU academic advisor.
6. Academic advisor and approved by the PDSO/DSO before the official 20th day of classes.

Limitations:

1. Students must be authorized for a reduced course load prior to dropping below a full course of study. Dropping enrollment below a full course of study before approval from the PDSO/DSO will place an F-1 student out of status.
2. The maximum duration of an authorization to drop below full course load for F-1 students for:
 - Academic difficulty is a maximum of one (1) semester at the associate program level.
 - Initial difficulty with English to complete a course of study within the current term as documented, recommended by a MNU language professor, is a maximum of one (1) semester.
3. The student must continue to attend classes toward his or her degree.
4. This option is only available during the first semester of attendance in the U.S.
 - Medical reasons are an aggregate of twelve (12) months per academic level of study.
5. Students may request a maximum of one (1) semester at a time by submitting this form.
6. If a student requires a second RCL, he/she must submit a second Request for Less Than Full-Time Enrollment form prior to payment deadline of the semester in which student is requesting the RCL.
7. "Imminent danger of failing a class" is not a permissible reason for authorizing a reduced course load.
8. Students authorized for medical leave of absence may not be eligible for

employment while on medical leave if the problems they are experiencing severe enough to interfere with studies.

Form Completion Instructions and Processing

Information:

1. Complete the Student Information Section. Your SEVIS identification number must be written in Part I of this form or processing of your request will be delayed.
2. If Section II will be completed by your medical provider, he/she is to fax the form directly to the International and Immigrant Student Services office at 913-971-3481 and return the original to you to submit to the International and Immigrant Student Services office in Campus Center.

Medical Providers:

1. Complete the Medical Provider Statement Section.
2. Fax the form to 913-971-3481.
3. Return the original form to the student to be submitted to the MNU International and Immigrant Student Services office.

Process:

Once all required documentation has been submitted and approved by the PDSO/DSO, a new I-20 will be issued to reflect the reduced course load authorization for the requested semester/term.

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.**

ACADEMIC LOAD

Credits earned at MidAmerica Nazarene University are granted by the semester hour. Professional and Graduate students must enroll in a minimum of six semester hours per term to be considered full-time students.

GRADING SYSTEM

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

Grade	Grade Points
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	0.0
NC	0.0
INC	0.0
CR	0.0
W	0.0
AU	0.0
Y	0.0
X	0.0
IP	0.0

Graduate students must maintain a minimum cumulative 3.0 GPA.

Professional Undergraduate students must maintain a cumulative GPA of 2.0 in the major unless a higher GPA is required by their academic department. The School of Education, for example, requires a cumulative GPA of 2.75 for education majors.

A grade of “F” indicates failure and necessitates a satisfactory repetition of the course before credit can be granted. A student repeating a course will be charged at the current tuition rate.

“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. A grade of “W” is recorded when a student has withdrawn prior to the published deadline.

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 weeks, 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 weeks 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.

A grade of “IP” indicates in progress work for internships, practicums, recitals, or a research course. It is not given except to indicate that some part of the work, for good reason, has not been completed, while the rest has been completed satisfactorily. The “IP” grade must be submitted with a justification, an explanation of the work to be completed, and a deadline to complete the work within six months. An alternate grade must also be submitted.

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

SPECIAL ACADEMIC FEATURES

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 an \$80 fee. Not all directed studies carry these fees.

Requirements for enrollment in a directed study course:

1. Minimum cumulative GPA of 2.5 for professional students and 3.5 for graduate students.
2. Limitation: a maximum of six (6) semester hours in directed studies may be taken during a professional or graduate 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 six (6) professional or graduate hours at MNU.

4. The student must be enrolled in a professional or graduate 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.

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)

The CLEP Test may be used to establish credit and advanced standing for professional programs only. The University advises first-time freshmen ranking 24 and above in ACT sub-score areas to consider taking the appropriate CLEP tests. Credit will be granted based on American Council on Education 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. The CLEP tests can be used to substitute for some equivalent courses at MidAmerica Nazarene University. 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 Nazarene University. 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 consideration. A full listing of CLEP tests is maintained in the Kresge Academic Support Center.

CLEP Test	Passing Score	MNU Credit/ Equivalent	Hours Earned
Introductory Psychology	50	PSYC 1103 General Psychology	3
Human Growth & Development	50	PSYC 2513 Lifespan Development	3
College Mathematics	50	MATH 1103 Intermediate Algebra	3
College Algebra	50	MATH 1223 College Algebra	3
Precalculus	50	MATH 1355 Precalculus	3
College Composition	50	ENGL 1503 English Composition I	3
Spanish Level I	50	None	8
Spanish Level I	66 or higher	None	8
Introductory to Sociology	50	SOCI 1003 Introduction to Sociology	3
History of the US I	50	HIST 1203 US History to 1877	3
History of the US II	50	HIST 1303 US History from 1877	3

General Chemistry	50	CHEM 1104 General Chemistry I	4
General Biology	50	GNSC 1203 Principles of Biology	3
Analyzing & Interpreting	50	ENGL 2003 Introduction to Literature	3
Principles of Management	50	MGMT 3303 Introduction to Management	3
Introductory Business Law	50	MGMT 3103 & 3203 Business Law I and II	6
Principles of Marketing	50	None	3
American Literature	50	ENGL 2103 American Lit. to 1860 & ENGL 2203 American Lit. from 1860	6
English Literature	50	ENGL 2303 British Lit. to 1800 & ENGL 2403 British Lit. from 1800	6
Social Sciences & History	50	None	3
Calculus	50	MATH 1405 Calculus I	5
Info Systems & Computer Apps	50	None	3
Intro to Educational Psychology	50	None	3
Principles of Macroeconomics	50	ECON 2503 Principles of Macroeconomics	3
Principles of Microeconomics	50	ECON 2703 Principles of Microeconomics	3
CLEP Test	Passing Score	MNU Credit/Equivalent	Hours Earned
American Government	50	POLS 1103 Introduction to Politics	3
Western Civilization I	50	Upper division History	3
Western Civilization II	50	Upper division History	3
French Language	50	None	8
French Language	62 or higher	None	8
German Language	50	None	8
German Language	62 or higher	None	8 3 (12 total)

- 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.

CLEP tests and the ACT-Proficiency Examination Program (PEP) may be taken for credit toward a degree at MidAmerica Nazarene University. 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. 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 Nazarene Univeristy's CEEB Code Number is 6437.**

AP Examination	MNU Credit/Equivalent	Hours Earned
Art, History of	none	6
Art, Studio: Drawing	none	6
Art, Studio: General Portfolio	none	6
Biology	GNSC 1203 Principles of Biology & BIOL 1114 Biology I	6
Calculus AB	MATH 1405 Calculus I	3
Calculus BC		5
Chemistry	CHEM 1104 General Chemistry I	4
Computer Science AB	None	3
AP Examination	MNU Credit/Equivalent	Hours Earned
Computer Science A	None	3
Economics-Macro	ECON 2503 Principles of Macroeconomics	3
Economics-Micro	ECON 2703 Principles of Microeconomics	3
English Language and Composition	ENGL 1503 Composition I: Writing and Rhetoric	3
English Literature and Composition	ENGL 1503 Composition I: Writing and Rhetoric & ENGL 2003 Intro. to Lit.	6
Environmental Science	GNSC 3903 Environmental Biology	3
French Language	None	8
French Literature	None	6
German Language	None	8
Government & Pol, American	POLS 1103 Introduction to Politics	3
Government & Pol, Comparative	none	3
History, US	HIST 1203 US History to 1877 OR HIST 1303 US History Since 1877	3
History, American	None	6
History, European	None	6
World History	None	3
Latin: Vergil	None	6

Latin: Catullus & Horace	None	6
Music Listening & Lit.	None	6
Music Theory	None	6
Psychology	PSYC 1103 General Psych.	3
Physics B	None	6
Physics C: Mechanics	None	6
Physics C: E & M	None	6
Spanish Language	None	8
Spanish Literature	None	6
Statistics	MATH 2503 Applied Math with Statistics	3

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 examination programs approved by ACE), credit for business, professional, labor, government, and voluntary organizations' courses if recommended by ACE, and evaluation of portfolio credentials. Prior-Learning Assessment credits are neutral credits and will not count towards graduation honors. 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 a Joint Services transcript or 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. A minimum

of four (4) hours will be accepted depending on the official military transcript. 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. Information about ACE recommended credit for military training can also be found at <http://www.acenet.edu>. Students may request their joint services transcript at <https://jst.doded.mil/official.html>.

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.

ASSIGNMENT OF CREDIT HOURS

At MidAmerica Nazarene University (MNU), the assignment of credit hours conforms to commonly accepted practices in higher education. The credit hour is a unit of measure for academic achievement in higher education. The credit hour is foundational to academic credentialing. For example, to earn a bachelor's degree from MidAmerica Nazarene University (MNU), a student must complete at least 120 to 126 credit hours, as required by the specific program and detailed in the Catalog. At MNU, academic credit is always associated with courses of study, with a group of associated courses making up a coherent curriculum of study. MNU credit may be awarded for courses that are transferred in, for competencies demonstrated through examination, or for knowledge and skills acquired through life and work experience, but such credit is always accounted for as prior completion of work in a particular discipline.

The credit hour is also a unit of measure for the awarding of federal financial aid. At MNU, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is established as equivalent to, or reasonably approximates, one of the following:

- (1) one-hour of classroom or direct faculty instruction for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; OR
- (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other instructional activities as established by MNU faculty, including laboratory work, internships, practicums, studio work, directed studies, and other academic work leading toward the award of credit hours; OR
- (3) at least an equivalent amount of work as required in paragraph (1) of this definition for out-of-class instructional activities such as those listed in the Instructional Activities Inventory approved by MNU faculty; OR
- (4) when feasible, passing scores on standardized testing instruments that will document equivalent student learning across similar programs or courses with differing credit hour allocations.

MNU awards academic credit in accord with the federal definition of the credit hour. For term courses that follow the traditional academic calendar, the amount of direct faculty

instruction conforms to paragraph (1) above. Courses that include practicums and internships include less direct faculty instruction but more out-of-class student work with the total student investment of labor conforming to paragraph (2) above. Non-term courses that have shorter-than-traditional durations on the calendar may include the same amount of in-class faculty instruction and out-of-class instructional activities shortened into fewer days, or may have fewer hours of in-class faculty instruction with greater investment in out-of-class instructional activities, or may have asynchronous contact between faculty and students as in online courses, as noted in paragraph (3) above.

The actual award of credit shall be by registration on an official transcript by the MNU registrar based solely upon student performance in classes documented in the course catalog of MNU. Integrity in the awarding of academic credit is assured through the process by which courses are added to the university catalog. The academic department that is sponsoring the new course provides a description of the intended learning outcomes for the course and a justification for the amount of credit requested for the course. The justification includes the listing of in-class and out-of-class instructional activities that occur and these are listed as part of the syllabus for the course. The Curriculum Committee (or equivalent) and the Academic Affairs Committee (or equivalent) and/or the Faculty Assembly of the appropriate principal academic unit (college or school) of the university either certifies the amount of credit to be awarded for the course or requires adjustment to either the intended learning outcomes or the amount of credit to be awarded until the credit assignment is appropriate to the intended learning outcomes and the anticipated instructional activities.

PROFESSIONAL UNDERGRADUATE 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 official transcripts from the other institutions are forwarded to the Registrar at MNU within six weeks after completion of the course.

If a matriculated student sits out 45 days, 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.

Course Transfer Guidelines

1. Submit official transcripts for post graduate coursework for review. An inclusion of a syllabus may also be required
2. Requests for course transfer credit will be reviewed by the Program Director and are determined on a case by case basis
3. Transfer credits are limited to 6 credit hours for post-graduate business programs and 9 credits for post-graduate nursing programs

Transfer Students: MNU welcomes transfer students. 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 International Student section 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.

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 or from non-regionally accredited institutions on a case-by-case basis.
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. Transfer courses will be posted at the same level they were taken at. MidAmerica Nazarene University only accepts courses equivalent or comparable to those offered at MNU. Students may, in some cases, be permitted to pass a competency exam to demonstrate that a lower-division course that they are transferring to MNU was comparable in rigor to an upper-division course offered at MNU. Passing the competency exam entitles the student to enroll in another upper-division course to earn sufficient upper-division credits.
4. MNU does not generally 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. Credits earned at vocational or technical schools that are not regionally accredited generally do not transfer. A student may request that the content of their coursework from this type of school be reviewed and, if the credit is determined to be college-level, credit may be awarded or a specific program course requirement may be waived. The determination of the award will be decided by the content area expert in consultation with the Registrar.
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 formula 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.

GRADUATE TRANSFER CREDIT

Students from regionally accredited graduate programs are welcome to apply as transfer students. A maximum of twelve graduate credit hours may be accepted toward a graduate degree. Please note: Some graduate programs at MNU will accept fewer than twelve graduate courses--Please consult program handbooks for specific details. The course(s) for which transfer credit hours are requested must be judged comparable in terms of content and quality to the applicable MNU graduate course. Courses applied to a previously earned degree, diploma or certificate, are not accepted. Requests for transfer credit are reviewed following the appropriate program process.

ACADEMIC REGULATIONS

APPLICABLE CATALOG

Students graduate under the degree program requirements of the Catalog in effect at the time of matriculation, provided they graduate within the designated time frame of their program. The professional and graduate programs at MNU have varying time lengths due to the nature of the particular programs. After this stated time period or six years (whichever is earliest) has lapsed, the student must graduate under the current Catalog. Program additions or deletions required by outside agencies apply as soon as they are approved. 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. Students may to choose a more recent Catalog subject to completion of ALL requirements in the more recent Catalog.

AUDITING CLASSES

Some programs at MNU, upon payment of the fee, may allow qualified students to audit a class on a space available basis. Interested students should contact individual department chairs for permission to audit a class.

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.

Excessive absences 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 complete the enrollment process with all offices, including the Student Account Office, by the first day of class.

TRANSCRIPTS

Official transcripts are released only if all holds and financial obligations are satisfied and the student has requested the transcript through the online ordering system.

WITHDRAWAL FROM THE UNIVERSITY

OFFICIAL WITHDRAWAL: Students who find it necessary to withdraw from the university before the close of the term must complete withdrawal forms with the appropriate program advisor/staff. The form is then sent to the Office of the Registrar, the Financial Aid Office and the Cashier's Office. Please note that withdrawal may affect financial aid.

The effective date of the withdrawal will be the date on which the appropriate department office is formally notified in writing by the student of his/her intention to withdraw. The student will be placed on inactive status. Requests for return to active status (reenrollment) should be filled out using the online readmission form. Please see appropriate professional and graduate program handbook for specific processes for re-enrollment

Upon notification by the student to the appropriate graduate program personnel, the refund schedule for that program will be implemented. The refund schedule applies from the date of student notification, NOT the date of last attendance.

UNOFFICIAL WITHDRAWAL: If a student leaves the institution without notification, the institution may administratively withdraw the student from school. An unofficial withdrawal may occur when a student has failed to attend any classes for a consecutive two-week period. Professors 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.

WITHDRAWAL FROM A COURSE

Students may withdraw from a course with a "W" provided they withdraw before the final two weeks of classes. Students who find it necessary to withdraw from a course must contact their Academic Department Chair or program advisor in writing in order to withdraw from a course.

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.

Each academic program specifies the minimum academic progress necessary for continued enrollment in the program in its student handbook.

GRADE CHANGES AND GRADE APPEALS

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; or when, after consultation with the student, the appropriate department chair or school dean recommends reconsideration.

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 Vice-Provost, who will appoint an Appeals Committee for each individual case. The Committee, which consists of two (2) faculty members 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 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.

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.

IMPORTANT DEADLINES

Written appeals at the academic school level must be initiated with the Department Chair no later than 6 weeks after final course grades have been posted. Written appeals to the Dean (and University Appeals Committee) must be made within 7 working days after the final decision of the academic school. The entire grievance process must be completed no later than 12 weeks after final course grades have been issued. Untimely grade grievances will not be considered.

ACADEMIC (NON-GRADE) GRIEVANCE

If a professional or graduate student deems it appropriate to appeal an academic decision (for example - probation from an academic program, dismissal from an academic program, academic integrity decision, etc.), the following steps must be followed:

Communicate and seek to resolve the situation with the professor concerned.

If the student does not accept the resolution proposed by the professor, an appeal may be made in writing to the Department Chair. Grievance forms are available in the individual departments and the Registrar's Office. The written appeal must specify both the complaint and the action requested. The written appeal form must be filed with the department no later than six (6) weeks after the beginning of the next full semester.

If the student does not accept the resolution proposed by the Department Chair, the student may advance their grievance to the School Dean within three (3) working days who will review the petition and discuss the matter with the Department Chair. The Dean will then make a recommendation. If the student does not accept the recommendation, the student may advance their appeal within three (3) working days to the Vice-Provost who will convene a university appeals committee.

The Committee, appointed by the Vice-Provost, shall consist of two (2) faculty members not assigned to the academic school and one (1) student. The committee may at its discretion summon evidence pertinent to the appeal and question persons involved. The committee will provide a hearing for the student and/or faculty member to present their position and evidence. Neither student nor faculty is allowed to bring in attorneys or outside persons or counsel. The burden of proof lies with the student filing the appeal to demonstrate that the academic decision made was clearly unfair. A written summary of the proceedings and of the rationale for the decision shall be provided to the grievant, the person alleged to be the offender, the department chair, the Vice-Provost, and the Provost.

ACADEMIC EXCEPTIONS COMMITTEE

Students who wish to petition for an exception from an academic regulation or policy of MidAmerica Nazarene University may file an Academic Exceptions petition with the Registrar. Supporting recommendations from faculty or other sources, as well as evidence of mitigating circumstances, may be submitted with the petition. The Registrar distributes the request, and supporting documentation if needed, to the Academic Exceptions Committee.

GRADUATION CLEARANCE

Each candidate for a degree is responsible for meeting all requirements for graduation and applying for graduation during the penultimate term of the year of graduation. The academic department approves the courses designed to meet academic degrees and programs. The Office of the Registrar reviews all other requirements, including semester-hour totals and minimum GPA.

All requirements for each degree and program including standardized assessment exams must be met while earning a degree and prior to the conferral date of that degree.

1. All degree requirements for specific programs as listed in the Professional & Graduate 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, and the Office of the Registrar
4. Any “incompletes” in courses to be counted toward graduation requirements must be cleared one month prior to graduation
5. Participation in commencement is open to candidates who are completing, have, or will have completed all requirements prior to the end of the summer term or who meet the academic department’s criteria for participating in graduation

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.

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 in working out the necessary financial arrangements for keeping current in the responsibilities for their student account.

While many professional students pay the full amount of university costs at the time of registration each term, payment plans are available if a student is unable to pay all costs at registration.

Payment Plans: Payments may be made by course or monthly payments may be arranged by contacting the Student Accounts Office at (913) 971-3504.

Other policies are also in effect:

1. Transcripts will not be released until all accounts have been paid in full and University administered 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.
2. Graduating students must have their accounts paid in full before participating in graduation exercises, receiving diplomas and official transcripts.
3. All financial aid must be applied to the account balance before the student receives credit balances.
4. 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.
5. Books and supplies cannot be charged on the student account unless using a voucher approved by Student Financial Aid Services. See the Office of Student Financial Aid Services for more information.

TUITION AND FEES

Costs for professional & graduate programs are determined each year and include tuition and fees. Please examine the appropriate program Handbook for the current tuition costs. You can also contact the Professional and Graduate Studies Admissions office at 913-971-3877

REFUND SCHEDULE

Upon notification by the student to the appropriate professional program personnel, the refund schedule for that program will be implemented. The refund schedule applies from the date of student notification, NOT the date of last attendance.

FEDERAL TITLE IV REFUND POLICY

These refund policies conform to the requirements of the Higher Education Act Amendments of 1998. Based on the federal calculation (Return to Title IV), 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. The federal refund is calculated using the last date of attendance.

STUDENT FINANCIAL AID SERVICES

MidAmerica Nazarene University offers a limited range of financial assistance in the form of scholarships and loans to as many professional students as its own and federal funds allow.

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 Aid 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.

QUALIFYING FOR FINANCIAL AID

Most students attending MNU qualify for some form 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 three.

APPLYING FOR FINANCIAL AID

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

1. Submit the FAFSA. Apply online at www.fafsa.gov. Our federal school code is **007032**.
2. Apply for admission to the program of choice. Students may complete their application at <http://www.mnu.edu/graduate.html>. Please follow the links to the program of choice.
3. Students may be required to submit additional documents to verify FAFSA information. The student will be contacted concerning necessary documentation.

General Information for all Professional and Graduate Studies Students:

- The FAFSA applies to the fall, spring and summer terms for an aid year. Typically the student will be required to complete two or more different aid year FAFSAs during the course of a program.
- Graduate students must be enrolled for a minimum of 3 hours per term to be eligible for financial aid.
- Undergraduate students must be enrolled for a minimum of 6 hours per term to be eligible for financial aid. These classes need not be in the module, but must be within

the same term.

- MNU is a member of the National Student Clearinghouse, to which enrollment information is reported on the 10th of each month. In most cases, the student will not need to complete a student deferment form.
- After the first term of enrollment, both undergraduate and graduate students must maintain Satisfactory Academic Progress (SAP). To pass SAP, graduate students must have a cumulative GPA of 3.0 or higher and undergraduate students must maintain a cumulative GPA of 2.0 or higher. All students must complete at least 66.667% of the classes they attempt. Evaluations are completed after each term or payment period. Explanation of Satisfactory Academic Progress is explained below.
- All records are held in strict confidence. No file is available for public use unless authorization is received in writing from the student.

SATISFACTORY ACADEMIC PROGRESS (SAP)

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 66.667% 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, INC, or W are included in the number of attempted credit hours. Developmental 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. Developmental courses are included in the calculation of completed credit hours.

At the end of each term or payment period, we will monitor the cumulative GPA of our students. Graduate students must maintain a minimum cumulative 3.00 GPA. Undergraduate students must maintain a minimum cumulative 2.00 GPA.

Students who do not meet the SAP requirements at the time of evaluation will be placed on a term or payment period of financial aid warning by the office of Student Financial Aid Services. If students fail to meet the SAP requirements following the warning payment period, they will be placed on financial aid probation and considered ineligible for federal and state aid.

Students are able to view the complete policy as well as the appeals procedure online at <http://www.mnu.edu/financial-aid.html>.

FINANCIAL AID WARNING AND PROBATION

First time students in MNU's Professional Programs who do not meet the qualitative requirement at the time of evaluation for their first payment period, will be placed on a term or payment period of financial aid warning. If students fail to meet the SAP requirements following the warning payment period, they will be placed on financial aid suspension and considered ineligible for federal and state aid (loans and grants).

Appeal Process

Extenuating circumstances may warrant an exception to this policy. Students must file a letter of appeal and include an explanation of the circumstances and how the circumstances have changed for the coming term with the supporting documentation to the Office of Student Financial Aid Services. The letter of appeal must be filed within 14 days of notification of loss of financial aid. The appeal must include student name, social security number and must also be signed. The letter of appeal may be presented via fax to (913) 971-3482, through the regular postal mail system, or in person.

The committee will review the appeal and provide a written response to the student within five business days of the committee meeting. If the appeal is approved and the student will have no or little chance to meet requirements during the warning payment period, the committee will (in consultation with the student and an academic representative) set up an academic plan enabling the student to progress over one or more terms or payment periods to regain eligibility. A student who does not meet the requirements of the plan will then be deemed ineligible for further federal and state financial aid until the time they do meet eligibility.

Extenuating circumstances that will be seriously considered include the following:

- Death of a family member
- Extreme illness or injury of a family member
- Personal illness or injury
- Other unusual/extreme hardship causing your lack of success
- Students are allowed one appeal during a 12 month period and federal law states that an appeal cannot be granted for the same circumstance in two consecutive payment periods.

The decision of the committee is final. The committee will not re-consider the appeal unless there is new data or documentation to be considered.

Reinstatement

Students may be reinstated and regain their financial aid eligibility once they are within the standards set forth by the Satisfactory Academic Progress policy. Students may not be paid

retroactively for periods in which they failed to maintain satisfactory academic progress.

***If students fail to meet the SAP requirements as stated in the policy, they will no longer be eligible for federal and state funds. The office of Student Financial Aid Services will notify affected students in writing regarding the loss of their eligibility. The notification will include the necessary requirement(s) needed to regain their eligibility, and will also inform them of the appeal process.

How to apply for Financial Aid

- Complete the FAFSA information for the appropriate aid year at www.fafsa.ed.gov. Contact Student Financial Aid Services to determine which year's FAFSA to use. It will be based on the date your program begins. If you have not completed a new FAFSA ID (replaces the old Federal PIN system), you can select "Create an FSA ID" from the FAFSA page to electronically sign your FAFSA.
- Send FAFSA results to MNU by entering the MNU federal school code 007032 onto FAFSA.
- Look for and respond to an instructional email that is then sent to the email address on your FAFSA. MNU begins awarding approximately 30 days prior to program start.
- Be sure to Accept/Decline/Modify each individual offered award on-line and complete all requirements listed on your Self-Service Banner account. Instructions will be in the email sent to you.
- Financial aid must be complete and ready to go prior to starting your program. If it is not, you may be required to make a down payment at convocation or the first night of class, whichever is earlier.
- Contact Student Financial Aid Services at 913-971-3298, or finaid@mnu.edu with your anticipated program and start date if you have not applied for admission when completing the FAFSA.

FINANCIAL AID PROGRAMS AVAILABLE

Students who already have obtained their first bachelor degree are eligible for student loans (Direct Stafford Loans), but not for federal and state grants. Graduate Students are only eligible for unsubsidized Direct Stafford Loans. Students in default on previous student loans are not eligible for financial aid.

Federal Aid

Federal Pell Grant – Awarded to students seeking their first bachelor's degree who demonstrate a high financial need. Students must be full-time to receive their full Pell grant award but may receive a pro-rated amount if part-time.

Federal Supplemental Education Opportunity Grant (SEOG) – Awarded to Pell recipients showing strong financial need.

Federal Direct Subsidized Stafford Loan – Awarded to students who demonstrate financial need. A student must be enrolled at least half-time to be eligible. The interest is subsidized by the Department of Education while the student is enrolled on a half-time or greater basis. 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 \$50 per month is required but payments are based on the amount of loan borrowed and are generally higher. Standard repayment terms 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 \$50 per month is required but payments are based on the amount of loan borrowed and are generally higher. Standard repayment terms are based on a 10 year repayment plan.

Federal (PLUS) – Available to graduate students and parents of undergraduate students regardless of income. Borrowing is limited 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 borrowers 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.

State Aid

Kansas Scholarship Programs – include the Kansas State Scholarship, the Nursing Service Scholarship, the Minority Scholarship, and the Teacher Service Scholarship. A separate application is required for these scholarships. The applications may be obtained from the MNU Student Financial Aid Services Office, or your high school counselor and must be completed each year by May 1. Online application site is www.kansasregents.org/scholarships_and_grants.

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 dates are set to begin approximately three (3) weeks for graduate and two (2) weeks for undergraduates after the start of each payment period or term. First-time MNU students will not receive a financial aid disbursement until all Financial Aid and Admissions requirements are satisfied.

OTHER SCHOLARSHIPS

TEACH Grant Program

Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to \$4,000 per year to full-time students who intend to teach in an elementary or secondary school that serves students from low-income families. Professional Graduate students may be eligible for a maximum total of \$8,000. Undergraduate students

may be eligible for a maximum of \$16,000.

Student Eligibility Requirements

To receive a TEACH Grant you must meet the following criteria:

- Complete the Free Application for Federal Student Aid (FAFSA), although you do not have to demonstrate financial need.
- Be a U.S. citizen or eligible non-citizen.
- Be enrolled in coursework that is necessary to begin a career in teaching or plan to complete such coursework.
- Meet certain academic achievement requirements:
 1. Scoring above the 75th percentile on a college admissions test(s): ACT, SAT, or GRE or
 2. Graduate from high school (or transfer to MNU) with a cumulative GPA of at least 3.25 on a 4.0 scale. This cumulative GPA must be maintained throughout the academic program for which you are awarded the TEACH Grant.
 3. Professional Graduate students must have a 3.25 GPA from their undergraduate program. This cumulative GPA (both graduate and undergraduate), must be maintained throughout the academic program for which you are awarded the Teach Grant.
- Complete TEACH Grant counseling for each aid year: <https://teach-ats.ed.gov/ats/index.action>
- Sign a TEACH Grant Agreement to Serve each year (see below for more information on the TEACH Grant Agreement to Serve).

Service Obligation

In exchange for receiving a TEACH Grant, you must agree to serve as a full-time teacher in a high-need field in an elementary or secondary school that serves low-income students (see below for more information on high-need fields and schools serving low-income students). As a recipient of a TEACH Grant, you must teach for at least four academic years within eight calendar years of completing the program of study for which you received a TEACH Grant. You must be a highly-qualified, full-time teacher as defined by the U.S. Department of Education. A full-time teacher of a high-need field is one who spends the majority (at least 51%) of time teaching in one of the high-need subject areas. Most elementary teachers will not be eligible due to this 51% requirement. Schools serving low-income students include any elementary or secondary school that is listed in the Department of Education's Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits. To access the Directory, please go to <https://www.tcli.ed.gov/CBSWebApp/tcli1TCL/PubSchoolSearch.jsp>.

Failure to Complete the Service Obligation

IMPORTANT: If you fail to complete this service obligation, all amounts of TEACH Grants that you received will be converted to a Federal Direct Unsubsidized Stafford Loan. You must then repay this loan to the U.S. Department of Education. You will be charged interest from the date the grant(s) was disbursed.

MIDAMERICA NAZARENE UNIVERSITY DESIGNATED ELIGIBLE PROGRAMS

Undergraduate:

- Elementary Education

Graduate:

- Special Education
- MED with Emphasis in ESOL
- MED in Teaching and Learning
- MED in Technology Enhanced Education
- MED with Emphasis in Reading Instruction

Degree Programs

MidAmerica Nazarene University offers the Associate of Arts in Business, Bachelor of Arts in Applied Organizational Leadership, Bachelor of Arts in Elementary Education, Bachelor of Science in Nursing, and Master of Arts in Counseling, Master of Arts, Master of Business Administration, Master of Education, Master of Science in Management, and Master of Science in Nursing degree programs. Post-master's certificate programs are also offered in a variety of fields.

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.

Professional Degree Programs

School of Business

Degrees

Accelerated Associate of Arts in Business (AA)

Bachelor of Arts in Applied Organizational Leadership (AOL)

School of Education

Degrees

Bachelor of Arts in Elementary Education (AEE)

School of Nursing

Degrees

Registered Nurse to Bachelor of Science in Nursing (RN-BSN)

Accelerated Bachelor of Science in Nursing (ABSN)

Graduate Degree Programs

School of Behavioral Sciences and Counseling

Degrees and Certificates

Master of Counseling (MAC)

Play Therapy Certificate

Sexual Addictions Therapy Provider Certificate

School of Business

Degrees

Master of Business Administration (MBA)

Master of Science in Management (MSM)

Master of Science in Nursing & Master of Business Administration Dual Degree Program (MSN/MBA)

School of Education

Degrees and Certificates

Master of Education Reading Specialist
Master of Education ESOL
Master of Education Technology-Enhanced Teaching Emphasis
Teaching English as a Foreign Language
Teaching Online
Elementary Education Certificate for Licensure

School of Nursing and Health Science

Degree

Master of Science in Nursing (MSN)
Master of Science in Nursing & Master of Business Administration Dual Degree Program (MSN/MBA)
Post-Master's Certificate in Healthcare Administration
Post-Master's Certificate in Nursing Education
Post-Master's Certificate in Public Health
Post-Master's Certificate in Quality Management

COURSE NUMBERING

Course numbers are designed for student, faculty, and administrative use in degree programs. The first digit indicates the degree-level at 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 "6" or above are graduate level.

SCHOOL OF BEHAVIORAL SCIENCES AND COUNSELING

Todd Frye, Ph.D.
Dean



- Department of Behavioral Sciences
- Department of Graduate Studies in Counselor Education
- Play Therapy Certification
- Sexual Addictions Treatment Provider Certification

SCHOOL OF BEHAVIORAL SCIENCES AND COUNSELING

The School of Behavioral Sciences and Counseling at MidAmerica Nazarene University strives to train and equip both undergraduate and graduate students to face the challenging world of behavioral health, psychology, counseling, sociology, and criminal justice. Our diverse programs and experienced faculty provide numerous opportunities for students to actively engage these disciplines. Specific emphasis on the acquisition of essential knowledge and the development of required skills and dispositions is essential to our core mission.

Our undergraduate programs seek to train students for direct entry into the job market and to successfully compete for further study in graduate programs. Our major areas of study include: **Psychology, Sociology, and Criminal Justice**. As our world shifts due to more technological connection, exposure to diverse people groups, and increased pace of change we emphasize the core attributes of:

- Strong critical thinking skills
- Excellence in writing and verbal communication
- Empathic engagement with human need and suffering
- Flexible knowledge base
- Engaged Christian worldview

The Graduate Studies in Counselor Education Department offers 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 is nationally accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) and has four specialty tracks for students. The tracks include:

- Clinical Mental Health Counseling
- School Counseling
- Marriage, Couple, and Family Counseling
- Spiritual Formation and Counseling

The graduate studies department also includes advanced training for those who have completed graduate school and wish to receive specialty instruction in the areas of sexual addictions and play therapy. Both established and recently graduated professionals can obtain the following designations:

- **Certificate in Play Therapy** (meets requirements for the Registered Play Therapist credential)
- **Certificate in Sexual Addictions Treatment Provider**

Department of Graduate Studies in Counseling

Course Offerings: Counseling, Play Therapy, Sexual Addictions Treatment Provider

Statement of Mission:

The Master of Arts in Counseling Program is dedicated to training clinically competent counselors who are able to integrate faith and practice into a strong counselor identity. We seek to develop compassionate and self-aware professionals who are ethically and culturally sensitive life-long learners.

