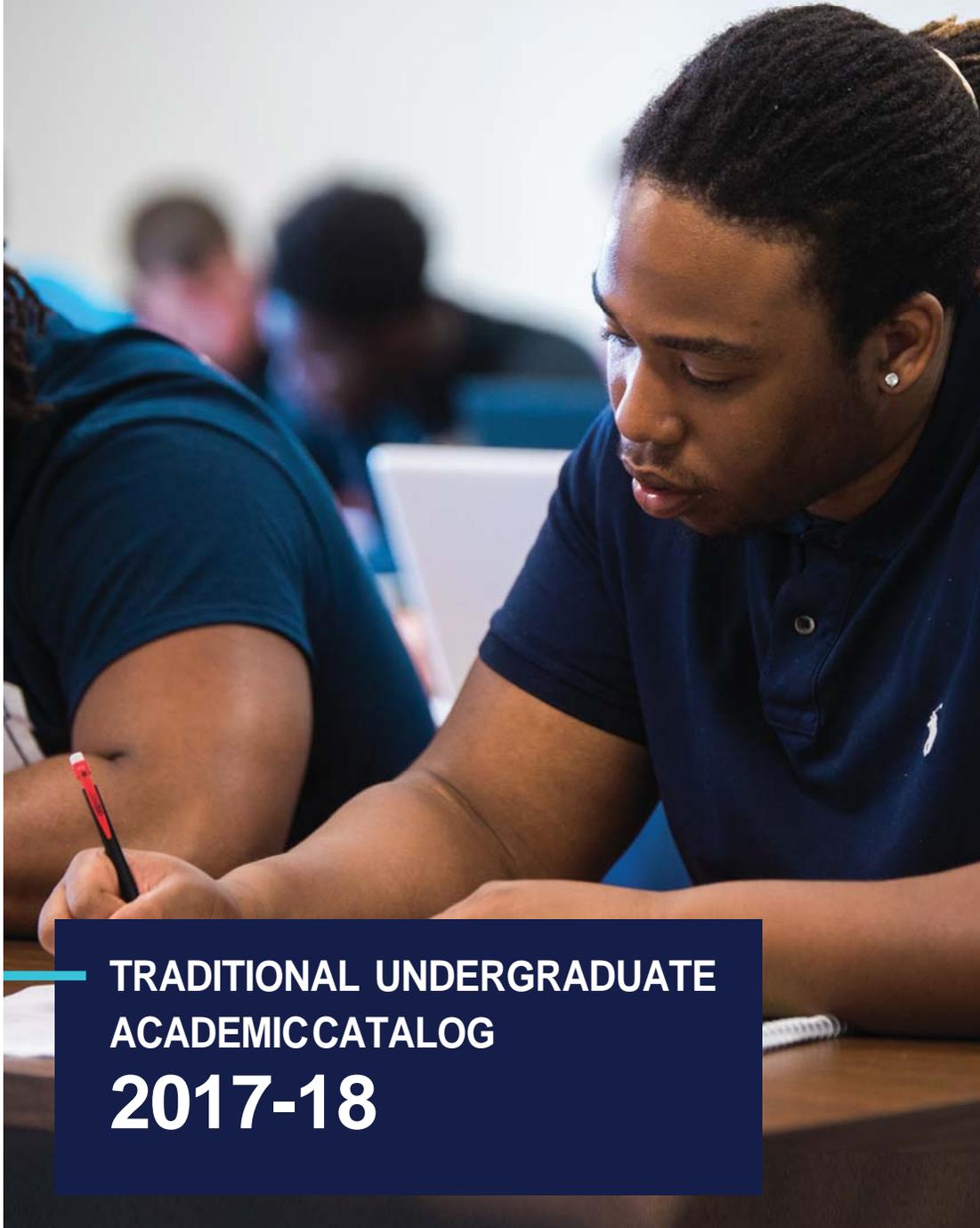




**MIDAMERICA
NAZARENE UNIVERSITY**



**TRADITIONAL UNDERGRADUATE
ACADEMIC CATALOG
2017-18**



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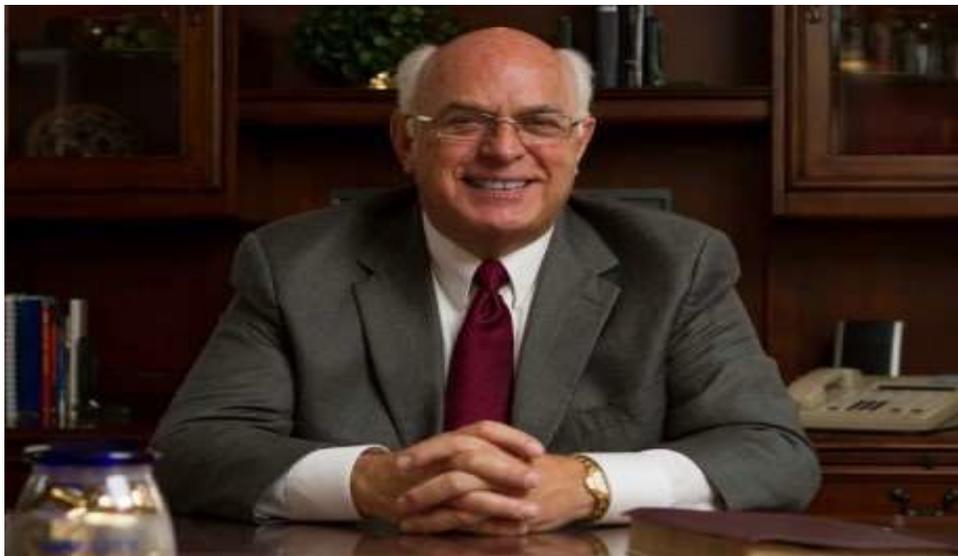
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A WORD OF EXPLANATION

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.

UPDATED: April, 2017



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.

The university is looking to the future and through its “Bright Futures” project we are building foundations for a new generation of students. New academic programs, expanded technology, student support services and plans for a beautiful new campus center and athletic complex are all part of this exciting new vision for the future.

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

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; 800-621-7440; <https://hlcommission.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, 900 SW Jackson, Topeka, KS 66612; 785-296-3201) and National Council for Accreditation of Teacher 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). 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 (6850 Austin Center Boulevard, Suite 100, Austin, TX, 78731; 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 School of Business has been accredited by The Accreditation Council for Business Schools and Programs (ACBSP) (11520 W. 119th Street, Overland Park, KS 66213; 913-339-9356).

The University is a member of the Council for Christian Colleges and Universities (CCCU), 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 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.

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

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

EDUCATION AT MIDAMERICA NAZARENE UNIVERSITY

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

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

GENERAL EDUCATION. The General Education program at MidAmerica Nazarene University seeks to develop informed servant-leaders who think critically and are committed, caring citizens of the world. The diverse, integrative, liberal arts courses provide a solid foundation for a student's vocational calling in light of God's creation and the person of Jesus Christ.

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

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

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

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

STATEMENT OF BELIEF

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

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

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

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

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

FACILITIES

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

The Bell Cultural Events Center houses a performing arts hall, black box theatre, vocal and instrumental music facilities, and the Department of Fine and Performing Arts. Dobson Hall contains an art studio, graphic design computer lab, and the Offices of Marketing and Communications 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 Christian Ministry and Formation, as well as classrooms and the campus radio and television studios. Metz Hall houses the Departments of Behavioral Sciences, Business Administration, Teacher Education, Graduate Studies in Counselor Education, and Professional 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 Professional and Graduate Studies Admissions, and the Departments of Professional Studies in Management, Graduate Studies in Management, Pre-licensure Nursing Education, and Post-licensure and Graduate Nursing Education have offices in the Santa Fe Commons buildings located north of campus along Mur-Len Road. Traditional Nursing courses are primarily taught in the Cook Wellness Center on the main campus.

The 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 Student Development, Student Financial Aid Services, and Traditional Undergraduate Admissions.

EDUCATIONAL RESOURCES

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

THE MIDAMERICA LEARNING COMMONS

The MNU Learning Commons, located in Mabee, provides creative and innovative services to enhance learning and scholarship of faculty and students. The Learning Commons houses the following services:

Library. The 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 can be found [here](#).

Academic Success Center. The Center is an academic support unit offering testing services, tutoring assistance, and special needs accommodation. Staff provide training in study and developmental skills. Tutoring is available in a variety of subject areas.

Career and Life Calling. The Career and Life Calling office assists in preparing students for a life of significance and purpose by fostering opportunities to explore and discern their God-inspired calling. Staff assist students in selecting/changing majors, finding internships, writing resumes and cover letters, preparing for interviews and transitioning to professional careers.

Computer Lab. The Computer Lab is open to university students, faculty, staff, and the community as a technological resource for learning, research, and teaching.

24/7 Study Room. Students may use their student ID card to gain access to the study room at times when the library is not open to the public. This room is located just inside the main entry to the facility and includes access to computers, printers and a copier.

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.

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 Mid-America 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.

MNU STUDENT DISABILITY 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. A student with a disability who wishes to request a reasonable accommodation must contact the Director of the Academic Success Center at 913-971-3387 or asc@mnu.edu. MNU's complete policy regarding student disability accommodations may be found by clicking [here](#).

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 click [here](#).

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 on the MNU website under the Resources tab.

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 found [here](#).

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](#).

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.

March 22, 2016 MidAmerica's first women's team NAIA National Championship capturing the Division I Women's Basketball crown.

June 27, 2016 Accreditation by the Higher Learning Commission was reaffirmed.

During the 2016-17 academic year, MidAmerica Nazarene University celebrated its 50th anniversary.

Admissions

MISSION STATEMENT

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

ADMISSION PROCEDURES

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

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

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

Applicants who have attended previous colleges or universities are required to list all institutions, including any coursework attempted through high school dual-enrollment. Failure to list all institutions attended will delay the processing of your application. Course work from institutions not included in the application will not be eligible for transfer credit. The Admissions Committee reserves the right to revoke admission, withhold the award of credit, or revoke the application of students who fail to indicate all previous institutions on the admission application.

REQUIREMENTS FOR ADMISSION

Successful candidates for admission must have graduated from an accredited high school having completed at least 15 units of study. While the University does not require specific subjects for entrance, it does recommend the following optimum preparation:

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

In addition, students are advised to participate in a college preparatory curriculum. Students entering MidAmerica Nazarene University must take the ACT or SAT examination. The

examination should, whenever possible, be taken during the student's junior or senior year of high school. High school students expecting to enroll at MidAmerica should ask their principal or counselor about taking the ACT or SAT examination. High school graduates who do not have scores on file in the Admissions Office, but meet all of the other conditions for admission, must take the ACT test immediately after arriving on campus. A student will not be able to enroll for classes until the ACT or SAT examination has been taken and the University has received a report of the scores. A fee is charged when the test is administered by the University. (Only the ACT test is given on campus.) **MNU's ACT code number is 1445. MNU's SAT code number is 6437.**

FRESHMEN

Regular Admission: Regular Admissions decisions are made and communicated to students once an application is received along with transcripts, standardized test scores and any other documents deemed necessary to make a decision. Admission may be granted to traditional freshmen students who have submitted all required materials and meet at least two of the following criteria:

1. Graduation from a high school with a grade point average of 2.5 (or above) on a 4.0 scale (six-semester high school transcript required for early admission decision).
2. A rank in the top 50 percent of the high school graduating class.
3. An ACT composite standard score of 19 or a minimum SAT CR+M score of 910.

Students accepted under regular admissions may be placed in developmental courses based on the ACT sub-score. Students with high school grades below 2.5 GPA cumulative in English or Math or with an ACT sub-score of 18 or below must enroll in development courses or take the placement test available at the MNU Academic Success Center.

Conditional Admission: Students who fail to meet the conditions for regular admission may be admitted on a conditional basis.

Post-acceptance requirements for conditionally admitted students: Students offered conditional admission will be required to complete required developmental courses with a C- or better, at least two General Education courses with a C- or better and have obtained a GPA at or above 1.50 at the end of the first academic semester. The successful completion of these requirements will place the student in Good Academic Standing.

All conditionally admitted students are provided specialized counseling and instruction from the Academic Success Center staff and are limited to a 13 semester hour course load until they pass the required course(s). Depending on the student's individual circumstances, the student may be ineligible to participate in co-curricular activities. Refer to the Developmental Education Program information and the Freshman Studies course sections of this catalog for complete descriptions of the required developmental courses.

Conditional status may be removed in the following manner:

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

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

NON-HIGH SCHOOL GRADUATES

Prospective students who have not finished high school and are over eighteen (18) years of age can be admitted provisionally by taking the General Education Development (GED)

examination which gives the equivalent of high school completion. In addition, the ACT or SAT is required. Based on the results of the ACT or SAT, the University may require students to take developmental classes in order to strengthen deficient areas. A non-high school graduate remains on a provisional status until he/she meets the requirements listed above and has a successful semester earning at least a 2.0 grade point average.

TRANSFER STUDENTS

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

In addition to the completed Application for Admission, students who have earned less than 24 hours of transfer credit must submit an official ACT or SAT report in addition to the transcripts from all colleges attended. A student is accepted in good standing if he/she has from 1-23 hours and a GPA of 1.50 or better, provided ACT/SAT scores are acceptable. Transfer students are accepted in good standing if they have 24-55 semester credit hours and a cumulative GPA of 1.75 or better and meet ACT/SAT area score requirements. Transfer students who have 24 or more hours and a GPA of 2.00 or better are accepted in good standing.

In order to receive a degree from MNU, transfer students must take at least one year's work in residence (30 semester credit hours). Transfer credit earned at institutions with regional accreditation will transfer and may be applied to general education requirements and those of specific majors and minors, subject to the approval of the responsible department. 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. Students on either academic or disciplinary probation are accepted provisionally.

MNU may accept previous work, place a credit value on it, and enter it on the transcript. However, this previous work, because of its nature and not its inherent quality, may be determined to have no applicability to a specific degree to be pursued by the student. Course credit will transfer for elective, general education, and major or minor requirements as approved.

SPECIAL STUDENTS

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

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

EARLY ADMISSION

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

1. They are a junior or senior in high school;
2. Must have a score of 18 composite on the ACT or receive special action of the Admissions Committee
3. They have a 3.0 or better GPA based on a 4.0 scale in grades 9, 10, & 11;
4. Must be 16 years old
5. They make regular Application for Admission to MNU using the High School Dual Enrollment Agreement Application;
6. They take no more than twelve (12) hours per semester; and
7. The student may register for courses on a space-available basis after Registration Day.

ADMISSION PROCESS

A \$200 confirmation deposit is required of all students prior to pre-registration. The confirmation deposit is refundable if the student notifies the Office of Admissions in writing of his/her non-attendance before May 1 for the Fall semester and January 1 for the Spring semester. Failure to notify the Office of Admissions in writing will cause the prospective student to lose his/her deposit.

MNU requires students to have the meningitis immunization or sign a waiver stating he/she is choosing not to be immunized. In the event, the student contracts meningitis, he/she waives his/her claim against the University as a result of the failure to receive the vaccination.

FRESHMAN

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

1. Complete the Application for Admission.
2. Submit results of the ACT or SAT. MNU's ACT code is 1445 and SAT is 6437.
3. Submit *official* high school transcripts to MNU.
An official transcript is signed by a designated school official and stamped/sealed with an authorized school embossed seal or stamp. Acceptance can be administered with a minimum 6th semester, official high school transcript.
4. An official Admissions Interview (Highly Recommended).
The interview may be completed while visiting campus, but can be completed over the phone if necessary. The Admissions Interview allows for the admissions staff to better understand the student's interests, talents, and pre-enrollment expectations.
5. Complete the FAFSA and ask that your ISIR be shared with MNU. Our institutional number is 007032.

After Acceptance - The following are required in order for the admissions process to be considered complete:

1. \$200 Confirmation Deposit - \$100 housing deposit and \$100 tuition deposit (fully refundable until May 1st for the fall semester and January 1st for the spring semester).
2. Housing Questionnaire
Note: The Confirmation deposit must be paid before the room assignment and pre-registration can proceed.

3. Official, final transcripts with graduation date from your high school (first-year students only).
4. Meningitis immunization or signed waiver.

TRANSFER

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

1. Complete the free Application for Admission.
2. Submit results of the ACT or SAT (if the student has completed less than 24 college credit hours). MNU's ACT code is 1445 and SAT is 6437.
3. Submit *official* transcripts from ALL colleges previously attended.
An official transcript is signed by a designated school official and stamped/sealed with an authorized school embossed seal or stamp.
4. An official Admissions Interview (Highly Recommended).
The interview may be completed while visiting campus, but can be completed over the phone if necessary. The Admissions Interview allows the admissions staff to better understand the student's interests, talents, and pre-enrollment expectations.
5. Complete the FAFSA and ask that your ISIR be shared with MNU. Our institutional number is 007032.

After Acceptance - The following are required in order for the admissions process to be considered complete:

1. \$200 Confirmation Deposit - \$100 housing deposit and \$100 tuition deposit (fully refundable until May 1st for the fall semester and January 1st for the spring semester).
2. Housing Questionnaire
Note: The Confirmation Deposit must be paid before the room assignment and pre-registration can proceed.
3. Meningitis immunization or signed waiver.

READMISSION PROCESS

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

Procedure:

1. Submit a reapplication form available by clicking [here](#).
2. If the student was on academic probation, consult the Associate Vice President for Academic and Professional Success.
3. Apply for financial aid with Student Financial Services.
4. If the student has attended another institution since leaving MNU, request an official transcript for each institution to be sent to the Registrar's Office (if seeking degree from MNU).
5. Contact the Department of intended major concerning registration for classes.

INTERNATIONAL STUDENTS

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

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

1. A completed **Application for Admission** — sent 90 days before the beginning of the semester
2. **Required Fees:**
 - A refundable Registration Deposit of **\$19,000**
 - Single International Students who are younger than 22 years of age and not able to live with nearby relatives or other families who provide all or a significant part of room and board are required to live on-campus.
3. A minimum official **TOEFL** paper-based score of **550**, or minimum computer-based score of **214**, or internet based TOEFL score minimum of **76** (students with a 61 or higher may be consider for conditional acceptance) or IELTS score of 6 or higher. (**MidAmerica's TOEFL code number is 6437**)
4. For the International Student from a world area whose first official language is English, an official **ACT** or **SAT** score which meets the same requirements for admission as domestic students. If the ACT/SAT scores qualify for only provisional acceptance, TOEFL is also required.
5. An original, notarized Affidavit of Support and required supporting documentation of evidence of ability to pay school bills in accordance with policy.
6. An appropriately completed and signed International Student Financial Summary (Estimated Cost Total per year: **\$35,650.**)
7. Meningitis immunization or signed waiver.
8. Original transcripts and records (sent directly from the institution), documenting all completed secondary and university academic work.
9. An appropriately completed recommendation from an institutional official, pastor, or comparable person.

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

EXTENSION POLICY

Definition - F-1 students are admitted to the U.S. for Duration of Status (D/S). The duration of status is noted on the I-94 card often with a D/S. Additionally, students are given a deadline which is noted on their I-20, by which to complete their studies. This means students may remain legally within the U.S. as long as they are in compliance with the regulations regarding the maintenance of their F-1 status and are making progress toward completion of the degree they have declared as their educational objective at MNU. F-1 students who are not able to complete all of the courses required for their educational program by the completion date noted on the most current, valid I-20 are required to apply for a program extension. Other reasons for extending the program may include change in major, studies interrupted by illness, etc.

Eligibility - I-20 extension applicants are required to:

1. Be in lawful status.
2. Be enrolled as full-time students at a DHS approved school or have been given approval by the PDSO/DSO that issued the student's current I-20 to be enrolled in less than 12 hours.
3. Apply within the 30-day period prior to the completion date (Item #5) on their I-20.
4. Maintain good academic performance.

Limitations

1. MNU will grant extensions for a maximum of 12 months at a time. If a student requires more than one 12-month extension, s/he must seek another extension.
2. A maximum of three (3) extensions may be granted at the bachelor's level of study.

Students

1. Make an appointment with an MNU academic advisor to discuss your need for an extension within the 30-day period prior to the completion date (Item #5) on your I-20. If a program extension is warranted, the advisor will complete the MNU Extension Request form.
2. Submit to the PDSO/DSO the completed MNU Extension Request form with your MNU program plan and an advising transcript.
NOTE: An extension request will not be processed if you do not provide your SEVIS ID number.
3. Once all required documents have been submitted to the PDSO/DSO, a new I-20 authorizing an extension for a maximum of 12 months will be created. Students will be contacted via their MNU student e-mail account to sign the new I-20 and keep as their official I-20.

LESS THAN FULL-TIME STATUS

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 an MNU academic advisor.
6. To complete a course of study within the current term as documented, recommended by a MNU 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 (RCL) 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 is:
 - Academic difficulty is a maximum of one (1) semester at the bachelor program level.
 - Initial difficulty with English language is a maximum of one (1) semester at the bachelor level.
 - * The student must continue to attend classes toward his or her degree.
 - * This option is only available during the first semester of attendance in the U.S.
 - Medical reasons is an aggregate of twelve (12) months per academic level of study.
 - * Students may request a maximum of one (1) semester at a time by submitting this form.
 - 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.
3. "Imminent danger of failing a class" is not a permissible reason for authorizing a reduced course load.
4. Students authorized for medical leave of absence may not be eligible for employment while on medical leave if the problems they are experiencing are severe enough to interfere with studies.

Process

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.

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.

This school is authorized under Federal law to enroll nonimmigrant alien students.

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

INTERNATIONAL TRANSCRIPT EVALUATION

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

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

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

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

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

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

Academic Policies

STUDENT RESPONSIBILITY

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

CLASSIFICATION OF STUDENTS

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

Freshmen.....Students meeting admission requirements with less than 24 semester hours
 Sophomore..... Students who have earned at least 24 semester hours
 Junior..... Students who have earned at least 56 semester hours
 Senior..... Students who have earned at least 88 semester hours
 Part-TimeStudents taking less than 12 semester hours are considered part-time students

ACADEMIC LOAD

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

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

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

THE MAJOR

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

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

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

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

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	Passing	0.0
NC	No Credit	0.0
INC	Incomplete	0.0
CR	Credit	0.0
	W	Withdrawn 0.0
AU	Audit	0.0
Y	No Grade Recorded	0.0
X	Administrative Withdrawal	0.0
IP	In Progress	0.0

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

A grade of "INC" indicates incomplete work. It is not given except to indicate that some part of the work, for good reason, has not been done, while the rest has been completed satisfactorily. The grade of "INC" must be submitted with a justification of the "INC," an explanation of the work to be completed, a deadline to complete the work not to exceed six 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 semester by the total number of semester hours attempted in the academic load, excluding neutral credits.

SPECIAL ACADEMIC FEATURES

HONORS PROGRAM

The MNU Honors Program equips and enriches exceptional students for servant leadership and Christian scholarship. Honors students enjoy the freedom to customize approximately 15 percent of their curriculum in ways that enable them to reach their academic and career goals more easily. As a result, Honors students create comfortable space in their schedules to study abroad, pursue minors or double majors, conduct original research with faculty mentors, enjoy internships and practicums, or graduate early. Honors students often go on to graduate school, public service, and desirable careers.

Interested students must submit portfolio applications for acceptance into the MNU Honors Program. The portfolio must include a transcript that indicates a 3.5 GPA in high school, and an ACT composite score or superscore of 27 or higher. On occasion, students may enter the MNU Honors Program with lower ACT scores, based upon the strength of their entire portfolio. An ACT superscore consists of a student’s highest subscores in the four categories of English, Mathematics, Reading, and Science.

Honors students spend their first semester in a three-hour cohort seminar that orients them to the MNU Honors Program. Each semester, they receive personal advising in order to make steady progress in the Honors Program. They also build relationships with faculty mentors who guide them in their academic and career development. Honors students maintain eligibility by (1) enrolling each semester as full-time students, (2) maintaining a cumulative GPA of 3.50 or better, earning a grade of B or better in all Honors-designated coursework, and (4) investing an average of 22 clock hours per semester in service and leadership. A great proportion of Honors students serve MNU as leaders in student government, residence halls, mission trips, media production and editorial work, public relations, fine arts performance, congregational ministry, and teaching assistantships.

For more information, please contact the MNU Honors Program Director at honors@mnu.edu.

ALPHA CHI HONOR SOCIETY

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

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

All students in traditional programs carrying 12 semester hours or more with a term GPA from 3.2 to 4.0 may qualify for one of these academic honors. Neutral credit hours are excluded

from the calculation and reduce the course load used to calculate the honor. The President's List is a 4.0 grade point average for the semester; Dean's List ranges from 3.5 to 3.99; and the honor roll is 3.2 to 3.49. The lists are posted in Lunn Hall after the Fall semester and Spring semester.

WHO'S WHO AMONG AMERICAN COLLEGES AND UNIVERSITIES

Annual Who's Who Among American Colleges and Universities recognitions shall consist of no more than 10% of the Junior and Senior class headcount for each respective academic school. Who's Who recipients will be elected by a committee of faculty and a student representative from each respective school. A list of the final awardees from each school shall be sent to the Provost for processing and notification.

GRADUATION HONORS

Summa Cum Laude is granted to graduating seniors with a cumulative grade-point average of at least 3.90, Magna Cum Laude to those with a 3.70 to 3.89, and Cum Laude to students who have earned a cumulative grade-point average of 3.50 to 3.69 through the penultimate semester of their college career. To be eligible for this honor, the student must apply for graduation by the published deadline. Students may earn a maximum of 42 neutral credits to be eligible for graduation honors.

MidAmerica Nazarene University's Iota chapter is a member of the Nazarene National Honor Society, Phi Delta Lambda, eligible students rank in the top 15% of the graduating class.

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

ADVANCED STANDING

The University grants a maximum of 34 hours in all Advanced Standing programs. Credit granted by other institutions for any advanced placement will not be considered for transfer. Scores or documentation of credit should be submitted for evaluation and applicable fees. Advanced Standing credit is only granted to degree seeking students.

THE COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) may be used to establish credit and advanced standing. The University advises first-time freshmen ranking 24 and above in ACT sub-score areas to consider taking the CLEP tests. Credit will be granted based on 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 in high school. The CLEP tests can be used to substitute for some equivalent courses at MidAmerica. There is a fee of \$50 per semester hour for placing CLEP credits on the college transcript. CLEP credit must be validated by official scores and transcribed by MidAmerica. CLEP credit is not transferable from other colleges. Scores should be submitted for evaluation and applicable fees. The following are the CLEP tests that can be accepted for consideration. A full listing of CLEP tests is maintained in the Academic Success 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 2303 Principles of 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. Credits earned through CLEP, ACT-PEP, Advanced Placement (AP), the American Council on Education (ACE) or credits granted for military experience do not satisfy residency requirements.

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

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

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	7
Calculus AB	MATH 1405 Calculus I	5
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	Score of 4 or 5: HIST 1203 US History to 1877 & HIST 1303 US History since 1877	6
	Score of 3: 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 [here](#). Students may request their joint services transcript [here](#).

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 Building, 1520 Summerfield Hall Drive, Room 109, Lawrence KS 66045-7605, (785)864-4676, [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.

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

Course Transfer Guidelines

1. Complete the Course Transfer Request Form (Registrar's Office or www.mnu.edu/registrar) and obtain appropriate approvals prior to registering in the course.
2. A copy of the course description from the college catalog must accompany the Course Transfer Request form. An inclusion of a syllabus is also suggested. If a syllabus is not available before approval is received, the syllabus from the course must be submitted to the Registrar's Office as soon as available to the student. MNU retains the right to reverse the transfer decision based on contents of the syllabus, if the syllabus is not submitted when the approval is given.
3. The course will be awarded transfer credit if the course is passed and prior permission has been given.

Transfer Students: MNU welcomes transfer students. 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.

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

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

1. Transfer courses are accepted from two- and four-year institutions accredited by a regional association 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.

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.

Requirements for enrollment in a directed study course:

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

DEVELOPMENTAL EDUCATION

The University offers developmental courses in reading (FRST 0703), writing (FRST 0803), and basic mathematical skills (FRST 0903). Developmental courses in reading, writing and math are required if ACT sub scores are below 19 (SAT verbal below 470 and Math below 460). The goal of the Developmental Education Program is to assist and equip students for further academic endeavors. Credits in Developmental Education are not included as hours toward graduation requirements. High school graduates with ACT sub scores below 19 (SAT verbal below 470 and Math below 460) must complete the required developmental courses (with a C- or better) plus specified General Core courses by the end of their first academic semester, and have obtained a GPA consistent with Good Academic Standing. If they fail to accomplish this standard they will be placed on Academic Probation until these requirement(s) are met. Additionally, conditionally accepted students with ACT composite scores below 15 or SAT combined Verbal and Mathematics scores below 680, are ineligible to participate in co-curricular activities, unless approved by the Associate Vice President for Academic and Professional Success. Developmental education specialists are on staff in the Academic Success Center located in the Library and Learning Resource Center.

ENGLISH AS A SECOND LANGUAGE (ESL) FOR INTERNATIONAL STUDENTS

International students who are admitted conditionally (TOEFL score of 61-75, or IELTS score of 6) are required to take the Placement Exams given in the Academic Success Center at the beginning of each semester. Students who fail to achieve an adequate passing score on the Placement Exams will be required to enroll in appropriate Developmental Courses (FRST 0703 Reading/Study Strategies, FRST 0803 Writing Skills, and/or FRST 0903 Fundamentals of Mathematics) for the first semester of study.

PASS-NO CREDIT OPTION

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

REPEAT OPTION

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

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

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 eight years of continuous enrollment after matriculation. After the eight years of continuous enrollment, 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.

RESIDENCY. A minimum residency of 30 semester hours taken at MidAmerica is required of all bachelor's degree candidates. A minimum of 15 semester hours taken at MidAmerica is required of all associates degree candidates. Students must earn at least eighteen of the final thirty hours at MidAmerica. The residency requirement for the academic major is no less than fifteen hours in the discipline of the major, except where other institutional agreements exist.

AUDITING CLASSES.

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

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

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.

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

TRANSCRIPTS. MidAmerica Nazarene University participates in eTranscripts in partnership with the National Student Clearinghouse. For a fee, your official transcript can now be sent either as a paper copy sealed in an envelope or electronically as a secure PDF through the National Student Clearinghouse's secure server. The link to Transcript Ordering,

as well as additional information, may be found on the MNU website under the Resources tab. Official transcripts are only released if all financial obligations and holds are satisfied. Contact the Registrar's Office with any questions at 913.971.3296 or registrar@mnu.edu.

WITHDRAWAL FROM COLLEGE

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

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

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

WITHDRAWAL FROM A COURSE. Students may withdraw from a course with a "W" provided they withdraw within ten (10) weeks from the first day of classes. For seven (7) week courses, the withdrawal must be made within five (5) weeks of the first day of classes. Withdrawal policies during the Summer Session are established by the Office of the Registrar. Students who find it necessary to withdraw from a course must secure withdrawal forms from the Office of the Registrar. These forms must be properly and satisfactorily completed and filed in the Office of the Registrar.

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

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

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

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

A student who fails to improve the cumulative average in the first semester of probation, or to bring the cumulative average up to minimum standards after two semesters of probation will be declared scholastically ineligible to continue enrollment at the University. Scholastic ineligibility is recorded on the student's permanent record.

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 traditional undergraduate student may file a formal petition with the Dean of the College of Liberal Arts and Sciences (CLAS Dean), 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 traditional undergraduate 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:

1. Communicate and seek to resolve the situation with the professor concerned.
2. 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 Office of the Dean of the College of Liberal Arts and Sciences (CLAS Dean). 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.
3. 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 CLAS Dean who will convene a university appeals committee.
4. The Committee, appointed by the CLAS Dean, 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 CLAS Dean, 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.

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

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

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

Eligibility for AFSG and application instructions:

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

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

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

1. All degree requirements for specific programs as listed in the Catalog must be met;
2. All financial obligations must be satisfied in the Student Accounts/Cashiers Office;
3. Clearance must be obtained by each prospective graduate by the administrative offices, including the library, the Vice President for Student Development, and the Office of the Registrar.
4. Honors will be based upon calculations of all grades through the penultimate semester of the year of graduation.
5. Any grades of "incomplete" or "in progress" in courses to be counted toward degree requirements must be cleared one month prior to degree conferral.
6. Students who have completed all requirements for graduation and wish to select a December graduation date may do so.
7. Participation in commencement is open to candidates who are completing or have completed all requirements prior to the spring commencement ceremony or who meet the following definition of Summer Graduate. In order to be considered a summer graduate, the student must have met all degree requirements except those courses to be completed during the summer following Commencement. A maximum of 15 semester hours may be taken in Summer School with the exception of approved programs. Summer graduates who fail to complete their graduation requirements as previously arranged have the option of graduating in December or the following spring.
8. If, after graduation with a given degree, a student wishes to earn a second baccalaureate degree from MidAmerica Nazarene University, he/she must satisfactorily complete all requirements for an additional major and complete a minimum of thirty semester hours in residence. Further, to complete any major in a degree program, the student must fulfill all requirements for that major and that degree program.

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

SUMMER SESSION. Summer school, under the direction of the Provost, includes one-week, two -week, and four-week courses.

1. Financial charges are available in the Cashier's Office;
2. Regulations and arrangements supervised by the Vice President for Student Development apply during the summer;
3. The University reserves the right to cancel classes due to inadequate enrollment;
4. Students may enroll in a maximum of six hours during a four-week period except in specially approved programs.

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

Senior comprehensives are administered by the respective academic departments as scheduled. Fees may be associated with some tests.

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

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

OFF-CAMPUS STUDY PROGRAMS

SHORT-TERM STUDY ABROAD

The experiences of a semester of study and travel overseas provide an essential dimension of a liberal arts education that can be obtained in no other way. Summer programs provide special opportunities to focus on business, education, humanities, intercultural studies, religion, psychology, sociology, science, mathematics, theatre, music, art and other disciplines. Upon graduation, many students conclude that participation in an international program was the single most significant experience of their undergraduate years. Contact the University Registrar for more information.

COUNCIL FOR CHRISTIAN COLLEGES AND UNIVERSITIES

Because MidAmerica is a member of the Council for Christian Colleges and Universities (CCCU), a national association of over 100 Christian colleges and universities of the liberal arts and sciences, a number of off-campus learning opportunities are available. Additional information on all CCCU programs is available through the Center for Global Studies, Service Learning in Campus Center or the Registrar's Office. Information is also available through the website by clicking [here](#). Students can apply directly online or through the Global Studies office in the Campus Center.

[Australia Studies Centre \(ASC\)](#). The Australia Studies Centre is located in the diverse city of Brisbane at Christian Heritage College (CHC). With its near-perfect climate and population of 1.8 million, Brisbane is a flourishing river city with modern districts, hip cafés and a thriving arts scene.

Together, ASC and CHC offer a range of challenging and engaging programs. Course curriculum is centered on a foundation of faith while exploring the connections of local as well as national tradition and culture. At ASC, students will come face-to-face with some of God's most impressive creations. But perhaps the most inspiring of the encounters will also be the most subtle. Unexpected friendships, newfound passions and unbelievable sights will all make a student's experience in Australia a world away from ordinary.

[China Studies Program \(CSP\)](#). Located in sub-tropical Southeastern China, Xiamen University is surrounded by a modern progressive city and the South China Sea. Here elegant buildings ancient Chinese temples, and lush landscapes provide the setting as students study

after class. Generosity and obligation, sweet and sour, activity and passivity are all opposites that complement each other and exemplify a Chinese life lived in dynamic balance.

Experience Chinese culture firsthand and learn about its historical, religious, geographic and economic positions. In addition to studying the local language, students might teach English to Chinese students or students might put your one-on-one talents to work in an orphanage. CSP immerses students in an increasingly important part of the world in an informed, Christ-Centered way. Within CSP, there is a strong focus on community between students. Here students will connect with CSP peers through Bible study, worship and valuable dialogue. Travel the country of China together, eat unheard-of foods together, and learn a very foreign language together. Discover how to live as a believer in the amazingly diverse land of China.

Costa Rica Latin American Studies Program (LASP). Arriving in Costa Rica, students will be immersed into the diversity of Latin America's history. Students will step into a contemporary society rooted in tradition with people who are sincere and accepting. Live in San José. Journey to Nicaragua for a week and a half. Walk the vibrant roads of Limón and Puerto Viejo. Travel not as a tourist, but as an ambassador to this complex culture.