FACULTY

TODD FRYE, Dean, School of Behavioral Sciences and Counseling, 2015-
Professor of Counseling; Chair, Department of Graduate Studies in Counseling, 2007-
B.S., Psychology, Northwest Nazarene University, 1992 M.Ed., Northwest Nazarene
University; Ph.D., Idaho State University

TRICIA BROWN, Professor of Counseling, 2009-
B.A., Central Washington University; M.Ed., Whitworth College; Ph.D., Idaho State
University.

AMY CAIN, Adjunct Professor of Counseling, 2012-
B.S., Missouri State University, 1998; M.A., MidAmerica Nazarene University, 2007.

REBECA CHOW, Assistant Professor of Play Therapy, 2010-
B.A., Universidad Autonoma de Centroamerica; M.A., University of Missouri-Kansas City.

MARY FRY, Associate Professor of Counseling, 2009-
B.A., University of Missouri; M.S., Baylor University; Ph.D., Regent University.

ACHA GORIS, Assistant Professor of Counseling, 2013-
B.A., Wesley International Bible College; M.A., Theological College of Northern Nigeria;
M.A., Cincinnati Christian University; Ed.D., University of Cincinnati.

TAYLOR JOHNSON, Assistant Professor of Counseling, 2015
B.A. MidAmerica Nazarene University; M.A. MidAmerica Nazarene University

BRENT MOORE, Assistant Professor of Counseling, 2012-
B.A., MidAmerica Nazarene University; M.A., Wheaton College; Ph.D., Walden University.

ELIZABETH RUSSELL, Adjunct Professor of Counseling, 2015-
B.A. Biblical Studies, American Christian College and Seminary, 2003; M.A. Counseling,
MidAmerica Nazarene University 2008; M.A. Organizational Administration, MidAmerica
Nazarene University, 2005

ANDREW SECOR, Assistant Professor of Counseling, 2013-
B.A., MidAmerica Nazarene University; M.A., MidAmerica Nazarene University.

MASTER OF ARTS IN COUNSELING

Objectives:

The Master of Arts in Counseling degree is part of MidAmerica Nazarene University's Counselor Education Department. The Master of Arts in Counseling program incorporates a high level of scholarship with real-world application, supervision of clinical work and a Christian worldview oriented toward integrating faith and practice. An overarching goal of our program is to first train you how to be a professional counselor and then to allow you to choose an area of emphasis. The four areas of emphasis include marriage, couple and family counseling, clinical mental health counseling, school counseling, and spiritual formation and counseling. Students are prepared to work in a variety of work settings depending on their areas of emphasis such as schools or universities, community agencies, hospitals, churches, private practices, or employee assistance programs.

The program is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. In addition, the Masters of Arts in Counseling Program for school counseling, clinical mental health counseling, and marriage couple and family counseling is professionally accredited by the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP).

REQUIREMENTS FOR THE MAC DEGREE

Core Courses

COUN 6193	Counselor Orientation & Ethics	3
COUN 6213	Lifespan Development	3
COUN 6223	Theories of Counseling	3
COUN 6313	Family Counseling	3
COUN 6323	Group Counseling	3
COUN 6413	Psychodiagnosis	3
COUN 6423	Multicultural Counseling	3
COUN 6433	Helping Skills For Counselors	3
COUN 6512	Childhood & Adolescent Counseling	2
COUN 6613	Individual & Family Assessment	3
COUN 7611, 7621, 7631, or 7641	Advanced Theories (Choose 1)	1
COUN 6623	Career Counseling	3
COUN 6713	Research for Counselors	3
COUN 6723	Addictions Counseling	3
	Specialty track coursework	<u>21</u>
		60 hours

COUN 6193: COUNSELOR ORIENTATION & ETHICS

This course summarizes the profession of counseling and its unique identity and contribution within the overall helping profession. Included in this review will be its history, standards, professional organizations, accreditation, credentialing, certification, and licensure. Students will also be introduced to the 8 CACREP core areas that form professional counselors in training. Ethics of the profession, including issues, legal aspects and decision-making

processes will also be thoroughly covered. Special consideration will be given to ethical issues in working with diverse populations

COUN 6213: LIFESPAN DEVELOPMENT

This course is an examination of theoretical constructs related to the development process and developmentally based behavior patterns across the entire lifespan. The course will also examine accepted theories and current research in learning theory and behavior.

COUN 6223: THEORIES OF COUNSELING

This course is a critical analysis of selected classical and contemporary theories in counseling, with examination of each theory's history, philosophy, forms of interventions and desired outcomes. Special attention will be given to unique cultural considerations as each theory is analyzed.

COUN 6313: FAMILY COUNSELING

This course is an introduction to the history and application of family systems counseling and the broad range of family theories that have been used within the tradition of family counseling. The students will be able to identify and understand assessment techniques, intervention strategies, and resources needed to support families. Unique family characteristics, such as ethnic and cultural considerations will also be reviewed to highlight the diversity that exists within families.

COUN 6323: GROUP COUNSELING

This course introduces students to group dynamics, group leadership, and group techniques as they pertain to different group therapy contexts. Dual emphasis is placed on dynamics of group behavior and practical application of group counseling.

COUN 6413: PSYCHODIAGNOSIS

This course is an introduction to clinical diagnostic criteria and related clinical assessment strategies utilizing the diagnostic criteria outlined in the Diagnostic and Statistical Manual for the assessment of mental and emotional disorders.

COUN 6423: MULTICULTURAL COUNSELING

This course is an examination of philosophical assumptions of multiculturalism; ethical considerations related to multiculturalism; individual, family, and group strategies with diverse populations; multicultural and pluralistic trends; identity development models; and indigenous counseling approaches.

COUN 6433: HELPING SKILLS FOR COUNSELORS

This course introduces students to the development of essential listening skills for counseling effectiveness, including an in depth look at principles and procedures of individual counseling and process models. This course includes the use of required video recording counseling interviews and role-plays.

COUN 6512: CHILDHOOD & ADOLESCENT COUNSELING

This course introduces students to the knowledge and skills needed to work effectively with children and adolescents. Emphasis will be placed on the role of play, art, and other creative forms of therapy to therapeutically enhance and match the needs of this distinct population.

COUN 6613: INDIVIDUAL & FAMILY ASSESSMENT

This course encompasses the types, uses, and basic psychometrics involved in individual and family testing and assessment. Validity, reliability, and program evaluation concepts are covered, and students are introduced to elementary statistical concepts important to test interpretation and understanding test reviews.

COUN 6623: CAREER COUNSELING

This course reveals the basic principles, theories, and practices of career counseling with an emphasis on career choices over a life span. Students will gain exposure to the methods used to deliver career counseling services to individual, school, and organizational populations.

COUN 6713: MULTICULTURAL COUNSELING

This course is an examination of philosophical assumptions of multiculturalism; ethical considerations related to multiculturalism; individual, family, and group strategies with diverse populations; multicultural and pluralistic trends; identity development models; and indigenous counseling approaches.

COUN 6723: ADDICTIONS COUNSELING

This course covers all forms of addiction, with special attention to drug and alcohol addictions. Students will understand the basics of addictions by understanding its impact on individuals, families, and society as a whole. Common treatment philosophies and interventions for working with addicts will also be included.

Students will choose ONE of the following advanced theories courses:

COUN 7611: ADVANCED THEORIES PSYCHODYNAMIC

This is an advanced theory course that offers the student an opportunity to further explore the theoretical framework and application of psychodynamic psychotherapy. Students who attend this course will leave with a greater understanding of how to integrate psychodynamic therapy into their work with clients throughout their internship experience.

COUN 7621: ADVANCED THEORIES EXPERIENTIAL/ATTACHMENT

This is an advanced theory course that offers the student an opportunity to further explore the theoretical framework and application of Experiential/Attachment based theory. Students who attend this course will leave with a greater understanding of how to integrate Experiential/Attachment based therapies into their work with clients throughout their internship experience.

COUN 7631: ADVANCED THEORIES COGNITIVE BEHAVIOR

This is an advanced theory course that offers the student an opportunity to further explore the theoretical framework and application of cognitive behavioral therapy. Students who attend this course will leave with a greater understanding of how to integrate cognitive behavioral therapy into their work with clients throughout their internship experience.

COUN 7641: ADVANCED THEORIES POST MODERN

This is an advanced theory course that offers the student an opportunity to further explore the theoretical framework and application of post modern brief therapies. Students who attend this course will leave with a greater understanding of how to integrate post modern brief therapies into their work with clients throughout their internship experience.

CLINICAL MENTAL HEALTH SPECIALTY

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context.

In addition to the Master of Counseling core courses that all students must take, students who select a focus in Clinical Mental Health will also complete the following courses:

COUN 6143: FOUNDATIONS OF MENTAL HEALTH COUNSELING

This course is designed to be an introduction to the field of Clinical Mental Health counseling, helping students develop a general understanding of the roles and identity of a counselor and ethical, legal, and administrative issues that counselors may encounter. In addition, students will explore historical, sociological, and philosophical trends in mental health counseling.

COUN 6321: CLINICAL MENTAL HEALTH CONSULTATION

This course focuses on consulting approaches in a multicultural environment. Students will study the nature of consultation with clients/participants and the process of consultation in mental health counseling settings.

COUN 6523: PREVENTION & INTERVENTION IN MENTAL HEALTH

This course is designed to educate students in mental health prevention and intervention in a multicultural society with special emphasis on emergency management and crises response.

COUN 6563: PRACTICUM IN MENTAL HEALTH COUNSELING

This course combines supervision, class work, and the practical utilization and critique of individual and group counseling techniques learned in Helping Skills in Counseling. These will be demonstrated through fieldwork, case conferences, and student video recordings. This course is taught using a group supervision model with no more than 12 students.

COUN 7622: MENTAL HEALTH INTERNSHIP LEVEL I

Counseling internship is designed to facilitate refinement of counseling and interviewing skills and the development of new skills. Through closely supervised one-to-one and group counseling experiences, the student can expand counseling techniques, intervention and interpersonal relationship skills with opportunities to experience direct and specific feedback from the supervisors through video and/or audio recording and direct supervision. The focus of the field component of the course is to provide students with the opportunity to practice counseling skills in a supervised setting.

COUN 7723: MENTAL HEALTH INTERNSHIP LEVEL II

Counseling internship is designed to facilitate refinement of counseling and interviewing skills and the development of new skills. Through closely supervised one-to-one and group counseling experiences, the student can expand counseling techniques, intervention and interpersonal relationship skills with opportunities to experience direct and specific feedback from the supervisors through video and/or audio recording and direct supervision. The focus of the field component of the course is to provide students with the opportunity to practice

55 CLINICAL MENTAL HEALTH SPECIALTY

counseling skills in a supervised setting.

COUN 7823: MENTAL HEALTH INTERNSHIP LEVEL III

This course will be the concluding piece of supervised curricular experience, integrating professional knowledge, advanced clinical skill development, and interventions for mental health

COUN 7863: MENTAL HEALTH ISSUES & ADVOCACY

This course is designed to further enhance students' learning about specific issues and advocacy in mental health. Issues such as racism, discrimination, and poverty experienced by various multicultural groups will be addressed. Students will be given the opportunity to participate in advocacy projections at the local and/or national level.

SCHOOL COUNSELING SPECIALTY

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all P–12 students. Students are expected to meet both CACREP and Kansas Department of Education (KSDE) standards.

Students who do not have a Kansas professional teachers license are required to complete a parallel pathway design that includes two additional 3 credit hours (*COUN 7133: Elementary Field Experience* and *COUN 7123: Secondary Field Experience*). These classes meet the requirements by the Kansas Department of education to be licensed as a school counselor. For those students who wish to work in Missouri, the Missouri Department of Education will reciprocate once all Kansas requirements are met.

In addition to the Master of Counseling core courses that all students must take, students who select a focus in School Counseling will also complete the following courses:

COUN 6133: FOUNDATIONS OF SCHOOL COUNSELING

This course is an introduction to the profession of school counseling from K-12. The course will cover the history, philosophy and trends in school counseling. Basic understanding of the role and functions of a school counselor as a collaborator and leader will be covered. Importance will be placed on the school counselor as they interact within the school, family, and community context.

COUN 6311: SCHOOL COUNSELING CONSULTATION

This course focuses on consulting approaches in a multicultural environment. Students will study the nature and process of consultation with students, parents and other professionals in the school environment.

COUN 6593: SCHOOL COUNSELING ISSUES

This course covers basic issues that effect student personal, social, and academic functioning within a multicultural society. Students will learn school counseling guidance skills needed for prevention and ongoing intervention in response to student issues. Special attention will be given to how school counselors collaborate with school, family, and community resources.

COUN 6553: PRACTICUM IN SCHOOL COUNSELING

This course combines supervision, class work, and the practical utilization and critique of individual and group counseling techniques learned in Helping Skills in Counseling. These will be demonstrated through fieldwork, case conferences, and student video recordings. This course is taught using a group supervision model with no more than 12 students.

COUN 7612: SCHOOL COUNSELING INTERNSHIP LEVEL I

This course is a distinctly defined, post practicum, supervised curricular experience intended to enable students to refine and enhance basic counseling skills, develop more advanced counseling interventions, and integrate professional knowledge and skills appropriate to initial professional placement as a school counselor.

COUN 7713: SCHOOL COUNSELING INTERNSHIP LEVEL II

This course continues the curricular experience intended to enable students to refine and enhance more advanced counseling skills, counseling interventions, and integrate professional knowledge and skills appropriate to professional placement as a school counselor.

COUN 7813: SCHOOL COUNSELING INTERNSHIP LEVEL III

This course will be the concluding piece of supervised curricular experience, integrating professional knowledge, advanced clinical skill development, and interventions for school counseling

COUN 7853: SCHOOL COUNSELING PROGRAM DEVELOPMENT

This course introduces students to current state and national school counseling program models, development, implementation, measurement and evaluation. Attention will also be placed on programming interventions and how these are coordinated within the school system. Students will be given the opportunity in this course to be a part of designing a school counseling program.

Note: As stated above the Kansas Department of Education requires students who do not have a Kansas professional teaching license to take two additional field experience classes. Course descriptions are listed below:

COUN 6173: ELEMENTARY FIELD EXPERIENCE

The purpose of this 40-clock hour field experience is to explore the roles of school counselors, classroom teachers, and the systems and services available in elementary school. The field experience provides an opportunity for students to perform a variety of professional activities that regularly employed staff members in public school settings are expected to know and perform. Graduate students are placed in schools in which site supervisors (classroom teachers) are interested in, and committed to, providing a quality training experience. This experience is a requirement for students in the graduate school counseling program who are not licensed teachers in Kansas.

COUN 6183: SECONDARY FIELD EXPERIENCE

The purpose of this 40-clock hour field experience is to explore the roles of school counselors, classroom teachers, and the systems and services available in secondary school. The field experience provides an opportunity for students to perform a variety of professional activities that regularly employed staff members in public school settings are expected to know and perform. Graduate students are placed in schools in which site supervisors (classroom teachers) are interested in, and committed to, providing a quality training

experience. This experience is a requirement for students in the graduate school counseling program who are not licensed teachers in Kansas.

Note: At the completion of the program, students apply for an Initial School Specialist license (school counseling), and have two years before they need to apply for a Professional School Specialist license. Those who have followed the Direct Entry path (without a professional teaching license) need to complete two semesters of university supervision. MNU offers this supervision experience.

MARRIAGE, COUPLE AND FAMILY COUNSELING SPECIALTY

Students preparing to work as marriage, couple, and family counselors are expected to possess the knowledge, skills, and practices necessary to address a wide variety of issues in the context of relationships and families.

In addition to the CACREP common core curricular objectives, students will learn the following:

COUN 6153: SYSTEMATIC FOUNDATIONS AND FAMILY ISSUES

This course is an advanced study of systems theory and research as it applies to the family. Issues that affect the family, such as substance abuse, physical/emotional abuse, divorce and remarriage, discrimination and bias, grief and loss, and societal trends will be explored as they relate to family adjustments across the life cycle stages. Students will acquire the knowledge to assess individuals and family problems as they exist within the context of their system and be able to identify core issues and treatment strategies that are consistent with this view.

COUN 6331: MARRIAGE, COUPLE & FAMILY CONSULTATION

This course focuses on consulting approaches in a multicultural environment. Students will study the nature of consultation with clients/participants and the process of consultation in marriage, couple, and family counseling settings.

COUN 6533: COUPLE COUNSELING

This course focuses on couple issues and their impact on families and society as a whole, as well as multiple theories, strategies, and preventative approaches used in couple's counseling. Special emphasis will be placed on issues of couple functioning as they relate to sexuality, life-cycle dynamics, family of origin and intergenerational influences, culture, socioeconomic status, and belief systems.

COUN 6573: PRACTICUM IN MARRIAGE, COUPLE, & FAMILY COUNSELING

This course combines supervision, class work, and the practical utilization and critique of individual and group counseling techniques learned in Helping Skills in Counseling. These will be demonstrated through fieldwork, case conferences, and student video recordings. This course is taught using a group supervision model with no more than 12 students.

COUN 7632: MARRIAGE, COUPLE, AND FAMILY INTERNSHIP LEVEL I

Counseling internship is designed to facilitate refinement of counseling and interviewing skills and the development of new skills. Through closely supervised one-to-one and group counseling experiences, the student can expand counseling techniques, intervention and interpersonal relationship skills with opportunities to experience direct and specific feedback from the supervisors through video and/or audio recording and direct supervision. The focus of the field component of the course is to provide students with the opportunity to practice counseling skills in a supervised setting.

COUN 7733: MARRIAGE, COUPLE, AND FAMILY INTERNSHIP LEVEL II

Counseling internship is designed to facilitate refinement of counseling and interviewing skills and the development of new skills. Through closely supervised one-to-one and group counseling experiences, the student can expand counseling techniques, intervention and interpersonal relationship skills with opportunities to experience direct and specific feedback from the supervisors through video and/or audio recording and direct supervision. The focus of the field component of the course is to provide students with the opportunity to practice counseling skills in a supervised setting.

COUN 7833: MARRIAGE AND FAMILY INTERNSHIP LEVEL III

This course will be the concluding piece of supervised curricular experience integrating professional knowledge, advanced clinical skill development, and interventions, of marital, couple and family counseling.

COUN 7873: FAMILY EDUCATION EXPERIENCE

This course is designed to expose students to a variety of family education materials that will assist the student in supporting families throughout their life-cycle stages. Emphasis will be given to different types of parent education along with opportunities to participate in delivering family education material. Emphasis will also be given to preventative approaches to family dysfunction and other family related barriers. Supervision and support will be provided as a part of this experience.

SPIRITUAL FORMATION AND COUNSELING SPECIALTY

For students who want to practice as counselors within a church or church related setting, the spiritual formation and counseling specialty will give students the professional knowledge and skills necessary to integrate faith and counseling.

In addition to the CACREP common core curricular objectives, students will learn the following:

COUN 8033: FOUNDATIONS OF CHRISTIAN FAITH AND COUNSELING

This course provides the student with an introduction to the theoretical, conceptual and practical issues involved in the integration of faith and counseling. Students will be exposed to different models of integration through a critical analysis of the philosophical and theological framework of understanding the intersection of counseling, psychopathology, and the process of change.

COUN 6543: SPIRITUAL AND RELIGIOUS INTERVENTIONS IN COUNSELING

This course examines the role of religion and spirituality and spiritual formation in counseling. We address how to respond ethically and wisely to clients' and their spiritual/religious concerns as they arise in the counseling process. The topics of healthy and unhealthy spirituality, spiritual development, spiritual/religious assessment and interventions, coping with crisis and trauma, and forgiveness will be explored. Further, we explore collaboration with clergy, clinicians, and other members of faith communities.

COUN 6051 6341: SPIRITUAL FORMATION AND CONSULTATION

This course explores the role of spiritual formation and consultation approaches in a multicultural environment. Students will study the nature of consultation with clients/participants and the process of consultation in various counseling settings.

COUN 6583: PRACTICUM IN SPIRITUAL FORMATION AND COUNSELING

This course combines supervision, class work, and the practical utilization and critique of individual and group counseling techniques learned in Helping Skills in Counseling. These will be demonstrated through fieldwork, case conferences, and student video recordings. This course is taught using a group supervision model with no more than 12 students.

COUN 7642: SPIRITUAL FORMATION & COUNSELING INTERNSHIP LEVEL I

Counseling internship is designed to facilitate refinement of counseling and interviewing skills and the development of new skills. Through closely supervised one-to-one and group counseling experiences, the student can expand counseling techniques, intervention and interpersonal relationship skills with opportunities to experience direct and specific feedback from the supervisors through video and/or audio recording and direct supervision. The focus of the field component of the course is to provide students with the opportunity to practice counseling skills in a supervised setting.

COUN 7743: SPIRITUAL FORMATION & COUNSELING INTERNSHIP LEVEL II

Counseling internship is designed to facilitate refinement of counseling and interviewing skills and the development of new skills. Through closely supervised one-to-one and group counseling experiences, the student can expand counseling techniques, intervention and interpersonal relationship skills with opportunities to experience direct and specific feedback from the supervisors through video and/or audio recording and direct supervision. The focus of the field component of the course is to provide students with the opportunity to practice counseling skills in a supervised setting.

COUN 7843: SPIRITUAL FORMATION & COUNSELING INTERNSHIP LEVEL III

Counseling internship is designed to facilitate refinement of counseling and interviewing skills and the development of new skills. Through closely supervised one-to-one and group counseling experiences, the student can expand counseling techniques, intervention and interpersonal relationship skills with opportunities to experience direct and specific feedback from the supervisors through video and/or audio recording and direct supervision. The focus of the field component of the course is to provide students with the opportunity to practice counseling skills in a supervised setting.

COUN 7883: SPIRITUAL FORMATION AND COUNSELING PRAXIS

This course is designed to enhance the process of integrating three dimensions of the student's development to influence human well-being within a multicultural context. These dimensions include: the practical embodiment of a counselor identity in the service of a

marginalized people group; the application of spiritually informed counseling practices to improve human welfare; the expansion of one's personal foundation for spiritual formation and counseling. Special attention is given to both individual and collaborative activities that enrich the process of spiritual formation and counseling for the student and client population.

POSTMASTER'S CERTIFICATES

REQUIREMENTS FOR THE CERTIFICATE IN PLAY THERAPY

The MidAmerica Nazarene University Play Therapy Certificate program is a "University Approved Center" by the Association for Play Therapy (APT). This designation is the highest recognition offered by APT. The certificate program is an accelerated 18-hour post-graduate program designed to meet the post-master's requirements specified by APT to obtain Registered Play Therapists credentials.

Students will be prepared to provide play therapy in both public and private clinical settings. MNU takes a hands-on approach to student's learning experience and provides quality supervision throughout the program. Students receive instruction in the best of contemporary play therapy theory blended with guided experience from true practitioners. This dual emphasis on theory and application means the student is well prepared for creating a dynamic interpersonal relationship between themselves and their clients.

Courses include:

PLTH 8103	Introduction to Play Therapy	3
PLTH 8202	Childhood Diagnosis & Treatment	2
PLTH 8302	Neurobiology of Play	2
PLTH 8402	Sandtray Therapy	2
PLTH 8502	Filial Therapy	2
PLTH 8602	Current Theories in Play Therapy	2
PLTH 8702	Techniques in Play Therapy	2
PLTH 8701	Group Supervision I	1
PLTH 8801	Group Supervision II	1
PLTH 8901	Group Supervision III	<u>1</u>
		18 hours

PLTH 8103: INTRODUCTION TO PLAY THERAPY I

This course will explore play therapy from its earliest beginnings and the rationale from using play media in counseling children. The client-centered theoretical approach will be explored and its application to cases will be discussed. Emphasis will be on creating and maintaining a counseling relationship with children that allows for the effective use of play media.

PLTH 8202: CHILDHOOD DIAGNOSIS & TREATMENT

This course will examine common childhood diagnoses that present for treatment, examine

appropriate treatment plans for these diagnoses, discuss play themes within the context of child sessions, and discuss parent consultation methods. Students will have the opportunity to use these skills in conducting play sessions with children and parents.

PLTH 8302: NEUROBIOLOGY OF PLAY– 2 Graduate Credit Hours

The class covers key neural developmental processes and sequences that contribute to critical concepts that are applicable to play therapy techniques with children of varying ages, diagnoses, and social-emotional trauma. Concepts of emotional contagion, divisions of the nervous system, brain divisions, and executive versus autonomic control will be reviewed in relationship to critical clinical treatment decisions. This will cover use of verbal and nonverbal, affective and cognitive, directive and nondirective interventions, as well as the role of empathy in play therapy.

PLTH 8402: SANDTRAY THERAPY

A picture is worth a 1,000 words and that is certainly true about sandtray. We will have lots of fun making our own sandtrays and learning the techniques of this fun and enlightening venue. As an added bonus, we will learn about sandtray through the ages and how to use it with all ages including families and groups.

PLTH 8502: FILIAL THERAPY

In filial therapy, parents are partners in play therapy by actually having special play sessions with their own children. Students learn how to train and supervise parents in this process.

PLTH 8602: CURRENT THEORIES IN PLAY THERAPY

This course will compare the major theoretical models of play therapy and their implications for treatment. Each student will be asked to be knowledgeable about several theories. These will be presented in a culminating exercise at the end of the class. Students will then be able to apply these theories to their clinical experience.

PLTH 8702: TECHNIQUES IN PLAY THERAPY

As a play therapist it is necessary to have a tool kit with a variety of play techniques for different presenting problems. This course explores some directed activities that can be used with children of divorce, trauma, ADHD, grief, and other presenting issues.

PLTH 8701: Group Supervision 1

This course will address the different levels of clinical skill acquisition for play therapist. Students will complete a total of 4 hours of group play therapy supervision by our Register Play Therapy Supervisors. Students will be required to present one case scenario throughout the year. Supervision groups will be offered on campus before or after each campus class.

PLTH 8801: Group Supervision 2

This course will address the different levels of clinical skill acquisition for play therapist. Students will complete a total of 4 hours of group play therapy supervision by our Register Play Therapy Supervisors. Students will be required to present one case scenario throughout the year. Supervision groups will be offered on campus before or after each campus class.

PLTH 8901: Group Supervision 3

This course will address the different levels of clinical skill acquisition for play therapist. Students will complete a total of 4 hours of group play therapy supervision by our Register Play Therapy Supervisors. Students will be required to present one case scenario throughout

the year. Supervision groups will be offered on campus before or after each campus class.

REQUIREMENTS FOR THE CERTIFICATE IN SEXUAL ADDICTIONS TREATMENT PROVIDER

The MNU Sexual Addictions Treatment Provider Certification is designed to train post-graduate clinicians from a faith-based perspective.

This 15-hour program with a dual emphasis on quality training and clinical application is designed to prepare professionals for work in treating those who struggle with issues related to sexual obsessions and addictions. Students receive the training and professional credibility needed to specialize in sexual addictions treatment.

Latest research on the prevalence of those who struggle with sexual addictions reveals that around 37 million people struggle today with issues surrounding this crippling addiction. Fifteen years ago, therapists rarely talked about having to address sexual addictions within their practice. With the emergence of the Internet and other easily accessible images and experiences, therapists are now talking about 50% of their clientele presenting with sexual addictions as either a primary or secondary issue.

Traditional training programs in therapy have not been equipped with the resources to assist in preparing students for effective work with this population. Become certified to help these people with the SATP certification from MidAmerica Nazarene University.

SATP 8013	Introduction to Sexual Addictions Treatment	3
SATP 8072	Neurobiology of Sexual Addictions	2
SATP 8022	Assessment & Diagnosis	2
SATP 8032	Couples' Work in Recovery	2
SATP 8042	Group Work in Recovery	2
SATP 8052	Spiritual Dimensions in Recovery	2
SATP 8062	Advanced Issues in Sexual Addiction Treatment	<u>2</u>
		15 hours

SATP 8013: INTRODUCTION TO SEXUAL ADDICTIONS TREATMENT

This course is designed to introduce the learner to the history, philosophy and current trends in the treatment of sexual addictions. Students will explore the concept of healthy sexuality and the origins of sexually addictive behaviors, as well as identify models that inform the conceptualization and treatment of these addictive behaviors.

SATP 8072: NEUROBIOLOGY OF SEXUAL ADDICTIONS

This course explores the neurobiological underpinnings of addictions in general, with specific emphasis on process addictions and compulsive behavior. The impact of sexually addictive behaviors on neurological functioning will be examined by defining the salient structures and related operations most readily identified in the scientific literature. Therapeutic interventions, attachment dynamics and exercises designed to strengthen the brain regions experiencing the greatest degree of impact will be presented.

SATP 8022: ASSESSMENT AND DIAGNOSIS

This course is designed to equip the learner to provide a comprehensive psychological

assessment of sexually addictive behaviors and associated concerns, such as depression, bipolar disorders, personality disorders, and co-morbid/co-addictive concerns. Special attention will be given to the PAI, IASC, ECR-S, DAS, SAST-R, and other instruments, as well as a SCID model for qualitative assessment of sexual addictions.

SATP 8032: COUPLES' WORK IN RECOVERY

This course is designed to provide a foundational understanding of the issues most pertinent to the dyadic recovery process. Specifically, this course will explore attachment and emotional regulation processes, building and rebuilding trust in the relationship, how recovery impacts the couple's development over time, and the issue of desirability.

SATP 8042: GROUP WORK IN RECOVERY

This course is designed to provide both a theoretical framework as well as practical application in the area of group work in the recovery of sexual addictions for individuals and couples. Specifically, students will understand the dynamics of a 12-step recovery group for sexual addicts, the importance of this group in maintaining sobriety, and the benefits of group membership for both the recovering addict and their partner.

SATP 8052: SPIRITUAL DIMENSIONS IN RECOVERY

This course is designed to provide a foundational understanding of spiritual emphases in the sexual addiction recovery process. Specifically, this class is designed to provide understanding of the various dimensions of spirituality as they influence individual, couples, and group modalities of recovery.

SATP 8062: ADVANCED ISSUES IN SEXUAL ADDICTION TREATMENT

This course is designed to educate students about advanced issues in the treatment of sexual addictions, including same sex attraction, healing trauma injuries, sex reintegration therapy, and the accountability process in sobriety maintenance.

SCHOOL OF BUSINESS

Jamie Myrtle, MBA, CPA
Dean



- Center for Accelerated & Professional Education
- Department of Business Administration
- Department of Professional Studies in Management
- 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 Professional Studies in Management** offers non-traditional education for working professionals seeking to obtain a baccalaureate education in a learning environment that is tailored to their needs. MNU offers the Bachelor of Arts in Applied Organizational Leadership Associates of Arts in Business & Bachelor of Business

The **Department of Graduate Studies in Management (GSM)** offers a Master of Business Administration (MBA), Master of Science in Management (MSM) and the Master of Science in Nursing & Master of Business Administration Dual Degree Program (MSM/MBA). Advanced degrees have been designed with the full-time working professional in mind with the schedule of classes customized for their convenience.

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.

FACULTY

JAMIE S. MYRTLE, Dean, Associate Professor, 2000-
B.A., MidAmerica Nazarene University, 1987; C.P.A., 1990; M.B.A., University of Kansas, 1997.

CAROL BEST, Adjunct Faculty, 2008-
B.A., MidAmerica Nazarene University, 1981; M.A., MidAmerica Nazarene University, 2008.

PETE BRUMBAUGH, Adjunct Faculty, 2014-
B.A., MidAmerica Nazarene University, 1990; M.B.A., MidAmerica Nazarene University, 2004.

- DUANE BUCHANAN**, Adjunct Faculty, 2011-
B.A., MidAmerica Nazarene University, 2009; M.A., MidAmerica Nazarene University, 2010.
- YORTON CLARK**, Chair, Professor; 2001-
B.S., Oklahoma Wesleyan University, 1984; M.P.A., University of Missouri - Kansas City, 1993; Ed.D., Saint Louis University, 2010.
- RHONDA CORWIN**, Adjunct Faculty, 2008-
B.A., MidAmerica Nazarene University, 1999; M.B.A, MidAmerica Nazarene University, 2002; D.B.A., Walden University, 2012.
- DOUG COPELAND**, Adjunct Faculty, 2006-
B.A., University of Missouri-Kansas City, 1978; M.A., University of Missouri-Kansas City, 1980.
- PAULA M. DAOUST**, Adjunct Faculty, 2003-
B.A., Atkinson College, 1984; M.A., Wilfrid Laurier University, 1989; Ph.D., University of Kansas, 1994.
- R. GRAYDON DAWSON**, Chair, Professor, 2011-
B.A., Southern Nazarene University, 1969; M.A., Southern Nazarene University, 1973; M.S.M, Southern Nazarene University, 1993; Ed.D., Oklahoma State University, 1976.
- JONATHAN E. DOWNS**, Assistant Professor, 2010-
B.A., MidAmerica Nazarene University, 1998; M.A. Emporia State University, 2006.
- JEANETTE DOWNS PETTITT**, Adjunct Faculty, 1994-
B.A., Olivet Nazarene College, 1968; M.S., University of Kansas, 1981.
- DON DUNN**, Adjunct Faculty, 2012-
B.A., MidAmerica Nazarene University, 1977; M.L.S, Fort Hays State University, 2009; Ph.D, Capella University, 2013.
- LYNNE M. ERICKSON**, Assistant Professor, 1993-
B.A., Olivet Nazarene University, 1984; M.A.S., University of Illinois at Urbana-Champaign, 1986; C.P.A., 1986,
- SHAWN FLETCHER**, Adjunct Faculty, 2013-
B.A., MidAmerica Nazarene University, 2003; M.A., Webster University, 2009.
- MARK C. FORD**, Vice Provost, Dean, Professor, 1991-
BA, MidAmerica Nazarene University, 1987; JD, University of Missouri – Kansas City School of Law 1990; MBA; University of Kansas, 1997; Ed.D., University of Pennsylvania, 2011.
- NEIL FRIESLAND**, Adjunct Faculty, 1998-
B.A., MidAmerica Nazarene University, 1992; M.Ed., MidAmerica Nazarene University, 1999; Ed.D., University of Kansas, 2010.
- ANTHONY REX GABBERT**, Adjunct Faculty, 2013-
B.A. University of Missouri-Kansas City, 1980; J.D. Mississippi College School of Law, 1985.
- MICHAEL L. GOUGH**, Professor, 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.
- LARRY HAFHEY**, Professor Emeritus, 1986-
B.S., University of California at Los Angeles, 1971; M.S.E.E., University of California at Santa Barbara, 1974; M.Div., Nazarene Theological Seminary, 1980; D.Min., Bethel Seminary, 2001.
- VICKI HARRIS**, Adjunct Faculty, 2014-
B.A., University of Nebraska, 1982; M.A., Webster University, 1993.

THOMAS HAYSELDEN, Adjunct Faculty, 2009-

B.A., MidAmerica Nazarene University, 2006; M.A., MidAmerica Nazarene University, 2008.

BRENDA HOOK, Adjunct Faculty, 2008-

B.A., MidAmerica Nazarene University, 1973; M.B.A., MidAmerica Nazarene University, 2005.

BOB HUMPHREY, Chair, Professor, 2000-

A.A., Nazarene Bible College, 1986; B.A., MidAmerica Nazarene University, 1994; M.B.A., MidAmerica Nazarene University, 1994; Ed.D., Saint Louis University, 2010.

MARY JONES, Provost, Professor, 2013-

B.S., Emporia State University, 1977; M.B.A., Rockhurst College, 1987; Ed.S; University of Missouri-Kansas City, 1994; Ph.D., University of Missouri-Kansas City, 1998.

JOHN TONY JUVE, Adjunct Faculty, 2010-

B.S.W., University of Wyoming, 1997; M.S., Emporia State University, 2000; Ph.D., University of Missouri, 2004.

JENNIFER MAHIN, Adjunct Faculty, 2013-

B.A., University of Missouri-Kansas City, 2005; M.B.A., MidAmerica Nazarene University, 2013.

ROGER MAIN, Adjunct Faculty, 2001-

BA, MidAmerica Nazarene University, 1997; M.B.A., MidAmerica Nazarene University, 2000.

JASMINE MARKANDAY, Adjunct Faculty, 2013-

B.A., Emporia State University, 2008; M.B.A., MidAmerica Nazarene University, 2012.

DAVID MCDORMAN, Adjunct Faculty, 2015-

B.A., Westminster College, 2006; M.S., Northwest Missouri State University, 2013.

EVA MCDORMAN, Adjunct Faculty, 2012-

B.A., Westminster College, 2006; M.S., Northwest Missouri State University, 2008.

NANCY MERIMEE, Adjunct Faculty, 2004-

BA, MidAmerica Nazarene University, 1998; M.S., University of Saint Mary, 2001.

MARY MURPHY, Associate Professor of Business, 2013-

B.A., Western Michigan University, 1975; M.A., University of Rochester, 1978; Ph.D., University of Rochester, 1981.

DAVID NASH, Adjunct Faculty, 2005-

B.A., MidAmerica Nazarene University, 1976; M.C.M.; Olivet Nazarene University, 1990; M.P.C., Olivet Nazarene University, 1992

TAMMY OGREN, Adjunct Faculty, 2013-

B.A., MidAmerica Nazarene University, 2002; M.B.A., MidAmerica Nazarene University, 2004.

ANDREA OLITSKY, Adjunct Faculty, 2013-

B.A., American University, 1984; M.B.A., American University, 1985; J.D., New England School of Law, 1989.

JONATHAN PURCELL, Adjunct Faculty, 2012-

B.S., Oklahoma Wesleyan University, 2005; M.B.A., Baker University, 2008.

JAMES REEVES, Adjunct Faculty, 2004-

B.A., MidAmerica Nazarene University, 1994; M.A., Nazarene Theological Seminary, 2003.

BRANSON ROBERTS, Adjunct Faculty, 2011-

B.A., MidAmerica Nazarene University, 1987; M.Div., Nazarene Theological Seminary, 2001.

DANIEL SMITH, Adjunct Faculty, 2010-

B.S., Florida International University, 1992; M.A., Midwestern Baptist Theological Seminary, 1999.

JULIE SUDERMAN, Adjunct Faculty, 2013-

B.A., Tabor College, 2007; M.A., MidAmerica Nazarene University, 2010.

KEVIN VINING, Adjunct Faculty, 2007-

B.A., MidAmerica Nazarene University, 1999; M.A., MidAmerica Nazarene University, 2002.

KELLI J. SCHUTTE, Adjunct Faculty, 2005-

B.A., Calvin College, 1991; M.B.A., Western Michigan University, 1996; Ph.D., Michigan State University, 2004.

GEORGE VEGA, Adjunct Faculty, 2004-

B.S., Washburn University, 1985; M.S., Baker University, 1992.

LISA WALLENTINE, Associate Professor, 2003-

B.A., MidAmerica Nazarene University, 1994; M.B.A., Wright State University, 1998.

MELINDA WARD, Adjunct Faculty, 2013-

B.A., MidAmerica Nazarene University, 2009; M.S., Friends University, 2012.

DAVE WEGLEY, Professor, 1989-

B.A., MidAmerica Nazarene University, 1985; M.B.A., University of Kansas, 2010; Ed.D., Saint Louis University, 2010.

JAMES WILLIAMS, Adjunct Faculty, 2001-

B.A., MidAmerica Nazarene University, 1990; M.B.A., University of Kansas, 1992.

LEANN J. YANTIS, Assistant Professor, 2008-

B.A., MidAmerica Nazarene University, 1983; M.B.A., MidAmerica Nazarene University, 2004.

Center for Accelerated & Professional Education (CAPE)

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.

The Idea

Traditionally, university education has been available only to those with time and money to spend several years away from work and, usually, away from home. People who either choose or need to work after high school often find no practical way of continuing their education. To meet the needs of the working adult, MidAmerica Nazarene University offers programs with features for adults with other responsibilities. The Accelerated & Professional Education (CAPE) is responsible for administering the Accelerated Associate of Arts program and its related short-term courses. Adult learners enrolled in other degree programs at MNU can use the short-term courses to earn hours toward degree requirements.

CAPE Policies

Short-term Course Registration

A Short-term Course Registration form must be completed and signed by the student, as well as the Short-term Course Promissory Note, which indicates payment information for the courses. Registration may also be completed online. No phone registrations will be accepted. The registration deadline is 5:00 p.m. the date shown in the course schedule.

At the close of registration, any student with holds on his or her student account will have 24 hours after notification to clear the holds in order to remain eligible for registration.

Attendance

CAPE classes are concentrated. Attendance is a prerequisite for student success in the coursework and for the personal and small group relationships facilitated in the class sessions. Attendance is also essential to comply with regulations established by the Veteran's Administration and H.E.W. for the recipients of V.A. benefits or Federally Insured Student Loans. Therefore, all class sessions are mandatory. Excessive absences or failure to make academic progress may result in disenrollment. Students who are absent more than two class sessions in an on-site short-term course, whether excused or unexcused, will be withdrawn. The refund schedule will apply as published on the Short-term Course Promissory Note. Students absent from online courses for two or more weeks will be withdrawn. Logging on to the course site and actively participating constitutes attendance in online courses.

All absences are unexcused unless they meet the following criteria:

1. Death in the immediate family.
2. Illness (a doctor's note may be requested).
3. Required work travel (a letter from a supervisor may be requested).
4. Severe or inclement weather.

Only excused absences may be made up through arrangement with the professor, who records attendance and late arrivals at each class session. Absences and/or tardiness will result in an appropriate reduction in grade for the amount of time missed in class. Make-ups for excused absences are determined by the professor only. They may include any or all of the following:

1. Structured written make-up assignments with a minimum of five pages, maximum of ten.
2. Individual session with the instructor for oral quiz and discussion time.

ASSOCIATE OF ARTS DEGREE IN LIBERAL ARTS

REQUIREMENTS

1. 63 hours earned.
2. Completion of general education requirements.
3. A cumulative GPA of 2.0 and a GPA of 2.0 in the major.
4. Students may earn no lower than a C- in each of the emphasis courses. A grade of D or lower in an emphasis course must be repeated at the student's expense.

GENERAL CORE REQUIREMENTS FOR CENTER FOR ACCELERATED & PROFESSIONAL EDUCATION

Effective Communication (6 hours)
 Aesthetic Literacy (3 hours)
 Self-understanding (3 hours)
 Social Responsibility (6 hours)
 Scientific Literacy (3 hours)
 Critical Thinking (6 hours)
 Spiritual Development (3 hours)

The following short-term courses fulfill general core requirements:

Effective Communication (6 hours)

- Oral
 GNCO 1053 Public Speaking: College and Career
 GNCO 1553 Informed to Death: Multi-media's Effect on American Culture
 GNCO 1703 Introduction to Human Communication
 GNCO 4603 Organizational Communication
- Written
 GNEN 1253 English Composition I

Aesthetic Literacy (3 hours)

GNAT 1053 Art Concepts and Applications
 GNEN 2353 Heroes in Early British Literature
 GNEN 2153 Studies in the Theory of American Humor
 GNEN 2453 Early American Literature: Little Known Gems

Self-Understanding (3 hours)

GNPY 2703 Foundations of Psychology
 GNPY 4703 The Helping Relationship
 GNPY 4803 Creativity and Innovation

Social Responsibility (6 hours)

- Soc/Econ/Crim Just (Choose one)
 GNSO 1053 Intro to Sociology
 GNSO 2053 Marriage and Family
 GNSO 3103 Consumerism and Society
 GNEC 1553 Personal Finance
 GNCJ 1053 Crime and Community
- Hist/Pol Sc/Gov (Choose one)
 GNHI 2253 A House Divided: The American Civil War
 GNHI 2353 American Freedom: The 1960s
 GNHI 3013 Ancient Rome: The Rise and Fall of an Empire
 GNHI 3023 Epitome of Evil: Hitler, Nazi Germany, and the Holocaust
 GNHI 3213 Give Me Liberty: The American Revolution
 GNHI 4103 The American Century
 GNHI 4203 The World at War
 GNPS 2053 American Government and Politics

Scientific Literacy (3 hours)

GNNSI 3073 CSI — The Science Behind Discovering Truth

Critical Thinking (6 hours)

- Philosophy (Choose one)
GNPH 1053 Philosophy of Life and Meaning in the 21st Century
GNPH 2153 Critical Thinking
GNPH 3053 World Religions
- Math
GNMA 1153 Algebraic Concepts and Applications
GNMA 1163 Intermediate Algebra

Spiritual Development (3 hours)

GNBL 2253 Discovering the New Testament
GNBL 2353 Discovering the Old Testament

COURSE DESCRIPTIONS

GNAE 3103: LIVING AND LEARNING: DOCUMENTING LIFE EXPERIENCES FOR COLLEGE CREDIT

Learning takes place in a variety of settings including life experiences. This learning can be documented in many formats, one of which is a life learning paper. The objective of this course is to instruct the bachelor's degree completion student in the process of earning college credit for learning from life experiences by utilizing the Kolb model. The student will complete one life learning paper while in the class that can be submitted for evaluation to earn additional college credit. Pre-requisites: Approval of Faculty Advisor and successful completion of MGMT 4193, Strategic Career Management in the AOL program. .

GNAT 1053: ART CONCEPTS AND APPLICATIONS

A “hands on” introduction to drawing and painting for the beginner includes some instruction and critiques to the class along with individual guidance and evaluation as work is in process. There will be required work between class sessions; some assignments may be on an individual basis to suit your ability and interest. No experience is required, just a desire to learn and create to the best of your ability.

GNBL 2253: DISCOVERING THE NEW TESTAMENT

This course is an introductory study of the New Testament. It examines the literary character of the New Testament books, as well as the history surrounding them, and reflects upon the impact of their messages for contemporary society.

GNBL 2353: DISCOVERING THE OLD TESTAMENT

A general education course to introduce the development of religion in ancient Israel, to show the roots of the Christian faith and to show the relevance of the Bible to contemporary life, and to examine the place of the Bible in American culture.

GNBS 3012: BUSINESS ETIQUETTE

This course will cover issues such as meals, business travel, meetings, greetings, business attire, and much more. Knowing that you are handling yourself in the proper way in a variety of situations gives you an air of confidence that is necessary for success in the business world.

GNBS 3022: MANAGING TIME AND MULTIPLE PROJECTS

Focus is on comprehension and application of time management concepts such as organizing, prioritizing, and goal setting. The project management concepts of organization, visualization, delegation, and forecasting will also be studied. Emphasis will be on application in real-life situations at work, school, and home

GNBS 3032: ENTREPRENEURSHIP IN THE 21ST CENTURY

Nearly one million individuals start their own business every year. This course focuses on exploring specific issues involved in self-employment and assessing whether self-employment may be an appropriate choice. Opportunities for starting one's own business, buying an existing business, or becoming a consultant will be explored.

GNBS 3033: ORGANIZATIONAL STRESS MANAGEMENT

This course will provide a broad overview of organizational stress management and will invite students to study the role and management of stress in the workplace. Topics covered include psychological and physical effects of stress, management of distress, methods of stress reduction, and individual and organizational strategies for preventing high levels of stress in the workplace.

GNBS 3043: ETHICS IN BUSINESS MANAGEMENT

This course is intended to explore and provide an introduction to the law and its relation to business and business transactions. It will explore the various types of business relationships and organizations, with a brief coverage given to factors bearing on the choice of organization, including partnership attributes, process of corporate formation and corporate privileges.

GNBS 3053: LEADERSHIP: DISCOVERING YOUR PURPOSE

This activity-enriched course teaches the basic of effective leadership, focusing on personal awareness and growth, working relationships, influence skills, and conflict resolution. A foundation for understanding the challenges facing a new manager and for helping the individual improve leadership skills and behaviors will be created.

GNBS 3063: OUTRAGEOUS CUSTOMER SERVICE

This course will motivate students from all backgrounds to discover the difference between good and excellent customer service. Students will learn basic concepts that turn customers into company supporters. The course will equip students with the skills, knowledge, and behaviors necessary to recognize and provide extraordinary service.

GNBS 3072: BEYOND A.A: MANAGING DIVERSITY IN THE WORKFORCE

What exactly is Affirmative Action? What is "diversity"? This course will answer these questions and a host of others that will help you understand the changing employee profile in today's work force environment. This will be done by briefly analyzing the history of relationships among people of divergent backgrounds in and out of the corporate climate and by engaging contemporary literature, research, and testimony on the subject of diversity. Consequently, you will become educated in today's important issues involving work place dynamics and will be a diversity leader within your organization.

GNBS 3073: BUSINESS LAW

This course is intended to explore and provide an introduction to the law and its relation to business and business transactions. It will explore the various types of business relationships

and organizations, with a brief coverage given to factors bearing on the choice of organization, including partnership attributes, process of corporate formation, corporate privileges and powers, corporate capital structure, and limited liability. The course will also give attention to Contracts and Commercial relations, Torts, and Employment law and discuss intellectual property, computer law, and privacy issues.

GNBS 3093: PRINCIPLES OF SUPERVISION

Effective supervisors need to know how to plan and organize the workload, define the most important results, and measure effectiveness as well as have a fundamental understanding of worker behavior and the processes of motivation and control. This course is designed for individuals who are or will be in supervisory positions and develop skills for effective management in the work environment. Emphasis will be on skill development.

GNBS 3142: SOCIOLOGY OF BUSINESS

This course will study the history and relationship of business to society, with special attention given to the impact of business on societal elements such as politics, economics, the environment, and employee/consumer concerns. Consideration will be given to the social dynamics of business from domestic and international perspectives.

GNBS 3143: ANCHORED LEADERSHIP IN THE FACE OF CHAOS

This course explores Christian leadership and examines how it can provide an anchor in the often-chaotic business environment. “Anchored” leadership is applicable in business and personal-life settings. Though proclaiming Christianity in today’s marketplace may be controversial, leading by Christian principles calms chaos. Learners will consider Christian “anchored” leadership and articulate a personal leadership development plan.

GNBS 3163: TRUE NORTH: IDENTIFYING YOUR MORAL COMPASS

This course explores ethics in business and morals for life. Is there a moral compass? Who or what shapes our thoughts? Can we know for certain that “truth” is true? This course will examine what shapes the thoughts and actions of our culture, thus affecting our lives. Together we will consider realigning moral choices — in business and life — with faith.

GNBS 3263: LEADERSHIP MESSAGES: COMMUNICATION, CONFLICT AND COLLABORATION

Leaders at all levels must communicate effectively in order to motivate and empower co-workers, meet productivity goals, and execute successful planning. This course will examine the skills, strategies, and assumptions that facilitate powerful leadership messages aimed at attaining new and more satisfying levels of work. Topics will include active listening, functional conflict, collaborative decision-making, the role of technology, and eliminating barriers to constructive communication.

GNBS 3353: CONFLICT RESOLUTION

Conflict is a reality of daily life, whether in personal relationships or in the business of life. This course will provide the student with a foundation of how to deal with and resolve conflicts.

GNBS 4012: UNDERSTANDING YOUR FEDERAL INCOME TAX RETURN

This class will teach you to prepare your tax return. This class will be taught assuming that students have no tax background at all. Situations that an average taxpayer deals with will be covered. Students will also learn how to research tax questions.

GNBS 4032: BEHAVIORAL INTERVIEWING

Ever wonder why interviewers ask questions they do? This course will explain how successful organizations select the right employees. Students will learn techniques involved in behavioral interviewing. The course is enlightening for both interviewer and interviewee.

GNBS 4053: MANAGING THE CONTROL PROCESS

Focus of this course will be on the design and implementation of effective control processes. Such processes provide the assurance that the efforts invested in planning, organizing, and leading will achieve the desired results. There will be an emphasis on applying the course concepts to actual situations identified by the students.

GNBS 4063: STRATEGIC DECISION MAKING

Making good decisions is critical to success in every area of life. Few people realize there are tools and strategies that will enable better decision-making. This course introduces the student to the fundamental skills and knowledge needed for making good decisions. Topics include understanding the various types of decisions, how to structure decisions, dealing with risk, and the psychological traps associated with decision-making.

GNCJ 1053: CRIME AND COMMUNITY

Crime is part of the world in which we live. Many people have been or know someone who has been a victim of crime. This course will explore the impact of crime on the community by providing an overview of crime, community policing, the courts, corrections, and juvenile justice. Students will encounter learning through readings, classroom discussions, and actual field experience.

GNCJ 3052: TERROISM: TRENDS AND TACTICS

This course will focus on examining trends and tactics in terrorism through case studies of the different terrorist attacks utilizing biological, energetic material, and shock-and-awe tactics in both domestic and international venues. Students will learn about each group's ideology, purposes and foundations. The class will then focus on identifying preventable measures to the attack including target hardening, environmental design and personal awareness. The goal is to raise awareness and identify measures to prevent loss of life in the event of terrorist threats.

GNCO 1053: PUBLIC SPEAKING: COLLEGE AND CAREER

This course focuses on the skills a student must develop to communicate a message to an audience both through informative and persuasive means.

GNCO 1553: INFORMED TO DEATH: MULTI-MEDIA'S EFFECT ON AMERICAN CULTURE

This course will explore the impact of multimedia on American culture and personal intellect.

GNCO 1703: INTRODUCTION TO HUMAN COMMUNICATION

This introductory survey course provides an understanding of the principles of human communication. Students learn skills and techniques essential to effective communication in a variety of contexts such as intrapersonal (with yourself), interpersonal (face-to-face), public speaking (one-to-many), small group (face-to-face with a few), Organizations (workplace relationships), and intercultural (people different than you). Students will apply these skills and techniques through practical exercises that will enable them to incorporate them into one's

daily and professional life.

GNCO 4312: MANAGERIAL COMMUNICATION STYLES

This course will focus on the practical implementation of communication for the following organizational challenges: managing information, selecting appropriate communication channels, establishing effective performance feedback systems, implementing organizational change, providing for interdepartmental communication, and creating innovative spirits and ethical communication practices. If you are a manager, this course will help you build a department where employees communicate effectively with one another. If you are an employee, learn how to get useful feedback from the manager.

GNCO 4603: ORGANIZATIONAL COMMUNICATION

An examination of organizational communication behavior and the many topics necessary to its understanding. Some of these topic areas are communication networks and hierarchies, theories of management, socialization, conflict management, impact of technology, incentives for and impediments to effective communication. Through reading, discussion and written assignments, this course will heighten awareness of the importance of communication in organizational functioning; introduce the concepts and theories relevant to communication in organizational contexts; examine how communication choices contribute to the quality of work life; and create solutions for organizational communication problems.

GNEC 1553: PERSONAL FINANCE

This course is designed to aid students in defining their role in preparing and understanding personal financial information. The topics to be covered are basic financial planning, budgeting procedures, calculating principal and interest, defining different types of consumer credit, and developing a general knowledge of home buying and various types of insurance.

GNEN 1253: ENGLISH COMPOSITION I

A study of the principles of the writing process with practical application. Assignments emphasize the purpose of writing and essay organization. A research paper is required.

GNEN 2153: STUDIES IN THE THEORY OF AMERICAN HUMOR

A study of the scholarly theory behind the types of American humor, the history of humor in the United States, its facets that lend themselves to democracy, the characteristic that make it differ from British humor, and an overview of the most important humorists in our history.

GNEN 2353: HEROES IN EARLY BRITISH LITERATURE

What were people's lives like in early British history? What were their values? These questions will be explored through the reading of early British literature. This course will provide an overview of the elements, background to the works, and perspectives of scholars today.

GNEN 2453: EARLY AMERICAN LITERATURE: LITTLE KNOWN GEMS

This course will examine the works of best-selling authors in the 1800s and why they were not recognized by the critics of the 20th century. The class will examine the meanings of these works, the impact to the society in the 1800s, and how what these authors wrote over 100 years ago is still relative today.

GNHI 2253: A HOUSE DIVIDED: THE AMERICAN CIVIL WAR

This course will take a unique look into the American Civil War by offering the opportunity to appraise the national war on a local level. Students will briefly explore the history of the South, investigate the practices of the North, and focus on the developments of Kansas and Missouri. The foundation of the war will be studied along with distinguishing guerrilla activity in Missouri from contraband fighting in Kansas. The establishment of the state of Kansas will also be analyzed.

GNHI 2353: AMERICAN FREEDOM: THE 1960s

The 1960s have been increasingly regarded as a surreal decade in American history. This course will engage the biographies, politics, and culture that typified the 1960s. The learner will encounter JFK, RFK, MLK, the move from liberalism to conservatism, and the Vietnam War. The full continuum of events from the U-2 incident to Woodstock will be addressed.

GNHI 3013: ANCIENT ROME: THE RISE AND FALL OF AN EMPIRE

This course will provide students with an overview of the historical background during which Rome ruled the ancient world. Students will be able to identify the factors that influenced the transition from republic to empire, as well as the events that led to Rome's eventual decline. In addition, students will be able to draw parallels between ancient Rome and modern America. This course will be enlightening for those who lack an understanding of how events in the ancient Roman Empire have helped to shape the course of human history for the past 2000 years.

GNHI 3023: EPITOME OF EVIL: HITLER, NAZI GERMANY, AND THE HOLOCAUST

An in-depth historical analysis of Germany during the Nazi period (1933-1945) based on a chronological overview from its origins in the Weimar Republic to its destruction at the end of World War II. Explore topics including the origins of Germanic and National Socialist ideologies, World War I and its consequences, the life and ideology of Hitler, the Weimar Republic and its collapse, the Nazi takeover of power, the Nazi revolution after they seized power, the Nazi "synchronization" of all facets of German life to the goals of the party, everyday life during the Nazi era, the advent of World War II, the German resistance to Nazism and the war itself, and the Holocaust. The evaluation and analysis of primary materials dealing with selected aspects of the Nazi period (such as social organization, education, propaganda, family life and women, and the arts) will enable the student to better understand everyday life in Nazi Germany.

GNHI 3213: GIVE ME LIBERTY!: THE AMERICAN REVOLUTION

This course engages a central text that studies the colonies of North America through the Revolutionary War. The class will discover the peopling of America, the migration of distinct religious groups, American colonies, the early establishment of democracy in America, and events leading towards, during, and immediately following the Revolutionary War. A detailed look at the Founding Fathers will also be explored.

GNHI 4103: THE AMERICAN CENTURY

This course focuses on the development, use, and implications of American social, cultural, economic, political, and military power in the 20th century. Examining century-long trends and movements, this thematic course explores the United States' status as a superpower and its place in an increasingly global world. Emphasis on using primary sources to understand and

reconstruct history as well as conduct new research.

GHIS 4203: THE WORLD AT WAR

Through an examination of World War I and World War II, this course revisits and explores the history of the world in the twentieth century. The course gives equal weight to social, military, political, and economic forces that shaped the two global conflicts, and focuses on the relationship between the centers of the conflict and the peripheries that were affected by the events. Emphasis on using primary sources to understand and reconstruct history as well as conduct new research.

GHIS 4103: THE AMERICAN CENTURY

The focus of this course is on the development, use and implications of American social, cultural, economic, political and military power in the 20th century. You will examine century long trends and movements, exploring the United States' status as a superpower and its place in an increasingly global world.

GNMA 0123: INTRODUCTION TO ALGEBRA

This course is a review of the basic concepts of mathematics to improve 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. This is a developmental course that does not count toward degree requirements.

GNMA 1153: ALGEBRAIC CONCEPTS AND APPLICATIONS

As a mid-level survey of algebra, emphasis will be placed on conceptual understanding, algebraic methods of solving real-world problems, geometric concepts, and a basic understanding of functions.

GNMA 1163: INTERMEDIATE ALGEBRA

A short review of the fundamental laws of algebra followed by a study of exponents, radicals, linear and quadratic equation, inequalities, polynomials, functions, graphs, and systems of equations.

GNPE 2153: COACHING/SPORTSMANSHIP

The focus of this course is on people and the values that make relationships and organizations excel. Designed for those who are sports-minded as well as those who are not. We will look at developing good character traits, learn good sportsmanship, understand what it takes to become a winner, and define what makes coaches become great leaders.

GNPH 1053: PHILOSOPHY OF LIFE AND MEANING IN THE 21ST CENTURY

This course will explore today's fast-paced, constantly changing society as the learner seeks to grasp important Christian insight into contemporary thought and culture. A comprehensive understanding of the evolution of philosophy as it relates to time, place, life, and meaning will be pursued.

GNPH 2153: CRITICAL THINKING

Understanding critical thinking is a life-long strategy. The purpose of this course is not only to familiarize students with the fundamental concepts of critical thinking, but to also provide a systematic approach to its processes and components. Through readings, discussions, and written assignments, emphasis will be placed on application in the context of traditional

values, personal non-conformity, and cultural diversity.

GNPH 3053: WORLD RELIGIONS

This course will explore the major religions of the world as they exist today and the universal search for God that is a part of the human perspective. Emphasis will be given to historical background, key tenets of faith, symbols, practice, and impact on the world today. Each religion will be analyzed objectively, but primary emphasis will be given to Christianity and how other world religions relate to it. The key religions of the East, Near East, and West will be examined. As well, primal religions, cults and sects, and religious philosophies will be encountered.

GNPS 2053: AMERICAN GOVERNMENT AND POLITICS

This course will include an examination and overview of the major aspects of the United States government, a basic history of how the government was formed, and an understanding of basic concepts used to interpret United States politics.

GNPY 2703: FOUNDATIONS OF PSYCHOLOGY

The study of psychology provides a greater understanding of ourselves and those around us. Students will develop an understanding of psychology as the science of human thought and behavior and its many applications in our everyday lives.

GNPY 3502: EMOTIONAL INTELLIGENCE IN THE WORKPLACE

A particular set of abilities known as emotional competencies is becoming increasingly important for success in one's career. Emotional competence refers to the personal and social skills that lead to superior performance in the workplace based on emotional intelligence, a person's cognitive, emotional, and physical resources. A considerable body of research suggesting that a person's ability to perceive, identify, and manage emotion provides the basis for the kinds of social and emotional competencies that are important for success in almost any job. Students will learn how to improve their own emotional intelligence and how to promote change in the workplace and/or in their personal life through the utilization of the principles of Emotional Intelligence.

GNPY 4703: THE HELPING RELATIONSHIP

This course will investigate the helping relationship that is established between a helper and a helpee. The material and activities will assist the student in understanding the theories, processes, and skills involved in establishing and maintaining a helping relationship in both professional and nonprofessional settings.

GNPY 4803: CREATIVITY AND INNOVATION

This course will cover two of the most important skills for improving our personal performance and managing change in successful and rewarding ways. Students will learn that creativity can be learned and cultivated. This course will present three types of creativity: 1) Personal Creativity, 2) Co-Creativity, and 3) Group Creativity. The models and tools for defining and managing the creative process will be taught for each of the three types of creativity.

GNSI 3073: CSI: THE SCIENCE OF DISCOVERING TRUTH

CSI will involve the basic science principles involved in crime scene investigation and the analysis of evidence from simulated criminal situations.

GNSO 1053: INTRO TO SOCIOLOGY

The course will include socialization, social interpretation in everyday life, deviant behavior, the economy and work, religion, family, education, and social change in traditional, modern, and postmodern societies. Students will discover the diversity of U.S. society through greater understanding of the people of African, Asian, European, and Latino ancestry.

GNSO 2053: MARRIAGE AND FAMILY

The course will include the examination of the major aspects of the family as a social institution and include the current trends, changing nature, and possible development of the family in the future.

GNSO 3103: CONSUMERISM AND SOCIETY

How is the consumer being programmed in society today? What has created the mentality of “self-service”? When did the automation developed by the McDonald’s industry become a way of life? These questions and others will be discussed and developed in this course based on the best-selling book by George Ritzer. Efficiency, calculability, predictability, control, and the irrationality of rationality are some of the topics that will lead up to what consumers can do to either embrace or fight against the McDonaldization of the society in which they live and spend their monies.

GNST 1153: PROJECT S.U.R.E.

In this orientation course you will gain insight and self-discovery, while focusing on how to maintain academic success in your college experience. You will review MNU’s history and become familiar with the MNU campus. Students will identify their unique learning style and become familiar with adult learning theory and develop time management and study skills strategies.

GNST 2153: MAKING INFORMATION WORK FOR YOU

Do you ever feel overwhelmed by the amount of information that you encounter? Do you struggle with where to look to find accurate information for school assignments? You are not alone. This course will focus on how information is organized, how to evaluate it, and how to apply it to school, life, and work. It will also lay the foundation for future research projects.

GNST 3142: FOUNDATIONS FOR STRENGTHS-BASED TEAMS

This course will provide students an opportunity to learn more about the Gallup Organization’s strength-based philosophy and supporting research. Using the Strengths-Finder assessment, the goal is to give specific affirmation to a person’s top five strengths and inspire further growth in those strengths. The course is highly interactive, practical and hands-on, resulting in immediate application. Students can expect to validate their own personal strengths and talents and discover the strengths of others as well as consider critical outcomes required in one’s role and how strengths are utilized to meet those goals.

GNST 3042: BUILDING STRENGTH-BASED TEAMS

Pre-Requisite – GNST 3142

The best teams leverage the talents of their members to engage them in realizing the team’s goals and objectives. Effective and productive teams meet their goals and achieve meaningful outcomes by engaging team members and capitalizing on their diverse talents. In this course students will learn why engagement is crucial to the success of a team and organization, discover strategies to engage team members and ensure they are positioned appropriately for their role, examine the relationships, strengths dynamics and potential challenges within a

team and learn how to use a Team Talent Map to increase performance and engagement of their team.

GNST 3052: VALUES AND ETHICS FOR CHANGING TIMES

Social critics comment that Americans are losing moral fiber. As we read the daily newspaper or watch the national news, we may find it difficult to disagree with those critics. Our news is filled with examples of man's inhumanity toward man. The daily exposure to negativity can leave us feeling vulnerable to the challenges in the world around us. We wonder if values and ethics are relics of little significance for people living in the new millennium. While social trends and changes may be unnerving, values and ethics remain important. In fact, some values are essential for human survival. This course will examine 7 values essential for human survival, and we will discuss common techniques used to avoid accountability.

GNST 3082: GRIEF IN THE WORKPLACE

The workplace offers no immunity to dying, death, and bereavement. These realities are not confined to the employee's private life, but to some degree, impact the workplace. In 1996, according to the Bureau of Labor Statistics, there were 6,112 work-related fatalities, 15 percent of which were homicides. Millions of employees are impacted by the death of a loved one or friend. Active bereaving is a significant factor in influencing workplace safety, collegiality, morale, productivity, and turnover. This course will assist students in understanding grief and applying grief management concepts for developing creative compassionate responses in the workplace.

GNST 4702: PERSONALITY TYPES IN THE WORKPLACE

In this course four personality pairs will be described in depth using Myers-Briggs. Team-building concepts, conflict resolution, negotiation and problem solving will be addressed with emphasis on communication between personality types.

PADM 4003: PUBLIC ADMINISTRATION

A study of current topics in public administration related to the student's area of interest and expertise. The students will gain an introductory understanding of public administration to serve as the foundation. The students will develop a basic knowledge of public administration through literature, lecture, class discussion and field observations.

PADM 4503: GOVERNMENT ECONOMIC DEVELOPMENT POLICIES

This course examines a variety of economic development issues and explores possibilities for improving the local economic condition. Students will become familiar with public financial management, national, state and local governmental policies, local economic development processes and economic strategies.