The LASP courses allow students to think critically about one's Latin American experience by connecting one's surroundings with classroom discussions. It's the place where students sip coffee and develop relationships through a common language. It's the local restaurant owner who welcomes students and teaches them about real international business. And it's the homestays expanding one's view of our cultural differences as well as similarities.

During LASP, students will encounter new voices of praise, different approaches to international affairs and steadfast social virtue. As students live with different host families, allow day-to-day realities of Latin American life to permeate their perspectives. Interact in Spanish with politicians, forward-thinking business owners, rural farmers and church leaders. Then develop one's own voice, one that will serve students in their vocation, ongoing education and spiritual growth.

India Studies Program. The India Studies Program (ISP), in partnership with the Bishop Appasamy College of Arts and Sciences (BACAS), brings students to one of India's most fascinating cities: Coimbatore. Home to over 2 million people, it's a bustling metropolis of business, culture and Indian tradition.

ISP takes students through two core courses that provide a breadth of knowledge about India's culture, society and challenges, as well as her vast religious landscape. Meanwhile, students will build upon this knowledge as they participate in three elective courses, each one taught by a BACAS faculty. As students develop a deeper understanding of this diverse nation, their own worldview will be refined.

Los Angeles Film Studies Center. The Los Angeles Film Studies Center (LAFSC) exists to provide a space for people who are passionately driven to create stories. Students are trained in the craft of expressing their authentic voice while walking out their faith journey. They don't just talk about the film industry at The Los Angeles Film Studies Center. They immerse students in it. Students are introduced to like-minded people living and working in the business, including many who have come through the program. Equipment is provided, knowledge and opportunities to make one's mark in this culture. Wherever students are in their journey of faith and film, LAFSC wants to help students arrive at that next step.

Middle East Studies Program. As a student on the Middle East Studies Program (MESP) one will be immersed in 6,000 years of history in Jordan. Journey by camel across legendary ground to ancient sites like Petra and Jerash. Dive into the Dead Sea, swim in the Sea of Galilee, and fall asleep in the moonlight of the valley Wadi Rum. Barter in Arabic with vendors in the market and share stories with schoolchildren in the Old City of Jerusalem. Then watch this Holy Land take human shape as students serve like Christ in the regions he walked.

Located in Amman, Jordan, MESP immerses students in the daily life, language, food, culture, religion and politics of one of the oldest continuously-inhabited cities in the world.

The heart of the Middle East Studies Program is the authentic community you'll forge with these neighbors, families, and peers. Although grounded in Christian liberal arts, MESP engages the religious culture and politics of the Middle East without bias. Students will examine the Israeli-Palestinian conflict from every perspective, live with a local family during a week-long homestay, and worship with roommates in the morning. Students will sit at the feet of native experts to learn about topics most precious to the region and then serve that region through a long-term service project matched to student's gifts, hopes, and calling.

Nashville Contemporary Music Center (CMC). The Contemporary Music Center (CMC) offers students a front-row ticket to the music industry. Learn all of Nashville's ins and outs as students visit a publishing house, a modern recording studio and sound stage. Meet with a working songwriter, producer, engineer and music arranger to get a taste of the working life in this musical metropolis. Put it all together at the Hardscuffle Building, where world-class equipment waits for student's God-given talents.

CMC has been adapting to the ever-changing world of music since its inception in 2001. Student's entry into the Nashville music scene begins with morning classes, then they're off composing, performing, mixing and promoting until one puts one's inspired soul to sleep. After weeks of solid creativity, students are out on tour, living the experience and savoring every note.

Northern Ireland. The Northern Ireland Semester, beginning in spring 2018, is available only during the spring semester. The semester will include a peace and reconciliation component befitting its location. Northern Ireland is a land that is rich in natural beauty, culture and Christian heritage. But is also has a tragic history of religious and political conflict. As such, it affords an opportunity for students to experience in deep ways both the beauty of God's creation and cultural achievements as well as the brokenness of the world. Students living in Northern Ireland will experience how those who live out an authentic Christian faith can bring about personal and social reconciliation.

Oxford Summer Program (OSP). Designed to uncover the relationship between Christianity and the British Isles in just one summer month, OSP fuels intellectual minds at all levels of education. Engage in scholarship guided by Oxford's primary method of pedagogies: the tutorial. Go one-on-one with professors to defend one's beliefs, support one's positions, ready oneself for graduate school or just become a better thinker. When students are not flexing your brain, keep it sharp with student outings and day trips.

S chol ars' Semester in Oxford (SSO). SSO is not for the faint of heart. Designed specifically for students seeking an academically rigorous and robust experience like no other, even the brightest of minds will be molded, shaped and stretched at SSO. It happens during the tutorials. Here, students and an accomplished Oxford scholar go head-to-head on a topic chosen from 230 subjects relating to history, literature, languages, philosophy or science. And when the semester is all said, done, debated and graded, students will return home with a community of alumni that continually reconnect over the bond that SSO so passionately unites.

Uganda Studies Program. Uganda Christian University (UCU) is just 15 miles from the capital city of Kampala. Mukono offers USP students the opportunity to participate in Ugandan culture. All students take part in homestay experiences, which are described as unforgettable. Along with trips throughout Uganda, venture on an eye-opening 10-day excursion to Rwanda. Student's most important Ugandan lesson will be in relationships. At home, at school and within the university, these relationships encourage deeper thought about one's own cultural identity. UCU has over 6,000 students and Uganda's renowned hospitality

will help students form deep connections within the local community. Building upon the course Faith & Action, students will begin to place these diverse connections into context.

Applicants to USP may apply to live either on-campus or with a host family for the semester. USP also offers a Social Work Emphasis (SWE) which includes a junior or senior level practicum experience. All options encourage students to participate in Ugandan life and explore the intricacy of cross-cultural relationships. In classes, on practicum sites and in homestay opportunities, students will learn from Ugandans about life lived in East Africa.

Washington, D.C. American Studies Program (ASP). The American Studies Program (ASP) in Washington, D.C. connects students and their faith to the institutions and leaders who are impacting issues in public policy and global development. Students are independent, but not alone. Future politician or not, students will nurture the leader within during the experience in ASP.

THE INTERNATIONAL BUSINESS INSTITUTE (IBI)

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

Successful applicants are normally required to have completed at least one full year of economics (macro and micro), and at least one semester each of accounting, marketing and management. Minimum GPA: 2.75/4.0. MNU awards credit for the following four courses (3 hours each for a total of 12 hours credit). Additional information is available through the Business Administration Department or by clicking [here](#).

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

THE BRESEE INSTITUTE PROGRAM

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

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

Several colleges and universities cooperate with the Institute and grant academic credit up to 15 semester hours to qualified juniors. Students are involved in inner-city assignments and appropriate on-site seminars during the fall semester. Additional information is available through the Department of Christian Ministry and Formation.

NAZARENE INTERNATIONAL LANGUAGE INSTITUTE (NILI)

Study abroad in Ecuador with total immersion in a Spanish language program. Live with Latin American students in the Nazarene Theological Seminary in Quito, Ecuador. Participate in service events, travel to the Galapagos Islands, an active volcano, and the Amazon jungle. For more information: contact the Registrar's Office or click [here](#). Apply through the Registrar's Officer.

ROMANIAN STUDIES PROGRAM (RSP)

Study in Romania for a semester, or for part of the summer in Sighisoara, Transylvania, an historic town from the 13th century. The focus of the RSP is cross-cultural service learning. Students learn to appreciate, adjust to and learn from the new cultural context by living in a Romanian family studying the language and aspects of the history and culture, and working alongside Romanian Christians who are committed to serving needy people and bringing about positive change in their community. Most of the juniors and seniors who participate in the program carry out their service activities within the context of a practicum or internship related to their major, along with Romanian language classes and one or two other general education courses. Apply through the Registrar's Office.

NAZARENE THEOLOGICAL COLLEGE, MANCHESTER, ENGLAND

Apply to study at Nazarene Theological College for a semester in religion and humanities courses where academic excellence and professional ministry skills training are integrated within a context of broadly Wesleyan-Holiness spirituality. Apply through the Registrar's Office.

FOCUS ON THE FAMILY INSTITUTE

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

KOREA NAZARENE UNIVERSITY / OWENS INTERNATIONAL COLLEGE (OIC)

Study in Cheonan City, South Korea for a semester. MNU students have the opportunity to participate in overseas study of business and culture through a partnership program with Korea Nazarene University (KNU). The student will travel to and attend courses in Korea at KNU during the traditional spring semester. In one intensified semester the student will study and be exposed to enough international experience to earn an 18 credit minor in International Business from MNU. Students are eligible for institutional scholarships that do not require a presence on the Olathe campus. For information on the KNU-MNU International Business degree, contact Dr. Yorton Clark, Chair of the Department of Business Administration.

INTERNATIONAL STUDENT TEACHING AND SEMINAR (EDUC 4488)

This supervised experience includes a 10-week student teaching experience in a United States' elementary or secondary school and a four-week placement at the International Christian School (ICS) in San Jose, Costa Rica. During the student teaching experience in Costa Rica, students will also have the opportunity to enroll in a Spanish language course at the Nazarene Seminary of the Americas. The Seminary will also provide housing. Admission to Student Teaching is required. Fall and Spring. (9 or 12 hours).

Finances

FINANCIAL ARRANGEMENTS

The overall cost of attending MidAmerica Nazarene University is less than most other private colleges and universities. The Vice President for Finance seeks the cooperation of students and parents in working out the necessary financial arrangements for keeping current in the responsibilities for their student account.

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

3, 4 and 5 Month Payment Plans: You may choose from one of three options to spread payments over three, four or five months per academic semester. The due date for the first payment is dependent upon the payment plan selected. For the fall semester it will be on the 1st of June, July, or August and for the spring semester it will be on the 1st of November, December, or January. The payment plan enrollment fee is Forty dollars (\$40) per semester. You must re-enroll in the payment plan online each semester.

Whichever option you choose each semester, the account balance for that semester must have been paid in full by no later than the 15th of October for the fall semester and the 15th of March for the spring semester to avoid interest charges on the unpaid balance due.

The amount due for each payment may vary if charges are added to the account by the student.

Payments can be made by bank draft or debit/credit card (MasterCard, Visa, American Express, or Discover). An e-mail reminder will be sent five days before the due date of your next installment payment and then also as an acknowledgement each time a payment is made. Payments not received by midnight on the due date will be assessed a Thirty dollar (\$30) late fee. If payments are not made for the month they are due, an interest charge will be assessed to the student account at the end of the month.

Continuation and re-enrollment in the payment plan is dependent upon satisfactory performance of the agreed-upon payment obligations, as well as academic progress, and may be discontinued at the sole discretion of the University at any time.

Students will not be allowed to complete enrollment - "Finalize" - without payment in full, successful sign up and 1st payment toward a payment plan or paying in full with financial aid. Enrollment may be cancelled if financial aid is not complete or they have not paid the balance in full or paid the first payment of the payment plan by the second day of the semester.

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

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

Other policies are also in effect:

1. Students owing the University at the end of a semester will not be permitted to enroll for another semester without making satisfactory financial arrangements with the Bursar.
2. Transcripts will not be released until all accounts have been paid in full and 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.
3. Graduating students must have their accounts paid in full before participating in graduation exercises and receiving diplomas.
4. All financial aid must be applied to the account balance before the student receives credit balances.
5. Institutional scholarships must be applied to tuition, fees and residential charges. After these charges are paid, any excess amount will be returned to the scholarship fund. Cash refunds can only be created by outside funded scholarships or loans.
6. Books and supplies can be charged on the student account using a voucher approved by Student Financial Services. See the Office of Student Financial Services for more information.

CHARGES AND FEES FOR ACADEMIC YEAR 2017-2018

COMPREHENSIVE TUITION

Undergraduate Block Tuition: 12 to 17 credit hours per semester	\$14,585
Undergraduate Block Tuition: (12 to 17 hours per semester) per academic year	\$29,170
Undergraduate Tuition per Credit Hour under 12 hours.....	\$1,050
Undergraduate Tuition per Credit Hour over 17 hours.....	\$900
Undergraduate Tuition for Senior Citizens (65 and older).....	No charge (subject to space available)
Summer Term per Credit Hour.....	See Cashier's Office

ROOM AND BOARD PER SEMESTER

Meal Plan	Residence Hall Style	Apartment Style
Unlimited Meals	\$4,069	\$4,166
90-meal Block	\$3,209	\$3,306

Commuter students can load funds onto their MNU ID card for use in the dining hall and other campus facilities. Please see Pioneer College Caterers staff for more information.

Additional charge for single room, per semester..... \$750
 Single room availability is limited. Rooms are reserved first for students with documented special needs. Single room fee applies to the lowest cost room offered in the designated building/living area, regardless of reason for single room need.

SUPPLEMENTAL FEES

Admissions Deposit for New Students (credited to account)	\$200
Advanced Placement Assessment fee (per semester hour).....	\$50
Audit Fee per Credit Hour	\$175
Audit Fee for Senior Citizens (65 and older).....	No Charge (subject to space available)
Change in Final Examination Schedule (per course).....	\$25
Credit by Exam (fee per credit hour)	\$50

Directed Study Course Fee (plus tuition).....	\$80
Graduation Fee.....	\$70
Laboratory/Course Fees (varies by department and course).....	\$45 - \$300
Late Registration Fee.....	\$50
Late Payment Charge.....	\$50
Nursing Clinical Fee per Semester (four semesters only)	\$1,400
Nursing Testing Fee (Junior and Senior Years only).....	\$380
Nursing Simulation Fee	\$300
(There are a variety of expenses over and above college tuition and fees that apply to nursing students. See the Nursing Department Student Handbook for details.)	
Private Music Lessons per credit hour (plus tuition).....	\$300
(Private Music Lessons are not refundable after the first week of the semester)	
Recital fee	\$40
Re-enrollment fee (if courses are dropped due to non-payment)	\$50
Replacement of ID.....	\$10
Replacement of Parking Sticker.....	\$5
Service charge (on unpaid account balance).....	1.25% per month
Student Teaching Fee.....	\$185
Student Health Insurance (per semester).....	See Cashier's Office for current fee
Transcripts – Official.....	\$10
Transcripts – Unofficial.....	\$3
Technology Fee (per semester full time students).....	\$250
Technology Fee (per semester half time students; 4-6 credit hours).....	\$125
Technology fee does not apply to students enrolled in 3 hours or less, or dual credit high school students or homeschooled students.	

*Charges and fees are for the 2017-18 academic year and are subject to change without notice at the discretion of the University.

TUITION AND FEES - PROFESSIONAL AND GRADUATE

For information on Tuition and Fees for Professional and Graduate Programs please contact the Professional and Graduate Admissions office.

SPECIAL HOUSING FEES AND BOARD CHARGES

Daily Housing Fees for vacation periods and summer if available (per day) \$25
(For full Summer or while attending Summer Class)

Approval and vacation room assignments are given by the Office of Student Development.

INSURANCE

Students are automatically enrolled in a low-cost group health insurance plan and the associated charges added to their student account during registration. Students who are covered by their own or their parent's health plan may opt out of this coverage. Information about insurance coverage and cost is available from the Cashier's Office, located in the Lunn Building or by calling 913-971-3504.

Residential students are also encouraged to obtain renters insurance from the provider of their choice as the University is not responsible for lost, stolen, or damaged personal property.

REFUND SCHEDULE

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

Meals: Semester charges are pro-rated as of the date notification is given to the Director of Retention and given to the Food Services Manager.

Housing: Semester charges are not pro-rated or refunded. The housing deposit will be refunded within 30 days after a student withdraws or graduates provided there are no fines and no furniture or room damage. If the student owes a balance on their student account, the deposit will be applied to the balance.

Tuition:

First week of classes	100%
Second week of classes.....	90%
Third week of classes.....	80%
Fourth week of classes.....	60%
Fifth week of classes.....	40%
Sixth week of classes.....	25%
Seventh week of classes.....	10%

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

The date for calculating the refund is the date that the withdrawal process is initiated with the Director of Retention.

Students called to active military duty during a semester will receive a full tuition refund for courses that are dropped. Appropriate documentation for active military duty must be provided to the Provost and Chief Academic Office.

Summer Term:

Dates and pro-rated percentages for the Summer term are available in the Cashier and Student Account Services office.

REFUND POLICY

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

STUDENT FINANCIAL AID SERVICES

The Student Financial Aid Services professionals are here to assist students and their families through the financial aid process. The Student Financial Aid Services Office will construct a financial aid package to help meet the financial needs of the students and their families.

There are many financial options for students, so students who are experiencing financial difficulties should seek out the assistance of the Student Financial Aid Services Office.

Estimated costs for 2017-2018. The average first-time, full-time resident students can expect to pay the following costs for the 2017-2018 academic year:

Before registration:

\$200 Confirmation Deposit - \$100 housing deposit and \$100 tuition deposit (fully refundable until May 1st for the fall semester and January 1st for the spring semester).
\$200

Direct Cost:	
Comprehensive Tuition (12-17 hours per semester)	\$29,170
Residential charge (Unlimited meals+ housing)	\$ 8,138
Technology Fee	<u>\$500</u>
Total Estimated Direct Cost	\$37,808
Other indirect expenses:	
Books and supplies (estimated)	\$1,490
Personal Expenses (estimated)	1,448
Transportation (estimated)	<u>1,296</u>
Total Estimated Indirect Cost	\$4,234

QUALIFYING FOR FINANCIAL AID

Most students attending MNU qualify for some form of financial aid. In fact, more than 90% of MNU's traditional students are receiving one or more forms of financial aid. MidAmerica Nazarene University financial aid awards are based upon financial need and student performance. Generally, aid may be in the form of grants and scholarships (awards which need not be paid back) as well as loans (awards which must be repaid.)

Financial need is determined by subtracting the student's cost of attendance (direct + indirect costs) from the expected family contribution. Note that expected family contribution is determined by a federal formula and is based upon information provided on the Free Application for Federal Student Aid (FAFSA). A student's financial need determines his or her eligibility to receive various forms of federal, state, and institutional aid. This may take the form of grants, loans, work, or a combination of the three.

APPLYING FOR AID

Please complete each of the following steps when applying for financial aid:

First -- Complete the application for admission process to the program of choice. Students may submit their application for admission online at <http://www.mnu.edu>.

Be certain to complete the appropriate program application. Students must be ACCEPTED for admission to MNU in order to official award financial aid. Be certain all academic transcripts and other requirements are submitted to MidAmerica as soon after the application for admission as possible.

Second -- Complete the Free Application for Federal Student Aid (FAFSA) by clicking [here](#). Be certain to provide MNU's federal school code: **007032**.

Completing and submitting the FAFSA requires that students and/or parent(s) apply for a FSA ID from the Department of Education. If parents are providing their own information on the FAFSA, they will need to obtain their own FSA ID.

The Data Retrieval Tool (DRT) may be used to populate tax information on the FAFSA.

Third -- Notification of Award - Upon electronic receipt of your FAFSA and acceptance into an eligible degree program, MNU will determine a student's award eligibility.

Students who are new to MidAmerica Nazarene University, will receive his or her financial aid award letter in the mail; returning MNU students, can expect an e-mail notification that his or her financial aid award is available to view.

If a student's information is incomplete, a student may be required to file corrections

before the application can be processed. Corrections can be made by updating the FAFSA.

If a student is selected for verification, a process by which MNU is required to review federally selected students for accuracy of FAFSA data, the student will not receive a finalized financial award until the FAFSA data has been verified. Students need not submit copies of their tax transcripts unless requested by Student Financial Aid Services.

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

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

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 66.67% of their cumulative attempted hours to be eligible to receive financial aid. For work transferred in, the total number of credit hours accepted by MNU will be included in the number of attempted and completed credit hours in the calculations for Satisfactory Academic Progress.

“Attempted” credit hours are the number of credit hours recorded on the student’s academic transcript at the end of the semester for which the student received a grade. Course repetitions count as credit hours attempted. The credit hours in which a student receives a letter grade of NC, F, 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 semester, MNU will monitor the cumulative GPA of our students. Prior to the completion of the students’ second academic year, they must maintain minimum GPA standards in accordance to the academic policy issued by Academic Affairs (see Academic Regulations). Once students have completed their second academic year, they must have at least a 2.00 cumulative GPA. Masters students must maintain a minimum cumulative 3.00 GPA.

Students who do not meet the SAP requirements at the time of evaluation will be placed on a semester of financial aid warning by the Office of Student Financial Services. If students fail to meet the SAP requirements following the warning semester, they will be placed on financial aid suspension and considered ineligible for federal and state aid.

Students are able to view the complete policy as well as the appeals procedure online by clicking [here](#).

AID PROGRAMS AVAILABLE

Students who already have obtained their first bachelor degree are eligible for student loans (Federal Subsidized Stafford and Federal Unsubsidized Stafford). Students in default on previous federal student loans are not eligible for federal financial aid.

Federal Aid

Federal PELL Grant -- Awarded to students who demonstrate high financial need. Awards range from \$606 to \$5,920 per year. Student must be full-time to receive their full PELL grant award but may receive a pro-rated amount if part-time. Students may receive the Federal PELL Grant for no more than 12 semesters.

Federal Supplemental Education Opportunity Grant (SEOG) -- Awarded to PELL recipients showing strong financial need. Awards range from \$500 to \$1,000 per year. Students must be enrolled at least 1/2 time to be eligible for SEOG.

Federal Direct 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 is 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 is generally higher. Standard repayment terms are based on a 10-year repayment plan.

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

Federal Work Study (FWS) -- Federal Work Study is awarded based on financial need and timeliness of completing the FAFSA form. Funding is limited for the program. The FWS program allows student to work, usually on campus, and earn a paycheck. Students have the option to apply their paychecks to their account or use it for other expenses. These funds do not count towards a student's account balance like other scholarships or loans.

All financial aid is disbursed to the student's account in two disbursements.

State Aid

For residents of Kansas who attend MidAmerica, the state offers financial aid programs to help defray the cost of education. More details can be found on the Kansas Regents website by clicking [here](#).

Kansas Comprehensive Grant (KCG) -- Awarded to residents of Kansas who attend a private college within the state. Grants are based on “high” financial need and early application. A student may receive up to \$3,500 per year. MNU encourages all Kansas residents to file for the Kansas Comprehensive Grant. The FAFSA should be filed by March 1 to ensure consideration for the KCG. The online application may be found [here](#).

Kansas Scholarship Programs -- include the Kansas State Scholar, the Nursing Scholar, the Minority Scholar, and the Teacher Scholars. A separate application is required for these scholarships. These applications may be obtained from MNU Student Financial Services Office or your high school counselor and must be completed each year by May 1. The online application may be found [here](#).

All federal and state financial aid is disbursed on the student’s account in two disbursements (this includes the Federal Parent Loan). The estimated disbursement dates are set to begin at the start of each term. First-time MNU students will not receive a student loan disbursement until they complete a loan counseling session and execute a Master Promissory Note.

INSTITUTIONAL SCHOLARSHIPS

Institutional scholarships are provided to assist students in paying tuition, fees, room and board. MNU scholarships are only for students enrolled in the traditional programs who are seeking their first degree. Most students are not eligible for any institutional scholarships when attending off-campus study programs. For more information regarding scholarships for off-campus programs see the Student Financial Services Office in the Campus Center.

Scholarships provided through University funds (academic, athletic, tuition remission, endowment, church matching, etc.) cannot create a cash refund for the student. Any excess amount above the direct cost of education charged by the University (tuition, fees, room, board) will be labeled “Institutional Over Award” and will be returned to the scholarship fund. Cash refunds can only be created by outside funded scholarships, grants, or loan programs.

All tuition related scholarships (tuition remission, ministerial, honors program, and academic) cannot exceed the cost of tuition. Any excess amount will be returned to the scholarship fund.

TALENT SCHOLARSHIPS

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

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

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

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

CHURCH MATCHING SCHOLARSHIPS

All full-time undergraduate students without a bachelor's degree may be eligible for this scholarship provided:

- 1) their home church has agreed to participate in the program, and
- 2) the student is full-time (at least 12 hours).

A scholarship of up to \$500 per year per student from a participating church is given a one-to-one match for traditional students by MNU to a maximum of \$500 per year (this is applied at the maximum rate of \$250 per semester). A one-to-one match of up to \$250 per year is provided for Professional students without a previous Bachelor's degree.

PASTORS SCHOLARSHIPS

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

Students are eligible for the grant for four years (8 semesters).

Student Development

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

“Grew up” is seen as physical development,

“Wisdom” is seen as intellectual development,

“Favor with God” is seen as spiritual development,

“Favor with people” is seen as social development.

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

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

OFFICE OF STUDENT DEVELOPMENT

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

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

SPIRITUAL LIFE

As a Christian university, MNU is committed to making the worship of God the central focus of our community. Jesus gathered his disciples from a variety of backgrounds, social classes, and political perspectives. Likewise, students who attend MNU join this university from a variety of countries, family experiences, and places of faith. In the Spiritual Life Office, it is our prayer that during our time at MNU, we will belong to a community that journey’s together to discover God’s love & purpose for our lives.

We come with different needs, considerate of those around us, expecting to be challenged, inspired, comforted and renewed. Worship of God is not something that *only* happens as we gather together for corporate worship, but is expressed each moment of our everyday lives. Close your books and set your assignments aside. Open your heart and mind to the loving Father. Let the Holy Spirit speak to you during these times together.

Belong

As we pray that we would be a place of belonging, we are committed to cultivating a university modeled after the life and ministry of Jesus. We recognize that students come from a variety of backgrounds and unique experiences. Students do not have to sign a statement of

faith to become a part of our family. Belonging at MNU simply means a willingness to join the community in practicing the Christian faith and openness to the movement of God in their lives.

The Spiritual Life Offices offers opportunities for the entire campus to gather in our regular chapel services. Students, staff, and faculty all assemble in effort to listen to the voice of God together. These opportunities to belong include times of prayer, singing our praise, listening to the Word of God, and a place where we can respond to God as a community and as individuals. Chapel curates a place of belonging as the community joins in the rhythms of faith as worship of God together.

Journey

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

For these reasons, MNU provides a context where students can gather in small groups for the purpose of sharing their journey of Christian faith with fellow travelers. Small group ministries fulfill this purpose and are designed to create an intentional space where students can ask wrestle with the realities of the Christian faith. In this way, we come to see that we are not the only ones who face challenges in our spiritual lives and affirm that we are called to journey in becoming more and more like Christ in community.

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

Discover

At MNU we are committed to God's universal mission of redemption and restoration. In the resurrection of Jesus, we affirm that God is already in the process of rescuing the world. Yet, Jesus has also invited the people of God to join him in the renewing the world (John 20:19-23). The Spiritual Life Office intentionally creates space to discern how God is calling individuals, and the MNU community, to join the mission of God in the world, regardless of academic interest or vocational calling.

Student ministries and mission trips serve to engage our community with the world that God loves so much. These encounters challenge us to consider the ways that God is already at work in the world and the ways in which God may be asking us to participate in the plan of redemption. As Jesus offers cross-shaped love on behalf of the world, it is the prayer of the Spiritual Life Office that MNU would be a place of discovering God's dream for how the people of God can join the rescue mission, personally and corporately.

Spiritual Life Frequently Asked Questions

Do I have to be a Christian (or a Nazarene) to attend MNU?

Students who enroll at MNU are not required to identify as a follower of Jesus. Our community is led by faculty, staff, administrations, and coaches who love God and whose lives have been transformed by Jesus Christ. Further, MNU is a university that is sponsored by the Church of the Nazarene. For these reasons, individuals attending MNU should know that we are a community of people working to become more like Christ and we'd love to invite you to join us in this process. That said, students who do not profess faith in Jesus are welcome amongst us! We look forward to living out our passion for Christ with those who are new to the Christian faith, unfamiliar with the story of God, or those who are skeptical of God.

Why does MNU require students to attend chapel and other spiritual life activities?

Despite students not having to profess faith in Christ, we do require that student participate in the rhythms of our community. Our rhythms includes chapel services, small groups, student ministries, mission trips, and retreats. MNU is an institution of learning and faith. For these reasons, spiritual formation is a co-curricular part of your experience at this university. There are a variety of events on campus that are extra-curricular in nature, such as intramural sports, social life activities, and campus clubs. Spiritual formation is a part of the DNA of our campus community and is a part of what it means to attend MNU.

What are the spiritual formation requirements & how does a student fulfill their requirements?

Traditional undergraduate students at MNU need to earn 20 Spiritual Formation Credits (SFC) each semester. 12 SFC must be completed by attending the Gathering Chapel. There are 17 Gathering Chapels per semester and each one is worth 1 SFC. The remaining 8 SFC can be completed in one of our additional spiritual formation options.

What types of spiritual formation options are available in a semester?

◆The Gathering: The Gathering chapel is a time where the entire campus community gets together for a time of prayer, worship through singing, listening to a message, and celebrating the Lord's Supper. As students, faculty, and staff all assemble, it is our hope that God would use this time to shape us into the image of Jesus, as individuals and as a community. The Gathering Chapel takes place on Tuesdays from 9:30 AM-10:30 AM at College Church of the Nazarene. Each Gathering Chapel is worth 1 SFC and students are required to receive 12 SFC from the Gathering Chapel each semester.

◆The Growing: The Growing Chapels focus on helping us develop our faith by creating space for intentional times of discipleship and dialog. Growing Chapels include our Prof. Talk series, where we interview a faculty member, a staff member, or coach from the MNU community. Growing Chapels also include our Christ and Culture series where we wrestle with how our Christian faith is lived out in the world. Growing Chapels also include 7 weeks where we will have small groups that students can be a part of to explore and deepen their faith in Christ. Growing Chapels take place Thursdays from 9:30-10:30 AM in the Bell Cultural Events Center. Growing Chapels are each worth 1 SFC.

◆The Going: Our Going ministries are opportunities for students to go serve in a variety of places around the Olathe and Kansas City area. MNU students visit the elderly, help serve meals to those in need, and mentor children and teens. These ministries take place on a variety of days and times throughout the week. Sign-ups to be a part of these ministries take place at the beginning of each semester. Going ministries are worth 1 SFC each time a student attends.

◆Kingdom Come: Kingdom Come is a service where we gather to sing our prayers and praises to God and hear from MNU students. Once a month we'll gather from 9:00PM-10:00 PM in the Bell Cultural Events Center.

◆Spiritual Life Retreat: Each year, students are invited to be a part of our weekend-long spiritual life retreat. These retreats offer an opportunity to get off campus, spend time in prayer, worship through singing, reflect and recharging with friends. Spiritual life retreats typically cost between \$25-\$50 and include transportation, food, lodging, and a time to step away from campus. Students who attend a spiritual life retreat will earn 3 SFC. For more information, see our spiritual life retreat page:

◆Mission Trips: Each year MNU offers several opportunities for students to participate in a 1 to 2 week long mission trip. The locations of trips changes each year, but students have recently traveled to India, Haiti, Guatemala, Africa, and Arizona. Students who complete the pre-trip training and participate on the mission trip will receive 6 SFC.

There are typically around 60 spiritual formation credits available in the course of a semester.

Where can I see a schedule of the spiritual life opportunities?

A calendar with the dates, times, locations and a brief description of the event is located on the spiritual life tab of the portal.

How do I register my attendance at one of the spiritual life opportunities?

Students attending one of the chapel services will use their student ID card to scan in and out of the chapel service in order to earn a spiritual formation credit. Scanners are available 20 minutes before the beginning of the chapel service and are available immediately at the conclusion of the chapel service. If you need a new student ID, please go to the Student Development Office in Campus Center.

Is there any way to have my spiritual formation requirements reduced or waived?

Reductions in spiritual formation requirements are not based on individual circumstances, but are based on a student's academic requirements. Being of a different faith, living off campus, work schedules, or other extra-curricular involvement do not qualify a student for a reduction in their requirement. From time to time, academic requirements prohibit students from being able to attend enough of the Gathering Chapels. In this instance, students may qualify for a reduction in their spiritual formation credits for a semester. Students who have a reduction for academic reasons do not have to apply for this reduction. The reduction will be made in the 2nd week of the semester, based on the specific courses a student is enrolled in.

How do I check how many spiritual formation credits I have received?

Students can check how many spiritual formation credits they have by accessing their wed4 account on the MNU portal.

If I attend a church on Sunday, can it count toward my spiritual formation requirements?

We encourage MNU students to join a local church, but participating in a church service doesn't count toward meeting your spiritual formation requirements. Our spiritual formation rhythm is intended to gather our whole community together and is a unique aspect of what it means to attend MidAmerica.

What happens if I don't earn all of my spiritual formation requirements?

Students who fail to earn all of their spiritual formation requirements will receive a fine. Spiritual formation fines are intended to hold students accountable to the commitment they made to be a part of the MNU community. Multiple spiritual formation fines will result in a student being enrolled in a 7 week small group and recurring spiritual formation fines can result in being ineligible for extra-curricular activities and further discipline.

If I receive a spiritual formation fine, is there any way to have the fine waived or reduced?

Yes, students may have their fine eliminated or reduced by participating in our spiritual life fine program. This program is a one-time opportunity that all students are eligible to use, if they returning to MNU in the semester after they have received their fine.

STANDARDS OF CONDUCT

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

Christian principles of morality should govern every personal relationship. The use of alcoholic beverages, tobacco, illegal drugs, profane language, obscene literature, gambling, and attendance at clubs are not permitted. Stealing or abuse of the University's or other people's property is not tolerated, and disorderly assembly or disruptive activity of students is prohibited. Visiting in campus rooms/apartments of persons of the opposite sex is allowed only during specified open house hours or special permission from the Residential Life Staff. Visiting off-campus homes or apartments of persons of the opposite sex without due regard for the reputation of both the University and persons involved will be cause for disciplinary action.

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

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

DRESS CODE

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

STUDENT ORGANIZATIONS

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

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

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

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

Associated Student Government	Multimedia Outlets:
Student Diversity Council	KMNU Radio
Class Governments	Conestoga (Yearbook)
Small Groups	The Trailblazer (Newspaper)
Delta Mu Delta (Business Honors)	The National Society of Leadership & Success (NSLS)
Action Pact (Improv)	Pi Lambda Theta/Gamma Chi Chapter (Education Honors)
International Club	Psi Chi (Psychology Honors)
K-SNEA (Education)	PTCO (Education)
KSSNA (Nursing)	Sigma Chi
Lambda Pi Eta (Communication Honors)	Gaming Society
Ministry Groups	Investment Club
Fellowship of Christian Athletes (FCA)	Breakfast Club

INTERCOLLEGIATE ATHLETICS

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

CAMPUS SAFETY AND PARKING PERMITS

The Campus Safety Department is located in the Land Gymnasium building at 2140 E. Pioneer Blvd., Olathe, KS 66062, (mailing address: 2030 E. College Way, Olathe, KS, 66062) and the emergency telephone number is 913-971-3299. Office hours are Monday through Friday, except holidays, 8a.m to 5p.m. Campus Safety can be contacted 24 hours a day, seven days a week, by dialing 3299 from any campus phone or by dialing (913) 971-3299 from any other phone..

Campus Safety officers have full authority on University owned property, as well as the adjacent College Church owned property. The Campus Safety Office is not a certified law enforcement agency and officers do not have the authority to arrest. Officers are responsible for a full range of public services, including all crime reports, investigation, non-injury traffic accidents, enforcement of University rules regulating alcohol, possession of controlled substances, weapons, traffic regulations, and all other incidents requiring security assistance. Furthermore, Campus Safety Officers provide security escorts and motorist assist services, including jump starts and unlocks into vehicles when the owner has locked their keys inside.

The Campus Safety Department's purpose is to serve the University community by providing a safe and secure atmosphere where learning can be accomplished. This can be achieved by various services and activities such as traffic and parking enforcement, crime prevention patrol, crowd control at special events, building access, escorts, unlocking doors, fire alarm response, participation in the University's Emergency Operation Plan (EOP), plus many other functions. All Campus Safety officers are CPR and AED (automatic external defibrillator) certified.

Major crimes and incidents are reported to the Olathe Police Department. The Campus Safety Department fully cooperates with local, state, and federal law enforcement agencies in the exercise of their responsibilities.