PADM 4013: ADMINISTRATIVE LAW

This course review the law and its application to administrative agencies and governments, focusing on regulatory activities, due process and administrative rule-making. Students will learn about the Freedom of Information Act and the process for enforcing FOIA rights.

PADM 4043: PUBLIC BUDGETING

Students will gain an introductory understanding of public budgeting; including planning, financing, and managing governmental budgets. Students will review and discuss public budgeting and the relationships between national, state and local levels of government.

PADM 4023: PUBLIC PERSONNEL ADMINISTRATION

This course focuses on the study and practice of public personnel administration. Essentially it is an in depth analysis of the literature and the direction of public personnel issues. Students will understand the dynamic political environment and the effect the statutory and Constitutional restrictions have of public personnel management.

PADM 4033: REGIONAL PLANNING

This course explores the purpose, practice and theories of modern regional and urban community planning. Students will understand the nature of planning and land management. The students will also review the history of planning, its legal basis, the planning tools and practices.

PADM 4053: PUBLIC MANAGEMENT TECHNIQUES

This course covers the managerial functions and processes in the areas of strategic planning, decision-making, community relations and professional ethics. Students will learn about the skills and knowledge required to manage effectively. Students will review the challenges that have past leaders in the past.

PADM 4063: NON-PROFIT MANAGEMENT

This course explores how nonprofit management is different from for profit businesses; examines the historical development of American's nonprofit organizations, analyzes the methods for measuring performance in a nonprofit while identifying legal and functional responsibilities of nonprofit governing boards.

Department of Professional Studies in Management

Course Offerings: Accounting, Economics, Finance, Leadership, Management, and Marketing.

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, 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.

ASSOCIATE OF ARTS IN BUSINESS (ONLINE)

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 the field of Business. All credits earned in the AA program are fully applicable to additional study toward the BA in Applied Organizational Leadership and the online Bachelor of Business Administration (BBA) which will begin in the Fall of 2016. This two-year program is designed to prepare the student to enter the field of business after completing the AA degree. Students will complete general education requirements plus the general business courses listed below for a total of 60 hours.

Degree Requirements

1. A total of 60 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; and
5. Completion of the general education program.

GENERAL EDUCATION REQUIREMENTS AND OUTCOMES

General Education knowledge, skills, and abilities are incorporated throughout the online AA in Business curriculum. Through the General Education experience at MidAmerica the student should learn and 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.

COURSE DESCRIPTIONS

GNEN 1503: COMPOSITION I

This course focuses on writing non-fiction prose suitable for selected audiences and gives students an opportunity to expand and improve on the different stages in the writing process: brainstorming for ideas, gather information, organizing and developing paragraphs, revising and editing.

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.

GNCO 1703: INTRODUCTION TO HUMAN COMMUNICATION

This course includes the study of messages: the process of communication (verbal/nonverbal); analyzing your own communication messages; the impact of culture; and the contexts of interpersonal, group/team and public messages.

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.

GNPY 2513: LIFESPAN DEVELOPMENT

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

MATH 1223: COLLEGE ALGEBRA

This course involves a study of functions and properties of functions using modeling and analysis of data. The types of functions to be studied include linear, exponential, logarithmic, quadratic, power, polynomial and rational.

GNHI 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 present. Topics include the era of Industrialization, Immigration, Reform Movements, Populism, Progressivism, the 20th century social and cultural trends, and foreign policy.

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.

ACCT 2803: PRINCIPLES OF ACCOUNTING I

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 1223 College Algebra.

MGMT 3003: BUSINESS COMMUNICATION

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.

ACCT 2903: PRINCIPLES OF ACCOUNTING II

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: ACCT 2803 Principles of Accounting I.

GNSC 1203: ENVIRONMENTAL 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.

BLIT 1003: DISCOVERING THE BIBLE

A general education course that unfolds the biblical story of God's salvation, covering both the Old Testament and New Testament. This course explores the literature of the Bible, the roots of Christianity in ancient Israel, the gospel of Jesus Christ, and the ethical and cultural demands inherent in Christian scriptures.

MGMT 2603: COMPUTER APPLICATIONS IN BUSINESS

Introduction to computers as a tool for business including fundamental concepts of information literacy and technology literacy. The course will pay specific attention to use of business application software including word processing, spreadsheets, graphics, presentations and electronic communications.

PHED 1202: TECHNIQUES FOR LIFETIME FITNESS

The purpose of this course is to introduce students to a variety of physical fitness activities. Students are introduced to wellness related concepts and activities for the purpose of gaining knowledge and skills necessary to develop a personal lifelong fitness program.

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.

GNFA 1103: INTRODUCTION TO FINE ARTS

An introduction to the study of masterpieces in music and fine art from early Greek to modern times. Painting, sculpture, architecture and music are covered from each historical period of art.

ECON 2703: PRINCIPLES OF MICROECONOMICS

This course emphasizes the way economic problems are solved by individual economic units such as consumers, farms, and industries. Prerequisite: MATH 1223 College Algebra.

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 beliefs in contemporary society. Prerequisite: BLIT 1004 Discovering the Bible.

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: MATH 1223 College Algebra.

Subject & Number	Credit	Course Title
	0	Essential Online Study Skills
GNEN 1503	3	Composition 1
MGMT 1803	3	Intro to Business
GNCO 2203	3	Intro to Human Communication
MGMT 3303	3	Principles of Management
GNPY 2513	3	Lifespan Development
MATH 1223	3	College Algebra
GNHI 1303	3	US History Since 1877
MKTG 3303	3	Principles of Marketing
ACCT 2803	3	Principles of Accounting 1
MGMT 3003	3	Business Communication
ACCT 2903	3	Principles of Accounting II
GNSC 3903	3	Environmental Biology
BLIT 1003	3	Discovering the Bible
MGMT 2603	3	Computer Aps in Business
PHED 1203	3	Techniques of Lifetime Fitness
MGMT 3103	3	Business Law 1
GNFA 1103	3	Intro to Fine Arts
ECON 2703	3	Principles of Microeconomics
THEO 2003	3	Christian Beliefs
ECON 2503	3	Principles of Macroeconomics
	60	

BACHELOR OF ARTS IN APPLIED ORGANIZATIONAL LEADERSHIP

GENERAL EDUCATION REQUIREMENTS AND OUTCOMES

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 Leadership 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 Ethical Leadership* 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 Communications and Conflict Management* or a course in speech.

Students develop strategies for efficient and productive group management and determine which tasks are best handled by groups or individuals. 3 semester hours.

COURSE DESCRIPTIONS

Module 2

MGMT 4193: STRATEGIC CAREER MANAGEMENT

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

MGMT 4493: 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

MGMT 4393: COMMUNICATIONS AND CONFLICT MANAGEMENT

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

LEAD 3693: BIBLICAL LEADERSHIP PERSPECTIVES

The course reflects MNU's commitment, as a Christian liberal arts university, to nurturing an appreciation for the rich resources of the Scriptures. A course which explores the elements of leadership, connects or relates key elements of leadership to biblical characters, analyzes the degree of effectiveness of biblical leaders, applies Christian leadership elements to current business practice, and identifies some contemporary Christian business leaders. 3 semester hours.

MGMT 3382: APPLIED PROJECT PART I

Each student combines his/her research and practical implementation of theories and concepts and develops an Applied Project. The project examines a problem in a student's occupation or avocation. 2 semester hours.

SEMESTER II

Module 6

MGMT 3593: STATISTICAL METHODS

Students examine problem analysis and evaluation techniques in this module. They develop an understanding of statistical thinking and various uses of statistics. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance, and constructing questionnaires. 3 semester hours.

MGMT 4593: MANAGING HUMAN RESOURCES

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 human resource trends, effects of globalization, workforce diversity, staffing, training & development, compensation and benefits, motivating employees, and labor relations. 3 semester hours.

Module 8

LEAD 4493: ETHICAL LEADERSHIP

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

LEAD 4593: LEADERSHIP CHALLENGES AND BEST PRACTICES

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.

MGMT 4383: APPLIED PROJECT PART II

The student's Applied Project is written and orally presented to the instructor and the class. 3 semester hours.

Semester I

	Weeks		Credit	
Module 1	5	MGMT 4293	3	Organizational Behavior
Module 2	5	MGMT 4193	3	Strategic Career Management
Module 3	5	MGMT 4493	3	Organizational Development
Module 4	5	MGMT 4393	3	Communications & Conflict Management
Module 5	5	LEAD 3693	3	Biblical Leadership Perspectives
Capstone Project	3	MGMT 3382	2	Applied Project Part I
	28		17	

Semester II

	Weeks		Credit	
Module 6	5	MGMT 3593	3	Statistical Methods
Module 7	5	MGMT 4593	3	Managing Human Resources
Module 8	5	LEAD 4493	3	Ethical Leadership
Module 9		LEAD 4593	3	Leadership Challenges and Best Practices
Capstone Project	2	MGMT 4383	3	Applied Project Part II
	22		15	
Total --50 weeks		32 semester hours		

BACHELOR OF BUSINESS ADMINISTRATION (ONLINE)

For students who wish to complete their bachelor's degree in Business—and who have previously earned 50–60 transferable academic credits—this program offers a unique, fully online curriculum covering the common professional core of Business and leads to a Bachelor of Business Administration degree from MidAmerica Nazarene University.

Degree Requirements

1. A total of 126 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; and
5. Completion of the general education program.

GENERAL EDUCATION REQUIREMENTS AND OUTCOMES

Required General Education courses are offered in MNU's online AA in Business curriculum but can be transferred to MNU as well. A limited number of on-ground general education courses are available through MNU's CAPE program. GenEd courses are not included in the BBA curriculum. Through the General Education experience at MidAmerica the student should learn and 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.

COURSE DESCRIPTIONS

MGMT ____: INTRODUCTION TO BBA STRATEGIES FOR SUCCESS

This course will provide an overview of the content and practical skills necessary for completion in the program. It includes an orientation for online learning and LMS. Also included will be introduction to MNU's School of Business and its programs, APA tutorial and other skills and tools to help ensure student success in this program.

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.

ACCT 2903: PRINCIPLES OF ACCOUNTING II

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.

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.

ECON 2703: PRINCIPLES OF MICROECONOMICS

This course, in conjunction with Principles of Macroeconomics, places emphasis on the study of the ways economic problems should be solved by individual economic units including consumers and industry. It includes supply and demand, consumer choice, ERM behavior, types of market structure, and pricing.

MGMT 3503: BUSINESS ETHICS

This course develops conceptual models for improving the clarity and consistency of ethical judgement in business settings. A portion of the course will consider decision making skills and integrate them with ethical frameworks utilizing case analysis.

MGMT 3103: BUSINESS LAW

This course offers a 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 is placed on contract law

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. Students will examine specific business processes from the perspective of problem solving, intervention theory, decision making, organizational culture and power strategies.

MGMT 4403: BUSINESS FINANCE

This course examines managerial finance and the environment in which financial decisions are required. This course emphasizes theories, concepts tools, and techniques that assist managers to make reasonable decisions and how decisions can affect short-term vs. long-term organizational health. This course also reviews how decisions can impact the various stakeholders of organizations.

COMP 4303: INFORMATION SYSTEMS

This course is an introduction to information systems and how it is used to create value and to better achieve an organization's objectives. This course is designed to cover foundational concepts and terms as well as new developments in the field of information systems. It also examines the ethical and social issues triggered by the use of computer information systems in a global society. This course develops an understanding the increased concern over information security and privacy.

MGMT 3903: BUSINESS STATISTICS

This course introduces the development of analytical and quantitative concepts needed for management applications. This course is designed to prepare students to understand and communicate quantitative and statistical applications in a business environment.

MGMT 4613: INTERNATIONAL BUSINESS

This course focuses on different aspects of business in the global environment. The complexities of operating in an interconnected economic environment will be examined. The challenges of multinational and international business issues will be discussed, as will the impact of uncontrollable environmental factors on the various functional areas of the firm.

MGMT 4303: PRODUCTION & OPERATIONS

This course focuses on decision making and controlling the allocations of personnel, materials, and machine utilization in a manufacturing/ service environment. Handling of materials, inventory, purchasing and quality control are addressed. Students are exposed to procedures used to set standards and develop skills in estimating and forecasting.

MGMT 4803: STRATEGIC MANAGEMENT

This course focuses on the strategic decisions and planning processes that shape the future of an organization. Students utilize techniques for defining the basic purpose and objectives of an enterprise, analyzing competitors and industries, and matching organizational strengths with environmental opportunities. This course also emphasizes developing structures and systems that recognize, reinforce and reward strong ethical behavior.

MGMT 4903: APPLIED STRATEGIC MANAGEMENT PART I AND II (5 hours)

Building on information presented and mastered throughout the program, students will apply, through case study and business simulation, the theories of effective strategic and tactical management of a company.

	Weeks		Credit	
Term 1A	14		1	Introduction to Program
Term 1A	7	MGMT 3303	3	Principles of Management
Term 1 B	7	ACCT 2903	3	Principles of Accounting
Term 2A	7	MKTG 3303	3	Principles of Marketing
Term 2B	7	ECON 2703	3	Principles of Microeconomics
Term 3A	7	MGMT 3503	3	Business Ethics
Term 3B	7	MGMT 3103	3	Business Law
Term 4A	7	MGMT 4703	3	Organizational Behavior
Term 4B	7	MGMT 4403	3	Business Finance
	14		1	Capstone
Term 5A	7	COMP 4303	3	Information Systems
Term 5B	7	MGMT 3903	3	Business Statistics
	14		1	Capstone
Term 6A	7	MGMT 4303	3	Production & Operations
Term 6B	7	MGMT 4613	3	International Business
	14		1	Capstone
Term 7A	7	MGMT 4803	3	Strategic Management
Term 7A	7		2	Capstone Project
Major Total			45	

Department of Graduate Studies in Management

Statement of Mission:

Graduate Studies in Management envisions developing students with the requisite knowledge, skills, and experiences focused on enriching their professional lives and enhancing service to their organizations and the global community at large as servant leaders.

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 educational mission of MidAmerica Nazarene University by offering academically challenging courses in Accounting, Finance, Economics, Marketing, Business Administration, Business Psychology, Leadership, Project Management, Conflict Resolution and Entrepreneurship.
3. To facilitate the development of broadly educated individuals with specific skills in: problem solving, the use of business technology, delivering business presentations, business writing, team work, leadership, working in multicultural environments, and adapting to change.
4. To meet the needs of our stakeholders by encouraging student and faculty involvement with the church, employers and the community.

GSM Global Learning Outcomes:

Ethics: Business graduates will develop and demonstrate a personal philosophy that integrates Christian principles with ethical business conduct.

Communication: Business graduates will be able to communicate effectively using appropriate methods and tools.

Critical Thinking/Content Mastery: Business graduates will be able to demonstrate critical thinking skills and competencies in business content areas.

Technology: Business graduates will be able to effectively use technology to enhance business processes and presentation.

Management and Leadership: Business graduates will demonstrate awareness, understanding, and, as appropriate, mastery of management and leadership theories and skills.

Career Preparation and Enhancement: Business graduates will be prepared with the knowledge and skills necessary to enter or advance in a career in the field of business and/or pursue further education.

MASTER OF BUSINESS ADMINISTRATION

Objectives:

The Master of Business Administration program at MidAmerica Nazarene University is a two year, 36 credit-hour program designed to enhance the technical and relational skills, innovative instincts, and ethical sensibilities of working adults to enable them to serve their organizations and communities more effectively as servant leaders. The MBA program emphasizes the following objectives:

1. Application – the ability to apply business tools, skills, and concepts in innovative ways to improve the probability of successful management decision making.
2. Innovation – the ability to use business tools, skills, and concepts in innovative ways to improve the probability of successful management decision making.
3. Ethical Leadership – the ability to critically analyze and question knowledge claims in the business setting and illustrate adherence to an ethical approach in decision making.

Admission Procedures and Requirements:

Admission status is determined by the Chair, Graduate Studies in Management Department.

Regular Admission:

The requirements for admission to graduate study for the Master of Business Administration degree include:

- Bachelor's degree from a regionally accredited college or university.
- Completed application.
- There is no application fee for this program.
- Official transcripts of all post-secondary work (MNU alumni disregard).
- Minimum overall grade-point average of 3.0 in the last 60 semester hours of coursework.
- If the student already has a master's degree and is seeking another and has a 3.00 GPA or better in that master's degree, they will be admitted to the program.
- Completion of the MBA Policy Checklist.

If applicants do not have College Algebra or Business Statistics on their undergraduate transcript, they will be required to complete a mathematics assessment and earn a passing score of 70%. If they do not pass the math assessment, they will be required to complete a free Math Refresher course.

If applicants do not have an undergraduate business or business related degree, they will be required to complete online assessments and tutorials in economics, accounting and finance known as the graduate leveling program.

Conditional Admission:

An individual who does not meet regular admission requirements but who desires to pursue work leading to a Master of Business Administration degree at MidAmerica Nazarene University may be permitted to enroll conditionally. Regular status may be gained after completion of acceptable work at MidAmerica Nazarene University with a grade point average of 3.0 for the first twelve hours of graduate study.

Transfer Credit:

A maximum of six graduate credit hours can be transferred in toward completion of the MBA degree.

The course(s) for which transfer credit hours are requested must be judged comparable in terms of content and quality to the relevant MNU MBA course(s). Requests for transfer credit are reviewed by the Chair of the Graduate Studies in Management Program in consultation with GSM faculty, as appropriate. Additionally, hours for which transfer credit is requested:

- must have been earned as graduate credit at an accredited institution.
- must not have been used to meet the requirements for any degree that student previously earned.
- must have been awarded no more than five years prior to the date the student completes his/her current program requirements.
- must have been awarded a grade of “B” or better.

Online MBA

The MBA program will be offered online beginning in August 2015. For more information, contact the Chair of Graduate Studies in Management (913-971-3873) or the Professional and Graduate Studies Admissions office (913-971-3008).

REQUIREMENTS FOR THE MBA DEGREE

MGMT 6001	Graduate Studies for Success	1
MGMT 6002	Corporate and Personal Ethics	2
COMP 6213	Technology for Managers	3
MGMT 6103	Organizational Leadership	3
ECON 6003	Managerial Economics	3
PMGT 7003	Foundations of Project Management	3
MKTG 6003	Marketing Management	3
MGMT 6603	Applied Quantitative Methods	3
MGMT 6403	Legal Environment of Business	3
ACCT 6003	Accounting Theory and Practice	3
ACCT 6103	Financial Management	3
MGMT 6303	Organizational Development	3
MGMT 6703	Strategic Management	<u>3</u>
		36 hours

The MBA Program is available in an on-ground and online format beginning August 2015. Contact the MBA recruiter for more information.

COURSE DESCRIPTIONS

MGMT 6001: GRADUATE STUDIES FOR SUCCESS

This course will focus upon the factors that make graduate adult students successful when attempting to balance the time commitments and demands of work, family, church, and community obligations with weekly MSM course requirements. Students will master Moodle proficiencies in order to effectively navigate the learning management system and other MNU technologies. Students will also have a hands-on experience with various online library research tools and resources that they will need when completing projects and papers for course requirements. A portion of this course will also be devoted to building the cohort community as students will spend the next 18 months together on their MSM learning journey.

MGMT 6002: CORPORATE AND PERSONAL ETHICS

This course examines ethical theories as they relate to various contemporary issues in business. Conceptual models for improving the clarity and consistency of ethical judgment in business settings are addressed. Special consideration is given to the application of Christian ethical principles to decision-making.

COMP 6213: TECHNOLOGY FOR MANAGERS

This course examines how information systems and technology tools can be used to create value and to better achieve both organizational objectives and individual productivity. The course examines the disruptive nature of many of the new and developing technologies. It also considers conditions needed for technology to be accepted and utilized within organizations. The course looks at technology from both an internal and external communication perspective. From an internal perspective, students will learn some of the best practices of utilizing existing and developing technologies for internal communication, collaboration and productivity. From an external perspective, students will learn some of the best practices of utilizing the developing technologies for building stronger connections and relationships with customers.

MGMT 6103: ORGANIZATIONAL LEADERSHIP

This course focuses on the concept of leadership in organizations. The complexity of the structural, political, symbolic and human resource issues in applying a framework for analyzing leadership in organizations is analyzed. Emphasis is placed on building skills for modeling an authentic voice for leadership through the use of effective presentation skills.

ECON 6003: MANAGERIAL ECONOMICS

This course provides an application of economic theory to problems of the organization. Applicable macroeconomic and microeconomic topics are explored. Emphasis is on the use of economic information in decision-making.

PMGT 7003: FOUNDATIONS OF PROJECT MANAGEMENT

This course provides a comprehensive overview of Project Management. The course addresses the culture, principles, ethics, and basic techniques of project management. The course reviews the general stages of a project and describes how the stages are interrelated. Basic

concepts and tools of project management (i.e., introduction and use of MS Project) as well as work breakdown structure, scheduling, process improvement, strategic planning, and risk management are introduced and used in classroom team projects that provide real world, hands on experience for the MSM candidate.

MKTG 6003: MARKETING MANAGEMENT

This course examines the issues involved in organizing and operating startup businesses and new ventures as well as the role of marketing in today's organization. Attention is given to the ethical, social, and economic problems faced by entrepreneurs and marketing managers.

MGMT 6603: APPLIED QUANTITATIVE METHODS

This course is project based and examines the quantitative research methodologies appropriate for the study of organizational problems. Students will learn about data collection and analysis techniques, and acquire knowledge of statistical methods appropriate for the analysis of organizational data.

MGMT 6403: LEGAL ENVIRONMENT OF BUSINESS

This course focuses on the legal environment of business, which includes governmental regulation of business, private actions such as torts, contracts, employment law and labor law. The ability to research laws related to the student's area of interest is emphasized. The relationship of the legal system to ethics is explored.

ACCT 6103: FINANCIAL MANAGEMENT

This course provides the manager with the ability to work effectively with accountants and financial managers through an understanding of the basics of financial management. Topics include cash flow analysis, capital budgeting, long-term financing, and working capital management.

MGMT 6303: ORGANIZATIONAL DEVELOPMENT

This course examines the structural and environmental forces influencing the management process within organizations. Issues presented include resistance to change, the role of change agents, intervention strategies and team development.

MGMT 6703: STRATEGIC MANAGEMENT

This capstone course focuses on the strategic decisions and planning processes that shape the future of the organization. Students will utilize techniques for defining the basic purpose and objectives of an enterprise, for analyzing competitors and industries, and for matching organization strengths with environmental opportunities. Various perspectives to strategic thinking are explored and applications such as vision and mission are examined at both the organizational and personal levels.

MASTER OF SCIENCE IN MANAGEMENT

Objectives:

The Master of Science in Management program at MidAmerica Nazarene University is a 20 month, 36 credit-hour program designed to enhance the technical and relational skills,

innovative instincts, and ethical sensibilities of working adults to enable them to serve their organizations and communities more effectively as servant leaders. The MSM program emphasizes the following objectives:

1. Effective Leadership - To be successful in today's fast-paced business world, one thing can set you apart—effective leadership. Knowing how to work with, and motivate, employees is the most crucial tool in today's workplace. In fact, a lack of people skills is the number one reason that careers are disrupted.
2. Project management skills
3. Organize successful teams.
4. Business planning - Students will build a business plan and then learn how to actually implement it in the real world.
5. Christian perspective - Students have an opportunity to study the practical side of management from a Christian perspective.

MNU'S student-focused approach means that the student will build personal relationships with highly qualified professors. Students will complete projects that they can actually use at work. Most of all, students will enhance their career by learning how to diagnose issues and introduce real solutions.

Regular Admission:

The requirements for admission to graduate study for the Master of Business Administration degree include:

- Bachelor's degree from a regionally accredited college or university.
- Completed application.
- There is no application fee for this program.
- Official transcripts of all post-secondary work (MNU alumni disregard).
- Minimum overall grade-point average of 3.0 in the last 60 semester hours of coursework.
- If the student already has a master's degree and is seeking another and has a 3.00 GPA or better in that master's degree, they will be admitted to the program.
- Completion of the MSM Policy Checklist.

Conditional Admission:

An individual who does not meet regular admission requirements but who desires to pursue work leading to a Master of Science in Management degree at MidAmerica Nazarene University may be permitted to enroll conditionally. Regular status may be gained after completion of acceptable work at MidAmerica Nazarene University with a grade point average of 3.0 for the first twelve hours of graduate study.

Transfer Credit:

A maximum of six graduate credit hours can be transferred in toward completion of the MBA degree.

The course(s) for which transfer credit hours are requested must be judged comparable in terms of content and quality to the relevant MNU MBA course(s). Requests for transfer credit

are reviewed by the Chair of the Graduate Studies in Management Program in consultation with GSM faculty, as appropriate. Additionally, hours for which transfer credit is requested:

- must have been earned as graduate credit at an accredited institution.
- must not have been used to meet the requirements for any degree that student previously earned.
- must have been awarded no more than five years prior to the date the student completes his/her current program requirements.
- must have been awarded a grade of “B” or better.

REQUIREMENTS FOR THE MSM DEGREE

MGMT 6001	Graduate Studies for Success	1
MGMT 6002	Corporate and Personal Ethics	2
COMP 6303	Technology for Managers	3
MGMT 6103	Leadership: Theory & Practice	3
PMGT 7003	Foundations of Project Management	3
MGMT 6323	Mediation, Negotiations and Resolution of Conflict	3
ACCT 6013	Accounting and Finance for Managers	3
MKTG 6003	Marketing Management	3
MGMT 6523	Entrepreneurship	3
MGMT 6223	Strategic Human Resource Management	3
MGMT 6333	Organizational Development & Leading Transformational Change	<u>3</u>
		30 hours

MGMT 6001: GRADUATE STUDIES FOR SUCCESS

This course will focus upon the factors that make graduate adult students successful when attempting to balance work, family, church obligations/demands with weekly MSM course requirements. Students will master Moodle proficiencies in order to effectively navigate our learning management system. Students will submit a writing sample that determines whether they need to participate in a Writing Workshop. Students will also have a hands-on experience with various library sources they will need when completing research for course requirements. A portion of this course will also be devoted to building the community of this new cohort as these students will spend the next 20 months on their MSM learning journey.

MGMT 6002: CORPORATE AND PERSONAL ETHICS

This course will examine ethical theories as they relate to various contemporary issues in business. Conceptual models for improving the clarity and consistency of ethical judgment in business settings will be addressed. Special consideration will be given to the application of Christian ethical principles to decision making.

COMP 6213: TECHNOLOGY FOR MANAGERS

This course examines how information systems and technology tools can be used to create value and to better achieve both organizational objectives and individual productivity. The course examines the disruptive nature of many of the new and developing technologies. It also considers conditions needed for technology to be accepted and utilized within organizations. The course looks at technology from both an internal and external communication perspective.

From an internal perspective, students will learn some of the best practices of utilizing existing and developing technologies for internal communication, collaboration and productivity. From an external perspective, students will learn some of the best practices of utilizing the developing technologies for building stronger connections and relationships with customers.

MGMT 6123: LEADERSHIP: THEORY & PRACTICE

This course focuses on the concept of leadership in organizations. Students will understand the complexity of structural, political, symbolic and human resource issues in applying a framework for analyzing leadership in organizations. Students will also build skills for modeling an authentic voice for leadership through the use of effective presentation skills.

PMGT 7003: FOUNDATIONS OF PROJECT MANAGEMENT

This course provides a comprehensive overview of Project Management. The course addresses the culture, principles, ethics, and basic techniques of project management. The course reviews the general stages of a project and describes how the stages are interrelated. Basic concepts and tools of project management (i.e., introduction and use of MS Project) as well as work breakdown structure, scheduling, process improvement, strategic planning, and risk management are introduced and used in classroom team projects that provide real world, hands on experience for the MSM candidate.

MGMT 6323: MEDIATION, NEGOTIATIONS AND RESOLUTION OF CONFLICT

This course addresses the dynamics of conflict; including techniques for its avoidance as well as alternative avenues of resolution should it occur, such as mediation and arbitration. Students will also explore the impacts of emotional intelligence upon workplace performance. Students will identify useful negotiation and conflict-avoidance procedures and implement them in practical exercises for having effective critical conversations.

ACCT 6013: ACCOUNTING AND FINANCE FOR MANAGERS

This course focuses on accounting as the language of business and explores the information that is communicated by financial statements and other accounting reports. The course also will include financial management topics such as cash flow planning, budgeting and working capital management. Emphasis will be placed on the use of financial information for decision making. This course will also provide a foundation for students as they prepare a business plan in the Entrepreneurship course.

MKTG 6003: MARKETING MANAGEMENT

This course examines the issues involved in organizing and operating start-up businesses and new ventures, as well as the role of marketing in today's organization. Attention is given to the ethical, social, and economic problems faced by marketing managers.

MGMT 6523: ENTREPRENEURSHIP

Successful managers possess the skill set to develop a business plan. The student will identify new business idea and identify the market needs for the product/service, set financial goals, identify the unique features of the product/service, identify their business model, research the competitive market, identify the ideal target market and pricing strategies, determine their branding strategies, determine the best legal form of doing business, put together a management and organizational plan, conduct sales projections and produce a three-year income statement, determine what kind of funding they will need for operations and growth and present their completed business plan.

MGMT 6223: STRATEGIC HUMAN RESOURCE MANAGEMENT

An overview of the major functions of human resources, including equal employment opportunity, affirmative action, assessing and maximizing the job-person match, managing performance, recruitment, selection and staffing, employee development, compensation, incentives and benefits administration, work design and labor unions. Emphasis will be placed on the transactional and transformational nature of strategic HRM (e.g., legal issues, ethical implications and practical applications related to organizational strategy and effectiveness).

MGMT 6333: ORGANIZATIONAL DEVELOPMENT & LEADING TRANSFORMATIONAL CHANGE

This course examines the various factors that impact human and organizational performance as well as the structural and environmental forces influencing the change management process within the organizations. Issues studied include: root causes of performance problems, cost-effective interventions, strategies for the management of planned change, resistance to change, the role of change agents, intervention strategies and team development.

SCHOOL OF EDUCATION

Nancy Damron, Ph.D.
Dean



- Department of Teacher Education
- Department of Professional & Graduate Studies in Education
- Continuing Education

SCHOOL OF EDUCATION

The School of Education follows the university's Wesleyan-Holiness tradition seeking to transform the individual through intellectual, spiritual, and personal development for a life of service to God the church, the nation, and the world. As the university's mission is to educate and inspire servant leaders, the School of Education develops servant leaders in the field of education who honor God by demonstrating excellence in reflective and innovative practices, facilitating the P-12 intellectual, emotional, and character growth of all learners. The School of Education is comprised of the Teacher Education and Professional & Graduate Studies in Education (PGSE) departments as well as a thriving Continuing Education Program.

The Teacher Education Department offers traditional undergraduate majors including:

- Biology Education
- Elementary Education
- English Language Arts Education
- Mathematics Education
- Middle School Mathematics Education
- Middle School Science Education
- Music Education
- Physical Education
- Social Studies/History-Government Education
- Speech/Theatre Education

The Department of Professional & Graduate Studies in Education also offers a non-traditional path for degree completion or licensure in Elementary Education. This accelerated program, Accelerated Elementary Education (AEE) Program, can lead to a degree and licensure.

Teacher candidates in these programs learn through a pre-service program utilizing apprentice relationships and data-driven pedagogy. This develops reflective practitioners able to compassionately and enthusiastically serve all learners, lead in various content areas, contribute to the professional community, and through resourceful and innovative thinking, design student-centered instruction that embodies the interdisciplinary nature of knowledge.

The Professional & 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—English to Speakers of Other Languages
(also offered as licensure only)
- Master of Education—Reading Specialist
- Master of Education—Technology Enhanced Teaching
- Certificate—Online Teaching Certificate (OTC)
- Certificate and Teaching English as a Foreign Language (TEFL) Certificate

In-service teachers in these programs are guided to examine current instructional practices through data analysis, research, and academic writing in order to resourcefully infuse enhanced teaching methods to meet the needs of all learners. Graduates become servant leaders and mentors in their professional communities and the field of education. The School of Education has 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 has identified the following goals for teacher candidates, in-service candidates, and other school professionals:

UNIT PROGRAM OUTCOMES/CONCEPTUAL FRAMEWORK

Goal 1: Teacher candidates demonstrate competence in oral and written communication with students and colleagues and engage in synthetic and critical thinking.

1 Effective and Professional Communication

1.1 Professional Knowledge:

- 1.1.1 Understand that reflective thinking and self-evaluation through verbal and written techniques provide opportunities for active engagement in learning.
- 1.1.2 Understand the role of information literacy skills in developing next generation learners.
- 1.1.3 Understand the process of argumentation.

1.2 Professional Skills:

- 1.2.1 Use effective communication skills to collaborate with colleagues, parents and students.
- 1.2.2 Facilitate reflective thinking and self-evaluation through verbal and written techniques that provide opportunities for active engagement in learning.
- 1.2.3 Infuse information literacy skills when providing opportunities for learning.
- 1.2.4 Employ and facilitate the process of argumentation.

1.3 Professional Dispositions:

- 1.3.1 Consult with colleagues and parents to develop cooperative support for students' learning and well-being.
- 1.3.2 Demonstrate sensitivity to students and seek outside help when appropriate.
- 1.3.3 Demonstrate positive collaboration through community service.

Goal 2: Teacher candidates demonstrate research-based strategies to develop and deliver effective curriculum, instruction, and assessment of all students while engaging in reflective, critical analyses of effective teaching.

2 Curriculum and Instructional Competence

2.1 Professional Knowledge:

- 2.1.1 Understand the relationship between standards, curriculum, and assessment.
- 2.1.2 Know the state accreditation process and how it relates to school improvement, curriculum, and assessment.
- 2.1.3 Understand theories of learning, a variety of appropriate instructional strategies and understand effective instruction for all students.
- 2.1.4 Understand technology can be used to engage students, support and enhance curriculum, and aide professional productivity.