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

Every vehicle brought on the campus must be registered and must properly display a parking permit. During the first two weeks of class, the permit is FREE. Permits obtained after that period will be \$5.00.

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

MNU CAMPUS ALERT SYSTEM

The MidAmerica Nazarene University has established an emergency Campus Alert System messaging service for members of our community. This method of notification is a supplement to the University's methods of issuing timely warnings in the event of a security threat on or near our campus. In addition, this messaging service will only be used in the event of an emergency; or to advise of changes in scheduling due to severe weather; or to perform periodic testing of the system. Students, staff, and parents can enroll [here](#).

Staff can also access it directly from the MNU portal home page by clicking on Campus Safety Dept. on the left-hand side then clicking on MNU Emergency Messaging listed under Campus Safety helpful links.

Students, staff, and parents are strongly encouraged to enroll their cell phone number, in addition to their e-mail, to receive emergency alert notifications via e-mail and cell phone texts.

NOTE: The MNU.edu e-mail address of all students, faculty and staff is automatically entered into the system but you must still take action to enroll yourself and further to register and activate your mobile phone (or alternative e-mail addresses). If it's your first time entering the system and you have not already established a password you will need to do the following:

- Log in entering your full MNU e-mail address, then click on "forgot password".
- A link will be sent to your e-mail which will let you reset your password.
- Once your password is reset, go back to the login page and enter your full MNU e-mail address and password.
- Add your mobile number. A 4-digit code will be texted to you.
- Enter the 4-digit code to confirm your cell phone number and proceed with the instructions given to complete the validation process.

Parents of students may also register for emergency notifications by clicking on the "Register" button and filling out the information, including your registration E-mail address utilizing the e-mail address of choice and following the prompts. If you have any questions the Campus Safety Department can be reached at (913) 971-3299 24 hours a day.

HEALTH AND INSURANCE

All students living in student housing must either provide written documentation of the meningitis immunization or sign a waiver to indicate they have been informed about the disease and vaccine and have chosen not to be immunized. International students who have never been immunized against polio need the IVP shot and a TB skin test within the last 12 months in addition to the above listed requirements.

INSURANCE: Students are automatically enrolled in a low-cost group health insurance plan and the associated charges added to their student account during registration. Students who are covered by their own, or their parents, health plan may opt out of this coverage.

Information about insurance coverage and cost is available from the Cashier's Office, located in the Lunn Building or by calling 913-971-3504.

Residential students are also encouraged to obtain renters insurance from the provider of their choice as the University is not responsible for lost, stolen, or damaged personal property.

FOOD SERVICES AND HOUSING

All unmarried students who do not reside with parents or guardians and who are 21 years of age and younger are required to live in one of the residence halls and purchase a meal plan unless special arrangement has been made with the Director of Residential Life. Physically challenged students are not expected to live on campus. Students have a variety of meal plans from which to choose. Students must have an active ID card to access the cafeteria. Commuter students and other guests may purchase meals per visit or take part in one of the optional plans. Pioneer College Caterers, Inc., a professional organization, which serves many colleges and universities, operates our food service. Pioneer College Caterers, provides food service while classes are in session and on weekends. They are closed during Thanksgiving Break, Christmas Break, Spring Break and Easter.

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

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

COUNSELING SERVICES

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

Degree Programs

MidAmerica Nazarene University offers the undergraduate degree associate of arts, the bachelor of arts, the bachelor of music education, the bachelor of science, and the bachelor of science in nursing degrees. Baccalaureate degree completion programs exist in nursing, business, and education. The Master of Arts in Counseling, Master of Science in Management, Master of Business Administration, Master of Education, Master of Science in Management and Master of Science in Nursing degree programs are also offered.

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

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

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

Seven Outcomes: The University faculty has identified seven areas students need for success in a chosen major and to appropriately engage their world.

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.

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

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

Literacy deal with reconciliation to the created order.

Core Classes: The University faculty has selected a core of courses to meet the above General Education goals. The number of hours varies according to the learning outcomes of each academic school, levels of knowledge, and competence which a student has achieved before entering college.

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

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

Freshman Seminar is required for first-time freshman with 24 or less transfer credits.

Students who transfer to MNU with three credit hours of any English Composition I course from a community college, a four-year institution, or have received dual credit (through a high school) need not take this course. Students may also fulfill this requirement by testing out with a CLEP score of 50 or higher, an AP test score of 3 or higher, or an ACT score of 26 or higher.

Students may qualify to take MATH 1223 College Algebra by earning a "C-" or higher in MATH 1103 Intermediate Algebra, an ACT Math score of 22 or higher, or an Intermediate Algebra CLEP score of 50 or higher. Students may demonstrate proficiency in College Algebra by earning an ACT Math score of 28 or higher, a College Algebra CLEP score of 50 or higher.

If a student declares a major that requires BLIT 1004 Discovering the Bible, and later changes to a major that requires BLIT 1103 Discovering the Old Testament and BLIT 1203 Discovering the New Testament, the Bible requirement is complete if the student has passed BLIT 1004 Discovering the Bible. This does not change the Christian Beliefs requirement.

If a student declares a major that requires BLIT 1103 Discovering the Old Testament and BLIT 1203 Discovering the New Testament, and passes BLIT 1103 Discovering the Old Testament OR BLIT 1203 Discovering the New Testament, and then changes to a major that requires BLIT 1004 Discovering the Bible; the student would take BLIT 1012 Discovering the Bible I or BLIT 1022 Discovering the Bible II half semester, whichever they lack, to complete the Bible requirements. This does not change the Christian Beliefs requirement.

THE ASSOCIATE OF ARTS

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

Degree Requirements

1. A total of 63 semester hours;
2. A minimum of 15 hours in residence;
3. A cumulative GPA of 2.0;
4. Satisfactory achievement in an approved major; and
5. Completion of the general education program.

Within the framework of the AA degree, a student may major in the following fields:

1. Liberal Arts

This two-year program offers a shorter alternative in general studies for students who do not elect to pursue the four-year baccalaureate degree. The degree not only covers a comparable distribution in general education areas but facilitates re-entry into the baccalaureate program. Students will complete all requirements of General Education for the BA degree in the College of Liberal Arts and Sciences plus 8-14 elective hours, for a total of 63 hours.

2. General Business

This two-year program is designed to prepare the student to enter the field of business after completing the AA degree. An important advantage of this general program is that its courses are fully applicable to the BA degree in business. Students will complete the general education requirements on the following page plus the general business courses listed below for a total of 63 hours.

ACCT 2803 Principles of Accounting I
 ACCT 2903 Principles of Accounting II
 ECON 1503 Personal Finance
 ECON 2503 Principles of Macroeconomics
 ECON 2703 Principles of Microeconomics
 MGMT 1803 Introduction to Business
 MGMT 2103 Business Communications
 MGMT 2101 Business Communications Lab
 MGMT 2303 Principles of Management
 MGMT 2603 Computer App. in Bus.
 MKTG 2303 Principles of Marketing

General Education Electives - Associate of Arts in General Business

<i>Spiritual Development</i>		6 hours
3 hours	BLIT 1103 Discovering the Old Testament	
	BLIT 1203 Discovering the New Testament	
3 hours	THEO 2003 Christian Beliefs	
<i>Self Understanding</i>		5-6 hours
0-1 hour	FRST 1101 Freshman Seminar (req. for students \leq than 24 college credits)	
3 hours	PSYC 1103 General Psychology	
	PSYC 2513 Lifespan Development	
2 hours	PHED 1202 Techniques for Lifetime Fitness	
	PHED 2212 Individual and Dual Sports	
	PHED 2222 Team Sports	
	HLEX 1112 Aerobic Fitness	
	HLEX 1122 Recreational Activity	
	HLEX 1132 Aquatics	
	HLEX 1142 Weight Training	
	HLEX 1152 Fitness Yoga	
	HLEX 2112 Karate I	
	HLEX 3103 Water Safety Instructor	
<i>Critical Thinking</i>		3-6 hours
0-3 hours	MATH 1223 College Algebra/proficiency or higher level math	
3 hours	PHIL 2003 Ethics	
	PHIL 2103 Introduction to Philosophy	
<i>Effective Communication</i>		6 hours
3 hours	COMM 1303 Public Speaking	
3 hours	ENGL 1503 Composition I: Writing and Rhetoric	
<i>Social Responsibility</i>		3 hours
3 hours	HIST 1203 U.S. History to 1877	
	HIST 1303 U.S. History since 1877	
<i>Scientific Literacy</i>		3 hours
3 hours	CHEM 1104 General Chemistry I	
	PHYS 1004 Physics I (trig based)	
	PHYS 2005 Physics I (calculus based)	
	GNSC 1203 Principles of Biology	
	GNSC 2103 Chemistry in Everyday Life	
	GNSC 2203 Physics in Everyday Life	
	GNSC 3003 Human Genetics	
	GNSC 3903 Environmental Biology	
	BIOL 1114 Biology I	
	BIOL 1704 Human Anatomy	
	BIOL 1803 Human Physiology	
3 hours	MGMT 2603 Computer Applications in Business	
<i>Aesthetic Literacy</i>		3 hours
Any Literature or Fine Arts course		

Within the framework of the Bachelor's degree, a student may major in Liberal Arts for their first two-years. The two-year program covers a comparable distribution in general education areas to bachelor degree programs and matches the requirements for the A.A. in Liberal Arts. The student completes all requirements of general education for the B.A. degree in the College of Liberal Arts and Sciences. At the point that the student has completed a minimum of sixty credit hours, the student is required to declare a major beyond general education or declare the A.A. in Liberal Arts degree program.

THE BACHELOR OF ARTS

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

Accounting	Mathematics Education
Bible and Theology	Middle School Mathematics Education
Biology	Middle School Science Education
Biology Education	Ministry
Business Administration	Music
Business Psychology	Organizational Leadership
Children and Family Ministry	Physical Education
Chemistry	Physics
Communication	Psychology
Criminal Justice	Social Studies & History/Gov't Education
Elementary Education	Sociology
English	Speech/Theatre Education
English Language Arts Education	Sports Management
Graphic Design	Youth and Family Ministry
History	
Intercultural Studies	
Interdisciplinary Studies	
Marketing	
Mathematics	

Degree Requirements

1. Completion of a minimum of 126 semester hours;
2. A total of 30 hours in residence:
 - with at least 18 of the final 30 hours in residence
 - with at least 15 hours residency in the major;
3. A cumulative GPA of 2.0 in the major; cumulative GPA of 2.75 for education majors;
4. No course with a grade lower than "C-" will be accepted toward the major. Courses in the major are defined as any course required or accepted to meet a requirement of the major. Some majors require a higher minimum GPA in the major and higher minimum grades in courses in the major.
5. Satisfactory achievement in an approved academic major;
6. Thirty-six semester hours in upper-division courses (3000 or 4000 level courses);
7. Satisfactory completion of the general education exam;
8. A passing grade on the senior comprehensive, Praxis II Content Exam, or project in each major;
9. Completion of the general education program listed for each specific school;
10. The general education exam and all requirements for each major including senior comprehensive exams must be met while earning a degree and prior to the conferral date of that degree;
11. If, after graduation with a given degree and major(s), a student wishes to earn a second baccalaureate degree and/or major from MidAmerica Nazarene University, he/she must satisfactorily complete all requirements for an additional major and complete a minimum of thirty semester hours in residence. Further, to complete any major in a degree program, the student must fulfill all requirements for that major and that degree program.

The student will take required classes in some areas and will select from a list of options in other areas. More detailed information can be found in the individual school sections. The distribution of requirements in each area is as follows.

<i>General Education Outcome</i>	College of Liberal Arts and Sciences		School of Behavioral Sciences and Counseling
	College of Liberal Arts and Sciences	Christian Ministry and Formation	
<i>Spiritual Development</i>	(9 hours) BLIT 1103 BLIT 1203 THEO 2003	(9 hours) BLIT 1103 BLIT 1203 THEO 2003	(9 hours) BLIT 1103 BLIT 1203 THEO 2003
<i>Self Understanding</i>	(3 hours) PSYC 1103 PSYC 2513 (1 hour) FRST 1101 (2 hours) GenEd Activity Course (see CLAS section of Catalog)	(3 hours) PSYC 1103 PSYC 2513 PSYC 3303 (1 hour) FRST 1101 (2 hours) GenEd Activity Course	(3 hours) PSYC 1103 PSYC 2513 (1 hour) FRST 1101 (2 hours) GenEd Activity Course (see SBSC section of Catalog)
<i>Critical Thinking</i>	(3 hours) MATH 1223 (3 hours) MATH 2503 MATH 3503 MATH 3703 (3 hours) PHIL 2003 PHIL 2103 PHIL 4003	(0-3 hours) MATH 1103/proficiency (3 hours) MATH 2503 (3 hours) PHIL 2103	(3 hours) MATH 1223 (3 hours) MATH 3503 PSYC 3503 SOCL 3503 (3 hours) PHIL 2003 PHIL 2103 PHIL 4003
<i>Effective Communication</i>	(6-9 hours) ENGL 1503/proficiency ENGL 1703 COMM 1303	(6-9 hours) ENGL 1503/proficiency ENGL 1703 COMM 1303	(9 hours) ENGL 1503 ENGL 1703 COMM 1303
<i>Social Responsibility</i>	(3 hours) SOCI 1003 COMM 3603 SOCI 2003 CRIM 1003 PSYC 2303 POLS 1103 (3 hours) HIST 1203 HIST 2103 HIST 1303 HIST 2203	(3 hours) SOCI 1003 SOCI 2003 SOCI 2103 (3 hours) HIST 1203 HIST 1303 HIST 2103 HIST 2203	(3 hours) SOCI 1003 COMM 3603 SOCI 2003 CRIM 1003 PSYC 2303 POLS 1103 (3 hours) HIST 1203 HIST 2103 HIST 1303 HIST 2203
<i>Scientific Literacy</i>	(3-5 hours) CHEM 1104 GNSC 2203 PHYS 1004 GNSC 2103 PHYS 2005 GNSC 2503 (3-4 hours) GNSC 1203 BIOL 1114 GNSC 3003 BIOL 1704 GNSC 3903 BIOL 1803	(6 hours) Any GenEd Science Course (BIOL, CHEM, PHYS, or GNSC)	(3-5 hours) CHEM 1104 GNSC 2203 PHYS 1004 GNSC 2103 PHYS 2005 (3-4 hours) GNSC 1203 BIOL 1114 GNSC 3003 BIOL 1704 GNSC 3903 BIOL 1803
<i>Aesthetic Literacy</i>	(3 hours) FNAR 1303 FNAR 1403 FNAR 1503 (1-3 hours) Any Fine & Perf. Arts course OR: COMM 1403 ENGL 2003	(3 hours) FNAR 1303 FNAR 1403 FNAR 1503 (1-3 hours) Any Fine & Perf. Arts course OR: COMM 1403 ENGL 2003	(3 hours) FNAR 1303, FNAR 1403 FNAR 1503 (1-3 hours) Any Fine & Perf. Arts course OR: COMM 1403 ENGL 2003
<i>Total Hours Requirement</i>	49-54 Hours	43-51 Hours	49-54 Hours

<i>General Education Outcome</i>	School of Education		
	Elementary Teacher Education	Secondary Teacher Education	Middle Level Teacher Education
<i>Spiritual Development</i>	(7 hours) BLIT 1004 THEO 2003	(7 hours) BLIT 1004 THEO 2003	(7 hours) BLIT 1004 THEO 2003
<i>Self Understanding</i>	(3 hours) PSYC 2513 (1 hour) FRST 1101 (2 hours) Any Any GenEd Activity Course	(3 hours) PSYC 2513 (1 hour) FRST 1101 (2 hours) Any GenEd Activity Course	(3 hours) PSYC 2513 (1 hour) FRST 1101 (2 hours) Any Any GenEd Activity Course
<i>Critical Thinking</i>	(6-9 hours) MATH 1223/proficiency MATH 2223 EDUC 2103	(6-9 hours) MATH 1223/proficiency MATH 2503 or higher EDUC 2103	(6-9 hours) MATH 1223/proficiency MATH 3503** MATH 2503* EDUC 2103
<i>Effective Communication</i>	(9 hours) ENGL 1503 ENGL 1703 COMM 1303	(9 hours) ENGL 1503 ENGL 1703 COMM 1303	(9 hours) ENGL 1503 ENGL 1703 COMM 1303
<i>Social Responsibility</i>	(9 hours) HIST 1203 HIST 1303 EDUC 2303	(3 hours) HIST 1203 HIST 1303 (3 hours) HIST 2103 HIST 2203	(3 hours) HIST 1203 HIST 1303 (3 hours) HIST 2103 HIST 2203
<i>Scientific Literacy</i>	(9 hours) GNSC 2103 GNSC 1203 GNSC 2203	(6 hours) Any 2 science courses in each of the 2 science themes	(6 hours) Any 2 science courses in each of the 2 science themes
<i>Aesthetic Literacy</i>	(6 hours) FNAR 1303 FNAR 1403 FNAR 1503 ENGL 2003 Any approved aesthetic literacy course	(6 hours) FNAR 1303 FNAR 1403 FNAR 1503 ENGL 2003 Any approved aesthetic literacy course	(6 hours) FNAR 1303 FNAR 1403 FNAR 1503 ENGL 2003 Any approved aesthetic literacy course
<i>Total Hours Required</i>	49-52 Hours	46-49 Hours	45-49 Hours

*Required for Middle Level Science majors

**Required for Middle Level Math majors

<i>General Education Outcome</i>	School of Business	School of Nursing & Health Science
		Physical Education
<i>Spiritual Development</i>	(9 hours) BLIT 1103 BLIT 1203 THEO 2003	(7 hours) BLIT 1004 THEO 2003
<i>Self Understanding</i>	(3 hours) PSYC 1103 PSYC 2513 (1 hour) FRST 1101 (2 hours) Any GenEd Activity Course	(3 hours) PSYC 2513 (1 hour) FRST 1101 (2 hours) Any GenEd Activity Course
<i>Critical Thinking</i>	(3 hours) MGMT 3903 MATH 2503 (3 hours) MATH 1103 MATH 1223	(6-9 hours) MATH 1223/proficiency MATH 2503 EDUC 2103
<i>Effective Communication</i>	(9 hours) ENGL 1503 ENGL 1703 COMM 1303	(9 hours) ENGL 1503 ENGL 1703 COMM 1303
<i>Social Responsibility</i>	(3 hours) HIST 1203 HIST 1303 HIST 2103 HIST 2203 POLS 3803 (3 hours) ECON 1503 ECON 2503 ECON 2703	(3 hours) HIST 1203 or HIST 1303 (3 hours) Any Social Responsibility Course (<i>see Physical Education section of Catalog</i>)
<i>Scientific Literacy</i>	(3 hours) CHEM 1104 GNSC 2203 PHYS 1004 GNSC 2103 PHYS 2005 GNSC 2503 GNSC 1203 BIOL 1114 GNSC 3003 BIOL 1704 GNSC 3903 BIOL 1803 (3 hours) MGMT 2603	(3 hours) BIOL 1704 (3 hours) Any Science Course (BIOL, CHEM, PHYS, or GNSC)
<i>Aesthetic Literacy</i>	(6 hours) Any Literature or any approved aesthetic literacy course	(6 hours) ENGL 2003 or any approved aesthetic literacy course
<i>Total Hours Required</i>	48 Hours	46-49 Hours

THE BACHELOR OF MUSIC EDUCATION

Because of its scope and breadth, the Music Education degree is considered to be a professional, baccalaureate degree in music rather than a traditional liberal arts degree. Therefore, the terminology Bachelor of Music Education is used to designate this degree program. The General Education core has been modified to reflect the extensive music and professional education components in the program.

Degree Requirements

Specific requirements for admission to the program are listed in the Fine and Performing Arts section in this Catalog. This academic program has been approved by the Kansas State Department of Education for licensure in elementary and secondary education (P-12).

Summary of Course Requirements for the BMED Degree

General education and prerequisites (listed below)	31-35
Professional education graduation requirements	32-35
Music concentration courses	69-75
TOTAL	126-145

General Education for the BMED		
Spiritual Development		7 hours
BLIT 1004	Discovering the Bible	
	OR	
	BLIT 1012 Discovering the Bible I	
	AND BLIT 1022 Discovering the Bible II	
THEO 2003	Christian Beliefs	
Self Understanding		6-7 hours
FRST 1101	Freshman Seminar (required for students < 24 college credits)	
HLSC 3603	Core Concepts of Health	
PSYC 2513	Lifespan Development	
Critical Thinking		6-9 hours
MATH 1223	College Algebra (or demonstrated competence)	
MATH 2503	Applied Mathematics with Statistics or higher	
EDUC 2103	Introduction to Teaching (in professional education core)	
Effective Communication		6 hours
COMM 1303	Public Speaking	
ENGL 1503	Composition I: Writing and Rhetoric (or demonstrated competence)	
Scientific Literacy		3 hours
1 approved biological or physical science (GNSC)		
Aesthetic Literacy		3 hours
Fulfilled through major courses		
		28 - 32 hours

THE BACHELOR OF SCIENCE (Health Science programs)

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

Athletic
Training
Kinesiology
Pre-Physical Therapy
Pre-Occupational Therapy
Pre-Chiropractic Science
Health and Fitness Studies
Recreation and Leisure Studies

Degree Requirements

1. Completion of a minimum of 120 semester hours;
2. A total of 30 hours in residence:
 - with at least 18 of the final 30 hours in residence
 - with at least 30 hours residency in Kinesiology
 - with at least 40 hours residency in Athletic Training;
 - with at least 30 hours residency in Recreation and Leisure Studies;
3. A cumulative GPA of 2.0 for a Kinesiology major, 2.5 for an Athletic Training major, and 2.0 for a Recreation and Leisure Studies Major;
4. No course with a grade lower than "C-" will be accepted toward the Kinesiology and the Recreation and Leisure Studies core major courses. Athletic Training core major courses should not be a grade lower than a "B-." Courses in the major are defined as any course required or accepted to meet a requirement of the major;
5. Satisfactory achievement in an approved academic major;
6. Thirty-six semester hours in upper-division courses (3000 and 4000 level courses);
7. Satisfactory completion of the general education exam;
8. A passing grade on the senior comprehensive, Praxis II Content Exam, or project in each major;
9. Completion of the general education program listed on the following page;
10. The general education exam and all requirements for each major and minor including senior comprehensive exams must be met while earning a degree and prior to the conferral date of that degree;
11. If, after graduation with a given degree and major(s), a student wishes to earn a second baccalaureate degree and/or major from MidAmerica Nazarene University, he/she must satisfactorily complete all requirements for an additional major and complete a minimum of thirty semester hours in residence. Further, to complete any major in a degree program, the student must fulfill all requirements for that major and that degree program.

Six Outcomes: The University faculty has identified six areas students need for success in a chosen major and to appropriately engage their world. These outcomes are measured by the College Base (CBase) and Biblical Content exams during the Junior year and through course-embedded assessments.

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.

The student will take required classes in some areas and will select from a list of options in other areas. More detailed information can be found in the individual school section. The distribution of requirements in each area is as follows:

<i>General Education Outcome</i>	School of Nursing and Health Science			
	Athletic Training	Kinesiology OT & FS Majors ONLY	Kinesiology PT & CS Majors ONLY	Recreation & Leisure Studies
<i>Spiritual Development</i>	(7 hours) BLIT 1004 THEO 2003	(7 hours) BLIT 1004 THEO 2003	(7 hours) BLIT 1004 THEO 2003	(7 hours) BLIT 1004 THEO 2003
<i>Self Understanding</i>	(3-4 hours) PSYC 1103 FRST 1101	(3-4 hours) PSYC 1103 FRST 1101	(3-4 hours) PSYC 1103 FRST 1101	(3-4 hours) PSYC 1103 FRST 1101
<i>Critical Thinking</i>	(6 hours) MATH 1223/ proficiency PHIL 2003	(3 hours) MATH 1223/ proficiency (3 hours) PHIL 2003	(3 hours) MATH 1313 (3 hours) PHIL 2003	(6 hours) MATH 1223/ proficiency PHIL 2003
<i>Effective Communication</i>	(6 hours) ENGL 1503 ENGL 1703	(6 hours) ENGL 1503 ENGL 1703	(6 hours) ENGL 1503 ENGL 1703	(6 hours) ENGL 1503 ENGL 1703
<i>Social Responsibility</i>	(3 hours) SOCI 1003	(3 hours) SOCI 1003	(3 hours) SOCI 1003	(3 hours) SOCI 1003
<i>Scientific Literacy</i>	(3 hours) BIOL 1704	(3 hours) BIOL 1704	(3 hours) BIOL 1704	(3 hours) BIOL 1704
<i>Total Hrs. Req.</i>	29-30 Hours	28-29 Hours	28-29 Hours	29-30 Hours
Additional hours are required in the Health and Exercise Science Core.				

THE BACHELOR OF SCIENCE (Science programs)

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

Biology
Chemistry
Physics

Degree Requirements

1. Completion of a minimum of 126 semester hours;
2. A total of 30 hours in residence:
 - with at least 18 of the final 30 hours in residence
 - with at least 15 hours residency in the major;
3. A cumulative GPA of 2.0 in the major; cumulative GPA of 2.75 for education majors;
4. No course with a grade lower than “C-” will be accepted toward the major. Courses in the major are defined as any course required or accepted to meet a requirement of the major. Some majors require a higher minimum GPA in the major and higher minimum grades in courses in the major.
5. Satisfactory achievement in an approved academic major;
6. Thirty-six semester hours in upper-division courses (3000 or 4000 level courses);
7. Satisfactory completion of the general education exam;
8. A passing grade on the senior comprehensive, Praxis II Content Exam, or project in each major;
9. Completion of the general education program listed for each specific school;
10. The general education exam and all requirements for each major including senior comprehensive exams must be met while earning a degree and prior to the conferral date of that degree;
11. If, after graduation with a given degree and major(s), a student wishes to earn a second baccalaureate degree and/or major from MidAmerica Nazarene University, he/she must satisfactorily complete all requirements for an additional major and complete a minimum of thirty semester hours in residence. Further, to complete any major in a degree program, the student must fulfill all requirements for that major and that degree program.

Seven Outcomes: The University faculty has identified seven areas students need for success in a chosen major and to appropriately engage their world. These outcomes are measured by the College Base (CBase) and Biblical Content exams during the Junior year and through course-embedded assessments.

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.

The student will take required classes in some areas and will select from a list of options in other areas. More detailed information can be found in the individual school section. The distribution of requirements in each area is as follows:

<i>General Education Outcome</i>	College of Liberal Arts and Sciences
<i>Spiritual Development</i>	(9 hours) BLIT 1103 BLIT 1203 THEO 2003
<i>Self Understanding</i>	(3 hours) PSYC 1103 PSYC 2513 (1 hour) FRST 1101 (2 hours) GenEd Activity Course (<i>see CLAS section of Catalog</i>)
<i>Critical Thinking</i>	(3 hours) MATH 1223 (3 hours) MATH 2503 MATH 3503 MATH 3703 (3 hours) PHIL 2003 PHIL 2103 PHIL 4003
<i>Effective Communication</i>	(9 hours) ENGL 1503/ proficiency ENGL 1703 COMM 1303
<i>Social Responsibility</i>	(3 hours) SOCI 1003 COMM 3603 PSYC 2303 SOCI 2003 CRIM 1003 POLS 1103 (3 hours) HIST 1203 HIST 2103 HIST 1303 HIST 2203
<i>Scientific Literacy</i>	(3-5 hours) CHEM 1104 GNSC 2203 PHYS 1004 GNSC 2103 GNSC 2503 PHYS 2005 (3-4 hours) GNSC 1203 GNSC 3903 BIOL 1704 GNSC 3003 BIOL 1114 BIOL 1803
<i>Aesthetic Literacy</i>	(3 hours) FNAR 1303 FNAR 1403 FNAR 1503 (1-3 hours) Any Fine & Perf. Arts course OR: ENGL 2003 COMM 1403
<i>Total Hrs. Req.</i>	49-54 Hours

THE BACHELOR OF SCIENCE IN NURSING

MidAmerica Nazarene University offers three distinct undergraduate nursing programs, allowing students to complete requirements for the Bachelor of Science in Nursing (BSN) degree. MNU's undergraduate nursing programs include: (1) the Traditional BSN Program, designed for students to progress through four years of the traditional university experience with a combination of liberal arts and nursing coursework as well as transfer students; (2) the Accelerated BSN (ABSN) Program, an intense 12-month program designed for the adult student with previous collegiate and/or healthcare-related experience; and (3) the Accelerated RN-BSN Program, designed for the working Registered Nurse (RN) to obtain the BSN degree. For the Traditional and ABSN nursing programs, the BSN degree provides eligibility for graduates to take the Registered Nurse (RN) licensing examination, the NCLEX-RN®. The one-year Accelerated RN-BSN program is presented in the format of 5-week modular units (traditional classroom delivery on-site at the Olathe campus), as well as offered through a totally online option as well as a combination of on-site and online coursework. MNU also offers a Master of Science in Nursing (MSN) degree (see Graduate Catalog). The nursing program was granted approval by the Kansas State Board of Nursing in May 1979, accreditation by the National League for Nursing Accrediting Commission from April 1981 through 2003, and accreditation by the Commission on Collegiate Nursing Education beginning in September 2002. The first class of nursing students graduated in May 1981.

SENIOR COMPREHENSIVE EXAMINATION

The Senior Comprehensive Examination for the Bachelor of Science in Nursing degree has two components: 1) a passing score on a computerized standardized examination that is preparatory for the NCLEX-RN® (RN licensure examination), and 2) successful completion of the Nursing Internship course.

Degree Requirements

1. Completion of a minimum of 120 semester hours;
2. A total of 30 hours in residence; with at least 18 of the final 30 hours in residence
3. A cumulative GPA of 2.6 on a 4.0 scale;
4. No course with a grade lower than "C-" will be accepted toward the major. Courses in the major are defined as any course required or accepted to meet a requirement of the major;
5. Satisfactory achievement in an approved academic major;
6. Thirty-six semester hours in upper-division courses (3000 and 4000 level courses);
7. Satisfactory completion of the general education exam;
8. A passing grade on the preparatory exam for NCLEX-RN® and NURS 4584 Nursing Internship;
9. Completion of the general education program listed on the following page;
10. The general education exam and all requirements for each major and minor including senior comprehensive exams must be met while earning a degree and prior to the conferral date of that degree;
11. If, after graduation with a given degree and major(s), a student wishes to earn a second baccalaureate degree and/or major from MidAmerica Nazarene University, he/she must satisfactorily complete all requirements for an additional major and complete a minimum of thirty semester hours in residence. Further, to complete any major in a degree program, the student must fulfill all requirements for that major and that degree program.

Requirements for admission to the nursing program are listed in the School of Nursing and Health Science (SONHS) section in this Catalog, and a fully detailed listing may be obtained from the SONHS office.

General Education for the BSN		Semester Hours
<i>Spiritual Development</i>		3 or 7 hours
7 hours		
BLIT 1004	Discovering the Bible	
THEO 2003	Christian Beliefs	
3 hours		
NURS 3803	Biblical Perspectives (students transferring in ≥ 56 credit hours)	
<i>Self Understanding</i>		6-7 hours
0-1 hours		
FRST 1101	Freshman Seminar (required for students < 24 college credits)	
3 hours		
PSYC 2513	Lifespan Development (Human Development - Transfers)	
3 hours		
Any Psychology Course		
Recommended:		
PSYC 1103	General Psychology	
PSYC 3803	Abnormal Psychology	
<i>Critical Thinking</i>		3-6 hours
0-3 hours		
MATH 1223	College Algebra/proficiency or higher level math	
3 hours		
MATH 3503	Probability and Statistics	
<i>Effective Communication</i>		3-6 hours
0-3 hours		
ENGL 1503	Composition I: Writing and Rhetoric	
3 hours		
ENGL 1703	Composition II: Writing and Research	
<i>Social Responsibility</i>		3 hours
6 hours		
Any Sociology, Cultural, Criminal Justice, History, Anthropology, or		
Economics course		
Recommended:		
SOCI 1003	General Sociology	
SOCI 2103	Cultural & Social Anthropology	
SOCI 2303	Understanding Multicultural Behavior	
SOCI 3603	Intercultural Communication	
SOCI 2003	Marriage and Family	
CRIM 1003	Survey of Criminal Justice	
ECON 1503	Personal Finance	
ECON 2503	Principles of Macroeconomics	
ECON 2703	Principles of Microeconomics	
<i>Scientific Literacy</i>		5 or 7 hours
7 hours		
BIOL 1704	Human Anatomy	
BIOL 1803	Human Physiology	
OR 5 hours		
Combined A/P course (students transferring in ≥ 56 credit hours)		
		45-56 hours

PRE-PROFESSIONAL PROGRAMS

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

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

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

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

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

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

1. English 6 hours
Facility in composition and expression is desired.
2. Biological Science 8 hours
Should include Biology I and Biology II (microbiology, cell biology, genetics, and physiology are additional recommended courses that are available).
3. Chemistry 21 hours
Courses in general chemistry, organic chemistry and biochemistry are required.
Analytic Chemistry is highly recommended.
4. Physics 8-10 hours
5. Mathematics 9 hours
Requirements vary. Competence through the level of introductory calculus is required.

Medical Technology. MidAmerica Nazarene University offers courses meeting the pre-professional requirements for the Registry of Medical Technologists of the American Society of Clinical Pathologists. This pre-professional program is followed by enrollment in an approved school of medical technology.

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

1. Basic Skills		
	English Composition I and II	6 hours
	Public Speaking	3 hours
	College Algebra	3 hours
2. Humanities and Fine Arts		
	Four courses from three different areas	12 hours
3. Social and Behavioral Science		
	Introductory Psychology	3 hours
	Social Science Electives	6 hours
4. Natural Sciences		
	Biology I	4 hours
	Biology II	4 hours
	Microbiology	5 hours
	Diversity of Life	4 hours
	Physiology	4 hours
	General Chemistry I and II	8 hours
	Organic Chemistry I and II	9 hours
	Biochemistry	4 hours

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

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

Doctor of Physical Therapy (DPT) is a professional career that often requires a bachelor's degree prior to acceptance into professional advanced education programs. The Kinesiology major is arranged to achieve a variety of professional schools' prerequisite requirements. The University has entered into an articulation agreement with Southwest Baptist University (Bolivar, MO). Students may complete a baccalaureate degree in any major from MNU but must meet all of the prerequisite requirements for the DPT program for eligibility to apply for the program. The DPT program starts each fall and is completed in 33 months. More information is available through the Health and Exercise Science Department.

Master of Occupational Therapy is a professional career that often requires a bachelor's degree prior to acceptance into professional advanced education programs. The Kinesiology major is arranged to achieve a variety of professional schools' prerequisite requirements. More information is available through the Health and Exercise Science Department.

Doctor of Chiropractic Medicine is a professional career that often requires a bachelor's degree prior to acceptance into professional advanced education programs. The Kinesiology

major is arranged to achieve a variety of professional schools' prerequisite requirements. Additionally, the University has partnered with Cleveland Chiropractic College (CCC) and has negotiated a unique 3 + 3 program for MNU students to achieve a Doctor of Chiropractic degree. Through this unique program, eligible students could obtain a BS degree from MNU, as well as a Doctor of Chiropractic from CCC. More information is available in the Health and Exercise Science section of this Catalog.

The University also has an articulation agreement with Southwest Baptist University for entrance into their Doctor of Physical Therapy Program.

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

Calculus I and II	9
General Chemistry I and II	8
Organic Chemistry I and II	9
General Physics I (Trigonometry Based)	4-5
OR	
General Physics I (Calculus Based)	
Biology I	4
Biology II	4
English Composition I and II	6
Public Speaking	3
Electives in Humanities and Social Sciences	3

Pre-law. According to The Official Guide to U.S. Law Schools, “there is no recommended set of pre-law courses. Law schools prefer that you reserve your legal study for law school and fill your undergraduate curriculum with broad, diverse, and challenging courses. Pre-law courses that introduce you to broad legal principles may present you with enough information to decide whether you want to continue with a legal education. . . .” Law schools desire prospective students to have developed the ability to read, write and think clearly, to be able to analyze and synthesize material, and in general to have a broad base of knowledge upon which to build their specialized legal education.

At MNU there is no specific major for students interested in pre-law programs. However, pre-law students have the option of majoring in history which could include two semesters of accounting, two semesters of economics, writing, speaking, and literature courses, ethics, and similar applicable courses. Curriculum should be developed in consultation with the Humanities pre-law advisor.

As well, MNU business students are well prepared for law school and have been admitted into nationally ranked law schools around the country. Many law school courses such as contract law, products liability law, agency law, corporate law, business organizations, federal tax law, estates and trusts, etc. are business based. In addition to a business degree, business students should consider electives in writing, speaking, literature, American history and criminology. Business students interested in a legal career are encouraged to see the Business Department's pre-law advisor.

Majors and Minors

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

College of Liberal Arts and Sciences

Majors

Bible and Theology
 Biology
 Biology Education*
 Chemistry
 Children and Family Ministry
 Communication
 English
 English Language Arts Education*
 Graphic Design
 History
 Intercultural Studies
 Mathematics
 Mathematics Education*
 Middle Level Mathematics Education*
 Middle Level Science Education*
 Ministry
 Music Education
 Music
 Physics
 Social Studies & History/Gov't Education*
 Speech and Theatre Education*
 Youth and Family Ministry

Minors

Art
 Bible and Theology (Certificate)
 Biology
 Broadcasting
 Chemistry
 Children & Family Ministry (Certificate)
 Christian Education
 Communication
 Computer Science
 English
 Forensic Science
 Graphic Design
 History
 Information Systems
 Intercultural Studies
 Mathematics
 Ministry
 Music
 Physics
 Political Science
 Theatre
 Urban Ministry
 Youth and Family Ministry (Certificate)

School of Behavioral Sciences and Counseling

Majors

Business Psychology
 Criminal Justice
 Psychology
 Sociology

Minors

Criminal Justice
 Legal Studies
 Psychology
 Social Justice
 Sociology

School of Business

Majors

Accounting
 Business Administration
 Business Psychology
 Marketing
 Organizational Leadership
 Sports Management

Minors

Accounting
 Business Administration
 International Business
 Leadership
 Legal Studies
 Marketing

School of Education

Majors

Biology Education*
 Elementary Education*
 English Language Arts Education*
 Mathematics Education*
 Middle Level Mathematics Education*
 Middle Level Science Education*
 Music Education*
 Social Studies & History/Gov't Education*
 Speech and Theatre Education*
 Physical Education*

School of Nursing and Health Science

Majors

Athletic Training
 Kinesiology
 Nursing
 Physical Education*
 Recreation and Leisure Studies

Minors

Coaching
 Health and Wellness

The Interdisciplinary Studies Major

Associate of Arts

*Professional Education programs

COURSE NUMBERING

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

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

Courses beginning with a "1" or "2" are considered lower division: LOWER-DIVISION
 1000--primarily open to freshmen 2000--
 primarily open to sophomores

Courses beginning with a "3" or "4" are considered upper division: UPPER-DIVISION
 3000--primarily open to juniors 4000--
 open to seniors

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

RECOMMENDED SEQUENCE OF COURSES

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

FRESHMAN STUDIES

FRST 0703 READING/STUDY STRATEGIES

A course designed to help students read more efficiently, quickly, and with better comprehension. Students who receive ACT sub scores of 18 or below are required to enroll in this class. Grading procedures are A, B, C, NC (No Credit). (Course does not meet graduation requirements including total hours needed to graduate.) Fall and Spring.

FRST 0803 WRITING SKILLS

A course designed to review fundamentals of written English. Students who receive ACT sub scores of 18 or below are required to enroll in this class. Grading procedures are A, B, C, or NC (No Credit). (Course does not meet graduation requirements including total hours needed to graduate.) A satisfactory grade of C- or better must be earned before enrolling in ENGL 1503 Composition I: Writing & Rhetoric. Fall and Spring.

FRST 0903 FUNDAMENTALS OF MATHEMATICS

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

FRST 1101 FRESHMAN SEMINAR

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

INTERDISCIPLINARY STUDIES MAJOR

The Interdisciplinary Studies Major is a special major designed by an individual student. Each interdisciplinary studies program is unique. An Interdisciplinary Studies program is not a random collection of courses. Instead, each Interdisciplinary Studies major is a carefully selected group of courses, all of which relate to a central theme. Because it cannot be too similar to an existing MNU major, all are interdisciplinary, drawing courses from two or more departments. Students should declare the Interdisciplinary Studies major no later than the first semester of their Junior year and must meet all degree requirements listed in the current Catalog for the Bachelor of Arts degree.

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

INST 4903 Senior Study. This capstone course gives the interdisciplinary studies major the opportunity to apply expertise learned in the major and encourages the student to become more actively involved in the major. A significant research paper or project is approved and supervised by faculty sponsors represented in the major. Students are asked to publicly present the findings of their research. A senior comprehensive examination may be required by one or more of the content areas.

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

1. Identify the theme of your major.
2. Obtain the approval of two faculty sponsors from academic departments chosen for study.
3. Write a description of your major.
4. Develop a list of courses that will constitute your major with a **minimum of 21 hours** in each of two areas. (It is expected that the student will work closely with the faculty sponsors to develop the course list of best fit.)
5. Review the draft of your proposal with the Dean of the College of Liberal Arts and Sciences (CLAS Dean).
6. Submit your proposal to the CLAS Dean's office for final approval. Prior to submitting your proposal for approval you must have a minimum cumulative GPA of 2.5
7. Proposal for the capstone course (INST 4903) must be submitted for approval in its final form at least one semester prior to the semester of graduation. (For a May graduation the course proposal deadline is October 15; for December graduation proposal deadline is March 15.)

Suggestions for developing themes: You must select an area in which MNU offers coursework. There are many majors that can be imagined but cannot be completed at MNU. While a theme cannot be so narrow that there are only a few courses available, neither can it be so broad that to cover the topic adequately, you would have to complete advanced coursework in six or eight departments. The major should be designed with courses you have access to. Some courses offered at MNU are restricted to majors only and so would be unavailable, without special permission, for an Interdisciplinary Studies major. When drawing up the list of classes to include in the major, make sure and note any pre-requisites required for the courses. A collection of courses that you think would be useful in a specific vocation only is probably not going to be an acceptable major. This is a university, not a vocational school; your Interdisciplinary Studies major must have an academic rather than a vocational theme. You must include courses which emphasize the theory, research methods, and history of a field as well as its practical applications.

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

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

ROTC PROGRAM

AIR FORCE ROTC PROGRAM

Students enrolled at MidAmerica Nazarene University may be enrolled in the Air Force Reserve Officer Training Corps (AFROTC). MNU's AFROTC program is associated with the host program at the University Of Kansas (KU). Cadets will take all of their AFROTC courses on the KU campus. For additional information please contact AFROTC Detachment 280 at afrotc@ku.edu or call 785-864-4676.

Overview:

The Air Force Reserve Officer Training Corps (AFROTC) program provides education and training to prepare men and women to become Air Force officers while completing their college degree. To accomplish this, the Air Force, with the approval of the University of Kansas, has established a curriculum that allows a student to commission as an officer in either 3- or 4- years.

Contact:

Air Force: Department of Aerospace Studies
Detachment 280, Military Science Building
1520 Summerfield Hall Drive, Room 109
Lawrence, KS 66045-7554
785-864-4676
<https://www.afrotc.ku.edu/>
afrotc@ku.edu

Lieutenant Colonel William P. Pastewait, Commander 785-864-4676

Degree Requirements:

The Program

The 3- and 4-year Air Force ROTC programs are divided into the General Military Course (GMC) and Professional Officer Course (POC).

General Military Course (GMC)

The GMC is offered during the first two years of college and constitutes an introduction to the present day Air Force. The emphasis is on the role of military forces in world affairs, customs and courtesies, being an officer, professionalism, the mission and organization of the Air Force, and the history of air power. All necessary textbooks, classroom material, uniforms, and other equipment are furnished at no cost. Students who have completed the GMC, have met academic, physical and medical standards, and have successfully completed 4 weeks of Field Training may enter the Professional Officer Course (POC).

The GMC is composed of a total of 4 courses. A student may enter the GMC at one of three points (if eligible).

1. Entering First Semester – First Year Students (Freshmen Year)

First Semester:		
AIR 100	Leadership Laboratory	0
AIR 144	Foundations of the USAF	1
Second Semester:		
AIR 100	Leadership Laboratory	0
AIR 148	Foundations of the USAF	1
Third Semester:		
AIR 100	Leadership Laboratory	0
AIR 284	Airpower History	1
Fourth Semester:		
AIR 100	Leadership Laboratory	0
AIR 288	Airpower History	1

2. Entering Second Semester – First Year Students (Freshmen Year)

First Semester:		
AIR 100	Leadership Laboratory	0
AIR 148	Foundations of the USAF	1
Second Semester:		
AIR 100	Leadership Laboratory	0
AIR 144	Foundations of the USAF	1
AIR 284	Airpower History	1
Third Semester:		
AIR 100	Leadership Laboratory	0
AIR 288	Airpower History	1

3. Entering Third Semester – Second Year Students (Sophomore Year)

First Semester:		
AIR 100	Leadership Laboratory	0
AIR 148	Foundations of the USAF	1
AIR 284	Airpower History	1
Second Semester:		
AIR 100	Leadership Laboratory	0
AIR 144	Foundations of the USAF	1
AIR 288	Airpower History	1

Professional Officer Course (POC)

The POC normally is taken during the final 2 years of college. The emphasis is on leadership and management, organizational patterns, technologies, military policies and procedures and provides in-depth study of national security affairs. Cadets also learn and practice communication, leadership and management skills. POC cadets receive a non-taxable subsistence allowance. All necessary textbooks, classroom material, uniforms, and other equipment are furnished at no cost.

The POC is composed of a total of 4 courses.

First Year (Junior Year)

First Semester:		
AIR 100	Leadership Laboratory	0
AIR 344	Leadership Studies	3
Second Semester:		
AIR 100	Leadership Laboratory	0
AIR 348	Leadership Studies	3

Second Year (Senior Year)

First Semester:		
AIR 100	Leadership Laboratory	0
AIR 404	National Security Affairs	3
Second Semester:		
AIR 100	Leadership Laboratory	0
AIR 408	National Security Affairs	3

Scholarships

High school seniors may apply for Air Force ROTC scholarships covering the 4-year college period. Some technical majors, such as engineering, are regularly approved for five-year scholarship support. Students should apply no later than **December 1** of the senior year of high school. Online applications are available beginning 1 June of the junior year.

Qualified college students can compete for 2- and 3- year scholarship opportunities. These are awarded competitively and students automatically qualify to compete if they meet designated standards.

Scholarships generally cover tuition, laboratory and incidental fees, \$600 a year for books, and the non-taxable subsistence allowance. Visit the afrotc.com for more information and to apply online for a high school scholarship.

AIR 100. Leadership Laboratory. 2 Hours.

The AS 100 and AS 200 Leadership Laboratory courses (LLABs) include a study of Air Force customs and courtesies, drill and ceremonies, and military commands. The LLAB also includes studying the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers. The AS 300 and AS 400 LLABs consist of activities classified as leadership and management experiences. They involve the planning and controlling of military activities of the cadet corps and the preparation and presentation of briefings and other oral and written communications. LLABs also include interviews, guidance, and information which will increase the understanding, motivation, and performance of other cadets.

AIR 144. Foundations of the USAF. 1 Hour.

Survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, and an introduction to communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

AIR 148. Foundations of the USAF. 1 Hour.

Survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, and an introduction to communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

AIR 284. Airpower History. 1 Hour.

A course designed to examine general aspects of air and space power through an historical perspective ranging from the first balloons and dirigibles to space-age satellite systems and the Global War on Terrorism. Leaders, pivotal situations in peace and war, successes and failures are provided to extrapolate the development of Air Force capabilities (competencies), and missions (functions) in shaping today's USAF air and space power. In addition, the students will continue to discuss the importance of the Air Force Core Values with the use of operational examples and historical Air Force leaders and will continue to develop their communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

AIR 288. Airpower History. 1 Hour.

A course designed to examine general aspects of air and space power through an historical perspective ranging from the first balloons and dirigibles to space-age satellite systems and the Global War on Terrorism. Leaders, pivotal situations in peace and war, successes and failures are provided to extrapolate the development of Air Force capabilities (competencies), and missions (functions) in shaping today's USAF air and space power. In addition, the students will continue to discuss the importance of the Air Force Core Values with the use of operational examples and historical Air Force leaders and will continue to develop their communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

AIR 344. Leadership Studies. 3 Hours.

A study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course.

AIR 348. Leadership Studies. 3 Hours.

A study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course.

AIR 404. National Security Affairs. 3 Hours.

Course examines the national security process (from a military standpoint) from its birth with the Founding Fathers and the US Constitution to the joint warfighting scenarios of today. It looks at the Constitutionally established roles of the legislative and executive branches of government in dealing with defense issues during war or peacetime. It examines the current command and control structure within the Department of Defense and outlines the global responsibilities of the military, specifically of the US Air Force. This course also examines the development of National Security policy and the interrelationship between the Air Force, sister services and the Air Reserve component. Multiple classroom hours on formal military communications skills (writing and briefing) are included. The course culminates with a look at current political trends and U.S. defense policy decisions in some of the world's major geographical areas. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences giving students the opportunity to apply leadership principles in a dynamic setting.

AIR 408. National Security Affairs. 3 Hours.

Course examines U.S. National Security Policy as it relates to major geographical regions and political issues across the world. It also covers multiple legal, social and policy structures/procedures that Air Force officers and commanders face day-to-day. Air Force communications techniques, formal writing and speaking, are covered in detail. The latter part of the course addresses situations that new officers will encounter in their first few assignments.

ARMY ROTC PROGRAM

Students enrolled at MidAmerica Nazarene University may be enrolled in the Army Reserve Officer Training Corps (AROTC). MNU's AROTC program is associated with the host program at the University Of Kansas (KU). Freshman and Sophomore Cadets will take their AROTC courses at the MNU campus, while Juniors and Seniors will take their courses at the KU campus. The Army Reserve Officer Training Corps (AROTC) program provides education and training to prepare men and women to become Army officers while completing their college degree. To accomplish this, the Army, with the approval of the University of Kansas, has established a curriculum that allows a student to commission as an officer in either 2-, 3-, or 4- years.

For those students who accept the challenge, ROTC courses will be taken with those required for an academic program leading to a bachelor's degree. ROTC courses are divided between a Basic Course and Advanced Course. The Basic Course consists of ARMY 101; ARMY 102; ARMY 201; and ARMY 202. Each course is one (1) credit hour. Validation of the Basic Course is made by the successful completion of either Army Basic Training or the ROTC summer Leader's Training Course. It is highly recommended that students complete this early and begin to build bonds within the Army team. Upon successful completion of the Basic Course, students must complete four (4) semester Advanced Courses consisting of ARMY 301; ARMY 302; ARMY 401; and ARMY 402. Each course is three (3) credit hours. Additionally, students must successfully complete the Leader Development and Assessment Course, a four (4) week summer training session. ROTC also requires participation in weekly leadership laboratories, a physical fitness conditioning program, and one (1) weekend military training exercise each semester. The ROTC program provides all books, uniforms, and equipment required for ROTC courses and trainings at no cost to the student.

ROTC Scholarship and Financial Aid

Cadets that have committed by contractual agreement to military service will receive a monthly stipend for the 10 academic months in the amounts of \$300.00 per month for Freshmen, \$350.00 per month for Sophomores, \$450.00 per month for Juniors, and \$500.00 per month for Seniors.

Additionally, ROTC sponsors merit based scholarships for those cadets demonstrating high moral conduct, exceptional potential as a leader, stellar academic performance, and proven physical fitness. As an organization, ROTC encourages, develops, and rewards leaders with sound mind, body, character, self-discipline, and demonstrated performance. Minimum standards for scholarship consideration are a cumulative GPA of 2.5 and an ACT score of 19. ROTC scholarships can be awarded as a four (4) year (High School only), a three (3) year, or a two (2) year scholarship. Students are encouraged to join the ROTC program to be assisted in achieving a scholarship and/or a rewarding military career. For more detailed information, prospective ROTC students/cadets are encouraged to contact Mr. Joe Midgley at goldbar@ku.edu, *KU AROTC at KUArmyROTC@ku.edu or by phone at 785-864-1113.*

START STRONG!

Army ROTC Courses

ROTC courses are divided between the Basic and Advanced Courses. The basic Course (ARMY 101; ARMY 102; ARMY 201; and ARMY 202) is designed to enhance student interest in ROTC and the Army. The Basic Course normally corresponds to the cadet's Freshman and Sophomore years. By the end of the Basic Course, cadets should possess a basic understanding of the officer corps; fundamentals of leadership and decision-making; the Army's institutional values, and principles of individual fitness and a healthy lifestyle. The lessons are designed to maximize cadet participation, inspire intellectual curiosity, stimulate self-study, and encourage cadets to commit to military service.

1. Army ROTC Basic Course

First Semester		Credit Hours
ARMY 100	Leadership Laboratory	0
ARMY 101	Introduction to Military Science I	1
Second Semester		
ARMY 100	Leadership Laboratory	0
ARMY 102	Introduction to Military Science II	1
Third Semester		
ARMY 101	Leadership Laboratory	0
ARMY 201	Basic Military Science I	1
Fourth Semester		
ARMY 100	Leadership Laboratory	0
ARMY 202	Basic Military Science	0

ARMY 101 Introduction to Military Science I

Cadets are introduced to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, and physical and mental fitness (resiliency training) relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

(One credit hour)

ARMY 102 Introduction to Military Science II

This course provides an overview of leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership attributes and core leader competencies in the context of practical, hands-on, and interactive exercises. Continued emphasis is placed on recruitment and retention of cadets. Cadre role models and the building of stronger relationships among the cadets through common experience and practical interaction are critical aspects of the course experience.

(One credit hour)

ARMY 201 Basic Military Science I

This course explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership requirements model. Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Focus is on continued development of the knowledge of leadership attributes and core leader competencies through an understanding of Army rank, structure duties, and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the Operational Environment (OE).

(One credit hour)

ARMY 202 Basic Military Science II

This course examines the challenges of leading tactical teams in the OE. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership requirements model explores the dynamics of adaptive leadership in the context of military operations. This course provides a smooth transition into ARMY 301. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills. OE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

(One credit hour)

Army ROTC Advanced Course

The ROTC Advanced Course is comprised of four (4) courses (ARMY 301; ARMY 302; ARMY 401; and ARMY 402) plus the Leader Development and Assessment Course (LDAC). These courses develop core leadership competencies essential for commissioning, success, and the establishment of a solid foundation for a career as a commissioned Army officer. The ROTC Advanced Course is founded on the Common Core Critical Task list. Cadets who did not complete the Basic Course attend the Leader's Training Course (LTC) in order to prepare for the Advance Course. Contact Mr. Joe Midgley at goldbar@ku.edu for guidance for LTC.

Advanced Course lessons are carefully sequenced, linked, and progressive in their treatment of key officer knowledge and competencies. Cadets are encouraged to synthesize lessons to form broader perspectives, deeper insights, and more robust problem solving abilities, by the use of case studies and simulations that require the use of skills and knowledge learned in a wide variety of earlier lessons. The sequencing of lessons is also designed to meet the immediate needs of cadets by addressing topics needed for success in their performance of cadet responsibilities early in the ARMY 301 term and at LDAC, and topics designed to facilitate entry into active military service after the ARMY 402 term.

First Year (Junior Year)

First Semester		Credit Hours
ARMY 100	Leadership Laboratory	0
ARMY 301	Theory and Dynamics of Tactical Operations I	3
Second Semester		
ARMY 100	Leadership Laboratory	0
ARMY 302	Theory and Dynamics of Tactical Operations II	3

Second Year (Senior Year)

First Semester		Credit Hours
ARMY 101	Leadership Laboratory	0
ARMY 401	Concepts of Military Management	3
Second Semester		
ARMY 100	Leadership Laboratory	0
ARMY 402	The Military Profession	3

ARMY 301 Theory and Dynamics of Tactical Operations I

This course challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and core leader competencies. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities. The focus is developing cadets' tactical leadership abilities to enable them to succeed at ROTC's summer LDAC.

(Three credit hours)

ARMY 302 Theory and Dynamics of Tactical Operations II

Using increasingly intense situational leadership challenges, this course builds cadet awareness and skills in leading small units. Skills in decision-making, persuading and motivating team members when "under fire" are explored, evaluated, and developed. Aspects of military operations are reviewed as a means of preparing for LDAC. Cadets are expected to apply basic principles of the Law of Land Warfare, Army training, and motivation to troop leading procedures. Emphasis is also placed on conducting military briefings and developing proficiency in Garrison operation orders. ARMY 302 cadets are evaluated on what they know and do as leaders. (Three credit hours)

ARMY 303 Military Conditioning

This course introduces the cadet to the theoretical and practical aspects of developing physical fitness programs for all Army personnel from the commander or supervisor's perspective. Provides an overview of total fitness, defines physical fitness, outlines the phases of fitness, discusses various types of fitness programs, and presents evaluation criteria.
(One credit hours)

ARMY 401 Concepts of Military Management

Transitioning the focus of student learning from being trained, mentored, and evaluated as an Army III Cadet to learning how to train, mentor, and evaluate underclass cadets. Army IV Cadets learn the duties and responsibilities of an Army staff officer and apply the Military Decision Making Process, Army Writing Style, and the Army's Training Management and METL Development processes during weekly Training Meetings to plan, execute, and assess battalion training events. Cadets learn to safely conduct training by understanding and employing the Composite Risk Management Process. Cadets learn how to use the Comprehensive Soldier Fitness (CSF) program to reduce and manage stress.
(Three credit hours)

ARMY 402 The Military Profession

This course explores the dynamics of leading in the complex situations of current military operations in the OE. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with nongovernmental organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing cadets for their first unit of assignment. It uses case studies, scenarios, and "What Now, Lieutenant?" exercises to prepare cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army.
(Three credit hours)

LDAC Leader Development and Assessment Course (Summer Training)

LDAC is the crucible of the Army ROTC Program. As such, Cadet Command must provide the best professional training and evaluation possible for all cadets. The primary focus at LDAC is to evaluate each cadet's officer potential in a collective environment. The secondary purpose of LDAC is to validate specific skills taught on campus and to impart selective individual and collective common skills. LDAC represents the only opportunity for this command to assemble cadets from disparate schools into an environment with common operational conditions.

COLLEGE OF LIBERAL ARTS AND SCIENCES

Nancy Damron, Ph.D.
Dean



- Department of Christian Ministry and Formation
- Department of Fine and Performing Arts
- Department of Humanities
- Department of Science and Mathematics
- School of Education

COLLEGE OF LIBERAL ARTS AND SCIENCES

The College of Liberal Arts and Sciences (CLAS), established in 2009, is the largest of the schools that make up MidAmerica Nazarene University. CLAS offers a range of degree programs including the Bachelor of Arts, Bachelor of Music Education, Elementary Education and Secondary Education.

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

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

CLAS conducts its activities in, and serves as a model for the MidAmerica mission. We seek to challenge and inspire the next generation of leaders for a life of service to God, the church, the nation, and the world.

Majors available in the College of Liberal Arts and Sciences:

Department of Christian Ministry and Formation

Bible and Theology
Children and Family Ministry
Intercultural Studies
Ministry
Youth and Family Ministry

Department of Fine and Performing Arts

Bachelor of Music Education
Music (Liberal Arts Degree)

Department of Humanities

Communication	History
English	Social Studies/History & Gov't Education
English Language Arts Education	Speech/Theatre Education
Graphic Design	

Department of Science and Mathematics

Biology	Mathematics Education
Biology Education	Middle School Mathematics Education
Chemistry	Middle School Science Education
Mathematics	Physics

General Education for the BA and BS

College of Liberal Arts and Sciences

	Semester Hours
<i>Spiritual Development</i>	9 hours
9 hours	
BLIT 1103 Discovering the Old Testament	
BLIT 1203 Discovering the New Testament	
THEO 2003 Christian Beliefs	
<i>Self Understanding</i>	6 hours
3 hours	
PSYC 1103 General Psychology	
PSYC 2513 Lifespan Development	
0-1 hour	
FRST 1101 Freshman Seminar (required for students < 24 college credits)	
2 hours	
HLEX 1112 Aerobic Fitness	
HLEX 1122 Recreational Activity	
HLEX 1132 Aquatics	
HLEX 1142 Weight Training	
HLEX 1152 Fitness Yoga	
HLEX 2112 Karate I	
HLEX 3103 Water Safety Instructor (WSI)	
PHED 1202 Techniques for Lifetime Fitness	
PHED 2212 Individual and Dual Sports	
PHED 2222 Team Sports	
Students playing/practicing on a varsity team may enroll in SPMT 2301, SPMT 2401, SPMT 3301, or SPMT 3401	
<i>Critical Thinking</i>	6-9 hours
0-3 hours	
MATH 1223 College Algebra/proficiency or higher level math	
3 hours	
MATH 2503 Applied Math with Statistics	
MATH 3503 Probability and Statistics	
MATH 3703 Statistics	
3 hours	
PHIL 2003 Ethics	
PHIL 2103 Introduction to Philosophy	
PHIL 4003 Religions of the World	
<i>Effective Communication</i>	9 hours
9 hours	
ENGL 1503 Composition I: Writing and Rhetoric or proficiency	
ENGL 1703 Composition II: Writing and Research	
COMM 1303 Public Speaking	

General Education for the BA and BS (cont.)

<i>Social Responsibility</i>	6 hours
3 hours	
SOCI 1003	General Sociology
SOCI 2003	Marriage and Family
PSYC 2303	Understanding Multicultural Behavior
COMM 3603	Intercultural Communication
CRIM 1003	Survey of Criminal Justice
POLS 1103	Introduction to Politics
3 hours	
HIST 1203	US History to 1877
HIST 1303	US History since 1877
HIST 2103	World Civilization to 1500
HIST 2203	World Civilization since 1500
<i>Scientific Literacy</i>	6-9 hours
3-5 hours	
CHEM 1104	General Chemistry I
PHYS 1004	Physics I (Trig based)
PHYS 2005	Physics I (Calculus based)
GNSC 2203	Physics in Everyday Life
GNSC 2103	Chemistry in Everyday Life
3-4 hours	
GNSC 1203	Principles of Biology
GNSC 3003	Human Genetics
GNSC 3903	Environmental Biology
BIOL 1114	Biology I
BIOL 1704	Human Anatomy
BIOL 1803	Human Physiology
<i>Aesthetic Literacy</i>	4-6 hours
3 hours	
FNAR 1303	Exploring Art
FNAR 1403	Exploring Theater
FNAR 1503	Exploring Music
1-3 hours	
Any Fine & Performing Arts course OR 1 of these:	
COMM 1403	Digital Photography
ENGL 2003	Introduction to Literature

49-54 hours

General Education for the BA		Semester Hours
Department of Christian Ministry and Formation		
<i>Spiritual Development</i>		9 hours
	BLIT 1103 Discovering the Old Testament	
	BLIT 1203 Discovering the New Testament	
	THEO 2003 Christian Beliefs	
<i>Self Understanding</i>		6 hours
	3 hours	
	PSYC 1103 General Psychology	
	PSYC 2513 Lifespan Development	
	PSYC 3303 Adolescent Psychology	
	0-1 hour	
	FRST 1101 Freshman Seminar (required for students < 24 college credits)	
	2 hours	
	Any General Education Activity Course	
<i>Critical Thinking</i>		6-9 hours
	0-3 hours	
	MATH 1103 Intermediate Algebra or proficiency	
	3 hours	
	MATH 2503 Applied Math with Statistics	
	3 hours	
	PHIL 2103 Introduction to Philosophy	
<i>Effective Communication</i>		6-9 hours
	0-3 hours	
	ENGL 1503 Composition I: Writing and Rhetoric or proficiency	
	6 hours	
	ENGL 1703 Composition II: Writing and Research	
	COMM 1303 Public Speaking	
<i>Social Responsibility</i>		6 hours
	3 hours	
	SOCI 1003 General Sociology	
	SOCI 2003 Marriage and Family	
	SOCI 2103 Social/Cultural Anthropology	
	3 hours	
	HIST 1203 US History to 1877	
	HIST 1303 US History since 1877	
	HIST 2103 World Civilization to 1500	
	HIST 2203 World Civilization since 1500	
<i>Scientific Literacy</i>		6 hours
	Any General Education Science Course	
<i>Aesthetic Literacy</i>		6 hours
	3 hours	
	FNAR 1303 Exploring Art	
	FNAR 1403 Exploring Theater	
	FNAR 1503 Exploring Music	
	3 hours	
	Any General Education Literature or Fine Arts Course	
		45-51 hours

General Education for the BMed

Spiritual Development		7 hours
BLIT 1004	Discovering the Bible (OR BLIT 1012 <u>AND</u> BLIT 1022)	
THEO 2003	Christian Beliefs	
Self Understanding		6-7 hours
FRST 1101	Freshman Seminar (required for students < 24 college credits)	
HLSC 3603	Core Concepts of Health	
PSYC 2513	Lifespan Development	
Critical Thinking		6-9 hours
MATH 1223	College Algebra (or demonstrated competence)	
MATH 2503	Applied Mathematics with Statistics or higher	
EDUC 2103	Introduction to Teaching (in professional education core)	
Effective Communication		6 hours
COMM 1303	Public Speaking	
ENGL 1503	Composition I: Writing and Rhetoric (or demonstrated competence)	
Scientific Literacy		3 hours
1 approved biological or physical science (GNSC)		
Aesthetic Literacy		
Fulfilled through major courses		28 - 32 hours

DEPARTMENT OF CHRISTIAN MINISTRY AND FORMATION

Course Offerings: Biblical Language, Biblical Literature, Christian Education, Church History, Intercultural Studies, Philosophy, Practical Theology, Theology, Urban Ministry

Majors offered by the Christian Ministry and Formation Department include:

- Ministry:** prepares students for ordained or career-based ministry in a variety of contexts.
- Children and Family Ministry:** focused specifically on ministry to children and their families.
- Youth and Family Ministry:** focused specifically on ministry to youth and their families.
- Intercultural Studies:** equips students for ministry across a variety of cultural settings, including foreign missions, urban ministry, and compassionate outreach.
- Bible and Theology:** provides the foundation for graduate study or effective lay ministry.

Minors preparing students in other majors for service in their local church include:

- Christian Education
- Ministry
- Intercultural Studies
- Urban Ministry

Certificate programs are also available by application to the department in:

- Bible and Theology
- Children and Family Ministry
- Youth and Family Ministry

Educational requirements for ordination in the Church of the Nazarene can be met through the Ministry major, the Youth and Family Ministry major, the Intercultural Studies major (with ordination concentration), and Children and Family Ministry major (with appropriate electives). Students interested in being ordained in another denomination should consult with the department chair to design a program that fulfills the education requirements of their church.

The following represent a sampling of occupations that relate directly to majors within the Department of Christian Ministry and Formation: pastor, missionary, chaplain, evangelist, associate pastor (various assignments), youth pastor, children's pastor, university professor, Christian publications editor or staff, para-church organization director or staff, compassionate ministries center director or staff, and denominational leader. A student's choice of academic major does not, however, lock him or her into a limited range of jobs, since it is not the academic area alone that prepares one for employment and service to the Church, but the total range of one's skills, experience, lifestyle patterns, and sense of calling matched with accumulated knowledge, depth of insight, and faithful witness to the gospel of Jesus Christ. Students who complete an academic program at the university remain subject to appropriate church governing structures for final approval and qualification (licensure, certification, ordination, etc.) for ministry assignments.

FACULTY

RANDALL R. CLOUD, Professor of Church History, Philosophy and Biblical Languages; Chair, Department of Christian Ministry and Formation, 2003-

B.A., Point Loma Nazarene University, 1977; M.A., Point Loma Nazarene University, 1979; M.Div., Nazarene Theological Seminary, 1982; Ph.D., University of Kansas, 2007.

DONALD D. DUNN, Assistant Professor of Ethics, Preaching and Leadership, 2012-

B.A., MidAmerica Nazarene University, 1997; M.L.S., Fort Hays State University, 2009; Ph.D., Capella University, 2013.

JAMES O. EDLIN, Professor of Biblical Literature and Languages, 1989-

B.A., MidAmerica Nazarene University, 1972; M.Div., Nazarene Theological Seminary, 1975; Th.M., Southern Baptist Theological Seminary, 1976; Ph.D., Southern Baptist Theological Seminary, 1985.

LARRY D. FINE, Professor Emeritus of Practical Theology, 1969-

B.A., Southern Nazarene University, 1965; M.A., Southern Nazarene University, 1971; M.Div., Nazarene Theological Seminary, 1969; D.Min., Midwestern Baptist Theological Seminary, 1978.

DEAN E. FLEMMING, Professor of New Testament and Missions, 1991-1993; 1999-2001; 2011-

B.A., MidAmerica Nazarene University, 1975; M.Div., Nazarene Theological Seminary, 1979; Ph.D., University of Aberdeen, 1988.

MARK A. HAYSE, Professor of Christian Education; Honors Program Director, 2003-

B.A., MidAmerica Nazarene University, 1988; M.R.E., Nazarene Theological Seminary, 1993; Ph.D., Trinity International University, 2009.

RONALD R. JACKSON, Assistant Professor of Youth Ministry/Directory of the Youth Theology Institute 2015 -; doctoral candidate, Olivet Nazarene University

A.A., Jefferson Davis College B.A., Trevecca Nazarene University; B.A., The University of Alabama; M.A., Nazarene Theological Seminary

JACOB R. LETT, Assistant Professor of Theology, 2015-

B.A., MidAmerica Nazarene University; M.A., University of Manchester, Nazarene Theological College; doctoral candidate, University of Manchester, Nazarene Theological College

KELVIN W. ST. JOHN, Professor of Spiritual Formation and New Testament; Instructional Technology, 1998 -

B.A., Olivet Nazarene University, 1972; M.Div. Nazarene Theological Seminary, 1975; D. Min, Asbury Theological Seminary, 2013.

SENIOR ASSESSMENT

All students majoring in the department must pass a Senior Assessment during their senior year in order to graduate. The purpose of this assessment is: (1) to serve as an integrating experience that allows students to pull together the various aspects of the curriculum, (2) to assess specific outcomes in the various majors, and (3) to give an indication of the effectiveness of classroom instruction. The assessment consists of three components: (1) a group retreat, (2) an integrative essay, and (3) objective exams. Students who fail any area of the assessment must do remedial work.

Further details regarding the Senior Assessment are available in the department office.

BIBLICAL LANGUAGES

BLAN 1104 ARABIC I

This course is a study of the letters and sounds of the Arabic language, followed by a beginning study of basic Arabic structure, grammar, and vocabulary. Emphasis will be on the modern standard Arabic dialect. Arabic as both a modern language and a classical philosophical language will be explored. Upon request.

BLAN 2103 INTRODUCTION TO BIBLICAL LANGUAGES

This course provides an introduction to the basics of biblical Hebrew and Greek that will allow the student to do word studies, simple grammatical and syntactical analysis of biblical passages, and understand the use of lexicons, commentaries that use original languages, and computer-based Bible resource tools. Spring

BLAN 2203 NEW TESTAMENT GREEK I

A study of the vocabulary, grammar, style, and historical background of Koiné Greek, the language of the New Testament. Fall.

BLAN 2403 BEGINNING BIBLICAL HEBREW

This course introduces the student to the basic elements of the original language of the Old Testament. It focuses on learning vocabulary, basic parts of speech, and the most common forms of the verb and noun. Its goal is to equip the student for more effective ministry in the church by enabling them to use Old Testament word study books and commentaries with greater efficiency. Spring, alternate years.

BLAN 3103 NEW TESTAMENT GREEK II

Continuation of BLAN 2203. Prerequisite: BLAN 2203. Spring.

BLAN 4103 NEW TESTAMENT GREEK III

An exegesis of a portion of the Gospel according to John. Prerequisites: BLAN 2203 and 3103. Fall.

BLAN 4961-4964 SPECIAL TOPICS IN BIBLICAL LANGUAGE

Occasional offerings of specialized interest in biblical language are offered as needed.