2.2 Professional Skills:

- 2.2.1 Design curriculum based on a growth mind set integrated with the principals of differentiation and brain research.

- 2.2.2 Design curriculum based on standards that build on previous knowledge, is sensitive to developmental needs, and uses a variety of appropriate instructional strategies and technology resources to promote synthetic thinking, critical thinking, problem solving, digital learning, and literacy.
- 2.2.3 Identify and assess appropriate student outcomes and performances and create learning experiences that meet the needs of all students.
- 2.2.4 Design instruction that is appropriate to stages of social-emotional and intellectual development, strengths, and needs.
- 2.2.5 Facilitate self-evaluation and reflective thinking to provide opportunities for active engagement in learning.
- 2.2.6 Use technology to enhance professional development and learning, and facilitate professional productivity.
- 2.3 Professional Dispositions:
 - 2.3.1 Provide a tolerant learning environment that encourages students to understand, question, and interpret ideas from diverse perspectives through curriculum development, adaptation, and assessment.
 - 2.3.2 Welcome cooperation and student involvement in educational planning.
 - 2.3.3 Share the vision of the school and actively work with others to accomplish curriculum and school goals.

Goal 3: Teacher candidates demonstrate a commitment to serve and lead in a Christian manner through their interactions with diverse populations of students, colleagues, and communities.

3 Leadership and Service

- 3.1 Professional Knowledge:
 - 3.1.1 Possess knowledge and recognize the importance of servant leadership in learning communities.
 - 3.1.2 Experience available opportunities for service and leadership.
 - 3.1.3 Understand the role of servant leadership in student advocacy and mentorship.
- 3.2 Professional Skills:
 - 3.2.1 Initiate opportunities to serve in diverse learning communities.
 - 3.2.2 Demonstrate the ability to lead within a learning community.
 - 3.2.3 Demonstrate the ability to integrate faith and learning within service and leadership opportunities with integrity.
- 3.3 Professional Dispositions:
 - 3.3.1 Model the value of Christian leadership and servant leadership.
 - 3.3.2 Promote opportunities of service in diverse learning communities.
 - 3.3.3 Maintain the highest professional standards of ethical behavior.

Goal 4: Facilitate their intellectual and personal growth.

4 Diversity Competence (know-how)

- 4.1 Professional Knowledge:
 - 4.1.1 Understand and recognize differences in students who represent diversity (ethnic, racial, religious, sex, language, and exceptionalities).
 - 4.1.2 Understand culturally responsive teaching, and appropriate services and resources necessary to meet diverse learning needs.
 - 4.1.3 Understand diverse learners in relation to students with exceptionalities.
- 4.2 Professional Skills:
 - 4.2.1 Make appropriate adaptations (including technology resources) in instruction to meet the needs of all students.

- 4.2.2 Collaborate effectively with members of the learning community to use appropriate services and resources that meet the needs of all students.
- 4.2.3 Utilize differentiated methodologies and culturally responsive teaching to reach student learning outcomes.
- 4.2.4 Make appropriate accommodations and modifications based on IEP/section 504 plans to meet learning goals and objectives for students with exceptionalities.
- 4.3 Professional Dispositions:
 - 4.3.1 Encourage all students to understand, question, and interpret ideas from diverse perspectives through curriculum development, adaptation, and assessment.
 - 4.3.2 Provide a caring, learning environment that is culturally sensitive and recognizes diversity.
 - 4.3.3 Develop empathy and extend comfort level as it relates to students with exceptionalities.

Goal 5: Teacher candidates demonstrate they are effective teachers, school counselors, and other school professionals by meeting the appropriate content standards.

5 Standards Based Content Expertise

5.1 Professional Knowledge:

- 5.1.1 Possess content knowledge and recognizes the importance of integrated and media literacy.
- 5.1.2 Know how to integrate content knowledge, technology, and pedagogy to facilitate student learning in relevant ways.
- 5.1.3 Understand the structure of knowledge and organizing concepts in the content field.

5.2 Professional Skills:

- 5.2.1 Devise appropriate learning activities (including technology) that engage students in uncovering the understanding of the content areas.
- 5.2.2 Integrate literacy and thinking skills across and between content fields to enhance student learning.

5.3 Professional Dispositions:

- 5.3.1 Value and promote education, life-long learning, reading and writing.
- 5.3.2 Model the value of life-long education through enthusiasm, curiosity, questioning, and reflection.

FACULTY

NANCY L. DAMRON, Associate Professor of Education; Dean, School of Education, 2010-
B.A., M.Ed., MidAmerica Nazarene University; Ph.D., University of Kansas

ELLEN BECKLEY-HOEFER, Adjunct Instructor, 2009-
Ed.S., University of Missouri - Kansas City

DIANE M. BOTTOMLEY, Adjunct Instructor, 2012-
B.S., Eastern Illinois University; M.S., University of Illinois; Ph.D., University of Illinois

ROBIN BREEDLOVE, Adjunct Instructor, 2015-

B.S., M.S. MidAmerica Nazarene University; ESL endorsement Kansas State University

PAM BURRUS, Accelerated Elementary Education Program Coordinator, 2015-; Adjunct
Instructor, School of Education 2015-

B.S. MidAmerica Nazarene University; M.S. Emporia State University; M.S. Emporia State University

MARTIN H. DUNLAP, Associate Professor of Education; TET Program Coordinator, 2007-
B.A., MidAmerica Nazarene University; M.M.E. University of Kansas; Ed.D., University of Kansas

TIM MURRAY, Adjunct Instructor, 2015-

B.S. MidAmerica Nazarene University; M. A. Avila University; ABD. Baker University

SCOTT R. POPPLEWELL, Adjunct Instructor, 2012-

B.S., Ball State University; M.A.E, Ball State University; Ph.D., Ball State University

MICHAEL RAMIREZ, Assistant Professor, Instructional Technologist, 2010-

B.S., Missouri State University; M.A., University of Missouri-Kansas City; M.E.T.,
MidAmerica Nazarene University

MARSHA RATZEL, Adjunct Instructor, 2008-

B.A., Simmons College; M.A.T., Webster University

RAMONA STOWE, Associate Professor of Education, 2008- Chair, Professional &
Graduate Studies in Education and ESL Program Coordinator 2008-

B.S.E., Northeast Missouri State University; M.A. Northeast Missouri State University; Ph.D.,
Kansas State University

RUTH WAGGONER, Adjunct Instructor, 2010-

B.A., MidAmerica Nazarene University; M.A., University of Kansas; Ed.D., Baker University

JEREMI WONCH, Adjunct Instructor, 2015-

B.A., MidAmerica Nazarene University; M.A. MidAmerica Nazarene University

Department of Professional and Graduate Studies in Education

STATEMENT OF PURPOSE:

The School of Education 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.

To this end, the Department of Professional and Graduate Studies in Education (PGSE) at MidAmerica Nazarene University offers advanced, professional and graduate degree programs for elementary and secondary teachers. These online programs offer coherent, integrated coursework based on national teaching standards. MNU's Accelerated Elementary Education program is structured so that the student can work toward a bachelor's degree in elementary education in a flexible format built for working adults. Students who have already earned a bachelor's degree in another discipline can pursue the licensure option, which provides the credentials necessary to teach in an elementary setting in just 18 months.

FOCUS

Graduate study at MidAmerica Nazarene University is conceptualized as an opportunity for the individual to pursue an area of study that will facilitate his/her professional and personal development. The curriculum and culture encourages each student to develop a dynamic social conscience that will enable him/her, through personal contributions, to express God's love for humankind. The PGSE envisions its accelerated and master's degree programs to reach a global community of teachers. Graduates will be professional teachers of integrity who recognize the inherent value and learning potential of all children and youth. Based on the educational theories and principles of learning, pedagogical methods, and their own educational research, our graduates will be teachers whose instruction reflects education's best practices. As professionals, they will meet national standards for accomplished teachers, offer technology-enhanced instruction, and positively influence student achievement. Fully realized, the department will develop teachers who are teacher leaders serving in the diverse and challenging schools and global communities of the twenty-first century.

Program accreditation has also been achieved from the National Council for the Accreditation of Teacher Education (NCATE).



ACCELERATED ELEMENTARY EDUCATION PROGRAM

Objectives:

The Accelerated Elementary Education (AEE) Program is designed for the adult student with previous college experience. The student who comes to MNU with an associate of arts or associate of science degree or appropriate general education courses will complete their elementary education degree in 18 months. Those students who come to MNU with a bachelor's degree in another field may complete the licensure courses in 18 months. The first year of the program consists of courses in 4-6 week-long modules with individualized field-based experiences. Candidates in this hybrid program complete courses face-to-face, online and in blended form. During the final semester of this program, students will be enrolled in student teaching

REQUIREMENTS FOR THE ACCELERATED B.A. DEGREE

Course Number	Course Name	Credit Hours
EDUC 1001	Education Seminar (online)	1
EDUC 2103	Introduction to Teaching	3
EDUC 2203	Cultural Diversity in Education (online)	3
EDUC 3603	Classroom Management (online)	3
EDUC 3204	K-2 Integrated Literacy	4
MATH 2213	Math for the Elementary Teacher I	3
EDUC 3304	3-6 Integrated Literacy	4
PHED 3102	Methods in Teaching Elementary P.E.	2
EDUC 3104	Elementary Methods of Math (online)	4
EDUC 2502	Elementary Methods of Applied Arts	2
EDUC 3132	Technology for Teaching and Learning I	2
EDUC 2903	Children's Literature (online)	3
HLSC 3603	Core Concepts of Health (online)	3
EDUC 3134	Teaching and Learning I	4
EDUC 4505	Elementary Science & Social Studies	5
EDUC 3414	Teaching and Learning II - Exceptional Learner	4
EDUC 3412	Technology Teaching and Learning II (online)	2
EDUC 4512	Technology Teaching and Learning III	2
EDUC 4514	EDUC Teaching and Learning III	4
EDUC 4788	Student Teaching Part I, Student Teaching Part II, Student Teaching Part III	9-12
Total		67-70 hours

EDUC 1001: EDUCATION SEMINAR

This course is designed to introduce the student to the elementary and secondary education programs offered within the Teacher Education Department at MidAmerica Nazarene University. The purpose of this course is to create an awareness of the teaching profession by reflecting about oneself, students, schools and classrooms as the foundations for becoming an educator. The course will also provide procedures and requirements for becoming a

professional educator in three ways: 1) concerns and realities of entering the teaching profession, 2) the significance and value of student diversity, and 3) complex social, cultural, and academic realities of the classroom and school. This course will guide the student toward a commitment to the teacher education program by completing a portion of the necessary requirements for admission.

EDUC 2103: INTRODUCTION TO TEACHING

This course is designed to examine the institutional development of public education in the United States with an interpretation of political, philosophical, and social forces influencing this development. The scope of this course is to study the philosophical, historical and foundational roles of schools, teachers and American society, and to explore American educational systems and focus on the conflict of values and critical changes experienced in education. Additionally, the philosophical forces and roles in education will be addressed.

MATH 2213: MATH FOR THE ELEMENTARY TEACHER I

This course addresses concepts of elementary mathematics to meet the needs of students preparing to teach in the elementary school. This first course focuses on number and operation including whole numbers, integers, fractions and decimals. There is also a focus on problem solving and conceptual understanding. Prerequisite: MATH 1223 or equivalent. Fall.

EDUC 3603: 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.

EDUC 3204: K-2 INTEGRATED LITERACY AND ASSESSMENT

K-2 Integrated Literacy and Assessment provides emergent literacy theory to foster language development, create literacy rich environments for young children, assess and evaluate literacy learning, and provide differentiation and interventions for learners in the K-2 classroom. Based on the Common Core State Standards for College and Career Readiness, evidence-based primary literacy instruction includes modeled, guided, and direct instruction; age-appropriate skills and strategies; integration of reading/writing, listening/speaking, and viewing/visual representation for the emergent reader and writer. Methods and content are partially evaluated in class as well as during one of two field experiences.

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.

EDUC 3304: 3-6 INTEGRATED LITERACY AND ASSESSMENT

3-6 Integrated Literacy and Assessment extends literacy theory to the intermediate grades to focus on language development, create a literacy-rich classroom environment for middle level students, assess and evaluate literacy learning, and provide differentiation and interventions for learners in 3-6 classrooms. Based on the Common Core State Standards (CCSS), evidence-based intermediate literacy instruction includes modeled, guided, and direct instruction, age appropriate skills and strategies, content area literacy, integration of reading/ writing/listening/ speaking/viewing/visual representation. Methods and content are partially evaluated in class as well as during one of two field experiences.

PHED 3102: METHODS OF TEACHING MOTOR SKILLS AND ELEMENTARY P.E.

The teacher candidate analyzes 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.

EDUC 2502: ELEMENTARY METHODS OF APPLIED ARTS

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.

EDUC 3104: ELEMENTARY METHODS OF MATH & PRACTICUM

This course is a study of teaching procedures and materials, game theory, and other modern approaches for teaching mathematics in the elementary classroom. Elements including activities related to teaching elementary level math are embedded in one of two field experiences.

EDUC 3132: TECHNOLOGY TEACHING AND LEARNING I

Students in this course will be introduced to educational technology related to technology skills, pedagogical practices, and content knowledge. Students will incorporate technology strategies and tools into lessons as part of the teaching and learning process.

EDUC 3134: TEACHING AND LEARNING I

The focus of this course is to introduce teacher candidates to the following concepts: Students as Learners, Instructional Processes, Assessment, Analysis of Instructional Process, and Professional Development, Leadership, and Community. Teacher candidates will learn and employ effective curriculum planning through appropriate procedures and apply effective instructional practices to enhance the learning environment. Elements including activities related to curriculum development and application of instructional practices are embedded in one of two field experiences.

EDUC 2903: CHILDREN'S LITERATURE

Included in this course is a survey and evaluation of children's literature and exploration of different types of literature including plays, poetry, and trade books.

HLSC 3603: CORE CONCEPTS OF HEALTH

This course examines the multi-dimensional, factors (emotional, environmental, intellectual, occupational, physical, social, and spiritual) that affect optimal health. The course will develop and extend students' understanding of public health principles; knowledge, tools, and motivation to teach wellness-related behavior, and the dynamics of health behavior change.

EDUC 3412: TECHNOLOGY TEACHING & LEARNING II

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.

EDUC 3414: TEACHING AND LEARNING II - EXCEPTIONAL LEARNER

Learning to diagnose and resource individual and learning differences in the classroom are the foci of this course. Special attention is given to the psychosocial and educational needs of exceptional individuals. Elements including activities related to teaching special needs students are embedded in one of two field experiences.

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. One of two field experiences will include activities related to teaching elementary level Science and Social Studies is included

EDUC 4512: TECHNOLOGY TEACHING AND LEARNING III

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.

EDUC 4514: TEACHING AND LEARNING III

In this course, teacher candidates will review the structure of knowledge and curriculum. Candidates will build units of study infused with differentiation and emphasizing tiered instruction. In addition, candidates will learn to make instructional alterations and decision-making based on formative assessment results. To effectively construct and teach units to K-12 students, this course will emphasize brain-based teaching, 21st Century Skills, data analysis, reflection, understanding students' prior knowledge, curriculum mapping and backward design. Elements including activities related to strategies for differentiation and assessment are embedded in one of two field experiences.

EDUC 4788: ELEMENTARY STUDENT TEACHING & SEMINAR

Supervised student teaching experience in the elementary schools. Admission to student teaching is required.

ELEMENTARY EDUCATION SENIOR COMPREHENSIVE EXAM

A comprehensive examination (ETS Praxis II) is required to be passed by all senior elementary 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 MNU Licensure and Assessment Coordinator of the Teacher Education Department.

ADMISSIONS AND EXPECTATIONS OF AEE

Admission requirements include:

- Complete application
- Complete writing sample exercise
- Complete resume
- Submit official transcripts prior to course work beginning
- Cumulative GPA: 2.75
- Take the CBASE Exam, covering English, Writing, Math, Science and Social Studies and receive a minimum score of 235 for each section
- Public Speaking with a minimum of B-
- No disciplinary issues and no crimes against children.
- Child Development course

Guidelines and Expectations

- One week of vacation may be taken each semester to complete a field placement for an entire week (five business days) unless the student is unemployed or is a paraprofessional who is given permission to use their employment classroom for a placement. All placement arrangements require individualized examination and, therefore, are finalized by the Director of Clinical and Field Based Experiences.
- Inclement weather resulting in the canceling of on-land classes will facilitate an alternate delivery mode of class through Adobe Connect and Moodle. Attendance is required.
- Student teaching will be a full time position (7AM-5PM on average), during which working is not recommended.
- Six seminar sessions are required throughout the student teaching experience and are held on the MNU campus. Remote student teachers attend through Adobe Connect.
- Biblical Perspectives is required for those not holding a bachelor's degree. The institution will also accept Old/New Testament and Christian Beliefs.
- The program is a lock step program and no course changes are allowed unless transfer credit has been approved by the Licensure and Assessment Coordinator.
- The AEE program is an accelerated program and each program candidate must understand the intellectual strain and time commitment placed on him/her while in

the program.

The following students will need to have completed all general education coursework associated with a Bachelor of Arts degree in Elementary Education prior to starting:

- Students who do not have an Associate of Art or an Associate of Science degree but meet the 60 credit hour requirement.
- Students who have a bachelor's degree but desire to earn a second degree in Elementary Education.

Provisional Acceptance:

For those applicants who have completed all admission requirements except for the CBASE exam, provisional acceptance to the program can be granted once the candidate has registered for the exam.

Conditional Acceptance:

A student may be conditionally accepted into AEE for modules 1 and 2 under the following stipulations:

- If any section of the CBASE is not passed before beginning courses, it must be taken in the first module; if not passed again, the student will be dropped from the program before the third module.
- If a candidate's GPA below 2.75, the student must receive at least a B- or above in all coursework; if academic excellence is not shown, the student will be dropped from the program.
- If official transcripts are not provided, a student may start the program. However, the student will be dropped from the program before the third module if transcripts are not received by then.

MASTER OF EDUCATION

Objectives:

All three of our Master of Education emphases are relevant, technology-enhanced education degrees that prepare you to improve classroom practice while raising the achievement level of your students. Students use a mobile, web-accessible curriculum and learn from highly qualified, experienced instructors while participating in cohesive learning groups.

The three components in the Master of Education are:

- 1) A CORE that addresses the university's mission.
- 2) An AREA OF EMPHASIS that consists of 15 - 18 hours of degree or endorsement-specific coursework.
- 3) A RESEARCH COMPONENT that includes two, three-hour courses in action research, taken sequentially.

Minimum Technology Requirements:

All courses are offered in a paperless environment. Students are expected to have a laptop

computer, and all courses are taught using the online Learning Management System, Moodle. To take advantage of the interactivity of courses, the following minimum system profiles are **REQUIRED:**

Macintosh OS Mac OS X (Preferred)
 4 GB RAM
 Broadband Internet access
 Browser with Java enabled:
 Most current Firefox (recommended browser)

PC XP, Vista or Windows 8
 XP or Vista or Windows 8
 4 GB RAM
 Broadband Internet access
 Sound card and speakers

The following browser with Java enabled is recommended:
 Most current Firefox (recommended browser)

Other requirements:

- Third generation or newer iPad
- Adobe Acrobat Reader (free download)
- iTunes (free download)
- Computers will need to have a microphone and speakers for synchronous learning
- FocusX2i Account
- Taskstream Account

REQUIREMENTS FOR THE M.ED. DEGREE

For the ESOL and Technology-Enhanced Teaching tracks, students complete five core courses and then an additional 18 hours in a desired emphasis area. All programs are approved by the Kansas Department of Education, NCATE,/CAEP and the Higher Learning Commission.

EDUC 7033	Ethical World Views for Educators	3
EDUC 7078	The Thinking Classroom	3
EDUC 7093	Serving Through Servant Leadership	3
EDUC 7063	Action Research I	3
EDUC 7083	Action Research II	3
	Emphasis	<u>18 hours</u>
Total		33 hours

EDUC 7033: ETHICAL WORLD VIEWS FOR EDUCATORS

A worldview is a developed lens through which a person perceives the world in which they live. Ethical decisions are a part of the daily life of an educator. This course seeks to guide candidates through various ethical positions and worldviews that may affect the learning environment encountered in the 21st century classroom.

EDUC 7078: THE THINKING CLASSROOM

21st Century classrooms must prepare next century thinkers. As new curricula like the Common Core State Standards and Next Generation Science Standards are emphasizing, synthetic, creative, and critical thinking skills are crucial to building a citizenry capable of dealing with complex issues and forging new pathways in industries throughout the world.

While assessment for and of learning help to inform instructional planning and decision making, previous educational trends as well as local and national exams emphasize base standards and rote memorization to demonstrate mastery. This kind of content mastery approach has largely discouraged the utilization of complex thinking processes and broad reasoning skills in classrooms. The Thinking Classroom is designed to promote complex thinking and reasoning skills first with educators and then provide a structure for applying those skills in the classroom with next century learners. This course will not only emphasize pragmatic application of thinking processes in the planning process but will also provide the student with the philosophical and theoretical foundation of such practices.

EDUC 7093: SERVING THROUGH SERVANT LEADERSHIP

This course presents the concept of leadership and describes various leadership models and approaches, focusing on the Servant Leadership model. Candidates consider how leadership principles apply to their own professional development and roles in learning communities. They examine leadership dynamics in relationship to personality characteristics, effective team-functioning, problem solving, and conflict management.

EDUC 7063: ACTION RESEARCH I

The purpose of this course is to present the principles, historical, theory, rationale, and processes of the action research method. Aspects of this model are compared to traditional research methods. Graduate students learn that action research promotes professional practice. Through discussion and literature reviews, they determine an area of focus and prepare to conduct in-depth, specialized, classroom-based inquiry.

EDUC 7083: ACTION RESEARCH II

This purpose of this course is to facilitate professional growth through classroom-based action research. Course content covers methods of data analysis, interpretation of results, and promotes the benefits of sharing and reflection in learning communities. Graduate candidates learn how to represent their raw data, report the results, and develop action plans. They produce a professional report using APA style guidelines and the writing process approach. Action research projects are designed to showcase graduate students' professional dispositions and leadership skills.

TECHNOLOGY-ENHANCED TEACHING EMPHASIS

The six, three-hour courses are aligned with the International Society for Technology in Education's (ISTE) National Educational Technology Standards for Teachers (NETS•T). The standards express the fundamental concepts and skills for teachers in the evolving field of educational technology, the necessary conditions for the appropriate use of technology in teacher education and K-12 schools, and the assessment tools for measuring technological competence. This program prepares teachers to use technology to enhance student learning and to become active participants in professional development related to the use of technology in K-12 schools. Candidates will not only learn the latest technology and applications available but will develop an understanding of the use of social media as a collaborative tool for discussing and solving classroom issues related to Web 2.0 tools and other technology uses.

EDUC 7103: TECHNOLOGY-ENHANCED TEACHING SEMINAR

This course introduces candidates to the field of educational technology. Course content covers its historical and recent forces, the social and ethical issues of acquiring and implementing educational technology, and technology operations and concepts. The course presents National Educational Technology Standards for Teachers as framework for coursework in graduate program. Course content also examines the role and best practices for distance education and other alternative delivery systems. Candidates begin their professional portfolios.

EDUC 7203: TECHNOLOGY FOR PRODUCTIVITY AND PROFESSIONAL PRACTICE

This course addresses productivity tools that teachers use to increase efficiency and access professional development. These tools include word processing, spreadsheets, and database applications. The course introduces technology organizations to support ongoing professional growth. Candidates discuss district policies for professional growth and reflect on their own growth as teachers to use technology-enhanced instruction. In this course, candidates communicate with colleagues about current research to support instruction using electronic mail and Web browsers. As part of increasing their professional development, teachers participate in online collaborative curricular projects and team activities.

EDUC 7303: TECHNOLOGY-ENHANCED LEARNING ENVIRONMENTS

This course considers the many aspects of technology-enhanced environments and the management strategies that contribute to a positive classroom environment and help facilitate access to technology. Candidates learn considerations for creating appropriate learning activities for students of diverse learning styles, stages of development, and cultural backgrounds. Candidates develop skills in using both input and output devices in their classrooms. They develop lesson plans and a comprehensive classroom technology management plan using multiple strategies for locating and supporting their technology resources to meet the diverse and specialized needs of students.

EDUC 7603: BLENDED LEARNING

This course introduces candidates to the blended/hybrid learning environment. Course content covers its foundations, pedagogy, methodology, the social and ethical issues of acquiring and implementing high-quality resources, and technology operations and concepts. The course aligns to the National Educational Technology Standards for Teachers (NETS-T). Course content examines the role and best practices for different types of delivery systems, specifically to blended educational settings.

EDUC 7403: TEACHING AND LEARNING WITH TECHNOLOGY

This course assists candidates in understanding the role of educational technology in the teaching and learning process. Initially, course content presents the relationship of technology to key learning theories, learner characteristics, and teaching styles. The course then presents development tools, such as multimedia tools and web-based construction, and instructional software to enhance conceptual understanding and demonstrate understanding of academic content. Candidates study learner-centered strategies that place students at the center of considerations in planning for authentic learning experiences.

EDUC 7503: TECHNOLOGY-FACILITATED ASSESSMENT

This course overviews assessment principles and practices and emphasizes assessments' integral role in teaching and learning. Course content highlights international and national

high stakes testing. Candidates apply technology to facilitate a variety of effective assessment and evaluation strategies and learn the importance of establishing credible performance standards and communicating candidates' progress in accomplishing these standards.

ONLINE TEACHING CERTIFICATE

With the addition of one three credit hour course, students in the TET program can earn an Online Teaching Certificate (OTC). To complete coursework related to this certificate one is not required to be in the TET program. The four, three credit hour courses can be taken as a stand alone certificate program. A teaching certificate is not required as this certificate program is open to anyone interested in learning how to teach in a virtual environment. The coursework is designed to provide an opportunity to help instructors understand the many facets of online learning, both in terms of structural and pedagogical considerations. These four courses offer training in course design, blended learning characteristics, electronic learning environments and online assessment. This certificate is 12 credit hours.

EDUC 7303: TECHNOLOGY-ENHANCED LEARNING ENVIRONMENTS

This course considers the many aspects of technology-enhanced environments and the management strategies that contribute to a positive classroom environment and help facilitate access to technology. Candidates learn considerations for creating appropriate learning activities for students of diverse learning styles, stages of development, and cultural backgrounds. Candidates develop skills in using both input and output devices in their classrooms. They develop lesson plans and a comprehensive classroom technology management plan using multiple strategies for locating and supporting their technology resources to meet the diverse and specialized needs of students.

EDUC 7603: BLENDED LEARNING

This course introduces candidates to the blended/hybrid learning environment. Course content covers its foundations, pedagogy, methodology, the social and ethical issues of acquiring and implementing high-quality resources, and technology operations and concepts. The course aligns to the National Educational Technology Standards for Teachers (NETS-T). Course content examines the role and best practices for different types of delivery systems, specifically to blended educational settings.

EDUC 7503: TECHNOLOGY-FACILITATED ASSESSMENT

This course overviews assessment principles and practices and emphasizes assessments' integral role in teaching and learning. Course content highlights international and national high stakes testing. Candidates apply technology to facilitate a variety of effective assessment and evaluation strategies and learn the importance of establishing credible performance standards and communicating candidates' progress in accomplishing these standards.

EDUC 7703: PRINCIPLES OF ONLINE COURSE DEVELOPMENT*:

This course introduces students to the resources, techniques, and practices of teaching and learning in the P-12 online environment.

*not part of the TET program

ESOL EMPHASIS

The graduate ESOL coursework includes 18 credit hours of emphasis courses and 15 credit hours of our core and research courses. The ESOL courses reflect up-to-date knowledge from research and effective practice. They are aligned with the TESOL/NCATE teacher preparation standards and the K-12 state standards and assessments, including English language proficiency standards and content standards. Successful completion of the ESOL Praxis will meet Kansas K-12 ESOL endorsement and Highly Qualified Teacher requirements.

ESOL 6003: METHODS AND INSTRUCTIONAL MATERIALS FOR THE ELL

This course will explore topics relating to methodology and instructional practices for the ELL. Topics include: methods, materials and instructional techniques in the school setting; strategies for native language support; curricular and instructional accommodations and modifications; and literacy methodologies for ELLs.

ESOL 6203: MULTI-CULTURAL AWARENESS IN EDUCATION

The diverse and rich tapestry of cultures represented in the schools of the 21st century. It will present techniques and content for interacting in a multicultural educational settings.

ESOL 6303: LINGUISTICS FOR ESL

Areas in the scientific study of language include phonology, morphology, syntax and traditional, structural and transformational grammars. Application for English for Speakers of Other languages will be emphasized.

ESOL 6403: ASSESSMENT AND EVALUATION FOR THE ENGLISH LANGUAGE LEARNER

An overview of assessment issues relating to formal and informal first and second language assessment instruments and techniques will be provided in this course.

ESOL 6503: PRACTICUM WITH ENGLISH LANGUAGE LEARNERS

The practicum is a supervised, field-based experience in the education of English Language Learners grounded in a best-practices environment (45 hours). It is specifically designed to further develop and expand the practitioner's knowledge and ability to be an effective ESL teacher.

ESOL 6603 TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE

Many now consider English to be an international language or the lingua franca in many situations. There are currently more non-native speakers of English in the world than there are native speakers. This course examines the opportunities to teach English to populations outside of the K-12 U.S. population. Areas explored include teaching English as an international or as a foreign language (TEFL), teaching adults, and teaching in alternative settings. Completion of this course in addition to the other ESOL emphasis courses leads to a TEFL certificate.

TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) CERTIFICATE

The TEFL Certificate is designed to provide the learner with the skills and knowledge needed to teach English as a Foreign Language in nations around the globe. To complete coursework related to this certificate, one is not required to be in the ESL program. The six, three credit hour courses can be taken as a stand alone certificate program. A teaching certificate is not required as this certificate program is open to anyone interested in learning how to teach English as a Foreign Language. The coursework is designed to provide an opportunity to help instructors understand pedagogical elements of effective TEFL instruction, multicultural considerations, linguistic structures, and assessment. This certificate program is 18 credit hours.

ESOL 6003: METHODS AND INSTRUCTIONAL MATERIALS FOR THE ELL

This course will explore topics relating to methodology and instructional practices for the ELL. Topics include: methods, materials and instructional techniques in the school setting; strategies for native language support; curricular and instructional accommodations and modifications; and literacy methodologies for ELLs.

ESOL 6203: MULTI-CULTURAL AWARENESS IN EDUCATION

The diverse and rich tapestry of cultures represented in the schools of the 21st century. It will present techniques and content for interacting in a multicultural educational settings.

ESOL 6303: LINGUISTICS FOR ESL

Areas in the scientific study of language include phonology, morphology, syntax and traditional, structural and transformational grammars. Application for English for Speakers of Other languages will be emphasized.

ESOL 6403: ASSESSMENT AND EVALUATION FOR THE ENGLISH LANGUAGE LEARNER

An overview of assessment issues relating to formal and informal first and second language assessment instruments and techniques will be provided in this course.

ESOL 6503: PRACTICUM WITH ENGLISH LANGUAGE LEARNERS

The practicum is a supervised, field-based experience in the education of English Language Learners grounded in a best-practices environment (45 hours). It is specifically designed to further develop and expand the practitioner's knowledge and ability to be an effective ESL teacher.

ESOL 6603: TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE (3 credit hours)

Many now consider English to be an international language or the lingua franca in many situations. There are currently more non-native speakers of English in the world than there are native speakers. This course examines the opportunities to teach English to populations outside of the K-12 U.S. population. Areas explored include teaching English as an international or as a foreign language (TEFL), teaching adults, and teaching in alternative settings. Completion of this course leads to a TEFL certificate.

KSDE APPROVED CERTIFICATION PROGRAMS

READING SPECIALIST EMPHASIS

The Graduate Studies in Education, Master of Education, READING SPECIALIST provides classroom teachers with advanced study in the field of literacy, specifically reading instruction, assessment and literacy leadership to prepared K-12 teachers to become state certified Reading Specialists. Program graduates will hold a new level of professional expertise in research-based reading instruction, on-going classroom assessment of reading, knowledge of newly published children's and adolescent literature for improving their teaching, and professional development leadership for K-12 schools. In addition to the Master of Education Reading Specialist core courses, Action Research I and II that all students must take to earn a Master of Education advanced degree, students who select the Reading Specialist program must also complete the following courses and requirements.

REQUIREMENTS FOR THE M.ED. READING SPECIALIST

For the Reading Specialist, students will complete these courses as well as comply with requirements and testing that prepare them to be certified reading specialists. Successful completion of the PRAXIS exam and four transition points is required for degree completion. The Kansas Department of Education and the Higher Learning Commission have approved this program.

Reading Content Courses (Completed with a 3.00 or above)

EDUC 7813 Theories of Reading	3
EDUC 7823 Emergent Literacy (PreK-2)	3
EDUC 7833 Advanced Study of Reading Methods (3-6)	3
EDUC 7873 Reading-Writing Connection	3
EDUC 7843 Content Area Reading (7-12)	3
EDUC 7803 Advanced Children's & Adolescent Literature	3

Core Learning Course

EDUC 7033 Ethical World Views for Educators	3
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Assessment & Practicum Courses (Completed with a 3.00 or above)

EDUC 7853 Corrective Reading	3
EDUC 7801 Diagnostic Literacy Practicum: Elementary Level	1
EDUC 7811 Diagnostic Literacy Practicum: Middle/Secondary Level	1

Reading Specialist Capstone Courses (Completed with a 3.00 or above)

EDUC 7063 Action Research I	3
EDUC 7083 Action Research II	3
EDUC 7863 Servant Leadership in Literacy	<u>3 hours</u>
Total	35 hours

Other requirements include:

- Teaching Certificate
- 2 years teaching experience before Corrective Reading
- International Literacy Association (ILA) member
- Participate in MNU Summer Literacy Institutes
- Passing score on Praxis II Reading Specialist Exam

EDUC 7813: THEORIES OF READING

This course is an overview of historical and current reading theories and models, and how the theories have been and continue to be linked to reading instruction in K-12 schools. It also attends to the development of teachers' own theoretical orientations: how they develop and change with teaching experience, and how they manifest themselves in the classroom. Students will choose and focus on one topic as it relates to the history of learning to read. Candidates write a research paper and learn APA and graduate level research reading.