BLAN 4971-4974 DIRECTED STUDY

BIBLICAL LITERATURE

BLIT 1004 DISCOVERING THE BIBLE

A general education course that unfolds the biblical story of God's salvation, covering both the Old Testament and the 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 the Christian Scriptures. Fall and Spring. *Only available for approved majors; see General Education guidelines.*

BLIT 1012 DISCOVERING THE BIBLE I

Covers the first half of BLIT 1004, the Old Testament. First seven weeks of the Fall or Spring Semester. *Only available for approved majors; see General Education guidelines.*

BLIT 1022 DISCOVERING THE BIBLE II

Covers the second half of BLIT 1004, the New Testament. Second seven weeks of the Fall or Spring Semester. *Only available for approved majors; see General Education guidelines.*

BLIT 1103 DISCOVERING THE OLD TESTAMENT

A general education course introducing the literature of the Old Testament highlighting the development of the faith of ancient Israel, to show the roots of the Christian faith, to show the relevance of the Bible to contemporary life, and to examine the place of the Bible in American culture. Fall, Spring, and Summer.

BLIT 1203 DISCOVERING THE NEW TESTAMENT

A continuation of BLIT 1103, examining the New Testament Literature in order to discover the biblical basis for our Christian beliefs and their demands on contemporary ethics and culture and religion. Fall, Spring, and Summer.

Option: A student who demonstrates proficiency in Biblical Literature may opt to take and pass a placement test in Old and/or New Testament Literature. Upon passing the placement test, an upper division biblical literature course may be taken to meet the General Core requirement.

BLIT 3003 PENTATEUCH

A study of the historical and theological content of the first five books of the Bible. The problems of the Pentateuch will be considered; emphasis on the origin and early history of Israel; Mosaic and Levitical legislation and institutions, and the types and symbols of redemption. Fall, alternate years.

BLIT 3103 HISTORICAL BOOKS

A study of the historical books of the Old Testament with emphasis on the history and geography of Israel and the dynamics of Hebrew narrative. Spring, alternate years.

BLIT 3203 POETIC AND WISDOM LITERATURE

A study of the wisdom and poetical literature of the Old Testament. Attention is given to the literary form and content, the spiritual values, and the relationship to contemporary ethical problems. Fall, alternate years.

BLIT 3303 PROPHETIC LITERATURE

A study of the life and teachings of the major and minor prophets of Israel. Spring, alternate years.

BLIT 3403 SYNOPTIC GOSPELS

A comparative study of the Gospel accounts according to Matthew, Mark, and Luke. Special consideration is given to the synoptic problems, proposed solutions, and the relationship of the Synoptics to the Fourth Gospel. Fall, alternate years.

BLIT 3503 JOHANNINE LITERATURE

An inductive study of the Gospel of John, the Epistles of John, and the Book of Revelation.

Attention is given to the historical circumstances, literary structure, and enduring message of each book. The distinctive features of the Johannine writings are especially noted. Fall, alternate years.

BLIT 3603 BOOK OF ACTS

The historical circumstances, literary structure and text of the Book of Acts are carefully examined with special attention to the dynamics, mission and message of the early Church. The course is designed to acquaint the student with all facets of Apostolic Christianity in its genesis. Spring, alternate years.

BLIT 3703 PAULINE LETTERS

A study of Letters of the Apostle Paul in the New Testament. The course focuses upon the setting and theology of these letters. Spring, alternate years.

BLIT 3803 HEBREWS AND GENERAL EPISTLES

An inductive study of the Epistle to the Hebrews and the Epistles of James, I and II Peter, and Jude. Special attention is given to the historical circumstances, literary structure, and enduring message of each book. The features which these books have in common are noted. Upon request.

BLIT 3903 BIBLICAL INTERPRETATION

A study of the process of interpreting the Bible. Students will examine various approaches to the different genres of biblical literature and consider how one may appropriately derive meaning from the text. Fall.

BLIT 4203 BIBLICAL THEOLOGY

This course focuses upon how the Bible itself talks about and develops ideas about God, mankind and salvation. It examines the biblical language for expressing theological thoughts. Spring.

BLIT 4961-4964 SPECIAL TOPICS IN BIBLICAL LITERATURE

Occasional offerings of specialized interest in biblical literature are offered as needed.

BLIT 4971-4974 DIRECTED STUDY

CHRISTIAN EDUCATION

CHED 2003 INTRODUCTION TO CHRISTIAN EDUCATION

A survey course in Christian education, including its history, theory, and methodology. Structured to orient the student in the field of Christian Education. Spring.

CHED 3103 CHRISTIAN LEADERSHIP

A study of the theology and practice of Christian leadership, integrating biblical servant leadership principles and leadership/management theory into the work of ministry, with special emphasis given to personal development and application of these principles to prepare students to understand and develop the knowledge base and skills needed to function as a leader within the framework of the faith community. It is intended to help students discover their identity as a leader and to develop the necessary personal and administrative skills to contribute to the healthy functioning of a local church body. Spring.

CHED 3203 CHRISTIAN EDUCATION OF CHILDREN

A study of the nature and needs of children from birth through sixth grade with special attention to the organization and administration, curricula, program planning, methods and techniques employed by the church in the spiritual development of children. Fall, alternate years.

CHED 3303 INTRODUCTION TO YOUTH AND FAMILY MINISTRY

A study of the developmental tasks of youth with emphasis on planning, organizing, and administering the church's total program for youth. Fall.

CHED 3403 CHRISTIAN EDUCATION OF ADULTS

A course in which the student shall explore the theological, philosophical, and psychological foundations and practical considerations necessary for designing a successful program for ministering to adults of all ages in the local church and community. Upon request.

CHED 4203 PROGRAMMING FOR CHILDREN AND FAMILY MINISTRY

An overview of local church programming for ministry to children and families, giving special attention to planning for Christian worship, education, fellowship, and outreach through evangelism and mission. Fall, alternate years.

CHED 4303 PROGRAMMING FOR YOUTH AND FAMILY MINISTRY

An overview of the local church youth programming. This will include special emphasis on Sunday School and the overall youth ministry within the local church. Students will experience hands-on enhancement. Spring.

CHED 4603 TEAM BASED MINISTRY IN THE LOCAL CHURCH

An integrative study and deployment of biblical strategies for developing and equipping leaders within the local church as part of a ministry team. Emphasis is placed upon the philosophical, structural, and relational basis of effective pastoral staff and lay ministry in the local church, based on fundamental principles of teamwork and collaboration related both avenues of ministry, and church personnel management/policy formulation/practice, staff administrative methods and employment procedures, and other issues related to the full-time staff ministry. Spring.

CHED 4703 PASTORAL CARE OF FAMILIES

A special investigation and integration of counseling and therapy techniques involved in pastoral care of families. Special emphasis will be given to defining when and how to refer, support, and enhance the integration of the complexities of the family system into the local church. Upon request.

CHED 4961-4964 SPECIAL TOPICS IN CHRISTIAN EDUCATION

Occasional offerings of specialized interest in Christian education are offered as needed. Includes Summer Ministries.

CHED 4971-4974 DIRECTED STUDY

REQUIREMENTS FOR THE MAJOR IN CHILDREN AND FAMILY MINISTRY

I. General Education Requirements 43-51 hours

See "General Education Requirements for the Bachelor of Arts" in the Department of Christian Ministry and Formation section.

Required:

- PSYC 2513 Lifespan Development
- SOCI 2003 Marriage and Family

II. Core for Children and Family Ministry Majors

(Leads to but does not meet Ordination requirements in the Church of the Nazarene unless approved electives are taken)

Foundations for Ministry 30 hours

1. Upper Division Old Testament
2. Upper Division New Testament
3. Systematic Theology I (THEO 3803)
4. Systematic Theology II (THEO 3903)
5. Doctrine of Holiness (THEO 3003)
6. Church History to 1500 (CHST 4003)
7. Nazarene Heritage (CHST 3003)
8. Christian Education of Children (CHED 3203)
9. Programming for Children and Family Ministry (CHED 4203)
10. Biblical Language or Biblical Interpretation (BLAN 2103, 2203, 2403, or BLIT 3903)

Practice of Ministry 37-38 hours

1. Introduction to Ministry (PRTH 1002)
 2. Team Based Ministry (CHED 4603)
 3. Introduction or Practice of Mission (INCS 2003 or 3103)
 4. Introduction to Christian Education (CHED 2003)
 5. Pastoral Care and Counseling (PRTH 3503)
 6. Christian Corporate Worship (PRTH 3803)
 7. Evangelism (PRTH 3203)
 8. Personal Development of the Minister (PRTH 4203)
 9. Ministry Practicum (PRTH 4183)
 10. Ministry Formation Cohort (PRTH 3601, 3701, and 4301)
 11. Senior Seminar (PRTH 4601)
- Choose 3 of the following 4 courses:
12. Children's Literature (EDUC 2903)
 13. Classroom Management (EDUC 3603)
 14. Elementary Methods of Applied Arts (EDUC 2502)
 15. Methods of Teaching Motor Skills and Elem. PE (PHED 3202)

67-68 hours

III. Electives 7-16 hours

(Preaching, Church History from 1500 needed for ordination)

REQUIREMENTS FOR THE MAJOR IN YOUTH AND FAMILY MINISTRY

I. General Education Requirements 43-51 hours

See “General Education Requirements for the Bachelor of Arts” in the Department of Christian Ministry and Formation section.

Required:

- PSYC 3303 Adolescent Psychology
- SOCI 2003 Marriage and Family

II. Core for Youth and Family Ministry Majors

(Meets Ordination requirements in the Church of the Nazarene.)

Foundations for Ministry

30 hours

1. Upper Division Old Testament
2. Upper Division New Testament
3. Systematic Theology I (THEO 3803)
4. Systematic Theology II (THEO 3903)
5. Doctrine of Holiness (THEO 3003)
6. Church History to 1500 (CHST 4003)
7. Church History from 1500 (CHST 4103)
8. Nazarene Heritage (CHST 3003)
9. Intro to Youth and Family Ministry (CHED 3303)
10. Biblical Language or Biblical Interpretation (BLAN 2103, 2203, 2403, or BLIT 3903)

Practice of Ministry

36 hours

1. Introduction to Ministry (PRTH 1002)
2. Introduction to Preaching (PRTH 3003)
3. Introduction or Practice of Mission (INCS 2003 or 3103)
4. Introduction to Christian Education (CHED 2003)
5. Christian Corporate Worship (PRTH 3803)
6. Evangelism (PRTH 3203)
7. Personal Development of the Minister (PRTH 4203)
8. Ministry Practicum (PRTH 4183)
9. Programming for Youth and Family Ministry (CHED 4303)
10. Team Based Ministry (CHED 4603)
11. Pastoral Care and Counseling (PRTH 3503)
12. Ministry Formation Cohort (PRTH 3601, 3701, and 4301)
13. Senior Seminar (PRTH 4601)

66 hours

III. Electives

9-17 hours

REQUIREMENTS FOR THE MINOR IN CHRISTIAN EDUCATION

CHED 2003	Introduction to Christian Education	3
CHED 3203	Christian Education of Children	3
CHED 3303	Intro to Youth and Family Ministry	3
CHED 3403	Christian Education of Adults	3
CHED 4603	Team Based Ministry	3
PRTH 4183	Ministry Practicum	<u>3</u>
		18 hours

REQUIREMENTS FOR YOUTH AND FAMILY MINISTRY CERTIFICATE

CHED 3303	Intro to Youth and Family Ministry	3
CHED 4303	Programming for Youth and Family Ministry	3
CHED 4603	Team Based Ministry	3
PRTH 4183	Ministry Practicum	3
PSYC 3303	Adolescent Psychology	<u>3</u>
		15 hours

Make application for Certificate in the Department Office.

REQUIREMENTS FOR CHILDREN AND FAMILY MINISTRY CERTIFICATE

CHED 3203	Christian Education of Children	3
CHED 4203	Programming for Children and Family Ministry	3
CHED 4603	Team Based Ministry	3
PRTH 4183	Ministry Practicum	3
PSYC 2513	Lifespan Development	<u>3</u>
		15 hours

Make application for Certificate in the Department Office.

CHURCH HISTORY

CHST 3003 NAZARENE HERITAGE

A survey of people, places, and polity in the organization and development of the Church of the Nazarene. Spring.

CHST 3603 HISTORY OF CULTS AND THE OCCULT

Survey of the history of the most predominate cults and a study of the occult including the specter of the occult, the occult mood, what the occult is, why the occult exists, and the Christian alternative to both the cult and the occult. Included is a study of Astrology, I Ching, Spiritualism, Satanism, Scientology, Hare Krishna, Zen Buddhism, Bahai, New Age, as well as various groups classified as Cults. Upon request.

CHST 4003 CHURCH HISTORY TO 1500

A study of the outstanding events and personalities of the Christian church from the first century to the Reformation. Fall.

CHST 4103 CHURCH HISTORY FROM 1500

A study of the outstanding events and personalities of the Christian church from the Reformation to the present. This includes a focus upon the American Holiness Movement and the Church of the Nazarene. Spring.

CHST 4961-4964 SPECIAL TOPICS IN CHURCH HISTORY

Occasional offerings of specialized interest in the history of the Christian church are offered as needed.

CHST 4971-4974 DIRECTED STUDY

INTERCULTURAL STUDIES

INCS 2003 INTRODUCTION TO CHRISTIAN MISSION

An introduction to the study of World missions adapted to the general needs of all Christians engaged in the missionary mandate. Consideration is given to (1) the biblical and theological basis of missions; (2) the call, personal qualifications, and selection of missionary personnel; and (3) the nature and objectives of the missionary task. Fall.

INCS 2103 ARABIC: CULTURE AND LANGUAGE

A course for beginning students who have had little or no exposure to the Arabic language or culture. The course goal is for students to attain beginning level language and cultural competency through alphabet and vocabulary exercises, historical context studies, field trips, and immersion activities. Fall, alternating years.

INCS 2203 CHINESE: CULTURE AND LANGUAGE

A course for beginning students who have had little or no exposure to the Chinese language or culture. The course goal is for students to attain beginning level language and cultural competency through alphabet and vocabulary exercises, historical context studies, field trips, and immersion activities. Spring, alternating years.

INCS 2303 GERMAN: CULTURE AND LANGUAGE

A course for beginning students who have had little or no exposure to the German language or culture. The course goal is for students to attain beginning level language and cultural competency through alphabet and vocabulary exercises, historical context studies, field trips, and immersion activities. Upon request.

INCS 2403 FRENCH: CULTURE AND LANGUAGE

A course for beginning students who have had little or no exposure to the French language or culture. The course goal is for students to attain beginning level language and cultural competency through alphabet and vocabulary exercises, historical context studies, field trips, and immersion activities. Spring.

INCS 2503 SPANISH: CULTURE AND LANGUAGE

A course for beginning students who have had little or no exposure to the Spanish language or culture. The course goal is for students to attain beginning level language and cultural competency through alphabet and vocabulary exercises, historical context studies, field trips, and immersion activities. Fall, alternating years.

INCS 3103 PRACTICE OF MISSION

A practical inquiry into the nature of the missionary enterprise in cross-cultural communication of the Gospel of Jesus Christ. The study involves consideration of: (1) the personal and

administrative issues encountered on the fields; (2) the concerns of the development of indigenous churches; and (3) the implications of “church growth” theory for missions. Spring.

INCS 3203 URBAN MINISTRIES

An introduction to urban ministries adapted to the general needs of all Christian workers, focusing on the unique opportunities and problems of the city (with input from biblical studies, theology, missionology, cultural anthropology, sociology, linguistics, and communication theory). Spring, alternate years.

INCS 4862 INTERCULTURAL EXPERIENCE

This course is designed to maximize the short-term intercultural experience of students by combining experiences, readings, and journaling that help them reflect theologically on intercultural activities and cross-cultural relationships. Students will participate in either an international or domestic intercultural experience approved by the professor.

INCS 4961-4964 SPECIAL TOPICS IN MISSIONS

Occasional offerings of specialized interest in missions are offered as needed. This course includes Work and Witness trips, mission trips, and special areas of missions.

INCS 4971-4974 DIRECTED STUDY

REQUIREMENTS FOR THE MAJOR IN INTERCULTURAL STUDIES

I. GENERAL EDUCATION REQUIREMENTS

43-51 hours

See “General Education Requirements for the Bachelor of Arts” in the Department of Christian Ministry and Formation section.

Required:

SOCI 2103 Social and Cultural Anthropology

II. Core for Intercultural Studies Majors

(Leads to but does not meet Ordination requirements in the Church of the Nazarene unless Ordination Concentration is taken)

Foundations for Ministry

30 hours

1. Upper Division Old Testament
2. Upper Division New Testament (recommended BLIT 3603)
3. Systematic Theology I (THEO 3803)
4. Systematic Theology II (THEO 3903)
5. Doctrine of Holiness (THEO 3003)
6. Church History to 1500 (CHST 4003)
7. Church History from 1500 (CHST 4103)
8. Religions of the World (PHIL 4003)
9. Understanding Multicultural Behavior (SOCI 2303)
10. Biblical Language or Biblical Interpretation (BLAN 2103, 2203, 2403, or BLIT 3903)

Practice of Ministry

29 hours

1. Introduction to Ministry (PRTH 1002)
2. Modern Language or any INCS Culture and Language Course (3 hours)
3. Introduction to Christian Mission (INCS 2003)
4. Practice of Mission (INCS 3103)
5. Evangelism and Church Growth (PRTH 3203)
6. Urban Ministries (INCS 3203)
7. Introduction to Christian Education (CHED 2003)

8. Ministry Practicum (PRTH 4183)
9. Intercultural Experience (INCS 4862)
10. Ministry Formation Cohort (PRTH 3601, 3701, and 4301)
11. Senior Seminar (PRTH 4601)

III. Areas of Concentration and/or Electives

16-24 hours

Ordination Concentration (21 hrs.)

1. Christian Leadership (CHED 3103)
2. Introduction to Preaching (PRTH 3003)
3. Pastoral Care and Counseling (PRTH 3503)
4. Personal Development of the Minister (PRTH 4203)
5. Christian Corporate Worship (PRTH 3803)
6. Introduction to Philosophy (PHIL 2103)
7. Nazarene Heritage (CHST 3003)

Sociology Concentration (15 hrs.)

1. Marriage and Family (SOCI 2003)
2. Social Theory (SOCI 4203)
3. Social Psychology (SOCI 3913)
4. Sociology of Religion (SOCI 3903)
5. Elective

Urban Ministry Concentration (15 hrs.)

1. Bresee Institute or CCCU Term (URBN 4883)

Language Concentration (15 hrs.)

1. Language classes or approved off-campus program

Business Concentration (16 hrs.)

1. Personal Finance (ECON 1503)
2. Principles of Macroeconomics (ECON 2503)
3. Principles of Accounting I (ACCT 2803)
4. Business Communications (MGMT 2103)
5. Principles of Management (MGMT 2303)

Music Concentration (15 hrs.)

To be determined in consultation with the Fine Arts Department

Study Abroad Concentration (15 hrs.)

1. CCCU Approved Program

REQUIREMENTS FOR THE MINOR IN INTERCULTURAL STUDIES

INCS 2003	Introduction to Christian Mission	3
INCS 3103	Practice of Mission	3
INCS 3203	Urban Ministries	3
PRTH 3203	Evangelism	3
PHIL 4003	Religions of the World	3
PRTH/SOCI 3903	Sociology of Religion	<u>3</u>
		18 hours

PHILOSOPHY

PHIL 2003 ETHICS

An introduction to the major traditions and problems with emphasis on contemporary ethical positions. Prerequisite: Sophomore Standing. Fall and Spring.

PHIL 2103 INTRODUCTION TO PHILOSOPHY

This course aims to develop the analytic, synthetic, and speculative dimensions of the philosophical method. It seeks to show that philosophical inquiry is both inescapable and meaningful for everyone. Fall.

PHIL 3303 PHILOSOPHY OF EDUCATION

A consideration of various philosophies of education designed to help students develop their own personal philosophy. Prerequisite: Sophomore standing. Upon request.

PHIL 4003 RELIGIONS OF THE WORLD

By considering comparative religion, as well as the psychology, sociology, and philosophy of religion, this course is designed to illuminate the universal religious search and experience of mankind. Spring.

PHIL 4961-4964 SPECIAL TOPICS IN PHILOSOPHY

Occasional offerings of specialized interest in philosophy are offered as needed.

PHIL 4971-4974 DIRECTED STUDY

PRACTICAL THEOLOGY

PRTH 1002 INTRODUCTION TO MINISTRY

An introduction to the vocation of full-time Christian ministry, exploring the foundational elements of Christian ministry and the spirit-filled Christian life as the essence of what it means to minister and assisting students in responding to God's call and recognizing spiritual gifts and practices of effective ministry. Students will have opportunity to consider various forms of ministry, and to study the qualities required of clergy, the demands of full-time ministerial work, and the principles that guide effective Kingdom service, whether professional or lay, from which an initial philosophy of ministry may be formed. Fall.

PRTH 3000 Ministry Student Internship (MSI)

This program is designed for qualified students who are planning to fulfill their call to ministry through a full-time arena of Christian service with special attention given to ordination. This program carries significant financial scholarship resources. Students apply annually through an application process that has minimum GPA requirements. Students enroll in this class and fulfill requirements by participating in a ministry internship program in an area church or agency, report hours and ministry work weekly to the MSI coordinator, and meet biweekly for meetings with the MSI coordinator and guest speakers. Pass/Fail. Fall and Spring.

PRTH 3003 INTRODUCTION TO PREACHING

A study of the history, principles and methods of sermon construction. Biblical exegesis, structure, style, and reading of biblical sermons are also considered. Fall.

PRTH 3103 ADVANCED PREACHING

Emphasis is placed upon developing skills in the critical analysis of sermons and outlines, and student preaching in class. Prerequisite: PRTH 3003. Upon request.

PRTH 3203 EVANGELISM

This course is a survey of the history, principles, and methods of evangelism in the United States. Particular attention is given to Jesus' plan of evangelism and how to overcome problems connected with personal witnessing. This course includes principles and methods of church growth in the United States, church planting, and strategies of growth for small, middle-sized, and large churches. Fall.

PRTH 3403 CHURCH MANAGEMENT

A course designed to help those who have the responsibility of planning, organizing, leading, staffing, and controlling the administrative work in the local church. Phases of church business administration include budgeting, fund raising methods, church insurance, advertising, printing, and personal finances of the clergy. Upon request.

PRTH 3503 PASTORAL CARE AND COUNSELING

An introduction to the practice of pastoral care of congregations, including cultural, psychological, and social considerations related to nurturing personal and spiritual well-being. Special emphasis is given to basic counseling skills and crisis response within the pastoral role, researching issues and problems common to individuals and families at various life stages, grounded in theological reflection as well as psychosocial theory, and developing a philosophy and practice of pastoral counseling that is biblical, relevant, and appropriate to interpersonal growth and change in predictable times or in adverse circumstances. Fall.

PRTH 3601 MINISTRY FORMATION COHORT 1

This course is the first in a series of courses designed to develop the personhood of the student in the context of a meaningful, challenging and mutually encouraging collegial atmosphere. This course will focus upon building community with peers, personal growth issues, and accountability among other things. It should be taken the first semester of a student's junior year. Fall.

PRTH 3701 MINISTRY FORMATION COHORT 2

This course is a follow-up to PRTH 3601 continuing the same outcomes as that course. It should be taken the second semester of a student's junior year. Spring.

PRTH 3803 CHRISTIAN CORPORATE WORSHIP

This course deals with public worship. Practical instruction is given on how to conduct public worship services. The Biblical, theological, and historical foundations are also discussed. Spring.

PRTH 3903 SOCIOLOGY OF RELIGION

This course examines the institution of religion in society. The goal of the course is practical as well as theoretical. Therefore, in addition to the contributions of major social theorists, current religious research will be given to issues which influence the health and effectiveness of congregations. Spring. (cf. SOCI. 3903)

PRTH 4003 SPIRITUAL FORMATION

A study which explores the major components of the individual's spiritual development. This study will explore the matters of prayer, silence, solitude, worship, spiritual gifts, and journaling. Time will also be given to a study of how the various personality types best approach spiritual development. Spring.

PRTH 4183 MINISTRY PRACTICUM

This course provides the student with the opportunity to apply knowledge and skills for ministry within a real life setting. The student will work in a specific ministry assignment in a local church under the direction of a mentor. By arrangement. By approval and application submitted prior to registration. Prerequisite: 75 hours completed.

PRTH 4203 PERSONAL DEVELOPMENT OF THE MINISTER

This course challenges students to become aware of the need for a strong personal identity,

integrity, and continued individual growth through the stages of life. It will address topics such as the significance of a healthy self-concept, stress management, personal and corporate accountability, life-long learning, and dealing with conflict in the context of ministry. Spring.

PRTH 4301 MINISTRY FORMATION COHORT 3

This course builds on PRTH 3601 and 3701 continuing to meet the same outcomes in those courses. It should be taken the first semester of a student's senior year. Fall.

PRTH 4601 SENIOR SEMINAR

A summative integrative experience to assist students in drawing together the various strands of their educational experience into a holistic expression of the nature of Christian ministry within the context of the Church universal. The course focuses on the nature and mission of the church and developing strategies for church renewal with the goal of building a missional community from an understanding of the church is theologically, historically, and experientially, and a commitment to transformational and contextually relevant ministries for the future. Spring.

PRTH 4961-4964 SPECIAL TOPICS IN PRACTICAL THEOLOGY

Occasional offerings of specialized interest in practical theology are offered as needed.

PRTH 4971-4974 DIRECTED STUDY

THEOLOGY

THEO 2003 CHRISTIAN BELIEFS

A general course which helps the student in understanding the historic beliefs of the Christian faith, as well as the role of these traditional beliefs in contemporary society. Prerequisites: BLIT 1103 and BLIT 1203 or BLIT 1004 (approved majors only), or Sophomore Classification. Fall, Spring and Summer.

THEO 3003 DOCTRINE OF HOLINESS

The course traces the beginnings of the concept of holiness in the Bible, follows the life of holiness in the history of the church, attempts to present a theological statement of holiness, and investigates the application of holiness to the various academic disciplines and to contemporary life. Fall.

THEO 3803 SYSTEMATIC THEOLOGY I

A course dealing with the theological thought of the Christian Church. The basic doctrines of the Christian faith are considered in systematic fashion. Fall.

THEO 3903 SYSTEMATIC THEOLOGY II

A continuation of THEO 3803. Spring.

THEO 4203 WESLEY'S THEOLOGY

A study of the background and development of John Wesley's theological concepts with particular attention paid to his doctrine of Christian perfection. Upon request.

THEO 4503 CONTEMPORARY CHRISTIAN THOUGHT

Survey of the men and movements in contemporary theology. This study will be based on viewing the thought of Liberalism, Neo-Orthodoxy, Fundamentalism, Evangelicalism and secular thought. Upon request.

THEO 4961-4964 SPECIAL TOPICS IN THEOLOGY

Occasional offerings of specialized interest in theology are offered as needed.

THEO 4971-4974 DIRECTED STUDY

URBAN MINISTRY

URBN 4883 URBAN MINISTRY INTERNSHIP

An internship arrangement is available through the Bresee Institute at Kansas City. The program includes seminar coursework, a lab, a cluster group, a spiritual formation emphasis, and an urban ministry assignment. Fall.

URBN 4961-4964 SPECIAL TOPICS IN URBAN MINISTRIES**URBN 4971-4974 DIRECTED STUDY****REQUIREMENTS FOR THE MINOR IN URBAN MINISTRY**

URBN 4883	Internship-Bresee Institute	15	
PRTH 3203	Evangelism	3	
		18 hours	

REQUIREMENTS FOR THE MAJOR IN MINISTRY**I. GENERAL EDUCATION REQUIREMENTS 43-51 hours**

See "General Education Requirements for the Bachelor of Arts" in the Department of Christian Ministry and Formation section.

II. Core for Ministry Major

(Meets Ordination requirements in the Church of the Nazarene)

Foundations for Ministry 30 hours

1. Upper Division Old Testament
2. Upper Division New Testament
3. Systematic Theology I (THEO 3803)
4. Systematic Theology II (THEO 3903)
5. Doctrine of Holiness (THEO 3003)
6. Church History to 1500 (CHST 4003)
7. Church History from 1500 (CHST 4103)
8. Nazarene Heritage (CHST 3003)
9. Biblical Languages (BLAN 2103, 2203, or 2403)
10. Biblical Interpretation (BLIT 3903)

Practice of Ministry 33 hours

1. Introduction to Ministry (PRTH 1002)
2. Introduction to Preaching (PRTH 3003)
3. Introduction or Practice of Mission (INCS 2003 or 3103)
4. Introduction to Christian Education (CHED 2003)
5. Pastoral Care and Counseling (PRTH 3503)
6. Christian Corporate Worship (PRTH 3803)
7. Evangelism (PRTH 3203)
8. Christian Leadership (CHED 3103)
9. Personal Development of the Minister (PRTH 4203)
10. Ministry Practicum (PRTH 4183)
11. Ministry Formation Cohort (PRTH 3601, 3701, and 4301)
12. Senior Seminar (PRTH 4601)

63 hours

III. Areas of Concentration or Electives**12-20 hours****Pastoral Ministry Concentration (15 hrs.)**

1. Team Based Ministry (CHED 4603)
2. Personal Finance (ECON 1503)
3. Sociology of Religion (PRTH 3903/SOCI 3903)
4. Elective (6 hrs.)

Christian Education Concentration (15 hrs.)

1. Christian Education of Children (CHED 3203)
2. Introduction to Youth and Family Ministry (CHED 3303)
3. Christian Education of Adults (CHED 3403)
4. Team Based Ministry (CHED 4603)
5. Elective (3 hrs.)

Children and Family Ministry Concentration (15 hrs.)

1. Christian Education of Children (CHED 3203)
2. Team Based Ministry (CHED 4603)
3. Programming for Children and Family Ministry (CHED 4203)
4. Marriage and Family (SOCI 2003)
5. Elective (3 hrs.)

Youth and Family Ministry Concentration (15 hrs.)

1. Marriage and Family (SOCI 2003)
2. Introduction to Youth and Family Ministry (CHED 3303)
3. Programming for Youth and Family Ministry (CHED 4303)
4. Team Based Ministry (CHED 4603)
5. Elective (3 hrs.)

Biblical Literature Concentration (15 hrs.)

1. Upper Division Old Testament (3 hrs.)
2. Upper Division New Testament (3 hrs.)
3. Biblical Theology (BLIT 4203)
4. Biblical Language (6 hrs.)

Intercultural Studies Concentration (15 hrs.)

1. Cultural and Social Anthropology (SOCI 2103)
2. Practice of Mission (INCS 3103)
3. Urban Ministries (INCS 3203)
4. Modern Language or INCS Culture and Language (3 hrs.)
5. Elective (3 hrs.)

Music Ministry Concentration (15 hrs.)

To be determined in consultation with the Fine Arts Department

Urban Ministry Concentration (15 hrs.)

1. Bresee Institute or CCCU Term (URBN 4883)

REQUIREMENTS FOR THE MINOR IN MINISTRY

The minor in Ministry excludes general education courses in Old Testament Literature and New Testament Literature and Christian Beliefs.

Biblical Literature	3
Theology	3
Christian Education	3
Church History	3
Practical Theology	3
Missions	<u>3</u>
	18 hours

REQUIREMENTS FOR THE MAJOR IN BIBLE AND THEOLOGY

I. GENERAL EDUCATION REQUIREMENTS 43-51 hours

II. Core for Bible and Theology Major

(Leads to but does not meet Ordination requirements in the Church of the Nazarene)

A. Bible	33 hours
1. Upper Division Old Testament (9 hours)	
2. Upper Division New Testament (9 hours)	
3. Biblical Language (9 hours)	
4. Biblical Interpretation (BLIT 3903)	
5. Biblical Theology (BLIT 4203)	
B. Theology	9 hours
1. Systematic Theology I (THEO 3803)	
2. Systematic Theology II (THEO 3903)	
3. Doctrine of Holiness (THEO 3003)	
C. Philosophy	6 hours
1. Ethics (PHIL 2003)	
2. Religions of the World (PHIL 4003)	
D. Church History	6 hours
1. Church History to 1500 (CHST 4003)	
2. Church History from 1500 (CHST 4103)	
E. Practice	6 hours
1. Introduction to Ministry (PRTH 1002)	
2. Ministry Formation Cohort (PRTH 3601, 3701, and 4301)	
3. Senior Seminar (PRTH 4601)	
	<hr/> 60 hours

III. Electives 15-23 hours

**REQUIREMENTS FOR THE BIBLE AND THEOLOGY
CERTIFICATE**

Upper Division Old Testament Literature	3
Upper Division New Testament Literature	3
Biblical Languages <u>or</u> Upper Division Biblical Literature	3
Systematic Theology I and II	<u>6</u>
	15 hours

DEPARTMENT OF FINE AND PERFORMING ARTS

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

Statement of Mission:

To develop in students an understanding of the power of music, theatre and visual arts as primary disciplines in the liberal arts; preparing students to use music to teach and enrich the lives of all persons; and promoting the arts as a spiritual and cultural force in society and the global community.

Outcomes:

Upon successful completion of music degree programs, students will be able to demonstrate:

- A broad awareness of the historical, cultural, aesthetic, and applied qualities of music as a discipline within the liberal arts
- Integrated knowledge of music theory, music history, and music performance
- Technical skills required for artistic self-expression in a major performance area
- Knowledge of music technology specific to educational and compositional practices
- Pragmatic and pedagogical knowledge and skills integral to service in the field of music
- Independent thinking grounded in a Christian worldview environment of holistic care for each individual
- An understanding of their God-given gift as responsibility and service to the community

FACULTY

DONNA M. BOHN, Professor of Music; Chair, Department of Fine and Performing Arts, 2013-

B.S., University of Alabama, 1987; M.M., Wichita State University, 1989; D.M.A., University of Alabama, 1994.

LUKE D. JOHNSON, Assistant Professor of Music, 2014-

B.A., MidAmerica Nazarene University, 2003; M.M., Kansas State University, 2008; D.M.A. University of Kansas, 2015.

CHRISTOPHER M. SMITH, Assistant Professor of Music, 2016 -

B.M., East Carolina University, 2006; M.M., East Carolina University, 2013; D.M.A. University of Kansas, 2016.

ART

ART 1103 DRAWING

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

ART 1203 PAINTING

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

ART 1303 EXPLORING ART

A broad survey course exploring the history and development of art across the world. Opportunities for hands-on art making experiences as well as trips to area art museums. Fall and Spring (cf. FNAR 1303).

ART 2302 COLOR

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

ART 2603 SCREENPRINTING

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

ART 3403 CERAMICS

An introductory course including hand building and wheel throwing. Fall.

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

ART 1103	Drawing	3
ART 1203	Painting	3
ART 1303	Exploring Art	3
ART 2302	Color	2
ART 2603	Screenprinting	3
ART 3403	Ceramics	3

17 hours

FINE ARTS

FNAR 1203 MUSIC IN WORLD CULTURES

This course is an introduction to the music of world cultures. The influence of culture upon music will be examined as music is studied as an expression of culture. Audio and audio-visual recordings will be used extensively. Students will also perform on instruments from many of the cultures studied. Fall, even years.

FNAR 1303 EXPLORING ART

A broad survey course exploring the history and development of art across the world. Opportunities for hands-on art making experiences as well as trips to area art museums. Fall and Spring. (cf. ART 1303)

FNAR 1403 EXPLORING THEATER

A broad survey course in the field of theater, focusing on elementary principles, vocabulary, and skills involved in analysis, appreciation, and performance of drama. Fall and Spring. (cf. THEA 1503)

FNAR 1503 EXPLORING MUSIC

A broad survey course exploring the history and development of music, focusing primarily on Western art music between 1600 and present day. Includes listening and performance opportunities. Fall and Spring.

MUSIC

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

Two degree programs are available: the Baccalaureate Degree in Music Education and the Liberal Arts Degree in Music.

Objectives:

Each degree has as its objective the following:

1. **Music Education.** To qualify students for licensure to teach general, instrumental, and vocal music in all grades, Pre-K-12, in the public schools in the State of Kansas.
2. **Music.** To provide the student with maximum flexibility in the pursuit of a career in music or in preparation for graduate study in a number of music-related areas.

MATRICULATION

Students seeking formal admission to a music degree program must perform standard freshman-level repertoire, as defined by the department, with acceptable technical accomplishment, for admission into the department as a major. Formal admission to the music program initially occurs at the end of the first semester of enrollment and is based on the primary performance area applied lesson jury examination and grades in freshman music major courses such as Music Theory I, Aural Skills I, Keyboard Skills I, and large ensemble.

Based on the above criteria, the department will accept the student into the intended major,

recommend an alternate music major, or deny the student acceptance into the program. In some instances the student may be accepted on a provisional basis. If a student is provisionally accepted or not accepted into the program or the intended major, the student has two additional opportunities to re-audition, and can continue enrollment in freshman-level music major courses. Re-auditions occur at the end of each semester, typically in connection with the applied lesson jury examination.

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

MUSIC/GENERAL EDUCATION

Students pursuing the liberal arts degree program will be required to meet the general education requirements as well as the requirements for the music major. Students planning to prepare for teacher education (Bachelor of Music Education) will be required to take professional education courses earning a “B-” or better as well as the general education core as specified for this professional degree.

RECITALS

A recital is required of all music majors and represents the culmination of the student’s work to date. Students are required to be enrolled in lessons concurrent with the semester in which they perform a recital.

All recitals must be scheduled with the Department Chair no later than the semester prior to the date proposed to assure placement on University and Departmental calendars. Recital Scheduling Forms are available in the Department of Fine and Performing Arts office. All forms must be complete before any date becomes official. All recitals must be approved by the applied lesson instructor(s) of all parties involved in the recital and be given a date when each instructor is available to attend the hearing and recital. Recitals are not allowed during the last week of classes or during final exams.

A complete syllabus containing all recital requirements, including scheduling deadlines is available from the Department Chair.

PIANO PROFICIENCY

Completion of the Piano Proficiency component exam is accomplished through a basic understanding of the keyboard and demonstrates requirements for performance at the piano.

All music degree students must enroll in Keyboard Skills the first semester in college unless they are able to pass Piano Proficiency at the time of enrollment. Music students in Applied Piano will be required to take a keyboard skills placement exam. Each music degree student must be continuously be enrolled in Keyboard Skills I-IV or Applied Piano until successfully completing the Piano Proficiency exam. An entry showing successful completion of the proficiency requirements will appear on the transcript of each music degree student. Piano Proficiency must be passed prior to approval for student teaching.

APPLIED MUSIC

Individual lessons are offered in guitar, orchestral instruments, piano, voice, improvisation, composition and conducting for all students regardless of degree program. Each music degree has an applied music requirement to be fulfilled in a single

performance area. Music majors may not have their primary performance area in violin, viola, cello, or harp. One credit hour lessons receive thirty minutes of private weekly instruction. Two credit hour lessons receive sixty minutes of private weekly instruction. Applied music study requires a minimum of thirteen lessons during the semester and attendance at regularly scheduled studio classes. A performance exam, or jury, is required at the end of each semester of study in the primary performance area or as required by the private teacher in secondary areas. Students are not allowed to study for credit with a teacher not on the faculty of MidAmerica Nazarene University. At least four semesters of lower division study are required before advancing to upper division enrollment.

MUSIC FORUM (MUED 1000)

All students enrolled in music major degree programs must register for Music Forum (MUED 1000) each semester, passing six semesters of this course. Music minors are required to pass the course three semesters. All students enrolled in music major degree programs must perform on at least one Music Forum every semester (excluding first semester freshman). If a student fails to perform during a semester, the student must perform twice the following semester.

REQUIREMENTS FOR THE BACHELOR OF MUSIC EDUCATION DEGREE

I. General Education 28 - 32 hours

Spiritual Development - 7 hours

BLIT	1004	Discovering the Bible	4 hours
		(OR BLIT 1012 AND BLIT 1022)	

THEO	2003	Christian Beliefs	3 hours
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Self Understanding - 6-7 hours

FRST	1101	Freshman Seminar (required for students with fewer than 24 college credits)	1 hour
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HLSC	3603	Core Concepts of Health	3 hours
PSYC	2513	Lifespan Development	3 hours

Critical Thinking - 6-9 hours

MATH	1223	College Algebra (or demonstrated competence)	3 hours
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MATH	2503	Applied Mathematics with Statistics or higher	3 hours
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EDUC	2103	Introduction to Teaching	3 hours
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Effective Communication - 6 hours

COMM	1303	Public Speaking	3 hours
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ENGL	1503	Composition I: Writing and Rhetoric (or demonstrated competence)	3 hours
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Scientific Literacy - 3 hours

1 approved biological or physical science (GNSC)

Aesthetic Literacy

Fulfilled through major courses

*If a student holds a baccalaureate degree from a regionally accredited college and is seeking licensure only, the courses in spiritual development are not required.

II. Professional Education Courses 32-35 hours

EDUC	1001	Education Seminar	1 hours
EDUC	2103	Introduction to Teaching	3 hours
EDUC	2203	Cultural Diversity in Education	3 hours

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

Sequence One

EDUC	3134	Teaching and Learning I	4 hours
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Sequence Two

EDUC	3414	Teaching and Learning II - Exceptional Learner	4 hrs
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Sequence Three - These courses must be taken concurrently.

EDUC	4512	Technology with Teaching and Learning III	2 hours
EDUC	4514	Teaching and Learning III	4 hours

Student Teaching

EDUC	4988	Elementary and Secondary Student Teaching	
OR		and Seminar	9 or 12 hours
EDUC	4488	International Student Teaching and Seminar	9 or 12 hours

Other Required Courses

EDUC	4702	Secondary Reading in the Content	2 hours
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III. Music Concentration 72 - 78 hours

APMU	1501	Keyboard Skills I (as required)	1 hour
APMU	1601	Keyboard Skills II (as required)	1 hour
APMU	1701	Keyboard Skills III (as required)	1 hour
APMU	2501	Keyboard Skills IV (as required)	1 hour
		Piano Proficiency	
APPR	1001	Private Lessons in Voice (required of non-vocal majors)	1 hour
APPR	2101-3102	Applied Private- (14 semester hours, at least one each semester of private lessons in voice or a single instrument)	14 hours
APPR	4201	Senior Recital	1 hour
FNAR	1203	Music in World Cultures	3 hours
MHST	3403	Music History I	3 hours
MHST	3503	Music History II	3 hours
MHST	3603	Music History III	3 hours
MUED	1000	Music Forum (required to pass 6 semesters)	
MUED	1201	Computer Skills for Musicians	1 hour
MUED	2001	Brass Techniques	1 hour
MUED	2101	Woodwind Techniques	1 hour
MUED	2201	Percussion Techniques	1 hour
MUED	2301	String Techniques	1 hour
MUED	3202	Music Media and Technology	2 hours
MUED	3602	Beginning Conducting	2 hours

MUED	3702	Choral Literature and Conducting	2 hours
OR			
MUED	3802	Instrumental Literature and Conducting	2 hours
MUED	4001	Vocal / Choral Techniques (prerequisite: minimum of APPR 1001 - Private Voice)	1 hour
MUED	4303	Elementary Music Methods, Materials and Practicum	3 hours
MUED	4313	Secondary Music Methods, Materials and Practicum	3 hours
MUEN		Ensemble (at least one each semester - minimum of 7 and at least two semesters must be in choir)	7 hours
MUTH	1101	Fundamentals of Music Theory (as required)	1 hour
MUTH	2103	Music Theory I	3 hours
MUTH	2203	Music Theory II	3 hours
MUTH	2301	Aural Skills I	1 hour
MUTH	2401	Aural Skills II	1 hour
MUTH	3103	Music Theory III	3 hours
MUTH	3203	Music Theory IV	3 hours
MUTH	3301	Aural Skills III	1 hour
MUTH	3401	Aural Skills IV	1 hour
MUTH	4603	Instrumentation and Arranging	3 hours

Total Hours..... 126-145 Hours

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

MUSIC (Liberal Arts Degree)

I. General Education 46 - 51 hours

Aesthetic literacy fulfilled by major courses.

II. Electives24 hours

III. Music Concentration56 hours

APMU	1501	Keyboard Skills I (as required)	1 hour
APMU	1601	Keyboard Skills II (as required)	1 hour
APMU	1701	Keyboard Skills III (as required)	1 hour
APMU	2501	Keyboard Skills IV (as required)	1 hour
APPR	1001	Private Lessons in Voice (for non-vocal majors)	1 hour
APPR	2101-3102	Applied Private (8 semester hours of private lessons in voice or a single instrument)	8 hours
APPR	4201	Senior Recital	1 hour
MHST	3403, 3503, 3603	Music History I, II & III	9 hours
MUED	1000	Music Forum (required to pass 6 semesters)	
MUED	1201	Computer Skills for Musicians	1 hour
MUED	3202	Music Media and Technology	2 hours
MUED	3602	Beginning Conducting	2 hours
MUEN		Ensemble (at least one each semester - minimum of 8 and at least two semesters must be in choir)	8 hours
MUTH	1101	Fundamentals of Music Theory (as required)	1 hour

MUTH	2103,2203,3103	Music Theory I, II & III	9 hours
MUTH	2301,2401,3301	Aural Skills I, II & III	3 hours
MUTH	4603	Instrumentation & Arranging	3 hours
		Piano Proficiency	
		Electives in Music	4-10 hours

Total Hours.....126 Hours

WORSHIP ARTS EMPHASIS

I. General Education41-48 hours
Aesthetic literacy fulfilled by major courses.

II. Electives4-11 hours

III. Music Concentration.....44 hours

APPR	2101-3102	Applied Music (Includes 4 semesters of contemporary)	8 hours
APPR	4201	Senior Recital (Piano, Guitar and Voice Proficiency)	1 hour
MHST	3403,3503,3603	Music History I, II, & III	9 hours
MUED	1000	Music Forum (pass 6 semesters)	
MUED	1201	Computer Skills for Musicians	1 hour
MUED	3602	Beginning Conducting	2 hours
MUEN	Ensemble	At least one each semester- minimum of 8 and two semesters must be in contemporary	8 hours
MUTH	2103,2203,3103	Music Theory I, II & III	9 hours
MUTH	2301,2401,3301	Aural Skills I, II, & III	3 hours
MUTH	4603	Instrumentation & Arranging	3 hours

IV. Worship Arts13 hours

CMUS	3202	Audio/Visual Media for Worship	2 hours
CMUS	3603	Church Music and Worship	3 hours
CMUS	4103	Techniques in Worship Leadership	3 hours
CMUS	4202	Church Music Internship	2 hours
PRTH	3803	Christian Corporate Worship	3 hours

V. Ministry17 hours

BLIT	4203	Biblical Theology	3 hours
CHED	4603	Team Based Ministry in the Local Church	3 hours
PRTH	1002	Introduction to Ministry	2 hours
PRTH	4003	Spiritual Formation	3 hours
THEO	3903	Systematic Theology II	3 hours
<u>Ministry Electives</u> (choose one)			
CHED	2003	Introduction to Christian Education	3 hours
CHED	3203	Christian Education of Children	3 hours
CHED	3303	Introduction to Youth and Family Ministry	3 hours
PRTH	3003	Introduction to Preaching	3 hours
PRTH	3503	Pastoral Care and Counseling	3 hours
THEO	3003	Doctrine of Holiness	3 hours
THEO	3803	Systematic Theology I	3 hours

Total Hours 126**REQUIREMENTS FOR THE MINOR IN MUSIC**

MUED	1000	Music Forum (must pass 3 semesters)	
APPR		Applied Music (4 semester hours in voice, piano, or a single instrument)	4 hours
MUEN		Ensemble (a minimum of 4)	4 hours
MHST	3403 or 3503	or 3603 Music History I or II or III	3 hours
MUTH	1101	Fund. of Music Theory (as required)	1 hour
MUTH	2103, 2203	Music Theory I and II	6 hours
MUTH	2301, 2401	Aural Skills I and II	2 hours
APMU	1501	Keyboard Skills I (as required)	1 hour
APMU	1601	Keyboard Skills II (as required)	1 hour

19-22 hours

APPLIED MUSIC

APPR 1001-1002 PRIVATE LESSONS - NON MUSIC MAJORS**APPR 2101-2102 PRIVATE LESSONS - LOWER DIVISION MUSIC MAJORS****APPR 3101-3102 PRIVATE LESSONS - UPPER DIVISION MUSIC MAJORS****APPR 4101 SPECIAL RECITAL**

(Concurrent enrollment required in APPR 3101 or APPR 3102)

APPR 4201 SENIOR RECITAL

(Concurrent enrollment required in APPR 3101 or APPR 3102)

APMU 1202 CLASS GUITAR

This course introduces students to two fundamental approaches to guitar playing: classical technique (finger style) and pick (plectrum) technique. Topics include basic reading skills, scale study, chord study, basic accompaniment, use of capo, strumming and finger picking techniques, and an introduction to solo guitar playing. This course is designed to strengthen skills necessary to lead worship. Fall.

APMU 1501 KEYBOARD SKILLS I

This course introduces music majors to basic music and keyboard skills, cultivating finger independence through major scales, triads, and piano literature and developing abilities in sight reading, transposition, and harmonization. Basic music theory skills such as key signatures, the circle of fifths, intervals, solfege, triads in root position and inversions, and basic lead-sheet symbols are reinforced through keyboard application. Fall.

APMU 1601 KEYBOARD SKILLS II

This course develops skills introduced in Keyboard Skills I. Students build on their music theory knowledge and keyboard skills through major and harmonic minor scales, basic two-handed chord progressions, sight reading, transposition, improvisation, piano literature, and a composition/performance project. Prerequisite: APMU 1501 or equivalent. Spring.

APMU 1701 KEYBOARD SKILLS III

This course expands on the scales, chord progressions, sight reading, transposition, and improvisation concepts introduced in Keyboard Skills I and II as well as introduces new concepts such as open score reading, leading a class in singing while accompanying on the keyboard and leading a choir in vocal warm ups. Students also write and perform a theme and four variations on a class recital. Prerequisite: APMU 1601 or equivalent. Fall.

APMU 2501 KEYBOARD SKILLS IV

This course fulfills the Piano Proficiency Exam requirement for music majors. Students will test on all six portions of the proficiency exam during this semester: technique, chord progressions, open score reading, sight reading, transposition, and accompanying. Prerequisite: APMU 1701 or equivalent. Spring.

CHURCH MUSIC

CMUS 3202 AUDIO/VISUAL MEDIA FOR WORSHIP

Students will explore the fundamentals of audio and visual media essential to the practice of leading worship in today's church. Topics include mixing console design and operation, live application mixing concepts, general signal processing, microphone technology and techniques, loudspeaker technology, recording techniques, visual projection systems, and lighting systems. Format will include lecture, demonstration, and hands-on experience. Designed for any prospective ministry professional. Spring.

CMUS 3603 CHURCH MUSIC AND WORSHIP

Students will examine historical expressions of Church worship and song, guiding students in developing their own philosophy of worship and music. The course will survey post-Reformation hymnody and song in the Western church, exploring textual and stylistic distinctions in the repertoire of congregational worship from the hymns of the Reformation to current modern worship songs, exposing the student to a variety of expressions. The course will also examine the role of congregational singing in worship. Fall, odd years.

CMUS 4103 TECHNIQUES IN WORSHIP LEADERSHIP

An examination of methods and materials in modern music ministry. Students will investigate practical techniques in managing a church worship ministry in a traditional and/or contemporary style framework. The course will review various resources available to the modern worship professional and consider topics such as the role of the choir in worship, serving on a church ministry staff, and team leadership. Fall, even years.

CMUS 4202 CHURCH MUSIC INTERNSHIP

This course will provide students with practical experience in music ministry at a local church under the supervision of their advisor and a practicing professional. The student will have the opportunity to work in the many facets of music ministry including audio production, visual media, church music administration, instrumental leadership, vocal leadership, and leading the congregation in worship. Prerequisite: CMUS 4103 Techniques in Worship Leadership. Fall and Spring.

MUSIC EDUCATION

MUED 1000 MUSIC FORUM

This non-credit course meets once weekly throughout the semester. It provides for experience of student recitals, guest recitals, music seminars and exchange. It also allows for similar experiences at other on-campus and off-campus events. Required of all music majors for six semesters. Required of all music minors for three semesters. Fall and Spring.

MUED 1201 COMPUTER SKILLS FOR MUSICIANS

This course provides an introduction to music notation software (Finale) and basic MIDI sequencing as well as fundamental computer skills for musicians. Fall.

MUED 2001 BRASS TECHNIQUES

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

MUED 2101 WOODWIND TECHNIQUES

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

MUED 2201 PERCUSSION TECHNIQUES

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

MUED 2301 STRING TECHNIQUES

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

MUED 3202 MUSIC MEDIA AND TECHNOLOGY

This course is designed to introduce the student to basic acoustics, audio/video production, digital sampling, MIDI/digital audio sequencing (Logic Pro), and computer aided instruction. Spring.

MUED 3602 BEGINNING CONDUCTING

This course studies basic patterns and principles of conducting a musical ensemble. Topics include gesturing, core reading, analysis, style, and rehearsal techniques. Prerequisite: MUTH 2203. Fall.

MUED 3702 CHORAL LITERATURE AND CONDUCTING

This course provides a survey and study of choral literature and studies intermediate conducting techniques. Topics include a survey of the stylistic periods of choral literature, stylistic analysis and core study, and application of this knowledge in the choral rehearsal. A unit on instrumental conducting will also be included. This course provides laboratory experiences that give application opportunities. Prerequisite: MUED 3602. Spring, odd years.

MUED 3802 INSTRUMENTAL LITERATURE AND CONDUCTING

This course provides a survey and study of instrumental literature and studies intermediate conducting techniques. Topics include a survey of the stylistic periods of instrumental literature, stylistic analysis and score study, instrumentation, and application of this knowledge in the instrumental rehearsal. A unit on choral conducting will also be included. This course provides laboratory experiences that give students opportunities to apply conducting and rehearsal techniques. Prerequisite: MUED 3602. Spring, odd years.

MUED 4001 VOCAL / CHORAL TECHNIQUES

This course is designed for prospective choral educators in education and in the church. Students will develop conducting skills with an emphasis on techniques appropriate to choral conducting. This course will include instruction in rehearsal techniques, choral methods, choral administration, developing listening skills, vocal pedagogy in the choral ensemble, vocal diction (particularly English, Latin and German), an introduction to the International Phonetics Alphabet, classroom management and other topics. Prerequisite: APPR 1001 (Voice). Fall, even years.

MUED 4303 ELEMENTARY MUSIC METHODS, MATERIALS AND PRACTICUM

This methods class provides knowledge and insight into curriculum development, lesson planning, student/teacher assessment strategies, the creation of PreK-6 classroom schedule, selection of materials, and classroom management strategies used in general music to elementary students (PK-6). This course is taught by faculty who have successful experience teaching music in elementary schools and who maintain close contact with such schools. Prerequisites: Admission into the Teacher Education Program. Spring, even years.

MUED 4313 SECONDARY MUSIC METHODS, MATERIALS AND PRACTICUM

This methods class provides knowledge and insight into curriculum development, lesson planning, student/teacher assessment strategies, administrative duties, the creation of classroom schedules, selection of materials, overview of marching band techniques, and classroom management strategies used in secondary level (7-12) instrumental, vocal and general music classes. This course is taught by faculty who have successful experience teaching music in secondary schools, and who maintain close contact with such schools. Prerequisites: Admission into the Teacher Education Program. Fall, even years.

MUSIC ENSEMBLE

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

MUEN 2201 JAZZ ENSEMBLE

MUEN 2401 CONCERT BAND

MUEN 2501 HERITAGE CHOIR

MUEN 2511 CHORAL UNION / SYMPHONIC CHOIR

MUEN 2601 WOMEN'S CHOIR

MUEN 2810 CHAMBER ENSEMBLES

MUEN 2701 CONTEMPORARY ENSEMBLE

A small ensemble comprised of drums, bass, keyboard, guitars, and vocalists. This ensemble performs music in a variety of styles drawn from the broad umbrella of popular music. The group learns to experiment with various ensemble textures, develops the ability to produce stylistically appropriate instrumental parts from a chart, learns microphone techniques for soloists and instrumentalists, learns background vocals, and hones listening skills required for good ensemble. This ensemble performs both on and off campus in a variety of settings. Fall and Spring.

MUSIC HISTORY

MHST 3403 MUSIC HISTORY I

A survey of the historical development of Western music from Antiquity to Bach. Includes discussion of forms and cultural influence as part of the compositional process. Fall, even years.

MHST 3503 MUSIC HISTORY II

A survey of the position of music in history, contributions to musical thought and the development of musical styles in Western culture from Bach through Romanticism (approximately 1870). Spring, odd years.

MHST 3603 MUSIC HISTORY III

A survey of the position of music in history, contributions to musical thought, and the development of musical styles (including electronic music, jazz, and various popular styles) in Western culture from approximately 1870 to the present. Fall, odd years.

MUSIC THEORY

MUTH 1101 FUNDAMENTALS OF MUSIC THEORY

An introduction to the fundamentals of music, including notation, scales, intervals, key signatures, and basic chord structures. For music degree students needing to review music fundamentals while studying MUTH 2103 Music Theory I and MUTH 2301 Aural Skills I and for non-music majors. Fall.

MUTH 2103 MUSIC THEORY I

Basic study of tonality, including scales, intervals, keys. Basic elements of harmony, including chords, inversions, figured bass, pop notation, utilizing basic principles of voice leading and harmonic analysis of excerpts. Students must be enrolled concurrently in MUTH 2301 Aural Skills I. Fall.

MUTH 2203 MUSIC THEORY II

A continuation of Music Theory I. Expansion on previous materials, including cadences and other basic structural units such as phrases and period forms, harmonic analysis of more complex progression and small classical and popular works, non-chord tones, increased development of four-part writing including all diatonic triads and seventh chords. Prerequisites: MUTH 2103 Music Theory I and MUTH 2301 Aural Skills I. Students must be enrolled concurrently in MUTH 2401 Aural Skills II. Spring.

MUTH 2301 AURAL SKILLS I

Parallels the course work in Music Theory I to match the student's aural skills with their theoretical skills. Equips the student with the skills needed to sight-sing basic tonal melodies, to notate melodies, rhythms, and harmonies, and aurally identify scales, intervals, triads, and simple harmonic progressions. Students must be enrolled concurrently in MUTH 2103 Music Theory I. Fall.

MUTH 2401 AURAL SKILLS II

A continuation of Aural Skills I. The student's skills are expanded to include the ability to notate and identify basic chord progressions and cadences utilizing triads in all inversions. Sight-singing and dictation skills are further developed. Prerequisites: MUTH 2103 Music Theory I and MUTH 2301 Aural Skills I. Students must be enrolled concurrently in MUTH 2203 Music Theory II. Spring.

MUTH 3103 MUSIC THEORY III

A continuation of Music Theory II. Secondary dominants, modulations, chromatic harmonies including Neapolitan and augmented sixth chords, larger formal structures such as binary and ternary forms in both classical and popular styles. Prerequisites: MUTH 2203 Music Theory II and MUTH 2401 Aural Skills II. Students must be enrolled concurrently in MUTH 3301 Aural Skills III. Fall.

MUTH 3203 MUSIC THEORY IV

A continuation of Music Theory III. Late Romantic and Twentieth century techniques including non-Western scales and harmonic structures, Schenkerian analysis, atonality and basic set theory, serial techniques. Prerequisites: MUTH 3103 Music Theory III and MUTH 3301 Aural Skills III. Students must be enrolled concurrently in MUTH 3401 Aural Skills IV. Spring.

MUTH 3301 AURAL SKILLS III

A continuation of Aural Skills II. The aural identification of all seventh-chords, more complex rhythmic patterns, and an intense concentration on sight-singing and melodic and harmonic dictation. Prerequisites: MUTH 2203 Music Theory II and MUTH 2401 Aural Skills II. Students must be enrolled concurrently in MUTH 3103 Music Theory III. Fall.

MUTH 3401 AURAL SKILLS IV

A continuation of Aural Skills III. The aural identification of modes, secondary dominants, Neapolitans and augmented sixth chords in both melodic and harmonic contexts. Sight-singing using chromaticism. Prerequisites: MUTH 3103 Music Theory III and MUTH 3301 Aural Skills III. Students must be enrolled concurrently in MUTH 3203 Music Theory IV. Spring.

MUTH 4603 INSTRUMENTATION AND ARRANGING

Basic study of orchestral instruments, including range, clef and transposition study, tonal colors, score study and arranging for these instruments in various combinations with singing groups and voices. Prerequisite: MUTH 3103. Spring.

4971-4973 SPECIAL TOPICS

THEATRE

Objectives:

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

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

THEA 1503 EXPLORING THEATRE

A broad survey course in the field of theater, focusing on elementary principles, vocabulary, and skills involved in analysis, appreciation, and performance of drama. (cf. FNAR 1403) Fall and Spring.

THEA 2101-2103 THEATRE WORKSHOP I

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

THEA 2202 TECHNICAL THEATRE AND STAGECRAFT

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

THEA 3101-4103 THEATRE WORKSHOP II

Practical, hands-on experience for student cast members and/or technical crew for department sponsored theatrical productions. Credit is earned by working a required number of hours.

Open to all students. May be repeated up to a total of 4 units. Prerequisite: THEA 2101 and consent of instructor. Fall and Spring.

THEA 3203 ACTING FOR STAGE AND CAMERA

A beginning study of acting history, techniques, and application. Students learn individual character development and participate in classroom acting scenes. Spring, odd years.

THEA 4303 DIRECTING AND PLAY PRODUCTION

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

REQUIREMENTS FOR THE MINOR IN THEATRE

	(16 hours)
THEA 1503	Exploring Theatre
THEA 2101-3	Theatre Workshop I* (2 units)
THEA 2202	Technical Theatre and Stagecraft
THEA 3101-3	Theatre Workshop II (3 units)*
THEA 3203	Acting for Stage and Camera
THEA 4303	Directing and Play Production

*Course has a prerequisite or needs consent of instructor

CAREER ALTERNATIVES IN THE DEPARTMENT OF FINE AND PERFORMING ARTS

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

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

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

Theatre: teacher, actor, director, talent agent, advertising/marketing, radio/TV/live event announcer, art director, set designer, media planner, model, theatre manager, technical director, facilities manager, playwright, producer, booking manager, prop manager, stage manager, broadcast journalist, casting director, costumer/makeup artist, lighting/sound technician, scene painter, stunt coordinator, tourism director, voice-over artist, talent scout, special events coordinator, ticket sales coordinator, puppeteer, church media/arts director, youth pastor, Christian theatre.

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DEPARTMENT OF HUMANITIES

Course Offerings: Communication, English, Geography, Graphic Design, History, Humanities, Journalism, Mass Media, Multimedia, Political Science, Secondary Education

FACULTY

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

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

J. TYLER BLAKE, Professor of English, 1991-2003, 2013-

B.A., MidAmerica Nazarene University, 1988; M.A., University of Missouri - Kansas City, 1991; Ph.D., University of Missouri - Kansas City, 1998.

ELIZABETH B. GEORGE, Associate Professor of History, 2012-

B.A., Houghton College, 2002; M.A., State University of New York - Stony Brook, 2005; Ph.D., State University of New York - Stony Brook, 2011.

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

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

CYNTHIA L. PETERSON, Professor of Communication 1991-

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

SHANTI E. THOMAS, Professor of English, 2004-

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

COMMUNICATION

Outcomes:

The student will demonstrate competency in these areas upon completion of the communication course of study:

1. **Messages** - Students will create and deliver effective messages for multiple and diverse audiences (i.e., public address / persuasion, multimedia and business).
2. **Technical & Digital Skills** - Students will show mastery of technical and digital skills required to create and complete multimedia tasks.
3. **Theories** - Students will understand theories of communication in multiple contexts (i.e., public address, mass, interpersonal, small group, intercultural, organizational).
4. **Business Skills** - Students will demonstrate professional business skills in a variety of corporate communication settings.
5. **Portfolio** - Students will compile and present a professional multimedia portfolio.
6. **Internship** - Students will successfully complete an off-campus internship in the field of communication.
7. **Research** - Students will learn the process of conducting and presenting original research.
8. **Career / Graduate School** - Students will be prepared for a future in various fields of communication (i.e., graduate school, multimedia, organizational communication, and/or business).

COMM 1303 PUBLIC SPEAKING

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

COMM 1403 DIGITAL PHOTOGRAPHY

The essentials of beginning digital photography including film history, camera handling, lighting, and composition through applied laboratory experiences. The emphasis is upon creativity in image-making through the manipulation, retouching, and enhancing capacities using Adobe® Photoshop® CS computer software program. Fall and Spring.

COMM 1503 MASS MEDIA AND SOCIETY

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

COMM 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. Fall, odd years.

COMM 2001 MULTIMEDIA WORKSHOP

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

COMM 2303 INTERPERSONAL AND SOCIAL COMMUNICATION

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

COMM 2402 DIRECTING FORENSICS AND DEBATE (Clinical)

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

COMM 2803 COMMUNICATION IN THE DIGITAL WORLD

The course will give basic- to intermediate-level instruction in the tools and methods used by businesses and organizations to communicate collaboratively via the Internet. Spring, odd years.

COMM 3403 TEAMWORK IN SMALL GROUPS

A study of relational and task behaviors in small group dynamics. Understanding how task and interpersonal behavior contributes to efficient problem-solving in groups. Types, principles and methods of discussion are emphasized. Spring, even years.

COMM 3603 INTERCULTURAL COMMUNICATION

This course explores the influence of culture on language styles, communicative behavior, and attitude through self-examination and experiential learning. Fall, even years. (cf. SOCI 3603)

COMM 3703 PERSUASIVE COMMUNICATION AND ETHICS

Study of the psychological and rhetorical principles vital to influencing human behavior through written and oral communication. Includes theories of attitudes, suggestion, motivation, and audience adaptation. Students present persuasion appeals and analysis. Prerequisite: COMM 1303. Fall, odd years.

COMM 3803 INTRODUCTION TO PUBLIC RELATIONS

Designed to acquaint the student with the various activities associated with the practice of public relations. Students will produce a public relations event for a local non-profit organization. Spring, even years.

COMM 4001-4002 ADVANCED MULTIMEDIA WORKSHOP

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

COMM 4603 COMMUNICATING IN ORGANIZATIONS

This course examines communication behavior within organizations. Topics include networks, hierarchies, conflict management, leadership, socialization, decision making, diversity, and barriers to effective communication. Spring, odd years.

COMM 4883 INTERNSHIP

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

COMM 4903 SENIOR CAPSTONE

This course will increase student application of communication theory outside the classroom and develop an understanding, practice of and appreciation for the research process. Students will conduct, write in APA style, and present original research related to a major theory or model of human communication. Students will also prepare a conference ready poster and participate in the undergraduate research session. Prerequisite: Senior standing or consent of the instructor. Spring.

COMM 4961-4963 SPECIAL TOPICS IN COMMUNICATION

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

COMMUNICATION SENIOR COMPREHENSIVE

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

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

REQUIREMENTS FOR THE MAJOR IN COMMUNICATION**(45 hours)**

COMM 1303	Public Speaking
COMM 1403	Digital Photography
COMM 1503	Mass Media and Society
COMM 1703	Introduction to Human Communication
COMM 2001	Multimedia Workshop (3 hours)
COMM 2303	Interpersonal and Social Communication

COMM 2803	Communication in the Digital World
COMM 3403	Teamwork in Small Groups
COMM 3603	Intercultural Communication
COMM 3703	Persuasive Communication and Ethics
COMM 3803	Introduction to Public Relations
COMM 4001-2	Advanced Multimedia Workshop* (3 hours)
COMM 4603	Communicating in Organizations
COMM 4883	Internship*
COMM 4903	Senior Capstone*

*Course has a prerequisite

REQUIREMENTS FOR THE MAJOR IN SPEECH/THEATRE EDUCATION

Communication Courses (32 hours)	
COMM 1303	Public Speaking
COMM 1503	Mass Media and Society
COMM 1703	Introduction to Human Communication
COMM 2303	Interpersonal and Social Communication
COMM 2402	Directing Forensics & Debate (Clinical)
COMM 3403	Teamwork in Small Groups
COMM 3703	Persuasive Communication and Ethics
COMM 4903	Senior Capstone*
THEA 1503	Exploring Theatre
THEA 2101	Theatre Workshop
THEA 2202	Technical Theatre and Stagecraft
THEA 3203	Acting for Stage and Camera
THEA 4303	Directing and Play Production

*Course has a prerequisite

Additional hours in Professional Education Requirements must be fulfilled.

REQUIREMENTS FOR THE MINOR IN COMMUNICATION

Communication Courses (21 hours)	
COMM 1303	Public Speaking
COMM 1503	Mass Media and Society
COMM 1703	Introduction to Human Communication
COMM 2303	Interpersonal and Social Communication
COMM 3603	Intercultural Communication
COMM 4603	Communicating in Organizations
COMM 4903	Senior Capstone*

*Course has a prerequisite

REQUIREMENTS FOR THE MINOR IN MEDIA

(15-16 hours)

COMM 1403	Digital Photography
COMM 1503	Mass Media and Society
COMM 2001	Multimedia Workshop
COMM 4001-2	Advanced Multimedia Workshop*
JOUR 1901	Copy Editing
JOUR 1903	Introduction to Reporting and Writing
JOUR 3803	Advanced Reporting and Writing*

*Course has a prerequisite

ENGLISH

Outcomes:

1. To enable students to write proficiently, effectively, and creatively for a variety of audiences and purposes.
2. To acquaint students with the history and structure of the English language.
3. To develop creative and critical thinking skills to successfully interpret literary texts.
4. To develop an understanding of different literary techniques, conventions, and methods of analysis while improving critical thinking skills.
5. To perceive literary works as vehicles for inspiration and moral values.
6. To develop skills in interdisciplinary research and inquiry.

ENGL 1503 COMPOSITION I: WRITING AND RHETORIC

A college level course that focuses on writing non-fiction prose suitable for selected audiences and gives students an opportunity to expand and improve on the different stages involved in the writing process: brainstorming for ideas, gathering information, organizing and developing paragraphs, revising and editing. Assignments will emphasize writing effective thesis statements, introductions, body paragraphs, and conclusions with sufficient detail. The course also addresses elements of language and grammar, various types of rhetorical strategies, and the use of sources for documentation purposes. *Recommended: enrollment during the freshman year.* Prerequisite of: ACT score of 19 or higher or FRST 0803 Fall and Spring.

ENGL 1703 COMPOSITION II: WRITING AND RESEARCH

A course designed to give students a foundational understanding of the principles of the writing process as applied to the development of nonfiction expository or persuasion essays. Students will gain confidence in their ability to execute the tasks of college level writing and understand the value of writing as a way of expression and communication. It also addresses using sources and documentation for research purposes. A research paper is included. Prerequisite: ENGL 1503 or equivalent. *Recommended: enrollment during the freshman year.* Fall and Spring.

ENGL 2003 INTRODUCTION TO LITERATURE

A discussion-style course that invites students to scrutinize and appreciate works from various genres of literature, including poetry, short stories, and novels. Students will also learn and apply some of the vocabulary necessary to interpret a work of literature. Fall and Spring.

ENGL 2113 SURVEY OF AMERICAN AUTHORS

A survey of American literature from the Puritans to the present. Selected authors and their works (historical documents, poetry, essays, short stories, & one or more novels) are studied and attention is given to the historical and social contexts within which these authors wrote. Fall.

ENGL 2213 SURVEY OF BRITISH AUTHORS

A survey of British literature from the middle ages to the Renaissance. Selected works (poetry, drama, essays, short stories, & one or more novels) of major authors are studied with emphasis on their social context as well as their place in literary history. Spring.

ENGL 3013 THE NOVEL

An exploration of the novel: its genesis, evolutions, and conventions. Through a close examination of some of the best examples of novels, students will understand the nature of

this ubiquitous genre and why it continues to be the most widely read genre in literature. Offered on a rotating basis.

ENGL 3203 LITERARY MOVEMENTS

An investigation into the major literary movements in literature such as classical, medieval, realism, naturalism, and/or post modernism, to name a few. The course may emphasize one writer or major writers within a period and the social milieu in which they wrote. Offered on a rotating basis.