EDUC 7823: EMERGENT LITERACY (PreK-2)

This course explores the literacy development (speaking, listening, reading, writing, & viewing) in young children and explores & develops best practices for Pre-K-Grade 3. It is an exploration of principles, methods, and materials for teaching young children language and literacy through a play-based integrated curriculum.

EDUC 7833: ADVANCED STUDY OF READING METHODS (3-6)

The Advance Study of Reading Methods course includes the application of theory to appropriate practice for upper and middle level literacy including assessments, teaching methods, strategies, and instructional materials. As comprehension is a complex result of reading skills, work with motivation, engagement, phonemic awareness, phonics, word identification, fluency, vocabulary development and comprehension skills research-based teaching strategies will also be included in this course. Students will read a self-selected children's literature chapter book and apply strategies to it for the preparation of a final project.

EDUC 7873: READING-WRITING CONNECTION

Reading and Writing Connection focuses on integrating the writing process recursively into reading development instruction. Candidates apply research-based instructional strategies to integrate writing into all subject areas. Specific techniques such as mini-lessons, shared and guided writing, writing to learn, and conferencing are addressed. Participants examine the writing process as a recursive, contextualized, and individual process of developing increasingly sophisticated communicative literacy. This course will define and teach the importance of the recursive nature of reading and writing. It will also provide information and support for teachers as they provide differentiated instruction in relation to the ten Common Core (CCSS) writing standards.

EDUC 7843: CONTENT AREA READING (7-12)

This course will apply reading theory to age-appropriate practice for middle and secondary literacy in English, social studies, science, and mathematics including assessments, teaching methods, comprehension and discipline specific vocabulary strategies, and materials. It explores the conceptual ideas underlying the teaching of reading in the content areas, the importance of reading skills to students' understanding of specific subject matter content and the three phases of cognitive processing (pre- active, interactive, and reflective).

EDUC 7803: ADVANCED CHILDREN'S AND ADOLESCENT LITERATURE

Advanced Children's and Adolescent Literature focuses on the study of classic and contemporary literature for children, with an emphasis on selecting and incorporating a wide variety of literature into the curricula for children and students. This course is designed to help teachers acquire knowledge of characteristics of recently published children's literature/adolescent literature, increase awareness of literary texts available for children/students, develop understanding of literary response and criticism, and familiarize the lives and philosophies of notable authors of children's and adolescent literature.

EDUC 7853: CORRECTIVE READING

This course practices the assessment, diagnosis and correction of reading problems for students K-12. A supervised case study practicum in planning and implementing diagnostic lessons, based on an analysis of assessments that enhance the literacy development of grade K-12 students will be completed to provide teachers with guided practical experiences in informal diagnostic procedures, prescription, and treatment of common reading difficulties, which can be handled by the classroom teacher within the classroom setting. The course promotes application of knowledge and competencies in the use of teaching methods and materials in the treatment of specifically identified reading needs of individual students. (Pre-Requisites: All Reading Content courses; Concurrent enrollment with EDUC 7801 & 7811)

EDUC 7801: DIAGNOSTIC LITERACY PRACTICUM: Elementary Level

Supervised case study practicum in planning and implementing diagnostic lessons, based on an analysis of assessments that enhance the literacy development of grade K-6 students. This advanced course is one of two practicum courses in the Reading Specialist program designed to prepare graduate students to teach and support elementary remedial reading and writing. The concurrently enrolled course, EDUC 7853 Corrective Reading, examines the selection, administration, and analysis of literacy assessments. EDUC 7833 Advanced Study of Reading Methods addresses planning and implementing instruction for elementary level students. The course content is based on the latest theory, research, and pedagogy related to the development and remediation of reading and writing. (Pre-Requisites: All Reading Content courses; Concurrent enrollment with EDUC 7853 Corrective Reading)

EDUC 7811: DIAGNOSTIC LITERACY PRACTICUM: Secondary Level

Supervised case study practicum in planning and implementing diagnostic lessons, based on an analysis of assessments that enhance the literacy development of grade 5-12 students. This advanced course is one of two practicum courses in the Reading Specialist program designed to prepare graduate students to teach and support secondary remedial reading and writing. The concurrently enrolled course, EDUC 7853 Corrective Reading, examines the selection, administration, and analysis of literacy assessments. EDUC 7833 Advanced Study of Reading Methods addresses planning and implementing instruction for secondary level students. The course content is based on the latest theory, research, and pedagogy related to the development and remediation of reading and writing. (Pre-Requisites: All Reading Content courses; Concurrent enrollment with EDUC 7853 Corrective Reading)

EDUC 7863: SERVANT LEADERSHIP IN LITERACY

Prepares reading specialist as a school leader and expands knowledge of literacy gained in prerequisite to become a literacy leader. This course addresses the main themes of literacy leadership and focuses on the roles of literacy leaders, leading and mentoring teachers in effective literacy practices, designing effective school-wide professional development, advocating for literacy both in school contexts and community settings, promoting change for

21st century learning, participating in professional organizations and conferences.

EDUC 7063: ACTION RESEARCH I

The purpose of this course is to present the principles, historical, theory, rationale, and processes of the action research method. Aspects of this model are compared to traditional research methods. Graduate students learn that action research promotes professional practice. Through discussion and literature reviews, they determine an area of focus and prepare to conduct in-depth, specialized, classroom-based inquiry.

EDUC 7083: ACTION RESEARCH II

This purpose of this course is to facilitate professional growth through classroom-based action research. Course content covers methods of data analysis, interpretation of results, and promotes the benefits of sharing and reflection in learning communities. Graduate candidates learn how to represent their raw data, report the results, and develop action plans. They produce a professional report using APA style guidelines and the writing process approach. Action research projects are designed to showcase graduate students' professional dispositions and leadership skills

EDUC 7033: ETHICAL WORLD VIEWS FOR EDUCATORS

A worldview is a developed lens through which a person perceives the world in which they live. Ethical decisions are a part of the daily life of an educator. This course seeks to guide candidates through various ethical positions and worldviews that may affect the learning environment encountered in the 21st century classroom.

SCHOOL OF NURSING AND HEALTH SCIENCE

Susan Larson, Ph.D.

Dean

- Department of Pre-Licensure Nursing Education
- Traditional Bachelor of Science in Nursing Program
See Traditional Undergraduate Catalog for information
- Accelerated Bachelor of Science in Nursing Program
- Department of Post-Licensure and Graduate Nursing Education
 - Accelerated RN-BSN Program
 - Master of Science in Nursing Program
 - MSN: Healthcare Administration
 - MSN: Nursing Education
 - MSN: Healthcare Quality Management
 - MSN: Public Health
- Department of Health and Exercise Science
 - Athletic Training
 - Kinesiology
 - Health and Fitness Studies
 - Pre-Physical Therapy
 - Pre-Occupational Therapy
 - Pre-Chiropractic
 - Physical Education
 - Recreation and Leisure Studies

See Traditional Undergraduate Catalog for information

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 school, and work in professions related to nursing, athletic training, physical education, and health/fitness/recreation. Programs offered in the School of Nursing and Health Science (SONHS) are accredited and/or approved by the appropriate professional group, including approval by the Kansas State Board of Nursing and Kansas State Board of Education. The baccalaureate 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 the baccalaureate and master's nursing programs are accredited by the Commission on Collegiate Nursing Education (One Dupont Circle, NW, Suite 530, Washington, DC 20036; 202-887-6791). The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education, and the physical education program is accredited by the National Council for Accreditation of Teacher Education.

The **Traditional Bachelor of Science in Nursing (TBSN) Program** is a traditional pre-licensure baccalaureate nursing education, program, from which students earn the Bachelor of Science (BSN) degree. This program is the university's original offering of BSN education and is the track of study used by students wishing to achieve their degree in the four-year conventional university experience, as well as those who are transferring coursework from another collegiate setting. Liberal arts and prerequisite courses are taken during the first two years of the university experience, with the junior and senior years providing an emphasis in professional nursing education, including 2-3 days/week of clinical experiences in a variety of healthcare settings. In the traditional nursing program, an expedited admission process and an "early admit option" is available for academically high-achieving students. See the Traditional Catalog for additional information.

The **Accelerated Bachelor of Science in Nursing (ABSN) Program** offers accelerated pre-licensure baccalaureate nursing education, i.e., the Bachelor of Science in Nursing (BSN) degree. The ABSN Program, initiated in 1991, is one of only a few accelerated programs of nursing education in the state of Kansas. The ABSN program is designed for the adult student with previous college experience, as well as the LPN and MICT. This intensive program allows students to graduate with the BSN degree in one year and are eligible to take the NCLEX-RN® examination.

The **Accelerated RN-BSN Program** offers an accelerated program for the Registered Nurse who wishes to earn a Bachelor of Science in Nursing (BSN) degree. The curriculum provides educational experiences that develop knowledge, increase competencies, and enhance professional behaviors of the practicing RN. Clinical experiences are directed toward the experienced RN, and are incorporated into various courses. This one-year, accelerated RN-BSN program offers both on-site, as well as online, course delivery options (or a combination of the two). The program is provided in a convenient 5-week format, with on-site classroom instruction occurring one day per week. Venues for this option are on the main Olathe campus, at the Liberty, MO site, at North Kansas City Hospital and online.

Some students elect to take coursework at a variety of the campus sites and/or through online offerings, allowing achievement of the BSN degree more quickly. Students may begin the RN-BSN program nine times yearly and attend the program on a part-time basis if needed.

The **Master of Science in Nursing Program** offers the Master of Science in Nursing (MSN) degree with specialty tracks in Nursing Education, Healthcare Administration, Healthcare Quality Management, and Public Health. Designed for the working professional RN, the students take core courses and nursing specialty courses. Courses are offered on-site at the Olathe campus and online. Students may start the program during various times during the year, and may attend full- or part-time.

The **Department of Health and Exercise Science** offer degrees in Athletic Training, Kinesiology, Physical Education, and Recreation and Leisure Studies. The Athletic Training Program (ATP) is designed to equip the student for a professional career in Athletic Training. Upon completion of the ATP, 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, universities, sports medicine clinics, professional sports programs and other athletic health care settings. Kinesiology, *Pre-Professional*, 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 chiropractic, etc. Kinesiology, *Health and Fitness Studies*, is designed to prepare students to enter careers in the health and fitness industry such as a personal trainer, strength and conditioning coach, corporate fitness specialist, health and wellness director, or fitness club owner/manager. This is a constantly changing and growing field where students can specialize based on their area of health and fitness interest. Physical Education prepares students to become elementary and secondary physical education teachers in public and private school settings (K-6, 6-12, P-12 licensure). The Bachelor of Science in Recreation and Leisure Studies (RCLS) prepares students to enter professional positions in the parks and recreation industry. Students are provided skills to lead and create community-based programs that impact the health and wellness of community members, by serving non-profit and community-based organizations. See the Traditional Catalog for additional information.

School of Nursing and Health Science

Statement of Mission:

The mission of the School of Nursing and Health Science (SONHS) nursing programs is to educate and inspire servant leaders for the ministry in a variety of professional health science-related vocations.

Professional Nursing Education (ABSN and TBSN)

Statement of Purpose:

The purpose of the Christian education offered by the SONHS professional studies nursing programs is 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.

Master of Science in Nursing Purpose and Goals:

The Master of Science in Nursing Program prepares nurse leaders for advanced roles in Healthcare Administration, Nursing Education, Public Health and Healthcare Quality Management. MSN graduates guide, direct, and educate others on the provision of professional nursing care. These graduates evaluate education, administration, quality, and public health systems to incorporate research findings into evidence-based practice. The impact of national and international policy and events are studied so that graduates can respond to nursing needs on a local to international level both now and in the future. These leaders are also competent in scholarship, critical thinking and cultural diversity, and will continue to grow as servant leaders striving for personal and professional excellence.

FACULTY

SUSAN G. LARSON, Professor of Nursing; Dean of the School of Nursing and Health Science, 1989-

B.S.N., MidAmerica Nazarene University, 1984; M.S., University of Kansas, 1989; Ph.D., University of Kansas, 2002.

AMANDA ADDIS, Assistant Professor of Nursing 2015-

A.D.N. Labette Community College, 2006; B.S.N. Pittsburg State University, 2008
M.S.N. University of Missouri – Kansas City, 2013

BRENDA L. AUSTIN, Assistant Professor of Nursing, 2013-

A.D.N., North Central Missouri College, 1977; B.S.N., University of Missouri, 1999; M.S.N., Walden University, 2006.

LAURIE BROOKS, Associate Professor of Nursing 2014-

A.D.N. Penn Valley Community College, 1981; B.S.N. University of Phoenix, 1984; B.A. University of Missouri Kansas City, 1984; M.S.N. University of Phoenix, 2006; M.B.A., University of Phoenix, 2006; Doctoral Candidate, North Central University.

SUSAN K. CONDE, Assistant Professor of Nursing, 2013-

A.D.N., Eastern New Mexico University, 1989; B.S.N., University of Phoenix, 2006; M.S.N., MidAmerica Nazarene University, 2013.

PATRICIA E. CONEJO, Professor of Nursing, 2011-

A.S., Kansas City, Kansas Community College, 1983; B.S.N., University of Kansas, 1992; M.S., University of Kansas, 1993; Ph.D., University of Kansas, 2010.

TRACY L. CORY, Assistant Professor of Nursing, 2013-

B.S., Truman State University, 1995; B.S.N., University of Kansas, 1998; M.S.N., University of Missouri, 2014.

JENNIFER FERGUSON, Assistant Professor of Nursing, 2014-

B.S.N., Cox College of Nursing and Health Sciences, 2002; M.S.N., University of Missouri Kansas City, 2009.

BRIANNE P. FORD, Assistant Professor of Nursing 2015-

B.S.N. University of Missouri, Columbia, Missouri 2007; M.S.N. University of Iowa, 2009; Ph.D., University of Iowa, 2013.

JAMIE L. HATCHETTE, Assistant Professor of Nursing, 2013-

B.S.N., Avila University, 2005; M.S.N., University of Mary, 2011; M.B.A., University of Mary, 2011.

SUSANNAH A. HART, Assistant Professor of Nursing, 2013-

B.S.N., University of Kansas, 1989; M.S.N., MidAmerica Nazarene University, 2012.

DEBORAH M. HIGHFILL, Associate Professor of Nursing, Associate Dean, Pre-licensure Nursing Education, 2012-

Diploma, Burge School of Nursing, 1975; B.S.N., Evangel University, 1976; M.S.N., Clarkson College, 1997; Ph.D., Trident University International, 2004.

LUCY J. HOOD, Professor of Nursing, 2015-

Nursing Diploma, Saint Luke's Hospital School of Nursing, 1975; B.S.N., Webster University, 1981; M.S.N., University of Missouri-Kansas City, 1989; Ph.D., Widener University, 1997.

LAUREN A. LOYD, Assistant Professor of Nursing, 2013-

B.S.N., Carlow University, 1999; M.S.N., MidAmerica Nazarene University, 2012.

JOANNE H. MCDERMOTT, Associate Professor of Nursing, 2012-

B.S.N., State University of New York - Plattsburgh, 1975; M.A., New York University, 1985; Ph.D., University of Kansas, 2014.

SARAH M. MILLER, Assistant Professor of Nursing, 2013-

A.S., Kansas City Kansas Community College, 2005; B.S.N., MidAmerica Nazarene University, 2009; M.S.N., MidAmerica Nazarene University, 2010; Ed.D., Creighton University, 2015.

MICHELE A. NOBLE, Assistant Professor of Nursing, 2015-

B.S.N., Oral Roberts University, 1979; M.N., University of Kansas, 1984.

DEBORAH S. PETTY, Associate Professor of Nursing, 2009-

A.S., Palm Beach Community College, 1981; B.S.N., Missouri State University, 1995; M.S., University of Kansas, 2003, D.N.P., University of Missouri-Kansas City, 2014. **RACHEL A.**

STORM, Assistant Professor of Nursing, 2012-

B.S.N., MidAmerica Nazarene University, 1993; M.S.N., MidAmerica Nazarene University, 2013.

KAREN D. WIEGMAN, Associate Professor of Nursing; Associate Dean, Post-licensure and Graduate Nursing Education, 2009-

A.A.S., College of DuPage, 1982; B.S.N., University of Kansas, 1992; M.S., University of Kansas, 1995; Ph.D., University of Missouri - Kansas City, 2003.

ALLYSON A. YOUNG, Associate Professor of Nursing, 2008-

B.S.N., Fort Hays State University, 1976; M.N., University of Kansas, 1981, Ph.D., North Central University, 2015.

Departmental Outcomes:

The professional 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.

PROFESSIONAL NURSING PROGRAMS

There are two professional studies tracks for students to obtain a Bachelor of Science in Nursing degree (BSN). Both tracks are centered with the same philosophy and program outcomes.

The Accelerated BSN Nursing Program (ABSN) is designed for the adult student with a previous bachelor's degree and/or significant college coursework and/or work experience related to healthcare.

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, increase competencies, and develop interpersonal interactions of the practicing RN. This one-year, accelerated RN-BSN program offers both on-site and online course delivery options.

ACCELERATED BSN (ABSN) PROGRAM

The Accelerated BSN (ABSN) Program is designed for the adult student with previous college course work and/or with previous healthcare-related experiences, i.e., MICT and LPN. The ABSN 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 provided over a twelve-month period. Course work may be delivered onsite, online and/or hybrid instruction.

Students must complete all prerequisites prior to starting the program. Upon successful program completion, students receive the Bachelor of Science in Nursing degree and are eligible to take the NCLEX-RN® examination.

ADMISSION TO THE ACCELERATED BSN NURSING PROGRAM

Admission requirements include:

- Eligible applicants for this program are those who:
 - have a BS or BA degree in another field from a regionally-accredited college or university, or
 - are an LPN or MICT with 60 hours of college credit from a regionally-accredited college or university, or
 - are HIGHLY motivated with at least 60 hours of credit from a regionally-accredited college or university.
 - have a program prerequisite GPA of at least 3.0 on a 4.0 grading scale, **AND**
 - have a cumulative undergraduate GPA* of at least 2.7 on a 4.0 grading scale.
 - submit **TEAS V computerized scholastic aptitude test** – a minimum adjusted **individual score of 68** must be achieved in a maximum of two attempts and test scores, must be sent to MNU's School of Professional and Graduate Studies by the agency.

- 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 MNU 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 Prelicensure Nursing Department.

**Cumulative GPA is based on the applicant's entire academic record. If it is beneficial to the applicant meeting admission requirements, the cumulative GPA will be calculated using transcripts from the last three years of college attendance.*

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) professional references.
 - c. personal statement (directions provided by NursingCAS).
4. Have a program prerequisite GPA of at least 3.0 on a 4.0 grading scale, **AND**
5. Have a cumulative undergraduate GPA* of at least 2.7 on a 4.0 grading scale.
6. Submit **TEAS V computerized scholastic aptitude test** – a minimum adjusted **individual score of 68** must be achieved in a maximum of two attempts and test scores, must be sent to MNU's School of Professional and Graduate Studies by the agency.
7. Spring - *Priority Deadline is September 1 and **Final Deadline January 31
 Fall – *Priority Deadline is April 1 and **Final Deadline August 1
 *Priority Deadline is when review of applications will start.
 **Final Deadline is the last date applications will be accepted for this cohort. Please note that NursingCAS requires 3 – 4 weeks to process an application.
8. All prerequisite courses should be successfully completed prior to beginning the program and MNU must have final transcripts.

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 should be completed and official transcripts received to MNU's Registrar before the respective start dates of the ABSN program.
- Students with a previous bachelor degree from an accredited college/university are considered to have met additional MidAmerica Nazarene University 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.

Other requirements prior to beginning clinical courses (Module 2):

1. Health/hospitalization insurance or waiver.
2. Documentation of immunization records.
3. Current Health Care Provider Basic Life Support (CPR) certification from the American Heart Association.
4. Criminal background certification check. 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.

ABSN Program Prerequisites:

Program requirements if you have a Bachelor's Degree

- 3 hrs. Human Growth and Development/Child Development
- 3 hrs. College Algebra, or higher level algebra course (or proficiency)
*Proficiency examinations such as The College Level Examination Program (CLEP) may be used to receive credit.
- 3 hrs. Probability and Statistics
- 3 hrs. English Comp I: Writing and Rhetoric (or proficiency)
- 3 hrs. Public Speaking (will accept Interpersonal Communication)
- 8 hrs. Anatomy and Physiology (will consider 5 or 6 hour combined course in transfer, but highly recommend a supplemental physiology course as a science elective)
- 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)
- 5-7 hrs. Health Science courses that relate to nursing. Recommended: physiology (if a student has 5-6 hour combined course of A/P), chemistry, biology, genetics, microbiology, etc.) [Must have a minimum of 15 hours of science.]

Program requirements if you do NOT have a Bachelor's Degree:

In addition to the requirements above you will also need:

- 3 hrs. English Comp II: Research Writing
- 3 hrs. Social Responsibility Coursework
Social Responsibility courses include, but are not limited to: Sociology Courses: General Sociology, Cultural & Social Anthropology, Understanding Multicultural Behavior, Intercultural Communications, Marriage & Family; Psychology Courses: General Psychology, Criminal Justice Courses: Introduction to Criminal Justice; Economics: Macro or Micro Economics, Personal Finance. Please speak with our admissions staff if you have questions on which courses qualify.

ASBN COURSE SEQUENCE AND CALENDAR

Module	Course #	Course Title	Credit Hours	Class / Lab Hours/ Week
Module 1	NURS 3703	Discipline & Practice of Professional Nursing	3	6
	NURS 3183	Concepts of Nursing Care I	3	4
	NURS 3183	Concepts of Nursing Care I Lab		6
	NURS 3402	Culture of Safety and Quality in Nursing Practice	2	4
 				
Module 1 & 2	NURS 3013	Pathophysiology	3	3
	NURS 3903	Pharmacotherapy for Nursing	3	3
 				
Module 2	NURS 3602	Health Assessment for Nurses	2	3
	NURS 3602	Health Assessment for Nurses Lab		3
	NURS 3902	Gerontological Nursing	2	4
	NURS 3182	Concepts of Nursing Care II	2	3
	NURS3182	Concepts of Nursing Care II Lab		3
	NURS 3182	Concepts of Nursing Care II Clinical		6
 				
Module 3	NURS 3502	Mental Health Nursing	2	4
	NURS 3803	Biblical Perspectives	3	4
	NURS 3068	Health Restoration I	8	8
	NURS 3068	Health Restoration Clinical		16
 				
Module 4	NURS 4313	Pediatric Nursing	3	4
	NURS 4313	Pediatric Nursing Clinical		6
	NURS 3178	Health Restoration II	8	8
	NURS 3178	Health Restoration II Clinical		16
 				
Module 5	NURS 4513	Population-Based Health Theory	3	4
	NURS 4513	Population-Based Health Clinical		6
	NURS 4113	Maternal & Women's Health Nursing	3	4
	NURS 4113	Maternal & Women's Health Nursing Clinical		6
	NURS 4213	Nursing Research and Evidence-Based Practice	3	6
 				
Module 5 & 6	NURS 4201	Senior Seminar: Transition to Nursing Practice	1	1
 				
Module 6	NURS 4304	Nursing Leadership & Professional Issues	4	8
	NURS 4902	Acute Complex Nursing Care	2	4
	NURS 4684	Nursing Internship (clinical course)	4	24

ASBN COURSE DESCRIPTIONS

MODULE 1

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.

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 1 & 2

NURS 3013: 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 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.

MODULE 2

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 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 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. 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.

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.

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 4

NURS 3178: HEALTH RESTORATION II

Part two of a two-part course series, building upon knowledge gained in NURS 3068 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.

NURS 4313: 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. Cultural values and health needs specific to the pediatric are explored. Hospital and community-based settings provide theory to practice application. Simulation may be used adjunctively to enhance student’s clinical learning experience.

MODULE 5

NURS 4113: 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. Simulation may be used adjunctively to enhance student’s clinical learning experience.

NURS 4213: 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 4513: POPULATION-BASED HEALTH

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. Factors influencing access to care, as well the provision of care for chronically ill populations in integrated healthcare delivery systems consisting of ambulatory- and non-acute-care-based agencies, will be explored. Community-based settings, non-acute-care agencies, and/or ambulatory clinics provide theory to practice application. Simulation may be used adjunctively to enhance students' clinical learning experiences.

MODULE 5 & 6

NURS 4201: 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.

MODULE 6

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 4684: NURSING INTERNSHIP

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 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.

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 who are dismissed from the ASBN program may apply for acceptance into the Traditional BSN (TBSN) program following the program application process. Prior acceptance into the ASBN program is not a guarantee of acceptance into the Traditional BSN program.

Contact the Pre-licensure Nursing Department for a complete listing of the admission and progression criteria, time frames involved, and other specific information about the Accelerated BSN program.

INFORMATION RELATED TO LICENSURE AND NCLEX-RN® EXAMINATION

Graduation from the Accelerated BSN program prepares individuals to take the NCLEX-RN® (RN licensure exam) in any state. Students taking the examination in Kansas will be notified about application procedures. 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 Kansas Nurse Practice Act may be accessed at <http://www.ksbn.org/npa/npa.htm>.

ACCELERATED RN-BSN PROGRAM

The Accelerated RN-BSN Program is provided in a convenient 5-week format, with on-site classroom instruction occurring one day per week. Coursework for this program is delivered on the main Olathe campus, at the Liberty, Missouri site, at North Kansas City Hospital, and online.

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.

ADMISSION TO THE ACCELERATED 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 RN license in the United States, and have a minimum GPA of 2.5 on a 0-4 GPA scale.

Specific criteria for admission include:

1. Acceptance to MidAmerica Nazarene University.
2. Official transcripts from all institutions previously attended.
3. Transcripts must document a minimum cumulative grade point average of 2.5 on a 0-4 scale in the GPA calculated on the courses required for the nursing major from the associate degree, or diploma, nursing program.
4. Active, unencumbered RN license in the United States.

Contact the Graduate and Professional Studies Admissions for other specific information regarding the Accelerated RN-BSN Program.

RN-BSN CURRIULUM REQUIREMENTS

University Outcomes	RN-BSN Requirement
Aesthetic Literacy (0 hours)	•None
Critical Thinking (9 hours)	•Intermediate Algebra (3) (or higher math) •Probability & Stats (3) •Ethics in Healthcare (3)
Effective Communication (9 hours)	•English Comp I (3) •Research Writing in Healthcare or English Comp II (3) •Effective Communication in Healthcare or Public Speaking or Interpersonal Communication (3)
Scientific Literacy (15 hours)	•Anatomy & Physiology (5) (minimum) •Nutrition (3) •Pathophysiology(3) (Cross reference) Need four more hours of Science. Recommended: •Micro •Genetics •Chemistry
Self Understanding (6 hours)	•Lifespan Dev. I (3) or Human Dev. (3) •3 hours of another Psych course.
Social Responsibility (6 hours)	•Healthcare Economics (3) •3 more hours: o History o Social Science o Anthropology
Spiritual Development (3 hours)	•Biblical Perspectives (3)
	Total RN-BSN Requirement (Listed Above) = 48
	Total Other Hours = 44 Includes past transferred nursing courses

University Outcomes	RN-BSN Requirement
	RN-BSN Nursing Courses = 28 hours •Transition to baccalaureate nursing practice (1) •Health Assessment* (3) •Health Promotion of Ind/Fam/Comm*(3) •Nursing Theories and Concepts* (3) •Nursing Research*(3) •Pharmacology*(3) •Role Development* (3) •Future of Nursing* (3) •Quality and Safety* (3) •Wellness & Spirituality* (3)
	Total BSN Credit Hours = 120

*Indicates courses with a clinical component

SUGGESTED CURRICULUM PLAN FOR ACCELERATED RN TO BSN STUDENTS

Module	Course #	Course Title	Credit Hours
Module 1	NURS 3101	Transition to Baccalaureate Nursing Practice	1
	NURS 3202	Nursing Theories and Concepts	3
Module 2	NURS 3103	Pharmacology	3
	NURS 3803	Biblical Perspectives	3
Module 3	NURS 4603	Health Assessment	3
	NURS 3503	Probability and Statistics	3
Spring Module 1	NURS 4203	Healthcare Economics	
	NURS 3303	Pathophysiology	3
Module 2	NURS 4193	Health Promotion Individual/Family/ Community	3

COURSE DESCRIPTIONS - ACCELERATED RN TO BSN PROGRAM

NURS 2113: Effective Communication in Healthcare

Examines various effective communication strategies to optimize safe patient care. This

includes communication with, and amongst, all levels of care providers, patients, and their families. Therapeutic communication and the adaption of communication to meet the needs of the culturally diverse and elderly are articulated. Techniques for communication include those recommended in the Joint Commission's National Patient Safety Goals (NPSG) and by the Quality and Safety Education in Nursing (QSEN) guidelines. Methods for written and electronic professional communication will also be addressed.

NURS 2213: Research Writing in Healthcare

Prepares healthcare professionals to write effectively as a method to communicate to the public and to other professionals in an accurate and scholarly way. Writing in this way can be counterintuitive to routine patient documentation, but serves a different purpose. Research writing is the ability to write at a level appropriate for the audience, to communicate succinctly and clearly, to communicate in an organized and logical manner, and includes scientific accuracy and detail attention. Writing in this course will adhere to American Psychological Association Style.

NURS 3101: Transition to Baccalaureate Nursing Practice

Explores various nursing roles and the need for baccalaureate-prepared nurses. Links basic nursing courses with baccalaureate courses to begin to build new knowledge on prior experiences. Discusses methods for RN-BSN program success.

NURS 3103: Pharmacology

Reinforces pharmacological principles and how they relate to health and illness. Challenges students to investigate, process, and apply mechanisms of actions, side effects, contraindications, interactions, parameters for safe administration, evaluation of drug effectiveness, and adverse/toxic effects.

NURS 3203: Nursing Theories and Concepts

Explores the nursing theory, research, practice connection. Examines the concepts of professional nursing by integrating the seven outcomes of the University as defined by the School of Nursing and Health Science. These outcomes are aesthetic literacy, critical thinking, effective communication, scientific literacy, self-understanding, social responsibility, and spiritual development. A variety of experiences help students understand how these concepts and outcomes are integral to the baccalaureate level of nursing practice.

NURS 3303: Pathophysiology

Examines disruptions in health as pathophysiological disease processes. Explores the critical presentation of selected diseases, including signs, symptoms, and diagnostic findings. Facilitates the application of scientific rationale in practice.

NURS 3403: Wellness and Spirituality in Nursing

Fosters personal wellness and spiritual awareness in the nurse to promote holistic patient care. Creates space for personal reflection of wellbeing and presents strategies to enhance personal health. Explores methods to support patients with different religious beliefs and cultural values through mutual respect. Recognizes methods to meet the spiritual needs of others.

NURS 3503: Probability and Statistics

Focuses on fundamental statistics as it relates to the field of nursing. Explores concepts of elementary probability theory including measures of central tendency, standard deviation, sampling theory, and correlation theory.

NURS 3803: Biblical Perspectives

Reflects MidAmerica Nazarene University's commitment, as a Christian liberal arts university, to appreciate the rich resources of the Scriptures. Five major biblical themes are

explored to promote the integration of faith, learning, and living.

NURS 4193: Health Promotion for the Individual/Family/Community

Incorporates health promotion as an aspect of nursing care across the lifespan. Knowledge and skills are developed to help individuals and families make responsible decisions that promote optimal physical, psychosocial, and spiritual wellness. Community-based care and healthcare systems in developed and underdeveloped countries are examined.

NURS 4203: Healthcare Economics

Provides a foundation for the economic analysis of healthcare organizations, financing, and delivery of services. Examines national and global healthcare needs and social justice in relation to healthcare systems and policies. Addresses informatics use and management to communicate data for healthcare delivery.

NURS 4293: Role Development

Cultivates students' development as designers, managers, and coordinators of care in professional nursing. Encourages students to explore their roles in the profession as leaders, and to be instrumental in the healthcare of the future. Integrates current issues in healthcare with the nursing profession.

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. Discusses the role of values, belief systems, and moral awareness in bioethical decision-making.

NURS 4603: Health Assessment for Nurses

Facilitates increased clinical competence in the health assessment of individuals. History taking and holistic assessment skills are refined, which includes: physical, psychosocial, spiritual and risk assessments (genetics, environment, nutrition, exercise, stress, economics, and abuse).

NURS 4703: Nursing Research

Develops students' knowledge of the research process, including the significance of nursing research and evidence-based practice. Educates students to become astute consumers of nursing research and to apply research to nursing practice. Computer applications that facilitate the research process, such as literature reviews, are used.

NURS 4913: Quality and Safety in Nursing

Integrates quality and safety concepts presented in professional healthcare standards. Further develops knowledge, skill, and attitudes needed by nurses in effective, contemporary practice.

NURS 4933: Future of Nursing

Explores emerging concepts believed to impact the future of nursing in a changing healthcare environment. Investigates education requirements, practice issues, partnerships, policy-making, leadership development, and data collection and analysis for effective workforce planning.