ENGL 3303 LINGUISTICS

A beginning course in the scientific study of language. Areas of study include phonology, morphology, syntax and traditional, structural and transformational grammars. Attention is given to the history and development of the English language, from Old English to present day regional variations. Offered on a rotating basis.

ENGL 3403 FAITH AND LITERATURE

A study of selected works of great Christian writers or an exploration of Christian issues raised by secular literature. Offered on a rotating basis.

ENGL 3413 CULTURAL TRADITIONS IN LITERARY TEXTS

A study of the different cultural representations in literary texts, more specifically in the nineteenth and twentieth centuries. Emphasis will be placed on race, class, and gender issues as well as thematic perspectives portrayed by authors from various cultures. Offered on a rotating basis.

ENGL 3603 YOUNG ADULT LITERATURE

A course that includes wide reading among the best of contemporary and classic literature selections read by young adults--in school and out. Other topics may include: criteria for choosing books for middle level, junior and senior high school students; motivating readers; literary discrimination and appreciation; censorship; ethnic literature; and presentation techniques. Offered on a rotating basis.

ENGL 4203 SHAKESPEARE

A study of the major plays and selected poetry of William Shakespeare. Includes biographical, historical, and critical background along with close reading of texts and a drama component. Offered on a rotating basis.

ENGL 4213 CRITICAL APPROACHES TO LITERATURE OF THE ANCIENT WORLD

An examination of major works of ancient literature using traditional and modern literary criticism. Works are selected from a wide range of people groups. Reading will cover the sweep of literary history from ancient to modern times, emphasizing the differing ways in which literary standards of excellence are defined from one ancient culture to another. Offered on a rotating basis.

ENGL 4303 CREATIVE WRITING

A course that offers students practice in writing creatively in the genres of nonfiction, short fiction, drama and/or poetry. The class is workshop-based and also incorporates in-class discussion, in-class writing, and the use of writing texts. Offered on a rotating basis.

ENGL 4313 CRITICAL APPROACHES TO ROMANTIC LITERATURE

An analysis of the most important romantic works from England and America. Students will have the opportunity to compare and contrast the way this global movement took hold and manifested itself in both continents. Poetry will be emphasized, but short stories and the novel will also be considered. Offered on a rotating basis.

ENGL 4413 CRITICAL APPROACHES TO MODERN LITERATURE

A study of major works of the modern movement using traditional and modern literary criticism. Works by women and minority writers will be included. Offered on a rotating basis.

ENGL 4613 Critical Approaches to African-American Literature

A study of major works of the modern movement using traditional and modern literary criticism. Works by women and minority writers will be included. Offered on a rotating basis.

ENGL 4961-4963 SPECIAL TOPICS IN ENGLISH

Advanced studies in the field of English. May be repeated up to a total of six semester hours. Prerequisite: Consent of the Area Coordinator. Fall and Spring.

ENGLISH SENIOR COMPREHENSIVE

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

REQUIREMENTS FOR THE MAJOR IN ENGLISH (36 hours)

The English major program embraces a broad base of literature and writing and prepares the student to pursue careers in writing, journalism, publishing, and graduate studies.

Three Core Courses (9 hours)

ENGL 2003 Intro to Literature

ENGL 2113 Survey of American Authors

ENGL 2213 Survey of British Authors

Choose nine electives from the following courses (at least four 3000 level and at least four 4000 level)

ENGL 3013 The Novel

ENGL 3203 Literary Movements

ENGL 3303 Linguistics

ENGL 3403 Faith and Literature

ENGL 3413 Cultural Traditions in Literary Texts

ENGL 3603 Young Adult Literature

ENGL 4203 Shakespeare

ENGL 4213 Critical Approaches to Literature of the Ancient World

ENGL 4303 Creative Writing

ENGL 4313 Critical Approaches to Romantic Literature

ENGL 4413 Critical Approaches to Modern Literature

ENGL 4513 Critical Approaches to Literature in Film

ENGL 4613 Critical Approaches to African-America Literature

REQUIREMENTS FOR THE MAJOR IN ENGLISH LANGUAGE ARTS EDUCATION (36 Hours)

The English Language Arts Education program follows the comprehensive-major pattern. It embraces a broad base of literature and writing and prepares the student to teach in the school setting. This major requires completion of the professional education courses included in the secondary education section of the Teacher Education program.

Three Core Courses (9 hours)

ENGL 2003 Intro to Literature

ENGL 2113 Survey of American Authors

ENGL 2213 Survey of British Authors

Choose nine electives from the following courses (at least four 3000 level and at least four 4000 level)

ENGL 3013 The Novel

ENGL 3203 Literary Movements

ENGL 3303 Linguistics

ENGL 3403 Faith and Literature

ENGL 3413 Cultural Traditions in Literary Texts

ENGL 3603 Young Adult Literature

ENGL 4213 Critical Approaches to Literature of the Ancient World

ENGL 4303 Creative Writing

ENGL 4313 Critical Approaches to Romantic Literature

ENGL 4413 Critical Approaches to Modern Literature

ENGL 4513 Critical Approaches to Literature in Film

ENGL 4613 Critical Approaches to African-America Literature

ENGL 4713 Special Topics in English

REQUIREMENTS FOR THE MINOR IN ENGLISH (18 Hours)

ENGL 2113 Survey of America Authors

ENGL 2213 Survey of British Authors

AND

Two 3000 level and two 4000 level English courses

JOURNALISM

JOUR 1901 COPY EDITING

This course will familiarize students with the major elements of copy editing and their applications to news and feature stories. Course will emphasize identifying strengths and weaknesses in articles before publication, as well as copy editing symbols, style, readability, fairness, balance, accuracy, headlines, cut lines, good taste, libel, copyright and invasion of privacy. Hands-on exercises focus on both peer- and self-editing practices. Must be taken concurrently with JOUR 1903 Introduction to Reporting and Writing. Spring, alternate years.

JOUR 1903 INTRODUCTION TO REPORTING AND WRITING

A survey of journalistic functions in the business, academic, and social settings. This course especially seeks to familiarize students with journalistic writing and the news business in general. Emphasis will be placed upon study and practice of the methods of gathering material, writing articles, and preparing and editing copy for print. Must be taken concurrently with JOUR 1901 Copy Editing. Spring, alternate years.

JOUR 3803 ADVANCED REPORTING AND WRITING

Students will gain considerable experience in writing a variety of nonfiction feature article formats used in magazines and newspapers. Study will include the works of major literary journalists and their techniques as applied to nonfiction writing. Prerequisite: JOUR 1903 or consent of instructor. Fall, even years.

JOUR 4961-4963 SPECIAL TOPICS IN JOURNALISM

Advance studies in the field of Journalism. May be repeated up to a total of six semester hours. Prerequisite: Consent of Area Coordinator. Fall and Spring.

GRAPHIC DESIGN

Outcomes:

Upon completion of the departmental course of study, the student will be able to:

1. Students will show an understanding of the visual aesthetic of Graphic Design and its role in communication.
2. Students will demonstrate understanding of the ways Graphic Design supports and is supported by businesses and organizations.
3. Students will show mastery of computer and technical skills required to complete Graphic Design tasks.
4. Students will compile and present a professional quality portfolio.

GRAP 2203 INTRODUCTION TO DIGITAL MEDIA

This class will examine the ways digital media are used for communication, information, and marketing. The class will include lecture, discussion and hands-on training with the tools and techniques used by professionals to create digital graphic design products. Fall.

GRAP 2303 TYPOGRAPHY AND PAGE DESIGN

This class will examine basic typography as both a design tool and as a means of communicating and enhancing verbal messages. Type will be studied from the construction of a single letterform to the design of an entire page with a focus on the use of Adobe InDesign® software. Spring.

GRAP 2503 WEB DESIGN I

This class will explore the role of design in the environment of the World Wide Web. It will address HTML, the coding language of the Web, explore website design properties and problems and explore the unique aspects of hypermedia in information design. Spring, odd years.

GRAP 2903 WEB MOTION DESIGN

A course that focuses on the planning, design, and technology of digital animation, motion, and interactivity. Students will apply industry-standard software and current techniques. Spring, even years.

GRAP 3003 DIGITAL IMAGING

This class will focus on techniques used to create, enhance and manipulate pixel-based images. Principles of aesthetics and composition will be studied and applied to specific projects with industry-standard software and techniques. Fall.

GRAP 3502 ADVANCED TYPOGRAPHY - DIGITAL PUBLISHING

The course will explore the ways type is used in digital applications for computer screens and hand-held devices. Prerequisite: GRAP 2303. Spring.

GRAP 3703 CORPORATE IDENTITY

This class will examine the use of symbols, icons, colors and images in the creation of brand identity. Trademark development will be studied from concept through completion and implementation using industry-standard software. Fall.

GRAP 4603 WEB DESIGN II

The class will provide advanced training in the creation of complex Web pages and sites with a focus on the utilization of CSS and JavaScript frameworks in the design/development process. Prerequisite: GRAP 2503 Spring, even years.

GRAP 4703 DESIGN SEMINAR

Affords the Junior or Senior Graphic Design student the ability to develop his or her digital portfolio and resume. Study will be given to current issues in the design field, the business of design, and freelancing. Prerequisite: Junior or Senior standing. Fall, odd years.

GRAP 4883 GRAPHIC DESIGN INTERNSHIP

A supervised experience in Graphic Design performed in a professional environment representing a student's major discipline. Prerequisite: Junior or Senior standing. Fall and Spring.

GRAP 4901-4903 SPECIAL TOPICS IN GRAPHIC DESIGN

Advanced studies in specialized area of graphic design. May be repeated up to a total of six (6) units. Prerequisite: consent of department chair.

REQUIREMENTS FOR THE MAJOR IN GRAPHIC DESIGN

(Emphasis in Art or Marketing)

CORE CLASSES FOR THE MAJOR:

GRAP 2203	Introduction to Digital Media	3
GRAP 2303	Typography and Page Design	3
GRAP 2503	Web Design I	3
GRAP 2903	Web Motion Design	3
GRAP 3502	Advanced Typography - Digital Publishing*	2
GRAP 3003	Digital Imaging	3
GRAP 3703	Corporate Identity	3
GRAP 4603	Web Design II*	3
GRAP 4703	Design Seminar*	3
COMM 1503	Mass Media & Society	3
COMM 3803	Introduction to Public Relations	3
MKTG 2303	Principles of Marketing	3
COMM 2001	Multimedia Workshop	1
COMM 4001	Advanced Multimedia Workshop*	1
COMM 4883	Graphic Design Internship*	<u>3</u>
Total Core Hours		40 hours

Along with the core classes, the student will take classes from one of the emphasis areas listed below.

ART EMPHASIS:

ART 1103	Drawing	3
ART 2302	Color	2
ART 2603	Screen Printing	3
COMM 1403	Digital Photography	<u>3</u>
Total Hours for Art Emphasis		11 hours

MARKETING EMPHASIS:

MKTG 2003	Sales and Sales Management	3
MKTG 3503	Consumer Behavior*	3
MKTG 3703	Promotion Management*	3
MKTG 4803	Marketing Research*	3
GRAP 4881-4883	Internship*	<u>1-3</u>
Total Hours for Marketing Emphasis		13-15 hours

REQUIREMENTS FOR THE MINOR IN GRAPHIC DESIGN

ART 2302	Color	2
GRAP 2203	Introduction to Digital Media	3
GRAP 2303	Typography and Page Design	3
GRAP 2503	Web Design I	3
GRAP 3003	Digital Imaging	3
GRAP 3703	Corporate Identity	<u>3</u>
	Total	17 hours

*Course has a prerequisite

GEOGRAPHY

GEOG 1003 WORLD GEOGRAPHY

A study of the earth's natural resources as a limited and conditioning influence upon the development of human culture as a source of political and economic power. Offered on a rotating schedule.

HISTORY

Outcomes:

Upon completion of the departmental course of study, the student will be able:

1. Demonstrate an understanding of historical themes and chronology.
2. Effectively analyze and use primary and secondary sources.
3. Conduct and present original historical research.
4. Pursue a career in History or a related field (law, politics, graduate school).

HIST 1203 U.S. HISTORY TO 1877

An examination of American history beginning with the earliest encounters between Europeans, Africans, and Native Americans through the development of the United States and the nation's near-destruction during the Civil War. The course surveys the development of American social, cultural, political, and economic structures. Emphasis on historical themes and chronology and an introduction to the basics of writing history. Fall.

HIST 1303 U.S. HISTORY SINCE 1877

An examination of American history beginning with the rebuilding of the nation during Reconstruction through the turn of the twenty-first century. The course examines social, cultural, political, and economic movements that shaped the United States. Emphasis on historical themes and chronology and an introduction to the basics of writing history. Spring.

HIST 2103 WORLD CIVILIZATION TO 1500

A broad overview of the history of the world to 1500, this course emphasizes long range trends and themes that connected humans across large geographic areas. The course focuses on humans' transition from foraging to agriculture and the development of extensive

exchange networks that linked world zones together. Emphasis on historical curiosity and writing historically-informed arguments. Fall.

HIST 2203 WORLD CIVILIZATION SINCE 1500

A broad overview of the history of the world since 1500, this course examines the increasing globalization of human society. The course focuses on humans' transition from agriculture to industrialization and the rise and faltering of the nation-state. Emphasis on historical curiosity and writing historically-informed arguments. Spring.

HIST 2303 HISTORY OF KANSAS AND THE MIDWEST

An exploration of the social, political, and economic development of Kansas as well as the state's cultural and historical significance to the Midwest. The course examines the significance of Native Americans and other ethnic groups to the history of Kansas, American claims to and settlement of Kansas, and agricultural, technological, and demographic developments. Emphasis on chronology and analytical writing. Offered on a rotating schedule.

HIST 3003 COLONIAL AMERICA

This course examines the complex society that developed in eastern North America during the 17th and 18th centuries. It explores the far-reaching repercussions of contact between Europeans, Native Americans, and Africans; the cultural, intellectual, military, and political dimensions of European imperial endeavors; the unique social formations that resulted from migration and the challenges of sharing space; and the role of Christianity in the founding of the United States. Emphasis on understanding the concept of historiography and using secondary sources to understand history. Offered on a rotating schedule.

HIST 3103 THE CIVIL WAR

This course examines the era of the Civil War and Reconstruction. Beginning with an exploration of the causes of the war, the course also takes an in-depth look at the war itself, emphasizing the interconnectedness of military, political, economic, and social events. The course further explores the successes and failures of Reconstruction and the enduring, living legacy of the Civil War. Emphasis on understanding the concept of historiography and using secondary sources to understand history. Offered on a rotating schedule.

HIST 3203 RENAISSANCE AND REFORMATION

This course is an exploration of social and cultural events that shaped medieval and early modern Europe. By examining the cultural flowering known as the Renaissance and the development of complexity in the Christian church through the Protestant and Catholic Reformations, the course focuses on the interconnectedness of Europe in the early modern era. Emphasis on understanding the concept of historiography and using secondary sources to understand history. Offered on a rotating schedule.

HIST 3303 MODERN EUROPEAN EMPIRES

This course explores the European imperialism of the nineteenth century. Covering imperial endeavors in the "far east" as well as the so-called "Scramble for Africa," this course focuses not only on European goals but also the relationship between and among colonies and metropole. Emphasis on understanding the concept of historiography and using secondary sources to understand history. Offered on a rotating schedule.

HIST 3803 HISTORY OF RUSSIA TO 1900

An examination of Russia before the 20th century, this course focuses on Russia's early formation, including its social, political, economic, and geographic development. The course also examines imperial Russia in the 18th and 19th centuries, focusing especially on the Tsardom of Russia and its effects. Emphasis on understanding the concept of historiography and using secondary sources to understand history. Offered on a rotating schedule.

HIST 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. Offered on a rotating schedule.

HIST 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. Offered on a rotating schedule.

HIST 4303 THE ANCIENT WORLD

This course examines the rise and fall of ancient civilizations in the Mediterranean world. Through the use of an intensive, "hands-on" simulation, students experience the dynamism of the debates and power struggles that shaped the ancient world. Particular attention is paid to the development, dominance, and decline of Greece and Rome. Emphasis on using primary sources to understand and reconstruct history as well as conduct new research. Offered on a rotating schedule.

HIST 4403 HISTORY OF EAST ASIA TO 1900

This course compares and contrasts the interconnected histories of Japan, China, Korea, and Vietnam before the 20th century. The course focuses particularly on the stability and dominance of China in the region and on the relationship between East Asia and the West. Emphasis on using primary sources to understand and reconstruct history as well as conduct new research. Offered on a rotating schedule.

HIST 4802 SENIOR SEMINAR

The first part of the capstone course allows students to combine their skills in reading and using primary and secondary sources in order to research and write a final senior thesis paper. The Seminar course is devoted to the selection of the topic, gathering sources, reading the relevant historiography, and writing a detailed outline, as well as learning the principles and practice of peer review. Prerequisite: Senior standing or consent of instructor. Fall.

HIST 4901 SENIOR THESIS

The second part of the capstone course is devoted to writing the senior thesis. Students will meet as a class and in individual meetings with the instructor in order to evaluate progress, give and receive critique, and prepare for the final presentation of the thesis research. Senior standing or consent of instructor. Prerequisite: HIST 4802. Spring.

HIST 4883 INTERNSHIP

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

HIST 4961-4963 SPECIAL TOPICS IN HISTORY

Advanced studies in the field of history. May be repeated up to total of 9 units. Prerequisite: Consent of the Department Chair.

HISTORY SENIOR COMPREHENSIVE

All seniors majoring in history must complete HIST 4802: Senior Seminar and HIST 4901: Senior Thesis during their final year of study. Successful completion of the senior research project will count for the History Senior Comprehensive.

REQUIREMENTS FOR THE MAJOR IN HISTORY

(42 Hours)

HIST 1203	U.S. History to 1877
HIST 1303	U.S. History since 1877
HIST 2103	World Civilization to 1500
HIST 2203	World Civilization since 1500
HIST 4802	Senior Seminar*
HIST 4901	Senior Thesis*
GEOG 1003	World Geography
Choose eight courses from the following:	
HIST 2303	History of Kansas and the Midwest
HIST 3003	Colonial America
HIST 3103	The Civil War
HIST 3203	Renaissance and Reformation
HIST 3303	Modern European Empires
HIST 3803	History of Russia to 1900
HIST 4103	The American Century
HIST 4203	The World at War
HIST 4303	The Ancient World
HIST 4403	History of East Asia to 1900
POLS 1103	Introduction to Politics
POLS 3103	Dictators and Demagogues
POLS 3803	Faith and Politics in Historical Perspective

*Course has a prerequisite

REQUIREMENTS FOR THE MAJOR IN SOCIAL STUDIES AND HISTORY/GOVERNMENT EDUCATION

The History/Government and Social Studies Education program follows the comprehensive-major pattern. It embraces a broad base of social studies and prepares the student to teach in the school setting. This major requires completion of the professional education courses included in the secondary education section of the Teacher Education program.

	(45 Hours)	
HIST 1203	U.S. History to 1877	3
HIST 1303	U.S. History since 1877	3
HIST 2103	World Civilization to 1500	3
HIST 2203	World Civilization since 1500	3
HIST 2303	History of Kansas and The Midwest	3
HIST 4802	Senior Seminar*	2
HIST 4901	Senior Thesis*	1
ECON 2503	Principles of Macroeconomics	3
SOCI 1003	General Sociology	3
GEOG 1003	World Geography	3
POLS 1103	Introduction to Politics	3
Choose 1 of the following:		
POLS 3103	Dictators and Demagogues	3
POLS 3803	Faith and Politics in Historical Perspective	3
Choose four of the following (12 hours):		
HIST 3003	Colonial America	3
HIST 3103	The Civil War	3
HIST 3203	Renaissance and Reformation	3
HIST 3303	Modern European Empires	3
HIST 3803	History of Russia to 1900	3
HIST 4103	The American Century	3
HIST 4203	The World at War	3
HIST 4303	The Ancient World	3
HIST 4403	History of East Asia to 1900	3

Additional hours in Professional Education Requirements must be fulfilled.

REQUIREMENTS FOR THE MINOR IN HISTORY

	(21 Hours)
HIST 1203	U.S. History to 1877
HIST 1303	U.S. History since 1877
HIST 2103	World Civilization to 1500
HIST 2203	World Civilization since 1500
Three upper-division courses	

PRE-LAW MAJOR REQUIREMENTS

There is no specific major for students interested in pre-law programs. Law schools desire prospective students to have developed the ability to read, write and think clearly, to be able to analyze and synthesize material, and in general to have a broad base of knowledge

upon which to build their specialized legal education. MNU pre-law students often complete a history major and include in their studies two semesters of accounting, two semesters of economics, writing, speaking, and literature courses, ethics, and similar applicable courses. Curriculum should be developed in consultation with the humanities pre-law advisor.

POLITICAL SCIENCE

POLS 1103 INTRODUCTION TO POLITICS

A survey of governmental systems in the United States and the world. The course examines the foundations, fields, methods, and central concerns of political science. Political theories underlying a variety of governmental systems are explored in a comparative framework, along with such basic considerations as power structures, contemporary doctrines, systems of government, political organizations, governmental institutions and policies. Fall.

POLS 3103 DICTATORS AND DEMAGOGUES

This course examines political leadership in historical perspective. It explores how leaders arise in societies and how leaders function within political systems. The course investigates concepts such as power, corruption, and mass appeal and highlights several leaders throughout history who attempted to thoroughly dominate their respective political systems. Offered on a rotating schedule.

POLS 3204, 3304, 3404, 3504 TOPICS IN AMERICAN GOVERNMENT

Course held in Washington, D.C., in conjunction with the Council for Christian Colleges and Universities American Studies Program. By department permission and acceptance by CCCU only. Fall and Spring.

POLS 3803 FAITH AND POLITICS IN HISTORICAL PERSPECTIVE

This course explores the interaction between religious faith and politics at several key moments in history. It will consider the role of both personal religious convictions and widespread societal belief in the creation and sustenance of political systems. By examining both political writings by Christian thinkers as well as political documents with implications for religious faith, the course will analyze both the tension and congruence between faith and politics. Offered on a rotating basis.

REQUIREMENTS FOR THE MINOR IN POLITICAL SCIENCE

A minor in political science may be earned by taking six hours of on-campus political science courses and spending a four-month semester in Washington, DC, with the Council for Christian Colleges and Universities American Studies Program, which earns 16 hours, making a total of 22 semester hours.

HUMANITIES

HUMN 4003 TRAVEL COURSE

Ten-day trip, sponsored by the Department of Humanities, gives students a chance to visit and study many of the great historical and cultural sites of the world. Trip destinations vary among major European locations. May be repeated once for credit. Prerequisite: Permission of the instructor. Offered summers only.

CAREER ALTERNATIVES IN THE DEPARTMENT OF HUMANITIES

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

The following job titles represent a sampling of positions which relate directly to communication.

English: Copy editor, proofreader, publicity, free-lance writer, teacher, editor, reporter, speech writer, advertising, research assistant (documents and records).

Communication: Teacher, advertising, sales, multimedia, marketing, speech writer, columnist, ministry, announcer, public relations, human relations, reporter, producer, social media, corporate management.

Political Science: Administrative assistant (federal, state, local government), intelligence specialist (FBI, CIA, military), campaign manager, law enforcement officer, teacher, legislative aide, foreign service officer, research assistant (documents and records).

History: Archivist, teacher, author, lawyer, genealogist, curator, archeological assistant, supervisor of historic site, research assistant (documents and records).

Graphic Design: art director, product designer, corporate in-house designer, freelance designer, publication designer, environmental designer, sign system designer, print production artist, digital prepress technician, digital illustrator, website designer, web programmer, animation designer, animation programmer, video graphic designer, screen printer.

DEPARTMENT OF SCIENCE AND MATHEMATICS

Course Offerings: Biology, Biology Education, Chemistry, Computer Science, Engineering, Forensic Science, General Science, Mathematics, Mathematics Education, Physics

Department Mission Statement:

The Department of Science and Mathematics seeks to prepare all students for a life of service, learning and responsible living. Therefore, the Department purposes to develop in our students an understanding and appreciation of the strengths and limitation of scientific thought, encourage continual stewardship of the created order, promote a recognition of the value of logic and creativity in critical thought, and accurately present the role of science in contemporary culture. We encourage harmony in the dialogue between scientific study and faith to engender a sense of celebration of the intrinsic beauty of the universe.

FACULTY

MARK A. BROWN, Professor of Mathematics; Chair, Department of Science and Mathematics, 2002-

B.A., MidAmerica Nazarene University, 1991; M.S., Wichita State University, 1993; Ph.D., University of Missouri - Kansas City, 2012.

STEPHEN L. COLE, Professor Emeritus of Biology, 1969-

A.B., Southern Nazarene University, 1967; M.S., Oklahoma State University, 1971; Ph.D., University of Kansas, 1980.

ABBY M. HODGES, Associate Professor of Chemistry, 2014-

B.S., Denison University, 2002; M.S., Yale University, 2004; Ph.D., Yale University, 2008.

JAMES LEININGER, Assistant Professor of Mathematics, 2003-

B.A., Houghton College, 1986; M.S., South Dakota State University, 1988.

JORDAN H. MANTHA, Associate Professor of Chemistry, 2011-

B.A., University of Montana Western, 2002; Ph.D., University of Nevada - Reno, 2009.

WILLIAM W. MORRISON, Associate Professor of Biology, 1981-

B.A., Olivet Nazarene University, 1973; M.S., University of Iowa, 1978.

ANDREW C. OVERHOLT, Associate Professor of Physics, 2010-

B.S., Southern Nazarene University, 2005; M.S. University of Kansas, 2010; Ph.D., University of Kansas, 2013.

RION G. TAYLOR, Associate Professor of Biology, 2010-

B.S., Augusta State University, 2000; Ph.D., Syracuse University, 2008.

NICHOLAS J. TROENDLE, Assistant Professor of Biology, 2016-

B.S., Pepperdine University, 2009; M.S., Texas A&M University, 2011; Ph.D. University of Georgia, 2016.

BIOLOGY

Objectives:

1. To encourage students in developing an understanding of biological principles.
2. To help students learn the methods and skills necessary for effective organization and study of biological information.
3. To develop within students an appreciation for the beauty, design and extent of the living world.
4. To help students contemplate the relationship between biological sciences and the Christian faith.
5. To introduce students to the trends in contemporary biological research.
6. To prepare students for careers in biology, teaching, and for entrance into pre-professional and graduate schools.
7. To meet the needs of non-major students who desire a broad education or specific courses required for their pre-professional preparation.

BIOL 1114 BIOLOGY I

An introduction to the study of life. The course focuses on molecular and cellular biology, genetics and biological diversity. The course includes a general survey of the variety of organisms. Special emphasis is given to why and how biologists study living systems. Three class hours and three hours of laboratory per week. Fall.

BIOL 1124 BIOLOGY II

A continuation of the study of living systems. The course explores the relationships of form and function in animals and plants. Ecological relationships between various forms of life are also explored. Integration of scientific ways of knowing and faith emphasized. Three class hours and three hours of laboratory per week. Prerequisite: BIOL 1114 or permission of instructor. Spring.

BIOL 1704 HUMAN ANATOMY

A study of the human body integrating microscopic and gross anatomy of various organ systems. Course designed for nursing students and those with an area concentration in physical education. Not recommended for pre-medical students or those with a major in biology. Three class hours and three hours of laboratory per week. Fall.

BIOL 1803 HUMAN PHYSIOLOGY

A study of the human body integrating the structure and functions of various organ systems. Course designed for nursing students and those with an area concentration in physical education. Not recommended for pre-medical students or those with a major in biology. Three class hours per week. Prerequisite: BIOL 1704. Spring.

BIOL 1811 HUMAN PHYSIOLOGY LAB

This laboratory course will provide a systematic hands-on approach to understanding human physiology. Students will study physiological principles, functions, integration, and homeostasis of the human body at the cellular, tissue, organ, organ system and organism level. This course is primarily intended for pre-Physical Therapy Kinesiology majors. Does not count for pre-medical students or those with a major in biology. Three hours of laboratory per week. Pre/Corequisite: BIOL 1803. Spring.

BIOL 2004 MICROBIOLOGY FOR HEALTH SCIENCES

An introduction to the basic concepts and principles of microbiology as it affects human health. Knowledge acquired in lecture will facilitate laboratory exercises, which will demonstrate practical laboratory skills pertaining to microbiology in the healthcare arena. Three class hours and three hours of laboratory per week. Does not apply to a major in biology, forensic biology, or pre-med track. Prerequisite: CHEM 1004. Spring.

BIOL 2105 MICROBIOLOGY

A study of the morphology and physiology of microorganisms with emphasis upon bacteria. The laboratory provides experience in analytical techniques and pure culture methods. Three class hours and six hours of laboratory per week. Prerequisite: CHEM 1104 and one laboratory course in the biological sciences. Fall.

BIOL 3004 DIVERSITY OF LIFE

This is an advanced introductory course that will expose students to the breadth of biological diversity, evolution, and environmental biology. The course is designed to provide coverage of all major taxonomic groups, providing an evolution-based description of form and function, and an overview of ecology, behavior, population genetics, diversity and conservation biology. The course has a 3 hour lab per week. Prerequisite: Two courses in biology. Spring.

BIOL 3203 RESEARCH METHODS

This course focuses on fundamental skills for the design and application of research in the biological sciences, including literature reviews, experimental design, data analysis, scientific writing, and ethics. Special emphasis is given to developing an independent research proposal. Prerequisite: Two courses in biology. Fall. (cf. CHEM 3203)

BIOL 3204 GENETICS

A study of the fundamental; principles of inheritance considering the molecular, cytological, and population evidences. Three class hours and three hours of laboratory per week. Prerequisite: one lab course in biology and MATH 1223. Spring.

BIOL 3704 BIOCHEMISTRY

A study of the molecular components of cells, catabolism, biosynthesis, and the replication, transcription and translation of genetic information. Three class hours and three of laboratory each week. Prerequisite: CHEM 3204. Spring, even years. (cf. CHEM 3704)

BIOL 3804 ECOLOGY

A study of plants and animals in relation to their biotic and abiotic environment. Field work will be part of the laboratory. Three class hours and one three-hour laboratory period per week. Prerequisite: One course in biology. Fall, odd years.

BIOL 4204 PHYSIOLOGY

A study of the function of the body systems of vertebrate animals with special emphasis on human physiology. Laboratory work is based primarily on animal function as recorded computerized data acquisition systems. Three class hours and one three-hour laboratory period per week. BIOL 3004, CHEM 3005, and BIOL 4403 are recommended. Fall, even years.

BIOL 4403 CELL AND MOLECULAR BIOLOGY

A study of biochemical activities, and the structural and functional characteristics of cells. Prerequisites: One biology course and CHEM 3005. Spring, odd years.

BIOL 4503 PARASITOLOGY

A study of parasites and parasitism with emphasis on helminth and protozoan parasites of medical and veterinary importance. Representative life cycles, morphology, taxonomic classifications, economic and public health aspects, and current topics in parasitic diseases are examined. Prerequisite: Two courses in biology. Fall, odd years.

BIOL 4604 ORNITHOLOGY

This course will present birds as a unique animal group and as representatives of vertebrates. The course will address structure and function, evolution and adaptation, behavior and communication, life histories and ecology of birds. The course will introduce students to methods used in ornithology and some representative literature within ornithological research. Students will learn to identify and understand the natural histories of local species. Prerequisite: 2 courses in biology. Spring, even years.

BIOL 4801-3 BIOLOGY RESEARCH

A laboratory or field research project directed by a faculty member. The student will work with the professor to conduct and report a project developed during BIOL 3203 Research Methods. The goal is to generate research that is suitable for publication. The student will be expected to do literature research related to the topic, learn the basic skills associated with the project and report the work in a form consistent with the requirements of publications in the discipline. Prerequisite: BIOL 3203 and permission of the instructor. Spring.

BIOL 4862-4864 SPECIAL TOPICS IN BIOLOGY

Advanced studies in specialized areas of biology. Prerequisites: Three courses in biology and permission of the instructor.

BIOL 4901 BIOLOGY SEMINAR

A course which helps the student to research a topic of current biological interest and present it for group discussion in a manner that demonstrates professional presence and the ability to think critically. Prerequisites: Three courses in college biology. One class hour per week. Fall.

BIOL 4971-4973 DIRECTED STUDY**BIOL 4991 SENIOR YEAR**

A preparation for graduation and an assessment of the student and the Biology Program. The course involves an assessment of biological knowledge, a directed review of areas of identified weakness and taking the Biology Comprehensive Exam. The course is also designed to accomplish certain tasks related to graduation and to program assessment. One class hour per week. Fall.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN BIOLOGY

Students desiring to pursue a career in biology or the health sciences that require graduate school, professional school, or specialized training programs such as biotechnology and medical technology should consider this degree option. All students wishing to enter medicine, dentistry, veterinary medicine, or biomedical laboratory positions should obtain a Bachelor of Science degree.

Required Biology Courses:		36 hours
BIOL 1114	Biology I	4
BIOL 1124	Biology II	4
BIOL 2105	Microbiology	5
BIOL 3004	Diversity of Life	4
BIOL 3203	Research Methods	3
BIOL 3204	Genetics	4
BIOL 4901	Biology Seminar	1
BIOL 4991	Senior Year	1
	Electives in Upper-division Biology	10

Supporting Disciplines:		30-32 hours
CHEM 1104, 2104	General Chemistry I and II	8
MATH 1405	Calculus I	5
CHEM 3005, 3204	Organic Chemistry I and II	9
PHYS 2005, 2105	Physics I and II (Calculus-Based)	10
OR		
PHYS 1004, 1104	Physics I and II (Trig Based)	8
	TOTAL	<u>66-68 hours</u>
Recommended:		
MATH 3503	Probability and Statistics	3
BIOL 3704	Biochemistry	4

REQUIREMENTS FOR THE BACHELOR OF ARTS IN BIOLOGY

Students desiring a broad experience in biology should consider this degree option. Students planning careers in wildlife biology, biological interpretative work, natural history programs, health-related vocations, or seeking generalized biological training may find this program most adaptable to their needs. The Bachelor of Arts degree may not provide the required courses for admission to graduate or professional schools.

Required Biology Courses:		36 hours
BIOL 1114	Biology I	4
BIOL 1124	Biology II	4
BIOL 2105	Microbiology	5
BIOL 3004	Diversity of Life	4
BIOL 3203	Research Methods	3
BIOL 3204	Genetics	4
BIOL 4901	Biology Seminar	1
BIOL 4991	Senior Year	1
	Electives in Upper-division Biology	10
Supporting Disciplines:		13 hours
CHEM 1104, 2104	General Chemistry I and II	8
MATH 1355	Precalculus	
OR		
MATH 1405	Calculus I	5
	TOTAL	<u>49 hours</u>
Recommended:		
MATH 3503	Probability and Statistics	3
CHEM 3005, 3204	Organic Chemistry I and II	9
PHYS 1004, 1104	Physics I and II (Trigonometry-Based)	8
OR		
PHYS 2005, 2105	Physics I and II (Calculus-Based)	10

REQUIREMENTS FOR THE MAJOR IN BIOLOGY EDUCATION (6-12)

BIOL 1114	Biology I	4
BIOL 1124	Biology II	4
BIOL 2105	Microbiology	5
BIOL 3004	Diversity of Life	4
BIOL 3204	Genetics	4
BIOL 3804	Ecology	4
BIOL 4204	Physiology	4
BIOL 4403	Cell and Molecular Biology	3
BIOL 4862	Special Topics in Biology	2
BIOL 4901	Biology Seminar	1
BIOL 4991	Senior Year	1
CHEM 1104	General Chemistry I	4
CHEM 2104	General Chemistry II	4
MATH 1355	Precalculus	<u>5</u>

49 hrs

Additional hours in Professional Education Requirements must be fulfilled.

REQUIREMENTS FOR THE MINOR IN BIOLOGY

Choose at least two of the following:

BIOL 1114	Biology I	4
BIOL 1124	Biology II	4
BIOL 3004	Diversity of Life	4
Elective in Upper-Division Biology		<u>6</u>
		14 hours

CHEMISTRY

Objectives:

1. To cultivate the scientific spirit and approach through instruction in the modern methods of pure and applied chemistry.
2. To provide a background for graduate and medical study.
3. To equip students for work in industry and government.
4. To encourage a harmony between science and the Christian faith.