PROGRESSION, RETENTION, AND DISMISSAL POLICIES

Academic Progression and Remediation in the RN-BSN Major

1. Students must comply with all rules and regulations of the RN-BSN Program as outlined in the MidAmerica Nazarene University *RN-BSN Nursing Student Handbook* and the MidAmerica Nazarene University Catalog.
2. Students must complete the RN-BSN Program within five years, from the start of

the first course to the end of the last course.

3. Students must complete each required MNU course with a grade of C- (70%) or better.
 - a. In the event that a grade of C- (70%) or better is not achieved, the course must be repeated at the full tuition price.
 - b. A maximum of two RN-BSN courses may be repeated at MNU.
 - c. A student may repeat an RN-BSN course a maximum of one time. (If a student receives a third grade of less than C- (70%) the student will be dismissed from the RN-BSN program.)

PRIOR LEARNING ASSESSMENT FOR ALL PROFESSIONAL NURSING STUDENTS

CREDIT BY TRANSFER

Students desiring to transfer to MidAmerica Nazarene University from other regionally accredited institutions of higher education should follow the MidAmerica Nazarene University admission procedures. Admissions advisors are available to discuss requirements related to transfer credit. Generally speaking, upper division nursing courses are accepted in transfer from other colleges or universities.

CREDIT BY EXAMINATION (Limited to 34 hours)

CLEP and Proficiency Examinations:

Information concerning which CLEP exams and/or proficiency exams may be used to meet General Core requirements is in the CLEP section of this Catalog.

Nursing Challenge Exams:

RN-BSN Students may obtain credit by validation (via challenge exams) for Pharmacology. 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 Pharmacology course 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

ABSN Students

Licensed Practical Nurses enrolled in the may be awarded credit for the lower-division nursing course as follows:

NURS 3183 CONCEPTS OF NURSING CARE I

LPN students will be awarded credit by validation for this course. Successful completion of the NCLEX-PN® exam demonstrates proficiency of this content.

RN - BSN Students

RN-BSN students have the opportunity to document prior learning and to receive a maximum of 34 credit hours as Advanced Standing Credit. Advanced Standing Credit includes Proficiency Examinations (e.g. DANTES, CLEP), Department-Specific Exams (i.e. the Pharmacology challenge exam), Prior Learning Assessment (credit for specific courses may be

awarded to the student, e.g. Anatomy and Physiology and Human Growth and Development, because the R.N. has demonstrated competence by successful NCLEX-RN completion), and for Prior Learning Experience (which is granted as nursing credit hours). Some Prior Learning Assessment credit has an associated fee.

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. Accelerated nursing students can expect to spend approximately two to three days per week in various clinical learning experiences, usually off campus. Examples of clinical affiliations include:

Caring Hearts Personal Home Care, Kansas City, KS
 Children's Mercy Hospital, Kansas City, MO
 Children's Mercy Hospital - South, Overland Park, KS
 Cristo Rey School, Kansas City, MO
 Delmar Gardens of Overland Park, Overland Park, KS
 DeSoto School District USD232, DeSoto, KS
 Good Samaritan Center, Overland Park, KS
 Grace Hospice, Kansas City, MO
 Kansas City Rescue Mission, Kansas City, MO
 KC Hospice & Palliative Care, Kansas City, MO
 Lakeview Village, Inc., Lenexa, KS
 Liberty Hospital, Liberty, MO
 Medicalodges, Inc., Gardner, KS
 Menorah Medical Center, Overland Park, KS
 Miami County Medical Center, Paola, KS
 Nazarene Compassionate Ministries, San Cristobal, Mexico,
 Guatemala Widows and Orphans Program, Guatemala
 New Birth, Overland Park, KS
 North KC Hospital, North Kansas City, MO
 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
 Paces of Wyandot Center, Kansas City, KS
 Prince of Peace Catholic School, Olathe, KS
 Research Medical Center, Kansas City, MO
 Saint Luke's South Medical Center, Overland Park, KS Shawnee Mission Medical Center,
 Merriam, KS
 Shawnee Mission School District, Shawnee, KS
 St. Joseph Health Center, Kansas City, MO
 St. Michael the Archangel School, Leawood, KS
 The University of Kansas Hospital, Kansas City, KS
 Truman Medical Center, Kansas City, MO
 Villa St. Francis, Olathe, KS

Master of Science in Nursing Program

The Master of Science in Nursing (MSN) Program offers tracks in: Healthcare Administration, Nursing Education, Healthcare Quality Management, and Public Health with emphasis areas in School Nursing, Occupational Health and Infectious Disease Control and Prevention.

Objectives:

The MSN program at MidAmerica Nazarene University prepares nurse leaders for advanced roles in Healthcare Administration, Nursing Education, Healthcare Quality Management, and Public Health with emphasis in School Nursing, Occupational Health or Infectious Disease Control. Students complete direct core care and functional content area courses. A total of 39 hours is required to complete the degree program. The professors all have practical experience and significant academic achievement. The MSN program at MNU is available at Olathe and online.

The MSN program allows students to focus their nursing careers in one of several areas:

Healthcare Administration prepares nurse leaders to apply leadership and management skills within healthcare organizations. Students develop expertise in the management of human and fiscal resources, care delivery systems, quality and regulatory compliance, and strategic and financial planning.

Nursing Education prepares nurse leaders to excel as educators in healthcare facilities or as faculty members in schools of nursing. Students apply learning theories, curriculum development methods, clinical simulation experiences, and innovative assessment skills in the professional education environment.

Healthcare Quality Management track prepares nurse leaders to evaluate quality systems, implement evidence-based quality initiatives, and to maximize quality-based reimbursement.

Public Health track prepares nurse leaders to interpret contemporary public health principles and explore the history, philosophy, and scope of public health practice.

- The emphasis in **School Nursing** focuses on the K-12 academic environment. The curriculum places an emphasis on the current organization and administration of programs within educational systems and in communities, recent developments and trends, public health and educational law and regulations, and the interface of public, academic, and other health-related systems.
- The emphasis in **Occupational Health** focuses on the workplace environment. The curriculum places an emphasis on the organization, implementation, and administration of employee wellness which can be enhanced through ergonomics, work-life balance, and the implementation of lifestyle changes.
- The emphasis in **Infectious Disease Control and Prevention** focuses on the prevention.
- Management, and eradication of infectious diseases in healthcare facilities. The curriculum places an emphasis on the implementation of infection prevention techniques, surveillance, infectious disease reporting, and employee infection control

education and compliance.

ADMISSION REQUIREMENTS:

- Transcripts documenting the successful completion of a Bachelor of Science in Nursing degree with a cumulative GPA of at least a 3.0 (on 4.0 scale)*. (Some students may be accepted on a provisional basis with a minimum GPA of 2.8.)
- Transcripts documenting the successful completion (C or better) of undergraduate statistics.
- An active, unencumbered RN license in the United States.
- Students are conditionally admitted until the completion of the MSN Online Orientation (and students may complete this through the first module). This orientation is inclusive of an APA review that assists to prepare students for the scholarly writing requirements of the MSN program.

REQUIREMENTS FOR THE MSN DEGREE

All MSN students take the core courses and the courses from one specialty area.

CORE COURSES

NURS 6003	Theoretical Foundations of Nursing Practice	3
NURS 6013	Research in Nursing	3
NURS 6023	Emerging Trends in Healthcare Delivery: Systems, Ethics, Policy and Politics	3
NURS 6033	Health Promotion for a Global Society	3
NURS 6973	Applied Research in Nursing	3
NURS 6983	Evidence-Based Practice in Nursing Practicum	3
NURS	Functional Area Content Courses	<u>21</u>
		39 hours

MSN FUNCTIONAL CONTENT COURSES

REQUIREMENTS FOR THE HEALTHCARE ADMINISTRATION TRACK

NURS 6103	Theoretical Foundations of Leadership	3
NURS 6113	Human Resources and Workforce Development	3
NURS 6123	Strategic Planning and Financial Management	3
NURS 6133	Quality and Regulation Management	3
NURS 6913	Healthcare Informatics, Database Management, and Financial Reimbursement	3
NURS 6143	Healthcare Law	3
ELECTIVE	Elective	<u>3</u>
		21 hours

REQUIREMENTS FOR THE HEALTHCARE QUALITY MANAGEMENT TRACK

NURS 6103	Theoretical Foundations of Leadership	3
NURS 6913	Healthcare Informatics, Database Management, and Financial Reimbursement	3
NURS 6133	Quality and Regulation Management	3
NURS 6523	Risk Management in Healthcare	3
NURS 6533	Building a Culture of Patient Safety	3
NURS 6143	Healthcare Law	3
ELECTIVE	Elective	<u>3</u>
		21 hours

REQUIREMENTS FOR THE NURSING EDUCATION TRACK

NURS 6313	Advanced Health Assessment	3
NURS 6323	Advanced Pathophysiology & Pharmacotherapeutics	3
NURS 6203	Theoretical Foundations of Learning and Teaching	3
NURS 6213	Curriculum Design, and Teaching Strategies	3
NURS 6223	Assessment of Student Learning	3
NURS 6233	Clinical Education, Simulation and Technology	3
ELECTIVE	Elective	<u>3</u>
		21 hours

REQUIREMENTS FOR THE PUBLIC HEALTH TRACK

NURS 6313	Advanced Health Assessment	3
NURS 6323	Advanced Pathophysiology & Pharmacotherapeutics	3
MPHS 6403	Foundations of Public Health	3
MPHS 6413	Fundamentals of Epidemiology	3
NURS 6913	Healthcare Informatics, Database Management, and Financial Reimbursement	3
EMPHASIS	Public Health Emphasis Area Courses	<u>6</u>
		21 hours

PUBLIC HEALTH EMPHASIS AREAS

REQUIREMENTS FOR THE EMPHASIS IN SCHOOL NURSING

NURS 6433	Healthcare in the Academic Environment	3
NURS 6443	Theoretical Foundations of Childhood Education	<u>3</u>
		6 hours

REQUIREMENTS FOR THE EMPHASIS IN OCCUPATIONAL HEALTH

MPHS 6533	Occupational Safety and Health Management	3
MPHS 6543	Planning and Implementing Health Behavior Changes Across Populations	<u>3</u>
		6 hours

REQUIREMENTS FOR THE EMPHASIS IN DISEASE CONTROL AND PREVENTION

MPHS 6633	Food and Water Borne Illnesses	3
MPHS 6643	Control & Eradication of Global Infectious Diseases	<u>3</u>
		6 hours

MSN ELECTIVE COURSES

NURS 6333	Technology in Nursing Education	3
NURS 6343	Ethics in Healthcare	3
NURS 6353	Spirituality in Nursing	3
NURS 6363	Current Issues in Aging	3

MSN COURSE DESCRIPTIONS**NURS 6003: THEORY AND RESEARCH IN NURSING:**

Examines philosophical foundations and knowledge development in nursing. Explores knowledge from the sciences, humanities, and nursing and its application to advanced nursing practice. Critically analyzes theories, concepts, and research related to the promotion, protection, and restoration of health across the lifespan. Presents the components of research design, methodology, and statistical analysis. Investigates the interaction of theory and research, and its impact nursing practice, education, and leadership.

NURS 6013: RESEARCH AND EVIDENCE-BASED PRACTICE IN NURSING:

Emphasizes the necessity of research as the basis of scholarly nursing inquiry which produces evidence-based practice. Students evaluate research design, scientific merit, findings, and potential applications to practice. Evaluates systematic reviews, evidence-based practice guidelines, meta-synthesis, and meta-analyses, and discusses strategies for the application of findings. Examines the interrelationships among theory, practice, and research as integral components of evidence-based practice. Emphasizes the utilization of scientific evidence to improve nursing practice and ultimately patient outcomes. Students demonstrate the ability to effectively communicate the evaluation of research findings for the development of evidence-based practice.

NURS 6023: EMERGING TRENDS IN HEALTHCARE DELIVERY: SYSTEMS, ETHICS, POLICY AND POLITICS

Prepares graduates with the knowledge necessary to assume leadership roles in the management of human, fiscal, and physical health care resources. The organization of health care delivery systems and the resulting impacts are evaluated from historical, political, ethical,

and economic viewpoints. Healthcare reimbursement and potential changes in payment structures are explored. The procedures and processes for policy development at the national through facility level are analyzed. The students are challenged to explore their personal value systems and to analyze how these values shape their professional practices.

NURS 6033: HEALTH PROMOTION FOR A GLOBAL SOCIETY

Identifies and explores the influence of biologic, environmental and societal factors on health and wellness of individuals, families and communities. Emphasizes the study of personal and community-based interventions and strategies to influence the goal of health promotion and disease prevention. Considers the use of theory, research, resources, social policies and regulatory requirements as avenues to promote health from a personal, community and global perspective. Included in this course is the role of spirituality as a component of health promotion and holistic nursing practice. Students are introduced to practical applications and tools for spiritual formation, while exploring the idea of professional nursing as ministry through vocation. The student is encouraged to appreciate a multi-faceted workforce in health care organization and delivery to stimulate positive societal and global outcomes. Related issues associated with the rapidly expanding aging population, human diversity, cultural sensitivity and global awareness are also included

NURS 6973: APPLIED RESEARCH IN NURSING

Integrates the knowledge, skills, and expertise gained throughout the MSN course of study in a cumulative research project that examines evidence-based practice in the student's area of MSN specialization, documents how this best practice could be actualized in the practice setting, and how its implementation and results would be measured and analyzed. Provides students with the opportunity to evaluate this evidence-based practice to gain a broader worldview and vision within the area of specialization. This course is taken during the last semester of the MSN program and is a prerequisite for NURS 6983.

NURS 6983: EVIDENCE-BASED PRACTICE IN NURSING PRACTICUM

Integrates the knowledge, skills, and specialty expertise gained throughout the MSN course of study to culminate in the practice experience designed to further advance the graduate's role and skill set. The faculty and preceptor provide support and guidance to help plan and implement learning experiences, to gain a broader worldview within the specialty study area. Emphasis is on the implementation of evidence-based practice, effective communication, and the demonstration of the skills necessary to enter the specialty arena. Students negotiate a project to be completed during the practice experience. This course is completed during the student's final module of MSN matriculation.

NURS 6313: ADVANCED HEALTH ASSESSMENT

Provides a systematic and holistic approach of advanced assessment skills to evaluate physiological, psychological, sociocultural, developmental, and spiritual conditions of individuals across the lifespan. This course builds upon basic health assessment knowledge and skills, emphasizing advanced assessment skills, laboratory work interpretation, validation, documentation, and analysis of assessment findings.

NURS 6323: ADVANCED PATHOPHYSIOLOGY & PHARMACOTHERAPEUTICS

Focuses on the development of an in-depth scientific knowledge base relevant to selected pathophysiological conditions across the lifespan. Emphasis is placed on linking this advanced knowledge base to the formulation of clinical decisions needed in primary health care management as related to diagnostic tests, pharmacotherapeutics, and the initiation of therapeutic regimens.

NURS 6913: HEALTHCARE INFORMATICS, DATABASE MANAGEMENT AND FINANCIAL REIMBURSEMENT

Provides an overview of healthcare informatics and its current use by both public and private healthcare agencies. Teaches students to navigate and enter data into complex healthcare databases using the principles of database management including the ability to conduct population studies through the use of databases. Explores the interpretation and evaluation of quality indicators within databases to maximize reimbursement in a variety of settings.

NURS 6103: THEORETICAL FOUNDATIONS OF LEADERSHIP

Presents leadership concepts and theories, as well as an orientation to organizational structures and dynamics in health care delivery systems. Students examine theories and analyze environmental and societal determinants that influence an organization's capacity for change and quality improvement. The complementary qualities of leadership and management are examined and their impact on organizational effectiveness and corporate success is analyzed. Interventions that advance and strengthen the organizational mission and vision are explored.

NURS 6113: HUMAN RESOURCES AND WORKFORCE DEVELOPMENT

Analyzes leadership roles in relation to decision-making with particular emphases on human resource management. Evidence-based staffing models are developed for the purpose of projecting and accurately documenting human resource requirements. Interviewing, hiring, orientation, and competency rubrics are examined and developed while the guidelines and statutes governing these human resource issues are explored. Conceptual aspects of control, problem solving/decision-making, effective communication, conflict resolution, progressive disciplinary action, delegation, and team building are applied to a variety of situational contexts.

NURS 6123: STRATEGIC PLANNING AND FINANCIAL MANAGEMENT

Introduces the concept of a strategic plan and the importance of linking this with an organization's mission and ethos. Basic principles associated with program, project, and service line fiscal management, price-setting, budget preparation, return on investment, cost-benefit analysis, managed care contracting, and value-based purchasing are discussed and applied. Emphasis is placed on acquiring a financial vocabulary to communicate with various stakeholders. Financial reports such as balance sheets, budget forms, and expense reports are studied and formulated

NURS 6133: QUALITY AND REGULATION MANAGEMENT

Integrates the concepts of outcomes management and research as the basis to improve the quality and effectiveness of health care organizations. Program evaluation, performance improvement, and other methods of measuring outcomes are examined for their utility within the health care setting. Systematic approaches for analyzing and evaluating processes of care delivery and their impact on client populations, organizational processes, and communities are considered. National quality data bases and national benchmarking is explored. Accreditation and/or regulatory requirements will be presented. Through readings, projects, and various interactions students develop an informed basis for leading quality improvement efforts in various healthcare settings.

NURS 6143: HEALTHCARE LAW

Examines laws associated with healthcare facility operations in the 21st century including those that directly impact governing boards, physicians, directors/administrators, investors, and the public. Methods to assure compliance with corporate auditing accountability regulations, financial disclosures, investor protection statutes, anti-kickback laws, healthcare provider self-referral, and governing board legal responsibilities are explored. Investigates

Omnibus Reconciliation Acts; their content and stipulations affecting the provision of healthcare.

NURS 6203: THEORETICAL FOUNDATIONS OF TEACHING AND LEARNING

Explores the roles of both educator and student in the creation of an effective learning environment. Frameworks for analyzing pedagogical philosophies, adult learning theories, ethical/legal issues, research, and professional values related to nursing education are examined. The incorporation of Christian teachings into nursing education and various other teaching strategies are explored. Also presented are the influences of accreditation and/or certification requirements, as well as the implementation of innovations and technologies in nursing education.

NURS 6213: CURRICULUM DESIGN AND TEACHING STRATEGIES

Emphasizes curriculum development, outcomes, and competencies while focusing on effective teaching strategies. Evaluates the faculty role, the social responsibility of program curricular design, and pedagogies in meeting consumer and community needs, as well as professional nursing standards. Presents best practices and research-based strategies to promote various learning styles and encourage the creation of active learning environments that increase student retention and learning success for diverse student populations.

NURS 6223: ASSESSMENT OF STUDENT LEARNING

Provides students with an opportunity to compare, question, and analyze various assessment and evaluation concepts, models, and frameworks for their applicability in the quality assurance process of curriculum and program development. Explores techniques to evaluate learner knowledge and competence. Methods of curricula and program evaluation are explored. Students consider innovations in the area of evaluation based on current theories and practice.

NURS 6233: CLINICAL EDUCATION, SIMULATION & TECHNOLOGY IN THE LEARNING ENVIRONMENT

Explores the unique aspects of clinical teaching, as well as theories and trends that support the use of technology for the enhancement of learning. Focuses on developing the education specialist's skill set to be able to select and implement appropriate instructional technologies, including simulation and the electronic health record, to enhance learning in a variety of settings.

MPHS 6403: FOUNDATIONS OF PUBLIC HEALTH

Explores the history, philosophy, and evolution of current public health practices, including the organization of public health systems, organizations, and practices in the United States. Presents public health requirements and statutes, and laws that affect public health agencies. Identifies opportunities for public health growth and the development of interface between public health and other health-related systems.

MPHS 6413: FUNDAMENTALS OF EPIDEMIOLOGY

Presents the foundations for understanding and applying the basic principles and methods used in epidemiology including disease measures, association and causation, bias, confounding and modification effects, and susceptibility. Explores effective methods to design and conduct epidemiologic studies used to address public health problems. Prepares students to become a critical reader of epidemiologic literature, by evaluating study design, data collection methods, study limitations and applicability to additional populations.

NURS 6433: HEALTHCARE IN THE ACADEMIC ENVIRONMENT

Topics are presented that are unique in the provision of healthcare to minors in the academic environment. These include care of the chronically ill child, care of the child with co-morbidities, and providing healthcare education to children in the academic environment. The nurse's role in the development of Individual Educational Plans for exceptional children is explored as is providing childhood education to children who are hospitalized, homebound, or otherwise unable to attend school in the classroom environment. Legal aspects of providing school nursing are addressed including principles of confidentiality and abuse or neglect reporting.

NURS 6443: THEORETICAL FOUNDATIONS OF CHILDHOOD EDUCATION

Explores contemporary philosophical and theoretical foundations of childhood education. Presents various age-specific teaching strategies that may be used to educate K-12 students with corresponding methods of learning evaluation. Alternative teaching strategies that may be used with educate children with special needs, (such as those with diagnoses of attention-deficit hyperactivity disorder, oppositional defiant disorder, autism, Asperger's syndrome, obsessive compulsive disorder, and various learning disabilities) are investigated as are best-practices in childhood education.

MPHS 6533: OCCUPATIONAL SAFETY AND HEALTH MANAGEMENT

The course builds on previous nursing courses and focuses on theory and skills to develop preventive health and occupational safety. Emphasis will be on understanding history as well as legal and regulatory issues outlined by OSHA and industry standards. Focus will be on understanding and applying safety principles through protective techniques, administrative practices, study of occupational diseases, industry hazard control and conducting audits in order to prevent or control occupational injury and promote wellness.

NURS 6543: PLANNING AND IMPLEMENTING HEALTH BEHAVIOR CHANGES ACROSS POPULATIONS

This course explores the theoretical and practical approach of changing health behaviors of individuals and communities across populations and the impact to public health and the medical community if change does or does not occur. Focus will be on utilizing evidence-based practice to develop interventions and applications for both the community and the individual. Theoretical concepts will be integrated with practical application such as screenings, counseling, behavioral change and immunizations. Methods of communicating to various types of communities and culturally specific to individuals will be explored.

MPHS 6633: FOOD AND WATER BORNE ILLNESSES

This course discusses and gives a broad overview of food and waterborne diseases. Focus is on, diseases, disease processes, manifestations, reservoirs, transmission, epidemiology of microorganisms and chemical agents responsible for food and water-transmitted diseases and how surveillance is utilized to develop or improve policy. The ability of public health programs to regulate food and waterborne illnesses and to organize safe food and water supplies will be examined for both industrialized and developing countries.

MPHS 6643: CONTROL AND ERADICATION OF GLOBAL INFECTIOUS DISEASES

Focus will be on the history of past and current eradication and or control campaigns of global infectious diseases. Epidemiological, sociological, political, cultural and ethical concerns of past and present eradication campaigns by both global entities and individual countries will be studied to determine barriers and advantages to these campaigns. Discussion will focus on current infectious disease candidates for eradication and possible campaign structure to

accomplish eradication.

NURS 6523: RISK MANAGEMENT IN HEALTHCARE

Examines the history and trends of risk management in the United States. Provides education on achieving a risk-intelligent enterprise including oversight of regulatory requirements, compliance risk, understanding financial/business risk, advising organizational leaders on the management of new and existing risk, and assisting leaders with value protection and value creation. Presents methods of risk mitigation such as risk management, risk retention, risk modification, risk transfer, and error recovery to reduce risk. Incorporates the requirements necessary for healthcare organizations to achieve high reliability status.

NURS 6533: BUILDING A CULTURE OF PATIENT SAFETY

Defines interventions, and their employment, to drive change to proactively maintain patient safety within healthcare organizations. Identifies themes and patterns while examining organizational systems and processes for potential points of failure. Presents plans to implement guidelines and goals from national organizations including the Agency for Healthcare Research and Quality (AHRQ), the National Quality Forum (NQF), and The Joint Commission (TJC) to enhance and assure patient safety throughout the care continuum

NURS 6333: TECHNOLOGY IN NURSING EDUCATION

Introduces students to the field of educational technology. Explores the historical and recent forces impacting educational technology and addresses the social and ethical issues surrounding acquiring, implementing, and evaluating technology in the learning environment. Best practices for distance education and alternative delivery modalities, which may be used in nursing education, are examined.

NURS 6343: ETHICS IN HEALTHCARE

Explores selected ethical theories related to health care and nursing practice. The history of ethical models in healthcare are examined as is the potential paradigm shift in ethical theory due to limited healthcare resources. Both institutional and broader health care policies related to ethical issues will be examined.

NURS 6353: SPIRITUALITY IN NURSING

Emphasizes the importance of providing spiritual care as a component of holistic advanced nursing practice. Nursing's historical foundation for the provision of spiritual care, as well as the vital and expansive role of spirituality/spiritual health promotion, will be explored. Students will be challenged to articulate their own spiritual philosophy, as well as identify the impact of and resources for personal spiritual renewal as a basic necessity in their current nursing practice. Practical applications and tools for spiritual formation will also be presented.

NURS 6363: CURRENT ISSUES RELATED TO AGING

Provides critical analysis of major social, economic, and political issues of growing old in America. Examines social policy in the public and private sectors including health, income, and social services and considers prospects for social change and political movements.

PROGRESSION, RETENTION, AND DISMISSAL POLICIES

Academic Progression and Remediation in the Master of Science in Nursing Program

4. Students must comply with all rules and regulations of the MSN Program as outlined in the MidAmerica Nazarene University MSN Nursing Student Handbook and the MidAmerica Nazarene University Professional and Graduate Catalog.
5. Students must complete the MSN Program within six years, from the start of the first

course to the end of the last course.

6. Students must complete each required course with a grade of B- (80%) or better.
 - a. In the event that a grade of B- (80%) or better is not achieved, in a single course, the student may progress. However, if the student does not achieve a second grade of B- (80%) or better one of the course must be repeated at the full tuition price, according to the MSN Remediation Policy.
 - b. In the event that a grade of C- (70%) or better is not achieved in a course, the course must be repeated at the full tuition price.
 - c. A maximum of two MSN courses may be repeated at MNU
 - d. A student may repeat a single MSN course a maximum of one time.
 - e. In the event that a student achieves three grades below B- (80%), or two grades below C- (70%), the student is dismissed from the MSN program.

POST-MASTER'S CERTIFICATES

Students who have already earned a Masters in Nursing Degree and are licensed as RNs may take the following courses in either Healthcare Administration, Nursing Education, Quality Management, or Public Health with an emphasis in School Nursing, Occupational Health, or Infectious Disease Control and Prevention to earn a post-master's certificate in that area of specialization. Master's prepared non-nurses may take certificate courses in Healthcare Administration or Healthcare Quality Management. Courses from universities other than MNU may be accepted in transfer, however, a minimum of 12 hours must be completed at MNU (above those earned in the master's degree program).

REQUIREMENTS FOR THE CERTIFICATE IN HEALTHCARE ADMINISTRATION

NURS 6103	Theoretical Foundations of Healthcare Administration	3
NURS 6113	Human Resources and Workforce Development	3
NURS 6123	Strategic Planning and Financial Management	3
NURS 6133	Quality and Regulation Management	3
NURS 6913	Informatics, Database Management & Financial Reimbursement	3
NURS 6803	Healthcare Law	<u>3</u>
		18 hours

REQUIREMENTS FOR THE CERTIFICATE IN NURSING EDUCATION

NURS 6203	Theoretical Foundations of Learning and Teaching	3
NURS 6213	Curriculum Design and Teaching Strategies	3
NURS 6223	Assessment of Student Learning	3
NURS 6233	Clinical Education, Simulation and Technology	3
NURS 6313	Advanced Health Assessment	3
NURS 6323	Advanced Pathophysiology & Pharmacotherapeutics	<u>3</u>
		18 hours

REQUIREMENTS FOR THE CERTIFICATE IN HEALTHCARE QUALITY MANAGEMENT

NURS 6103	Theoretical Foundations of Leadership	3
NURS 6133	Quality and Regulation Management	3
NURS 6523	Risk Management in Healthcare	3
NURS 6533	Building a Culture of Patient Safety	3
NURS 6913	Informatics, Database Management & Financial Reimbursement	3
NURS 6803	Healthcare Law	<u>3</u>
		18 hours

REQUIREMENTS FOR THE CERTIFICATE IN PUBLIC HEALTH

NURS 6313	Advanced Health Assessment	3
NURS 6323	Advanced Pathophysiology and Pharmacotherapeutics	3
MPHS 6403	Foundations of Public Health	3
NURS 6413	Foundations of Epidemiology	3
NURS 6913	Informatics, Database Management & Financial Reimbursement	3
EMPHASIS	Public Health Emphasis Area Classes	<u>6</u>
		21 hours

Master of Science in Nursing and Master of Business Administration Dual Degree Program

Students earn both the Master of Science in Nursing (MSN) and the Master Business Administration (MBA) in the combined MSN/MBA Dual Degree Program.

Our MSN/MBA Program is designed for nurse leaders who are seeking advanced leadership roles in healthcare administration. Designed to prepare hospital administrators, chief nursing officers, chief financial officers, chief operating officers and those who oversee the operation of teams in a healthcare setting. For nurses who want to advance within the nursing and business professions, this program is a great fit. This 57 credit hour program can be completed in as little as two years, and is less time-consuming and costly than each degree completed separately. Students in the MSN/MBA Dual Degree Program fulfill the requirements of, and meet the outcomes for, both the Master of Science in Nursing, Healthcare Administration Track, and the Master of Business Administration Programs. This dual degree program may be taken entirely online* or in a blended format with some courses at the Olathe campus and some courses online.

*Available January 2016

ADMISSION REQUIREMENTS:

- Bachelor's degree in nursing
- Undergraduate GPA of 3.0 in BSN Program
- Registered Nurse License (unencumbered) in the United States
- Undergraduate Statistics course (B or better)
- Undergraduate degree in Business Administration, Accounting, or Finance OR
 - Online Foundations of Microeconomics pre-test and possibly the tutorial (\$35)
 - Online Foundations of Accounting pre-test and possibly the tutorial (\$35)
 - Online Foundations of Finance pre-test and possibly the tutorial (\$35)
 - These tests and tutorials may be completed online prior to MSN/MBA Program admittance

MBA COURSE REQUIREMENTS AND REQUIREMENT FULFILLMENT IN THE DUAL DEGREE PROGRAM:

Course Number	Course Name	How Completed or Fulfilled	Credit Hours
MGMT 6001	Graduate Studies for Success	In Class or Online*	1
MGMT 6002	Corp. & Personal Ethics	In Class or Online*	2
MGMT 6103	Organizational Leadership	In Class or Online*	3
COMP 6213	Technology for Managers	NURS 6913: Healthcare Informatics, Database Management and Reimbursement (MSN)	
ECON 6003	Managerial Economics	In Class or Online*	3
PMGT 7003	Project Management	In Class or Online*	3
MKTG 6003	Marketing Management	In Class or Online*	3
MGMT 6603	Applied Quantitative Methods	NURS 3013: Nursing Research	
MGMT 6403	Legal Environment of Business	NURS 6143: Healthcare Law	
ACCT 6003	Accounting Theory and Practice	In Class or Online*	3
ACCT 6103	Financial Management	In Class or Online*	3
MGMT 6303	Organizational Development	In Class or Online*	3
MGMT 6703	Strategic Management	In Class or Online*	3
Total MBA Credit Hours			27

**Online MBA courses available January 2016*

MSN COURSE REQUIREMENTS (HEALTHCARE ADMINISTRATION TRACK) AND REQUIREMENT FULFILLMENT IN THE DUAL DEGREE PROGRAM:

Course Number	Course Name	How Completed or Fulfilled	Credit Hours
NURS 6003	Theoretical Foundations of Nsg Practice	Online	3
NURS 6013	Nursing Research	Online	3
NURS 6023	Emerging Trends in Healthcare Delivery	Online	3
NURS 6033	Health Promotion in a Global Society	Online	3
NURS 6003	Theoretical Foundations of Leadership	MGMT 6103: Organizational Leadership	
NURS 6113	Human Resources and Workforce Development	Online	3
NURS 6123	Strategic Planning and Financial Management	ACCT 6103: Financial Management AND MGMT 6703: Strategic Management	
NURS 6133	Quality and Regulation Management	Online	3
NURS 6143	Healthcare Law	Online	3
NURS 6913	Healthcare Informatics, Database Management, and Reimbursement	Online	3
NURS 6973	Applied Research in Nursing	Online	3
NURS 6983	Evidence-Based Practice in Nursing Practicum	Online	3
NURS	Elective	Fulfillment by MBA Course(s)	
Total MSN Credit Hours			30

MSN/MBA DUAL DEGREE COURSE DESCRIPTIONS

NURS 6003: THEORETICAL FOUNDATIONS OF NURSING PRACTICE

Presents the study and application of theory as the foundational guide to scholarly nursing practice, while introducing the nesting relationships between theory, research and practice. A wide range of theories (nursing as well as others) are presented to encourage the development of a comprehensive and holistic Christian approach to health care. The nature of nursing's unique scientific body of knowledge will be emphasized.

NURS 6013: RESEARCH IN NURSING

Emphasizes the necessity of research as the basis of scholarly nursing inquiry which produces evidence-based practice. Compares qualitative and quantitative research methodology from

the perspectives of purpose, design, method and analysis, focusing on quantitative design. Discusses informed consent and ethical issues related to research. Prepares students to evaluate research design, scientific merit, findings, and potential application to practice. Since an expectation of scholarship is to disseminate knowledge, the student will demonstrate the ability to effectively communicate the evaluation of research findings for the development of evidence-based practice.

NURS 6023: EMERGING TRENDS IN HEALTHCARE DELIVERY: SYSTEMS, ETHICS, POLICY AND POLITICS

Prepares graduates with the knowledge necessary to assume leadership roles in the management of human, fiscal, and physical health care resources. The organization of health care delivery systems and the resulting impacts are evaluated from historical, political, ethical, and economic viewpoints. Healthcare reimbursement and potential changes in payment structures are explored. The procedures and processes for policy development at the national through facility level are analyzed. The students are challenged to explore their personal value systems and to analyze how these values shape their professional practices.

NURS 6033: HEALTH PROMOTION FOR A GLOBAL SOCIETY

Identifies and explores the influence of biologic, environmental and societal factors on health and wellness of individuals, families and communities. Emphasizes the study of personal and community-based interventions and strategies to influence the goal of health promotion and disease prevention. Considers the use of theory, research, resources, social policies and regulatory requirements as avenues to promote health from a personal, community and global perspective. Included in this course is the role of spirituality as a component of health promotion and holistic nursing practice. Students are introduced to practical applications and tools for spiritual formation, while exploring the idea of professional nursing as ministry through vocation. The student is encouraged to appreciate a multi-faceted workforce in health care organization and delivery to stimulate positive societal and global outcomes. Related issues associated with the rapidly expanding aging population, human diversity, cultural sensitivity and global awareness are also included.

NURS 6973: APPLIED RESEARCH IN NURSING

Integrates the knowledge, skills, and expertise gained throughout the MSN course of study in a cumulative research project that examines evidence-based practice in the student's area of MSN specialization, documents how this best practice could be actualized in the practice setting, and how its implementation and results would be measured and analyzed. Provides students with the opportunity to evaluate this evidence-based practice to gain a broader worldview and vision within the area of specialization. This course is taken during the last semester of the MSN program and is a prerequisite for NURS 6983.

NURS 6983: EVIDENCE-BASED PRACTICE IN NURSING

Integrates the knowledge, skills, and specialty expertise gained throughout the MSN course of study to culminate in the practice experience designed to further advance the graduate's role and skill set. The faculty and preceptor provide support and guidance to help plan and implement learning experiences, to gain a broader worldview within the specialty study area. Emphasis is on the implementation of evidence-based practice, effective communication, and the demonstration of the skills necessary to enter the specialty arena. Students negotiate a project to be completed during the practice experience. This course is completed during the student's final module of MSN matriculation.

NURS 6913: HEALTHCARE INFORMATICS, DATABASE MANAGEMENT AND FINANCIAL REIMBURSEMENT

Provides an overview of healthcare informatics and its current use by both public and private healthcare agencies. Teaches students to navigate and enter data into complex healthcare databases using the principles of database management including the ability to conduct population studies through the use of databases. Explores the interpretation and evaluation of quality indicators within databases to maximize reimbursement in a variety of settings.

NURS 6113: HUMAN RESOURCES AND WORKFORCE DEVELOPMENT

Analyzes leadership roles in relation to decision-making with particular emphases on human resource management. Evidence-based staffing models are developed for the purpose of projecting and accurately documenting human resource requirements. Interviewing, hiring, orientation, and competency rubrics are examined and developed while the guidelines and statutes governing these human resource issues are explored. Conceptual aspects of control, problem solving/decision-making, effective communication, conflict resolution, progressive disciplinary action, delegation, and team building are applied to a variety of situational contexts.

NURS 6133: QUALITY AND REGULATION MANAGEMENT

Integrates the concepts of outcomes management and research as the basis to improve the quality and effectiveness of health care organizations. Program evaluation, performance improvement, and other methods of measuring outcomes are examined for their utility within the health care setting. Systematic approaches for analyzing and evaluating processes of care delivery and their impact on client populations, organizational processes, and communities are considered. National quality databases and national benchmarking is explored. Accreditation and/or regulatory requirements will be presented. Through readings, projects, and various interactions students develop an informed basis for leading quality improvement efforts in various healthcare settings.

NURS 6143: HEALTHCARE LAW

Examines laws associated with healthcare facility operations in the 21st century including those that directly impact governing boards, physicians, directors/administrators, investors, and the public. Methods to assure compliance with corporate auditing accountability regulations, financial disclosures, investor protection statutes, anti-kickback laws, healthcare provider self-referral, and governing board legal responsibilities are explored. Investigates Omnibus Reconciliation Acts; their content and stipulations affecting the provision of healthcare.

MGMT 6001: GRADUATE STUDIES FOR SUCCESS

This course will focus upon the factors that make graduate adult students successful when attempting to balance the time commitments and demands of work, family, church, and community obligations with weekly MBA course requirements. Students will master Moodle proficiencies in order to effectively navigate the learning management system and other MNU technologies. Students will also have a hands-on experience with various online library research tools and resources that they will need when completing projects and papers for course requirements. A portion of this course will also be devoted to building the cohort community as students will spend the next 24 months together on their MBA learning journey.

MGMT 6002: CORPORATE AND PERSONAL ETHICS

This course will examine ethical theories as they relate to various contemporary issues in

business. Conceptual models for improving the clarity and consistency of ethical judgment in business settings will be addressed. Special consideration will be given to the application of Christian ethical principles to decision making.

MGMT 6103: ORGANIZATIONAL LEADERSHIP

This course focuses on the concept of leadership in organizations. Students will understand the complexity of the structural, political, symbolic and human resource issues in applying a framework for analyzing leadership in organizations. Emphasis is placed on building skills for modeling an authentic voice for leadership through the use of effective presentation skills.

ECON 6003: MANAGERIAL ECONOMICS

This course provides an application of economic theory to problems of the organization. Applicable macroeconomics and microeconomics topics are explored. Emphasis is on the use of economic information in decision making.

ACCT 6103: FINANCIAL MANAGEMENT

This course provides the manager with the ability to work effectively with accountants and financial managers through an understanding of the basics of financial management. Topics include cash flow analysis, capital budgeting, long-term financing, and working capital management.

MGMT 6303: ORGANIZATIONAL DEVELOPMENT

This course examines the structural and environmental forces influencing the management process within organizations. Issues presented include: resistance to change, the role of change agents, intervention strategies and team development

MGMT 6703: STRATEGIC MANAGEMENT

This capstone course focuses on the strategic decisions and planning processes that shape the future of the 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. Various perspectives to strategic thinking are explored and applications such as vision and mission are examined at both the organizational and personal levels.

PROGRESSION, RETENTION, AND DISMISSAL POLICIES

Academic Progression and Remediation in the MSN/MBA Dual Degree Program

1. Students must comply with all rules and regulations of the MSN and MBA Programs as outlined in the MidAmerica Nazarene University MSN Nursing Student Handbook, the MBA Student Handbook, and the MidAmerica Nazarene University Professional and Graduate Catalog.
2. Students must complete the MSN/MBA Dual Degree Program within six years, from the start of the first course to the end of the last course.
3. Students must complete each required course with a grade of B- (80%) or better.
 - a. In the event that a grade of B- (80%) or better is not achieved, in a single course, the student may progress. However, if the student does not achieve a second grade of B- (80%) or better one of the course must be repeated at the full tuition price, according to the MSN Remediation Policy.

- b. In the event that a grade of C- (70%) or better is not achieved in a course, the course must be repeated at the full tuition price.
 - c. A maximum of two MSN courses may be repeated at MNU.
 - d. A student may repeat a single MSN course a maximum of one time.
 - e. In the event that a student achieves three grades below B- (80%), or two grades below C- (70%), the student is dismissed from the MSN program.
4. If a student wishes to withdraw from one of the programs before dual degree completion, s/he may do so, but will be required to complete all of the program requirements for the degree to be completed. If, at a later time, the student wishes to complete the second degree within the dual degree program, s/he may do so, and the three courses not required in the second program (from the dual degree program) will be accepted in transfer. This will be an initial requirement of 36 (MBA) or 39 (MSN) credit hours, followed by 27 (MBA) or 30 (MSN) credit hours.

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 the University is vested in a board of trustees selected from the districts of the North Central Region of the Church of the Nazarene and at-large members. 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

CHAIRMAN..... Dr. Larry McIntire
 VICE CHAIRMAN Dr. Michael G. Palmer
 SECRETARYMrs. Terri Comfort
 TREASURER Mr. Daniel D. Rexroth

THE EXECUTIVE COMMITTEE

Chairman	Larry McIntire
Vice Chairman	Michael G. Palmer
Secretary	Terri Comfort
Treasurer	Daniel D. Rexroth
Committee Chairs	Merrill R. Conant
	Darrel E. Johnson
	Tia Strait
	Cathy Veach
	Phil Rhoades
	Jeren Rowell
At-Large Layman	Eldon J. Meyers
University President	David Spittal

IOWA

Rev. M. Kim Smith
District Superintendent
West Des Moines, IA

Rev. Michael Lynch
Clergy
Iowa City, IA

Mr. Eldon J. Meyers
Businessman
Corwith, IA

JOPLIN

Rev. Mark Bane
District Superintendent
Carthage, MO

Mr. Brian J. Garber
Businessman
Carthage, MO

Dr. Larry McIntire
Physician
Joplin, MO

KANSAS

Mr. Jim C. Bond
District Superintendent
Wichita, KS

Mr. Gregory A. Hephner
Businessman
Wichita, KS

Mr. Darrel E. Johnson
Attorney
Elkhart, KS

Rev. Rod Thelander
Clergy
Wichita, KS

KANSAS CITY

Dr. Jeren Rowell
District Superintendent
Shawnee, KS

Rev. Joel Atwell
Clergy
Spring Hill, KS

Mr. Chad Cook
Attorney
Overland Park, KS

Dr. Vicki Copp
Educator
Kansas City, MO

Mr. Keith Cox
Businessman
Grandview, MO

MISSOURI

Rev. Michael G. Palmer
District Superintendent
St. Louis, MO

Rev. Bryan Davis
Clergy
St. Peters, MO

Mrs. Cathy Veach
Businesswoman
Bowling Green, MO

NEBRASKA

Rev. Daniel W. Cole
District Superintendent
Omaha, NE

Dr. Deanna Edwards
Physician
Omaha, NE

PRAIRIE LAKES

Mr. Steven P. Hoffman
District Superintendent
Fergus Fall, MN

Mrs. Terri Comfort
Administration
Maple Grove, MN

Rev. Fred Morrison
Clergy
Valley City, ND

AT-LARGE

Mr. Tim Buchanan
Businessman
Andover, KS

Dr. Merrill R. Conant
Physician
Dodge City, KS

Mr. John Dahl
Businessman
Sterling, ND

Dr. Glenn Kell
Education Administration
Iowa City, IA

Mr. Daniel D. Rexroth
Businessman
Lenexa, KS

Rev. Phil Rhoades
Clergy
Garnett, KS

Dr. Tia Strait
Educator
Carthage, MO

**NAZARENE YOUTH
INTERNATIONAL**

Rev. Fred Toomey
Clergy
Nixa, MO

PRESIDENT

Dr. David J. Spittal
Olathe, KS

ADMINISTRATIVE PERSONNEL

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David J. Spittal, B.S., M.S., Ed.D.	President
Kevin P. Gilmore, B.A., C.P.A., M.A.	Vice President for Finance/CFO
Mary Jones, B.S., M.B.A., Ed.S., Ph.D.	Provost/Chief Academic Officer
Kristi Keeton, B.A., M.Ed.	Vice President for Student Development
Jon D. North, B.A., M.B.A.	Vice President for University Advancement

ACADEMIC AFFAIRS

Mark Ford	Vice Provost and Dean, School of Professional and Graduate Studies
Rick Hanson.....	Associate Vice President for Academic and Professional Success
Lorie Beckum.....	Director of Global Studies and Service Learning
Kimberly Campbell.....	Director of Marketing
Marcelle Cooper.....	Director of the Kresge Center
Bruce Flanders	Director of Mabee Library and MNU Learning Commons
James Garrison.....	University Registrar
Mark Hayse	Director of the MNU Honors Program
Patricia Walsh.....	Director of Institutional Effectiveness

STUDENT DEVELOPMENT

Brady Braatz	Director of Spiritual Formation
Todd Frye.....	Director of Counseling Services
Ron Jackson	Dean of Community Formation

ENROLLMENT DEVELOPMENT

Derry Ebert.....	Associate Vice President and Dean for Traditional Enrollment
Mark Ford	Vice Provost and Dean, School of Professional and Graduate Studies
<i>Open Position</i>	Director of Financial Aid
Dennis Troyer	Director of Retention and Student Success

BUSINESS AND FINANCIAL SERVICES

Nikos Kellepouris	Director of Postal Services and The Merc
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
Tim Keeton	Associate Vice President for University Advancement
Kevin Garber.....	Director of Alumni

INSTITUTIONAL ADMINISTRATORS

Randy Beckum.....	University Chaplain
Kevin G. Borger.....	Assistant to the President for Church Relations
Steven Richmond (Pioneer College Caterers)	Food Service Director
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

Stephen L. Cole, 1969-2014, Professor Emeritus of Biology

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

Larry D. Fine, 1969-2015, Professor Emeritus of Practical Theology

Scott C. Laird, 1993-2011, Associate Professor Emeritus of Agriculture

Clarence W. Linsey, 1974-2007, Professor Emeritus of Chemistry

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

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

Virginia R. Schafer, 1980-2012; Professor Emeritus of Nursing

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

Eric S. Walser, 1984-1992; 1993-2008, Associate Professor Emeritus of Athletic Training

Willadee Wehmeyer, 1988-2008, Professor Emeritus of Business

Professors

Linda K. Alexander, (2004-) Professor of Education

B.A., MidAmerica Nazarene University; M.A., 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; University Chaplain

B.A., MidAmerica Nazarene University; M.Div., Nazarene Theological Seminary; D.Miss., Trinity Evangelical Divinity School

J. Tyler Blake, (1991-2003, 2013-) Professor of English

B.A., MidAmerica Nazarene University; M.A., Ph.D., University of Missouri - Kansas City

Mark A. Brown, (2002-) Professor of Mathematics; Chair, Department of Science and Mathematics

B.A., MidAmerica Nazarene University; M.S., Wichita State University; Ph.D., University of Missouri-Kansas City

Tricia K. Brown, (2009-) Professor of Counseling

B.A., Central Washington University; M.Ed., Whitworth College; Ph.D., Idaho State University

Yorton Clark, (2001-) Professor of Business; Chair, Department of Business Administration

B.S., Oklahoma Wesleyan University; M.P.A., University of Missouri - Kansas City; Ed.D., Saint Louis University

Randall R. Cloud, (2003-) Professor of Biblical Literature; Chair, Department of Christian Ministry and Formation

B.A., M.A., Point Loma Nazarene University; M.Div., Nazarene Theological Seminary; Ph.D., University of Kansas

Stephen L. Cole, (1969-) Professor Emeritus of Biology

A.B., Southern Nazarene University; M.S., Oklahoma State University; Ph.D., University of Kansas

Patricia E. Conejo, (2011-) Professor of Nursing

A.S., Kansas City, Kansas Community College; B.S.N., M.S., Ph.D., University of Kansas

Martin D. Crossland, (2011-) Professor; Associate Vice President for Instructional Technology and Online Learning

B.S., Texas Tech University; M.B.A., Oklahoma City University; Ph.D., Indiana University

R. Graydon Dawson (2011-), Professor of Business; Chair, Department of Graduate Studies in Management

B.A., M.A., M.S.M, Southern Nazarene University; Ed.D., Oklahoma State 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

Larry D. Fine, (1969-) Professor Emeritus of Practical Theology

B.A., M.A., Southern Nazarene University; M.Div., Nazarene Theological Seminary; D.Min., Midwestern 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

Mark C. Ford, (1991-) Professor of Business; Vice Provost and Dean, School of Professional and Graduate Studies

B.A., MidAmerica Nazarene University; M.B.A., University of Kansas; J.D., University of Missouri-Kansas City; Ed.D., University of Pennsylvania

Neil O. Friesland, (2001-) Professor of Education

B.A., M.Ed., MidAmerica Nazarene University; Ed.D., University of Kansas

Mary L. Fry, (2009-) Professor of Counseling

B.A., University of Missouri - Kansas City; M.S., Baylor University; Ph.D., Regents University

Todd M. Frye, (2007-) Professor of Counseling; Dean, School of Behavioral Sciences and Counseling; Chair, Department of Graduate Studies in Counselor Education

B.S., M.Ed., Northwest Nazarene University; Ph.D., Idaho State University

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

Mark A. Hamilton, (1996-) Professor of Communication; Chair, Department of Humanities

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

Mark A. Hayse, (2003-) Professor of Christian Education and Philosophy; Director of the Honors Program

B.A., MidAmerica Nazarene University; M.R.E., Nazarene Theological Seminary; Ph.D., Trinity International University

Todd C. Hiestand, (2005-) Professor of Criminal Justice

A.A., Southeast Community College; B.A., MidAmerica Nazarene University; J.D., University of Nebraska - Lincoln

Lucy J. Hood, (2015-) Professor of Nursing

Diploma, Saint Luke's Hospital School of Nursing; B.S.N., Webster University; M.S.N., University of Missouri-Kansas City; Ph.D., Widener 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 Business; Chair, Department of Professional Studies in Management

A.A., Nazarene Bible College; B.A., 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; 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 Conservatory of Music

Arvin F. Oke, (1987-) Professor of Psychology

B.A., Pasadena College; M.A., University of Missouri - Kansas City; Ph.D., University of Kansas

Cynthia L. Peterson, (1991-) Professor of Communication; Dean, College of Liberal Arts and Sciences

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

Shanti E. Thomas, (2004-) Professor of English

B.S., University of Kerala; M.A., Gandhiji University; M.Ed., MidAmerica Nazarene University; Ph.D., University of Bombay

David L. Wegley, (1989-) Professor of Business

B.A., MidAmerica Nazarene University; M.B.A., University of Kansas; Ed.D., Saint Louis University

Associate Professors

Gary G. Andersen, (2011-) Associate Professor of Science Education

A.A., Johnson County Community College; B.S., Kansas State University; M.S., Ph.D., University of Kansas

F. Lorie Beckum, (1998-2002; 2010-) Associate Professor; Director, Center for Global Studies and Service Learning

B.A., MidAmerica Nazarene University; M.A. Nazarene Theological Seminary

Donna M. Bohn, (2013-) Associate Professor of Music

B.S., University of Alabama; M.M., Wichita State University; D.M.A., University of Alabama

Laurie A. Brooks, (2014-) Associate Professor of Nursing

A.A.S., Metropolitan Community College; B.A., University of Missouri-Kansas City; B.S.N., M.S.N., M.B.A., University of Phoenix; doctoral candidate, NorthCentral 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

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

Nancy L. Damron, (2010-) Associate Professor of Education; Dean, School of Education

B.A., M.Ed., MidAmerica Nazarene University; Ph.D., University of Kansas

Martin H. Dunlap, (2007-) Associate Professor of Education;

B.A., MidAmerica Nazarene University; M.MEd., Ed.D., University of Kansas

Victoria M. Haynes, (2015-) Associate Professor of Nursing

B.S.N., Avila University; M.S.N., Research College of Nursing; D.N.P., University of Missouri-Kansas City

Deborah M. Highfill, (2012-) Associate Professor of Nursing; Associate Dean, Pre-licensure Nursing Studies

Diploma, Burge School of Nursing; B.S.N., Evangel University; M.S.N., Clarkson College; Ph.D., Trident University International

Abby M. Hodges, (2014-) Associate Professor of Chemistry

B.S., Denison University; M.S., Ph.D., Yale University

Brad D. King, (1995-) Associate Professor of Physical Education

B.A., MidAmerica Nazarene University; M.Ed., Wichita State University

Scott C. Koeneman, (2010-) Associate Professor of Psychology, Chair, Department of Behavioral Sciences

B.S., Oklahoma Christian University; M.A., Denver Seminary; M.A., Psy.D., George Fox University

Jordan H. Mantha (2011-) Associate Professor of Chemistry

B.A., University of Montana Western; Ph.D., University of Nevada - Reno

Joanne H. McDermott, (2012-) Associate Professor of Nursing

B.S.N., State University of New York - Plattsburg; M.A., New York University; Ph.D., University of Kansas

William W. Morrison, (1981-) Associate Professor of Biology

B.A., Olivet Nazarene University; M.S., University of Iowa

Mary Murphy, (2013-) Associate Professor of Business

B.A., Western Michigan University; M.A., University of Rochester; Ph.D., University of Rochester

Jamie S. Myrtle, (2000-) Associate Professor of Business; Dean, School of Business

B.A., MidAmerica Nazarene University; C.P.A.; M.B.A., University of Kansas

Andrew C. Overholt, (2010-) Associate Professor of Physics

B.S., Southern Nazarene University; M.S., Ph.D. University of Kansas

Deborah S. Petty, (2009-) Associate Professor of Nursing

A.S., Palm Beach Community College; B.S.N., Southwest Missouri State University; M.S., University of Kansas; D.N.P., University of Missouri-Kansas City

Russell R. Reglin, (1990-) Associate Professor of Psychology

B.A., MidAmerica Nazarene University; M.S., Avila College; Ph.D., Northcentral University

Kelvin St. John, (1998-) Associate Professor

A.B., Olivet Nazarene University; M.Div., Nazarene Theological Seminary; D.Min., Asbury Theology Seminary

Ramona S. Stowe, (2008-) Associate Professor of Education; Chair, Department of Professional and Graduate Studies in Education

B.S.E., M.A., Northeast Missouri State University; Ph.D., Kansas State University

Rion G. Taylor, (2010-) Associate Professor of Biology

B.S., Augusta State University; Ph.D., Syracuse University

Lisa Wallentine, (2003-) Associate Professor of Business Administration

B.A., MidAmerica Nazarene University; M.B.A., Wright State University

Patricia J. Walsh, (1996- 2009; 2015-) Associate Professor; Director of Institutional Effectiveness

B.A., M.B.A., MidAmerica Nazarene University;

Karen D. Wiegman, (2009-), Associate Professor of Nursing; Associate Dean, Post-licensure and Graduate Studies in Nursing

A.A.S., College of DuPage; B.S.N., M.S., University of Kansas; Ph.D., University of Missouri - Kansas City

Allyson A. Young, (2008-) Associate Professor of Nursing

B.S.N., Fort Hays State University; M.N., University of Kansas

Assistant Professors

Brenda L. Austin, (2013-) Assistant Professor of Nursing

A.D.N., North Central Missouri College; B.S.N., University of Missouri; M.S.N., Walden University

Rebeca I. Chow, (2010-) Assistant Professor of Play Therapy

B.A., Universidad Autónoma de Centroamérica; M.A., University of Missouri-Kansas City

Susan “Kata” Conde, (2013-) Assistant Professor of Nursing

A.D.N., Eastern New Mexico University; B.S.N., University of Phoenix; M.S.N., MidAmerica Nazarene University

Marcelle T. Cooper, (2013-) Assistant Professor; Director of the Kresge Center

B.S., Friends University; M.O.D., Friends University

Tracy L. Cory, (2013-) Assistant Professor of Nursing

B.S., Truman State University; B.S.N., University of Kansas; M.S.N., University of Missouri-Kansas City

Christopher P. Crawford, (2013-) Assistant Professor of Athletic Training

B.A., MidAmerica Nazarene University; M.S.E., University of Kansas

Jonathan E. Downs, (2010-) Assistant Professor of Business

B.A., MidAmerica Nazarene University; M.A., Emporia State University

Lynne M. Erickson, (1993-2000, 2013-) Assistant Professor of Accounting

B.A., Olivet Nazarene University; M.A.S., University of Illinois at Urbana-Champaign; CPA

Jennifer L. Ferguson, (2014-) Assistant Professor of Nursing

A.S.N., Cox College of Nursing, 2002; B.S.N., M.S.N., University of Missouri-Kansas City

Bruce L. Flanders, (2011-) Assistant Professor; Director, Mabee Library and MidAmerica Learning Commons

B.A., University of Kansas; M.S., University of Illinois

James R. Garrison, (2009-) Assistant Professor; University Registrar

B.A., MidAmerica Nazarene University; M.A., Wichita State University

Jill E. Gonzalez-Bravo, (2015-) Assistant Professor of Education

B.S., Kansas State University; M.A., Wichita State University; Ed.D., Kansas State University

Acha G. Goris, (2013-) Assistant Professor of Counseling

B.A., Wesley International Bible College; M.A., Theological College of Northern Nigeria; M.A., Cincinnati Christian University; Ed.D., University of Cincinnati

Susannah A. Hart, (2013-) Assistant Professor of Nursing

B.S.N., University of Kansas; M.S.N., MidAmerica Nazarene University

Jamie L. Hatchette, (2013-) Assistant Professor of Nursing

B.S.N., Avila University; M.S.N., M.B.A., University of Mary

Lauren D. Hays, (2012-) Assistant Professor; Graduate Research Librarian

B.S.E., Oklahoma Baptist University; M.L.S., Emporia State University; M.S., University of Central Missouri

Elizabeth B. Hornor, (2012-) Assistant Professor of History

B.A., Houghton College; M.A., Ph.D., State University of New York - Stony Brook

Luke D. Johnson, (2014-) Assistant Professor of Music

B.A., MidAmerica Nazarene University; M.M., Kansas State University; doctoral candidate, University of Kansas

Taylor L. Johnson, (2015-) Assistant Professor of Counseling

B.A., MidAmerica Nazarene University; M.Div., Nazarene Theological Seminary; M.A., MidAmerica Nazarene University; doctoral candidate, Regent University

Jack C. Jones, (2005-) Assistant Professor of Sports Management

B.S., College of the Ozarks; M.Ed., Arkansas Technical University

James C. Leininger, (2003-) Assistant Professor of Mathematics

B.A., Houghton College; M.S., South Dakota State University

Lauren A. Loyd, (2013-) Assistant Professor of Nursing

B.S.N., Carlow University; M.S.N., MidAmerica Nazarene University

Brian B. Merriman, (2005-) Assistant Professor of Graphic Design

B.F.A., M.A., Emporia State University

Sarah M. Miller, (2013-) Assistant Professor of Nursing

A.S., Kansas City Kansas Community College; B.S.N., MidAmerica Nazarene University;

M.S.N., MidAmerica Nazarene University

Brent N. Moore, (2012-) Assistant Professor of Counseling

B.A., MidAmerica Nazarene University; M.A., Wheaton College; Ph.D., Walden University

Jimmy Ntelekos, (2014-) Assistant Professor of Athletic Training

B.S., Temple University; M.A., Furman 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

Andrew P. Secor, (2013-) Assistant Professor of Counseling

B.A., MidAmerica Nazarene University

Rachel A. Storm, (2012-) Assistant Professor of Nursing

B.S.N., M.S.N., MidAmerica Nazarene University

Joy K. Wray, (2014-) Assistant Professor of Nursing

A.S., Allen County Community College; B.S.N., Langston University, M.S.N., Fort Hays

State University

LeAnn J. Yantis, (2008-) Assistant Professor of Business

B.A., M.B.A., MidAmerica Nazarene University

Instructors

Amy E. Cain, (2012-) Instructor in Psychology

B.S., Missouri State University; M.A.C., MidAmerica Nazarene University

Donald D. Dunn, (2012-) Instructor in Religion

B.A., MidAmerica Nazarene University; M.L.S., Fort Hays State University; Ph.D.,

Capella University

THE ACADEMIC YEAR

School Professional & Graduate Studies

IMPORTANT DATES

Faculty Opening Week	2015-2016 August 17-21
Labor Day Break (No Classes)	September 7
Fall Break (No Classes)	October 23
Thanksgiving Recess (No Classes)	November 25-27
Christmas Break (Main Campus Closed)	December 23- January 4
Martin Luther King Day (No Classes)	January 18
Spring Break (No Classes)	March 14-18
Easter Break (No Classes)	March 25-28
Commencement/Prof. and Grad. (2pm)	May 7

(Please note that these dates are subject to change. See www.mnu.edu for updated calendar information.)

CAMPUS VISIT INFORMATION

The SPGS Enrollment Office is open Monday through Friday. Students who prefer to visit the campus on weekends should contact SPGS Enrollment and make special arrangements based on the availability of Professional & Graduate Admissions Counselors. Prospective students are encouraged to come to the campus to visit classes.

For Professional and Graduate Admissions information or to schedule a campus visit, contact:

Olathe, Kansas Site

Office of Professional and Graduate Admissions
MidAmerica Nazarene University
13563 South Mur-Len Rd.
Olathe, KS 66062
Phone 913-971-3877

Liberty, Missouri Site

Office of Professional Graduate Admissions
MidAmerica Nazarene University
105 N. Steward Ct., Suite 210
Liberty, MO 64068
Phone 913-971-3877

Email: pgadmissions@mnu.edu

DEGREE AND ENROLLMENT STATISTICS

Degrees Granted

	2010	2011	2012	2013	2014
Associate of Arts	8	10	15	19	35
Bachelor of Arts	304	308	252	309	287
Bachelor of Music Education	1	1	4	4	3
Bachelor of Science	-	-	2	3	17
Bachelor of Science in Nursing	95	104	145	150	214
Master of Arts (Business)	37	14	19	8	13
Master of Arts in Counseling	26	25	32	36	63
Master of Arts in Special Education	3	2	-	-	-
Master of Business Administration	33	37	36	57	39
Master of Education	69	65	59	39	33
Master of Science in Nursing	-	5	25	27	32
Certificate in Play Therapy	8	14	19	8	29
Certificate in Sexual Addictions Treatment Prov.	-	-	-	10	18

584 608 618 681 783

Fall Enrollment Statistics

	2010	2011	2012	2013	2014
Freshmen	281	202	224	213	254
Sophomores	239	224	206	180	178
Juniors	333	210	234	212	206
Seniors		258	286	275	270
Professional Level	385	446	529	513	460
Graduate Level - degree seeking	326	471	396	368	401
Graduate, other	86	109	103	68	101
Unclassified	0	37	28	33	0

1767 1957 2006 1862 1870

Freshman Enhanced ACT Composites

	2010	2011	2012	2013	2014
MidAmerica Nazarene University	22.7	22.2	22.4	21.6	22.1
National Composite	21.0	21.1	21.1	20.9	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.

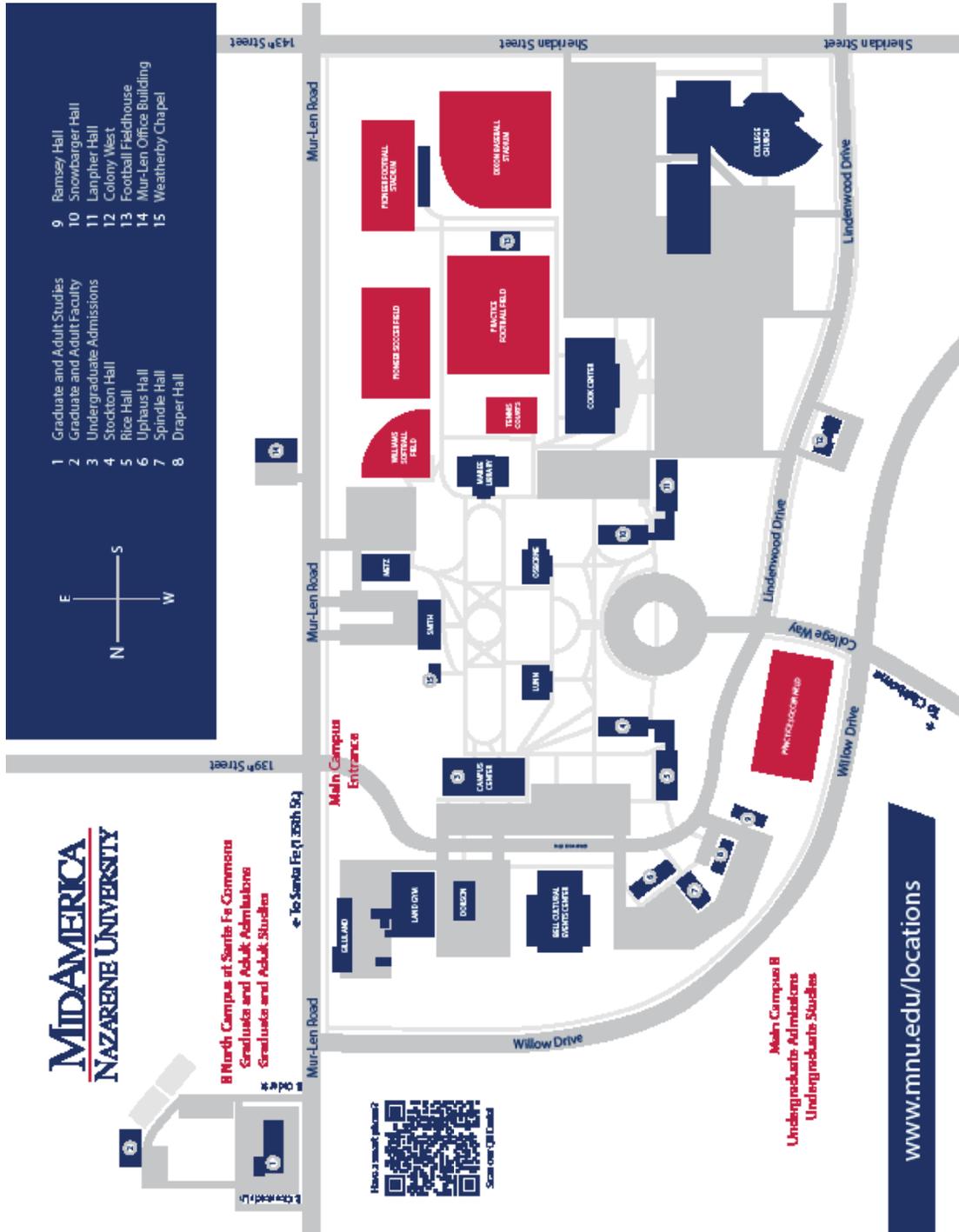
Now it stands with sure foundation.
God directs its destiny
Like the eagle soaring higher:
Ever stronger, ever free.

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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