CHEM 1004 INTRODUCTION TO CHEMISTRY

An introduction to general, organic, and biochemistry. Provides a basis for additional study for health-science oriented students. Three class hours and one practical hour per week. Does not apply for a major in chemistry or biology. Does not meet the general education outcomes for students outside the Department of Health and Exercise Science. Fall

CHEM 1104 GENERAL CHEMISTRY I

The first semester of a year-long course in chemistry for science majors. This course will

cover measurement, stoichiometry, aqueous reactions, atomic structure and periodicity, bonding models and the gas laws. Three class hours and one hour of practical per week. Prerequisite: MATH 1223 or equivalent and one year of high school chemistry, or permission of instructor. Fall.

CHEM 2104 GENERAL CHEMISTRY II

The continuation of Chemistry 1104. Topics covered include liquid and solid behavior, equilibrium, thermodynamics, acid/base chemistry, electrochemistry, nuclear chemistry, and chemical kinetics. Three class hours and three hours of laboratory per week. Prerequisite: "C-" or better in CHEM 1104 or permission of instructor. Spring.

CHEM 3005 ORGANIC CHEMISTRY I

An introduction to the chemistry of the compounds of carbon, including bonding, functional groups, nomenclature, acid-base chemistry, isomers, and stereochemistry. The course includes an introduction to substitution, elimination, addition, and redox reactions. Three class hours and two three-hour laboratory sessions per week. Prerequisite: C- or better in CHEM 2104. Fall.

CHEM 3204 ORGANIC CHEMISTRY II

A continuation of CHEM 3005 with emphasis aromatic reactions, carbonyl chemistry, organic syntheses, reaction mechanisms, and an introduction to biochemistry. Three class hours and three hours of laboratory per week. Prerequisites: C- or better in CHEM 3005. Spring.

CHEM 3203 RESEARCH METHODS

This course focuses on fundamental skills for the design and application of research in the sciences, including literature reviews, experimental design, data analysis, scientific writing, and ethics. Special emphasis is given to developing an independent research proposal. Prerequisite: Two courses in biology or two courses in chemistry. Fall. (cf. BIOL 3203)

CHEM 3504 ANALYTICAL CHEMISTRY

The theory and practice of quantitative analysis. Emphasis is placed on volumetric, electrochemical, and instrumental methods of analysis. Topics covered include: experimental design, error analysis, acid/base and complexometric titration, ISE theory, ionic strength, as well as common separation and spectroscopic instrumental methods. Three class hours and three hours of laboratory per week. Prerequisite: CHEM 2104. Spring, odd years.

CHEM 3704 BIOCHEMISTRY

A study of the molecular components of cells, catabolism, biosynthesis, and the replication, transcription and translation of genetic information. Three class hours and three hours of laboratory per week. Prerequisite: CHEM 3204. Spring, even years. (cf. BIOL 3704)

CHEM 3803 THERMODYNAMICS AND KINETICS

An introduction to the basic concepts of physical chemistry: the laws of thermodynamics, phase equilibria, reaction equilibria, ideal solution behavior and its deviations, and kinetics. Prerequisites: CHEM 2104 and MATH 1504, or permission of the instructor. Fall, even years. (cf. PHYS 3103)

CHEM 4103 QUANTUM CHEMISTRY

An introduction to the laws that govern the fundamental behavior of matter: quantum mechanics and its application to atomic structure and reactivity. Prerequisites: CHEM 2104 and MATH 1504, or permission of the instructor. Fall, odd years. (cf. PHYS 3403)

CHEM 4303 INORGANIC CHEMISTRY

A study of the advanced principles of inorganic chemistry. Topics include: bonding theories, coordination chemistry, symmetry and group theory, crystal field theory and an introduction to bioinorganic chemistry. Prerequisite: CHEM 3204 or permission of the instructor. On demand.

CHEM 4561-4564 SPECIAL TOPICS IN CHEMISTRY

Topics in advanced analytical, physical, inorganic, biochemistry or organic chemistry. Prerequisite: Consent of instructor.

CHEM 4801-4803 CHEMISTRY RESEARCH

The student will choose a project related to the overall research goals of the instructor, and conduct literature research and laboratory research on their project. Requires at least 3 hours of laboratory work per week per credit hour of research. Fall and Spring.

CHEM 4901-4904 DIRECTED RESEARCH

A follow-up to CHEM 4803 for students who would like to do additional chemical research. Prerequisite: CHEM 4803.

CHEM 4971-4973 DIRECTED STUDY

REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN CHEMISTRY

Required Chemistry Courses:	27 hours
CHEM 1104 General Chemistry I	4
CHEM 2104 General Chemistry II	4
CHEM 3005 Organic Chemistry I	5
CHEM 3204 Organic Chemistry II	4
CHEM 3504 Analytical Chemistry	4
CHEM 3803 Thermodynamics & Kinetics	3
CHEM 4103 Quantum Chemistry	3
Supporting Disciplines:	23 hours
MATH 1405 Calculus I	5
MATH 1504 Calculus II	4
PHYS 2005, 2015 General Physics I & II (Calculus-Based)	10
BIOL 1114 Biology I	4
Upper Division Electives:	12 hours
CHEM 3203 Research Methods	3
CHEM 3704 Biochemistry	4
CHEM 4303 Inorganic Chemistry	3
CHEM 4562-4 Special Topics in Chemistry	2-4
CHEM 4801 Chemistry Research (max. of 4 hours)	1
	<hr/>
	62 hours

REQUIREMENTS FOR THE BACHELOR OF ARTS IN CHEMISTRY

Required Chemistry Courses:		24 hours
CHEM 1104	General Chemistry I	4
CHEM 2104	General Chemistry II	4
CHEM 3005	Organic Chemistry I	5
CHEM 3204	Organic Chemistry II	4
CHEM 3504	Analytical Chemistry	4
CHEM 3803	Thermodynamics & Kinetics	3
OR		
CHEM 4103	Quantum Chemistry	3
Supporting Disciplines:		17-19 hours
MATH 1405	Calculus I	5
MATH 1504	Calculus II	4
PHYS 1004, 1104	Physics I & II (Trigonometry-Based)	8
OR		
PHYS 2005, 2015	General Physics I & II (Calculus-Based)	10
Upper Division Electives:		8 hours
CHEM 3203	Research Methods	3
CHEM 3704	Biochemistry	4
CHEM 4303	Inorganic Chemistry	3
CHEM 4562-4	Special Topics in Chemistry	2-4
CHEM 4801	Chemistry Research (max. of 4 hours)	1
		<hr/>
		49-51 hours

REQUIREMENTS FOR THE MINOR IN CHEMISTRY

CHEM 1104	General Chemistry I	4
CHEM 2104	General Chemistry II	4
<i>Take any two of the following:</i>		
CHEM 3005	Organic Chemistry I	5
CHEM 3504	Analytical Chemistry	4
CHEM 3704	Biochemistry	4
CHEM 3803	Thermodynamics & Kinetics	3
CHEM 4103	Quantum Chemistry	3
CHEM 4303	Inorganic Chemistry	3
		<hr/>
		14-17 hours

COMPUTER SCIENCE

Objectives:

1. Provide each student with depth and breadth in the subject areas of the core requirements. This will include an integrated learning across all course units.
2. Ensure that students have an understanding of the basic cultural, social, legal and ethical issues associated with the discipline of computing.
3. Provide sufficient laboratory and hands-on experience so that students are able to transcend the gap from theory to practice. This will include adequate skill in the use of modern computing equipment (hardware and software).
4. Ensure that students learn to function as team-members, have the ability to read and understand published literature in the field and can competently address technical subjects orally.
5. Prepare students for careers as professionals in the field of computing. Some will begin careers immediately upon graduation while others will attend graduate school.

COMP 2003 FUNDAMENTALS OF CIRCUIT ANALYSIS FOR DIGITAL DESIGN

An introduction to DC circuit analysis up through and including transistor circuits. The course will also be comprised of a presentation of digital logic gates, and the use of such in implementing combinational logic for digital systems. Closed lab. Spring.

COMP 2303 VISUAL BASIC PROGRAMMING

An introduction to a programming tool which has become the choice of developers for user-friendly applications in the business world. This is an introduction into the world of development for Windows applications. Prerequisite: GNSC 3103 or permission of the instructor. Fall, even years.

COMP 2903 DIGITAL SYSTEMS

This course will follow COMP 2003 to include a study of sequential logic and its applications in digital systems. It will also include a machine level representation of data, an introduction to assembly language programming to understand hardware/software interaction, and digital communication. Closed Lab. Prerequisite: COMP 2003 and GNSC 3103. Fall.

COMP 3203 SOCIAL AND PROFESSIONAL ISSUES

This course will include the history of computing, the social context of computing, professional and ethical responsibilities, risks and liabilities of computer-based systems, intellectual property, computer crime, economic issues in computing, and privacy and civil liberties issues. Spring.

COMP 3204 DATA STRUCTURES

Introduction to data structures and their applications; includes stacks, queues, lists, trees as well as sorting and searching techniques. Incorporates elements of the design and study of algorithms. Closed lab. Prerequisite: GNSC 3103. Spring.

COMP 3503 DATABASE SYSTEMS

Introduction to relational databases and database management systems. Comparison of relational, network and hierarchical models. Programming in SQL will be included. Prerequisite: GNSC 3103 or permission of the instructor. Fall, odd years.

COMP 4303 MANAGEMENT INFORMATION SYSTEMS

A history of MIS, system theory and the role of computer-based information systems in the modern organizational setting. Fall.

REQUIREMENTS FOR THE MINOR IN COMPUTER SCIENCE**(19 hours)**

COMP 2003	Fundamentals of Circuit Analysis for Digital Design
COMP 2903	Digital Systems
COMP 3203	Social and Professional Issues
COMP 3204	Data Structures
COMP 3503	Database Systems
GNSC 3103	Computational Programming

REQUIREMENTS FOR THE MINOR IN INFORMATION SYSTEMS**(19 hours)**

GNSC 3103	Computational Programming
COMP 2303	Visual Basic Programming
COMP 3203	Social and Professional Issues
COMP 3204	Data Structures
COMP 3503	Database Systems
COMP 4303	Management Information Systems

ENGINEERING

MNU is an excellent choice for those pursuing a degree in engineering. We recommend pursuing a degree in Physics as preparation for a Masters in Engineering. Those interested should also consider the alternative path of taking their first two years at MNU followed by an additional three years at the University of Kansas (or any other school with an engineering degree). Students on this path would be able to achieve a master's degree in engineering from the University of Kansas with no additional time commitment.

During their time at MNU, students would be considered Math and/or Physics majors. A typical schedule for the two years at MNU is outlined below.

FIRST SEMESTER**16 hours**

FRST 1101	Freshman Seminar	1
ENGL 1503	Composition I	3
CHEM 1104	General Chemistry I	4
MATH 1405	Calculus I	5
GNSC 3103	Computational Programming	3

SECOND SEMESTER**14 hours**

ENGL 1703	Composition II	3
CHEM 2104	General Chemistry II	4
MATH 1504	Calculus II	4
BLIT 1103/1203	Old Testament or New Testament	3

THIRD SEMESTER		15 hours
PHYS 2005	General Physics I (Calculus Based)	5
PHYS 3103	Statistical Mechanics	3
MATH 2004	Calculus III	4
MATH 4603	Numerical Analysis	3

FOURTH SEMESTER		18 hours
PHYS 2105	General Physics II (Calculus Based)	5
PHYS 3003	Modern Physics	3
MATH 3104	Linear Algebra	4
MATH 3403	Differential Equations	3
THEO 2003	Christian Beliefs	3

FORENSIC SCIENCE

Objectives:

1. To provide a rigorous, science-based program in the forensic sciences.
2. To provide a foundation for graduate studies.
3. To prepare students for a career in forensic science, as well as traditional careers in biology or chemistry.
4. To provide sufficient laboratory and hands-on experience so that students can apply classroom theory to the practice of forensic science.
5. To ensure that students understand the ethical and legal aspects of forensic investigations.

FRNS 3403 FORENSIC CHEMISTRY

An introduction to the laboratory techniques and procedures used in forensic chemistry applications. Two class hours and three hours of laboratory per week. Prerequisite: CHEM 3204.

FRNS 3603 FORENSIC BIOLOGY

An introduction to the laboratory techniques and procedures used in forensic biology applications.

FRNS 3703 PROCEDURAL LAW

The course examines the interaction of constitutional law and law enforcement procedure. Rationales of case law will be explored and discussed within the context of the exclusionary rule, search and seizure, interrogations and confessions, police line-ups, and right to assistance of counsel. Spring. (cf. CRIM 3703)

FRNS 4803 CRIMINAL FORENSICS

Explores how science and technology can be applied to solve criminal acts. The course provides useful techniques, procedures and suggestions on how to locate, document, collect and process physical evidence associated with criminal acts. Permission of instructor. Spring. (cf. CRIM 4803)

FRNS 4814 FORENSIC SCIENCE

An introduction to the laboratory techniques and procedures used in forensic science. Topics include DNA analysis, forensic toxicology, and trace evidence analysis. This course includes

three hours of lecture and a three hour laboratory per week. Prerequisites: CHEM 2104, BIOL 1114, FRNS 4803, MATH 3503 or permission of instructor.

FRNS 4883 FORENSIC INTERNSHIP

Participation in a “hands-on” off-campus internship experience under the supervision of faculty. Written reports will be submitted to the professor by the supervisor of the student in the cooperating organization and by the student. The internship must be approved by the professor before enrollment.

REQUIREMENTS FOR THE MINOR IN FORENSIC SCIENCE

BIOL 1114	Biology I	4
CHEM 1104	General Chemistry I	4
CHEM or BIOL	Elective	3
MATH 3503	Probability and Statistics	3
FRNS 3703	Procedural Law	3
FRNS 4803	Criminal Forensics	3
FRNS 4814	Forensic Science	4
		24 hours
 RECOMMENDED COURSES:		
CRIM 1003	Survey of Criminal Justice	3
BIOL 3204	Genetics	4
FRNS 4883	Forensic Internship	3

GENERAL SCIENCE

GNSC 1203 PRINCIPLES OF BIOLOGY

A study of structure and function at the cell, organism, population, and community levels. Designed to meet the needs of the general education student or other non-majors interested in biology. Three class hours per week. Fall and Spring.

GNSC 2003 AGRICULTURE AND SUSTAINABLE FOOD SYSTEMS

This course is an introduction to the scientific principles of food production. The integration of soils, plants and animals into sustainable production systems is examined and the environmental impact of agriculture explored. The challenge of feeding the world through agriculture is emphasized and recent developments in agricultural technology are discussed and evaluated.

GNSC 2103 CHEMISTRY IN EVERYDAY LIFE

An introduction to the basic concepts of chemistry and earth science including: the periodic table, atomic structure, molecular bonding, geology, oceanography, and meteorology. The emphasis of this course is scientific literacy and the role of science in society. This course assumes no prior knowledge of chemistry and is designed primarily for persons in the liberal arts. Does not apply to a major in chemistry, biology, pre-medicine, or nursing. Prerequisite: Eligibility for enrollment in MATH 1223 College Algebra or permission of instructor. Fall and Spring.

GNSC 2203 PHYSICS IN EVERYDAY LIFE

A brief, conceptual overview of the primary concepts from Newtonian physics and Astronomy. Topics include Kinematics, Dynamics, Conservation Laws, Universal Forces, Waves, Planets, Stars and Cosmology. Prerequisite: Eligibility for enrollment in MATH 1223 (College Algebra). Fall and Spring.

GNSC 2503 EARTH AND SPACE SCIENCE

This course is a broad examination of the earth from the perspective of a planet that is simultaneously both unique and similar to other planetary bodies. The scope of the course examines the dynamic components of the earth's structure including its geology (lithosphere), its oceans, rivers and other bodies of water (hydrosphere), its atmosphere and the relationships of these spheres to living things (biosphere). The interconnected nature of these spheres and the transformations of energy and flow of matter driving their dynamics will be a theme of the course. The course also examines the context of the earth in space and its near and distant neighbors (the sun and solar system, stars, galaxy structure and the structure and dynamics of an expanding universe). As needed for middle school science majors.

GNSC 3003 HUMAN GENETICS

A consideration of the principles of heredity in human beings with special attention given to related social, legal and ethical issues. Designed to meet the needs of the general education student or other non-majors interested in genetics. Spring.

GNSC 3103 COMPUTATIONAL PROGRAMMING

This programming class is intended for students with a mathematics or science background. The class provides an introduction to computer programming with an emphasis on program design and development. Topics include: basic logic structures, looping, one and two dimensional arrays, basic input/output, and an introduction to object-oriented design. Prerequisite: MATH 1405. Fall, odd years.

GNSC 3503 THE NATURE OF SCIENCE AND SCIENTIFIC INQUIRY

This course explores the nature of scientific thought from historical, philosophical, social and practical perspectives. The development of scientific knowledge, patterns of thought and scientific revolutions are traced by exploring historical discourse on the structure of the solar system and university, ideas about forces and motion, the cause of disease, genetic inheritance, atomic structure, the theory of evolution and other major areas of scientific thought. The course will provide a lens for examining the interface of scientific thinking and Christian faith. Special emphasis will be given to scientific inquiry and how it is developed in the teaching of science. The course also explores the past and present dynamics between science, society, technology, and policy. Students are engaged in the planning of scientific research in a field of their own interests. Finally students will explore practical applications between their own academic interests and scientific inquiry / the nature of science in a project format that includes a presentation of their findings in a seminar format. Prerequisites: Any one (1) GNSC, PSYC, BIOL, or CHEM course.

GNSC 3703 HUMAN NUTRITION

This course provides an introduction to the science of human nutrition. The nutrients, as well as their physiological functions, digestion, absorption, and metabolism are explored. The student will learn to interpret nutritional information, analyze their diet, and relate diet to diseases. The impact of diet throughout the life cycle is addressed. Prerequisite: [Any BIOL and any CHEM courses] OR [(GNSC 1203 or GNSC 3903) and (GNSC 2103 or GNSC 2203 or GNSC 2303)]. Spring.

GNSC 3801 ENVIRONMENTAL STEWARDSHIP

A development of sound principles of stewardship of the created order. The discussion centers on fundamentals of responsible attitude and action in the environment. Student participation in dialog is an important aspect of the course. Each student develops an environmental ethic for personal and corporate action.

GNSC 3903 ENVIRONMENTAL BIOLOGY

An examination of living systems and their functional relationships with their environment. This builds on students' basic understandings in the biological sciences. Special emphasis is given to the development of sound principles of stewardship of the created order.

REQUIREMENTS FOR THE MAJOR IN MIDDLE LEVEL SCIENCE EDUCATION (5-8)

GNSC 3003	Human Genetics	3
GNSC 3503	The Nature of Science & Scientific Inquiry	3
GNSC 2503	Earth & Space Science	3
BIOL 1114	Biology I	4
BIOL 1124	Biology II	4
BIOL 3804	Ecology	4
CHEM 1104	General Chemistry I	4
CHEM 2104	General Chemistry II	4
OR		
CHEM 1103	Chemistry in Everyday Life	3
PHYS 1004	Physics I (Trig based)	4
PHYS 1104	Physics II (Trig based)	4
		4
		36-37 hours

Additional hours in Professional Education Requirements must be fulfilled.

MATHEMATICS

Objectives:

1. Students completing the baccalaureate program in Mathematics will have knowledge of calculus, linear algebra, abstract algebra, differential equations, discrete mathematics, statistics, and mathematical technology.
2. Students completing the baccalaureate program in Mathematics will be able to think mathematically.
3. Students completing the baccalaureate program in Mathematics will be able to make connections within mathematics and to relate mathematics to other disciplines.
4. Students completing the baccalaureate program in Mathematics will possess professional skills to communicate mathematically in various settings.

MATH 1103 INTERMEDIATE ALGEBRA

A short review of the fundamental laws of algebra followed by a study of exponents, radicals linear and quadratic equations, inequalities, polynomials, and polynomial functions. (Not counted for major, minor or math education majors.) Prerequisite: FRST 0903 or approval by Math Program evaluation. Fall and Spring.

MATH 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. (Not counted for math major, math minor, or math education major.) Prerequisite: MATH 1103 or approval by math department evaluation. Approval includes a score of 22 on the mathematics portion of the ACT. Fall and Spring.

MATH 1313 TRIGONOMETRY

This course focuses on trigonometric functions, graphs, equations, and identities. The course also focuses on applications of trigonometry. Additionally, students will work with rational functions, vectors, sequences and series. Prerequisite: MATH 1223 or department approval. Spring.

MATH 1355 PRECALCULUS

This course includes a study of properties of functions: linear, quadratic, polynomial, rational, exponential, logarithmic, trigonometric, and other elementary functions. It also includes the study of systems of equations, systems of inequalities, and conic sections. Significant time will be given to the study of trigonometry. Prerequisite: MATH 1103 or approval by Math Program evaluation. On Demand.

MATH 1405 CALCULUS I

This course covers the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, the Fundamental Theorem of Calculus, and integrals of algebraic and transcendental functions of one variable, with a particular emphasis on derivative applications. Prerequisite: MATH 1355 or approval by Math Program evaluation. Fall.

MATH 1504 CALCULUS II

This course covers the integral calculus portion of a three-course calculus sequence. Topics include applications of integration (such as volume, arc length, work and average value), techniques of integration, indeterminate forms, improper integrals, an introduction to differential equations, and infinite series. Prerequisite: MATH 1405. Spring.

MATH 2004 CALCULUS III

This course covers the extension of calculus to multivariate functions as the final portion of a three-course calculus sequence. Specific topics include parametric and polar curves, vectors, vector-valued functions and curvature, partial and directional derivatives, gradients, tangent planes, multiple integrals, and line integrals. Prerequisite: MATH 1504. Fall.

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.

MATH 2223 MATH FOR THE ELEMENTARY TEACHER II

This course addresses concepts of elementary mathematics to meet the needs of students preparing to teach in the elementary school. This second course focuses on geometry, measurement, statistics, and probability. There is also a focus on problem solving and conceptual understanding. Prerequisite: MATH 1223 or equivalent and MATH 2213 or

permission of instructor. Spring.

MATH 2503 APPLIED MATHEMATICS WITH STATISTICS

The primary goal of this general education course is to develop the ability to solve problems through inquiry and exploration, logical reasoning, and making and testing conjectures. It includes a study of concepts, methods, and applications of quantitative reasoning including basic descriptive and inferential statistics. The course emphasizes active problem solving and developing connections with other disciplines. (Not counted for a math major, math minor or math education major.) Prerequisite: MATH 1103 or approval by Math Program evaluation.

MATH 3003 DISCRETE MATHEMATICS

A survey of fundamental topics in discrete mathematics. Topics include set theory, functions, elementary propositional and predicate logic, proof techniques (including induction and indirect proof techniques), Boolean Algebra, elementary graph theory, and matrices. Prerequisite: MATH 1405 or approval by Math Program evaluation. Spring.

MATH 3101 INTRODUCTION TO LINEAR ALGEBRA

An introduction to the concepts and applications of linear algebra using matrices. Topics include matrix operations, Gauss-Jordan elimination, determinants, and matrix transformations. Prerequisite: MATH 1405. Spring.

MATH 3104 LINEAR ALGEBRA

This course studies vector spaces and linear transformations between vector spaces. Problems are approached both abstractly and concretely through matrix representations. Topics include solving systems of equations, determinants, inner product spaces, projection operators, similarity, diagonalization, and eigenvalue problems. Technology (such as graphing calculators, internet, and MATLAB) will be an integral part of the class. Prerequisite: MATH 1504. Spring.

MATH 3203 MODERN GEOMETRY

The axioms and selected theorems of Euclidean Geometry are compared to corresponding axioms and theorems from non-Euclidean Geometry. Designed as a foundation for teaching high school geometry and to acquaint the student generally with techniques of writing proofs in any area of mathematics. Prerequisite: MATH 1405 and MATH 3003. Fall, even years.

MATH 3303 HISTORY OF MATHEMATICS

A study of the history of mathematics from the development of early numeral systems to the mid-twentieth century. The historical development of calculus is included. Prerequisite: MATH 1405. Fall, even years.

MATH 3403 DIFFERENTIAL EQUATIONS

The general first order ordinary differential equation is discussed in the Cartesian plane. Emphasis is placed on nth order linear differential equations with constant coefficients and their applications. Prerequisite: MATH 2004. Previous or concurrent enrollment in MATH 3104 recommended. Spring, even years.

MATH 3503 PROBABILITY AND STATISTICS

A course in elementary probability theory designed with a core which is common to the interests of students concentrating in biology, business, psychology, education, and sociology. Includes measures of central tendency, standard deviation, sampling theory, and correlation theory. Special problem sets and a term project allow for a particular emphasis in an area of application. This course is also suitable for prospective secondary mathematics teachers. It is not intended for students majoring in mathematics. Such students should take MATH 3703. Prerequisite: MATH 1103 or approval by Math Program evaluation. (cf. PSYC 3503, SOCI 3503, and MGMT 3903)

MATH 3621 GEOMETRY FOR SECONDARY TEACHERS

This course, designed for secondary mathematics teachers combines content, pedagogy, and

technology in geometry. The topics of geometry will be studied using current technology and with consideration given to how the content should be taught. MATH 3203 is recommended prior to taking this course. On demand.

MATH 3633 CALCULUS FOR SECONDARY TEACHERS

This course, designed for secondary mathematics teachers, combines the content, pedagogy, and technology for calculus. The topics of calculus will be studied using current technology and with consideration given to how the content would be taught to middle school students. In addition to the course text, prospective teachers will examine middle level curriculum to see the connection between what they are learning and what they will be teaching. Prerequisite: MATH 1405. On demand.

MATH 3642 ALGEBRA FOR SECONDARY TEACHERS

This course, designed for secondary mathematics teachers, combines content, pedagogy, and technology in algebra. The topics of algebra will be studied using current technology and with consideration given to how the content should be taught. MATH 3003 is recommended prior to taking this course. On demand.

MATH 3651 PROBABILITY AND STATISTICS FOR SECONDARY TEACHERS

This course, designed for secondary mathematics teachers, combines content, pedagogy, and technology in data analysis and probability. The topics of statistics will be studied using current technology and with consideration given to how the content should be taught. MATH 3503 is recommended prior to taking this course. On demand.

MATH 3703 STATISTICS

A calculus-based statistics course including probability distributions, discrete random variables, continuous random variables and sampling distributions. Prerequisite: MATH 2004 and MATH 3003. Spring, odd years.

MATH 3803 ABSTRACT ALGEBRA

An introduction to rings, integral domains, fields and groups. Examples of these systems include the integers, rational numbers, real numbers and complex numbers. Prerequisite: MATH 1405 and MATH 3003. Fall, odd years.

MATH 4503 ADVANCED CALCULUS

Topics in real analysis including topology of the real line and \mathbb{R}^n , sequences and series, derivatives and the Riemann integral. Interchange of various limit processes in calculus are investigated. Prerequisite: MATH 2004 and MATH 3003. On demand.

MATH 4603 NUMERICAL ANALYSIS

Numerical methods are applied to problems in solving equations, differentiations, integration, successive approximation, interpolation, and linear algebra. Prerequisite: MATH 1504 or permission of instructor. Fall, odd years.

MATH 4763 SPECIAL TOPICS IN MATHEMATICS

The presentation of mathematical topics not covered in other courses. Suggested Topics: Statistics II, Complex Variables, Lebesgue Integration, Differential Geometry, Fourier Series. Prerequisite: Junior or senior standing and consent of the instructor. On demand.

MATH 4881-3 MATHEMATICS INTERNSHIP

This course offers a pre-professional working experience that provides students the opportunity to work side by side with experienced professionals. Students assist local firms while developing technical and professional skills, networking within the professional community, receiving hands-on experience, and observing various aspects of the profession. May be repeated for credit. Prerequisite: Junior or Senior standing and consent of instructor.

MATH 4971-4973 DIRECTED STUDY

REQUIREMENTS FOR THE MAJOR IN MATHEMATICS

MATH 1405	Calculus I	5
MATH 1504	Calculus II	4
MATH 2004	Calculus III	4
MATH 3003	Discrete Mathematics	3
MATH 3104	Linear Algebra	4
MATH 3403	Differential Equations	3
MATH 3703	Statistics	3
MATH 3803	Abstract Algebra	3
GNSC 3103	Computational Programming	3
	Electives in Mathematics (any upper-division class remaining, except MATH 3503 and MATH 3621-3651)	<u>9</u>
		41 hours

Highly recommended for Mathematics Majors:

PHYS 2005 Physics I (Calculus-Based)

REQUIREMENTS FOR THE MAJOR IN MIDDLE LEVEL MATHEMATICS EDUCATION (5-8)

MATH 1405	Calculus I	5
MATH 2213	Math for the Elementary Teacher I	3
MATH 2223	Math for the Elementary Teacher II	3
MATH 3003	Discrete Mathematics	3
MATH 3101	Introduction to Linear Algebra	1
MATH 3203	Modern Geometry	3
MATH 3303	History of Mathematics	3
MATH 3503	Probability and Statistics	3
MATH 3621	Geometry for Secondary Teachers	1
MATH 3642	Algebra for Secondary Teachers	2
MATH 3651	Probability & Statistics for Secondary Teachers	<u>1</u>
		28 hours

Additional hours in Professional Education Requirements must be fulfilled.

REQUIREMENTS FOR THE MAJOR IN MATHEMATICS EDUCATION (6-12)

MATH 1405	Calculus I	5
MATH 1504	Calculus II	4
MATH 2004	Calculus III	4
MATH 3003	Discrete Mathematics	3
MATH 3104	Linear Algebra	4
MATH 3203	Modern Geometry	3
MATH 3303	History of Mathematics	3
MATH 3503	Probability and Statistics	3
MATH 3803	Abstract Algebra	3
	Elective in Mathematics (3000 level or above)	<u>6</u>
		38 hrs

Additional hours in Professional Education Requirements must be fulfilled.

REQUIREMENTS FOR THE MINOR IN MATHEMATICS

MATH 1405	Calculus I	5
MATH 1504	Calculus II	4
	Electives in Mathematics (MATH 2004, or upper- division, except MATH 3621, 3633, 3642, 3651)	9
		18 hours

PHYSICS

Objectives:

1. To provide a background for graduate study in physics and related areas such as mathematics and engineering.
2. To prepare students for careers in industry as well as graduate study.
3. To introduce students to a broad array of theoretical and applied physics.
4. To give students experience in research in physics or related areas.
5. To grow in understanding of the relationship between exploration of the physical world through science and faith.

PHYS 1004 PHYSICS I (TRIGONOMETRY-BASED)

Intended for pre-medical students, kinesiology majors, and other students who do not need calculus-based physics. Covers classical mechanics, heat, and wave motion. A laboratory session meets for three hours weekly. Prerequisite: MATH 1355 or its equivalent or department evaluation. Fall.

PHYS 1104 PHYSICS II (TRIGONOMETRY-BASED)

A continuation of PHYS 1004. Covers electricity and magnetism, optics, and modern physics. A laboratory session meets for three hours weekly. Prerequisite: PHYS 1004. Spring.

PHYS 2005 PHYSICS I (CALCULUS-BASED)

Intended for students majoring in science and/or mathematics. Covers classical mechanics, heat and wave motion. A laboratory session meets for three hours weekly. Prerequisite: MATH 1405 or equivalent. Fall.

PHYS 2105 PHYSICS II (CALCULUS-BASED)

A continuation of PHYS 2005. Covers electricity and magnetism, optics and modern physics. A laboratory session meets for three hours weekly. Prerequisite: PHYS 2005. Spring.

PHYS 3003 MODERN PHYSICS

Introduction and overview of the physics of the 20th century. Topics include Special and General Relativity, Quantum Mechanics, Atomic Physics, Nuclear Physics, Elementary Particle Physics, and Cosmology. Prerequisites: MATH 1405 or its equivalent (Analytic Geometry and Calculus I), PHYS 2005. Spring, even years.

PHYS 3103 STATISTICAL MECHANICS

Introduction to statistical mechanics and thermodynamics. Topics include Laws of Thermodynamics, partition functions, phase equilibria, reaction equilibria, ideal solution behavior and its deviations, and kinetics. Prerequisites: MATH 1504, CHEM 2104, or permission of instructor. Fall, even years. (cf. CHEM 3803)

PHYS 3203 ELECTRICITY AND MAGNETISM

An in-depth study of the laws governing electrostatic and magnetic interactions by way of Maxwell's Equations, Gauss's theorem, Stoke's Theorem, and Green's functions. Also includes polarization, dielectrics and electromagnetic waves as viewed from a vector calculus

paradigm. May include relativistic electrodynamics and radiation as allowed by time. Prerequisites: PHYS 2105 and MATH 2004. Spring odd years.

PHYS 3313 CLASSICAL MECHANICS I

Comprehensive survey of the principles of classical mechanics, including advanced Newtonian dynamics and conservation laws; oscillations; central force motion; as well as Lagrangian and Hamiltonian mechanics. Prerequisites: PHYS 2105 and MATH 2004. Fall odd years.

PHYS 3323 CLASSICAL MECHANICS II

Continuation of Classical Mechanics I. Topics include Rigid body dynamics, coupled oscillations, waves, Hamilton-Jacobi theory and fluid mechanics. Prerequisites: PHYS 3313.

PHYS 3403 QUANTUM MECHANICS I

Introduction to quantum mechanics theory and applications. Topics include the postulates of quantum theory, wave functions, superposition, and the statistical interpretation. The Schrodinger equation will be applied to one dimensional and spherically symmetric potentials through the use of stationary states, eigenfunctions and linear operators. Prerequisites: MATH 1504, CHEM 2104, or permission of the instructor. Fall, odd years. (cf. CHEM 4103)

PHYS 4001 SPECIAL TOPICS IN PHYSICS

Introduction to a selected topic, such as: Chaotic Dynamics, Astrophysics, Astrobiology, General Relativity, Elementary Particle Physics, Cosmology, and other topics on demand. Prerequisites: PHYS 2105 or departmental evaluation.

PHYS 4102 PHYSICS RESEARCH

Individual research as directed by the professor. This work may be associated with the research of the professor and include presentation at a regional conference, national conference, or publication. Prerequisites: PHYS 2105 or permission of instructor.

PHYS 4403 QUANTUM MECHANICS II

Continuation of Quantum Mechanics I. Topics include multi-electron atoms, particle scattering, perturbation theory, indistinguishable particles and the Dirac equation. Prerequisites: PHYS 3403

PHYS 4603 COMPUTATIONAL PHYSICS

Application of computational programming to the physical sciences. Includes various methods for the solution of numerical differential equations as well as their applications within physics, chemistry, and other sciences. Prerequisites: MATH 1504, GNSC 3103.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN PHYSICS

Required Physics Courses:		34 hours
PHYS 2005	General Physics I (Calculus based)	5
PHYS 2105	General Physics II (Calculus based)	5
PHYS 3003	Modern Physics	3
PHYS 3103	Statistical Mechanics	3
PHYS 3203	Electricity and Magnetism	3
PHYS 3313	Classical Mechanics I	3
PHYS 3403	Quantum Mechanics I	3
PHYS 4102	Physics Research	2
PHYS 4001	Special Topics in Physics	1
PHYS 4000+	Physics classes labeled 4000 or higher	6
Supporting Disciplines:		31 hours
MATH 1405	Calculus I	5
MATH 1504	Calculus II	4
MATH 2004	Calculus III	4
MATH 3104	Linear Algebra	4
MATH 3403	Differential Equations	3
CHEM 1104	General Chemistry I	4
CHEM 2104	General Chemistry II	4
GNSC 3103	Computational Programming	<u>3</u>
		65 hours

REQUIREMENTS FOR THE BACHELOR OF ARTS IN PHYSICS

Required Physics Courses:		28 hours
PHYS 2005	General Physics I (Calculus based)	5
PHYS 2105	General Physics II (Calculus based)	5
PHYS 3003	Modern Physics	3
PHYS 4102	Physics Research	2
PHYS 4001	Special Topics in Physics	1
PHYS 3000+	Physics classes labeled 3000 or higher	12
<i>Continued on next page.</i>		
Supporting Disciplines:		16 hours
MATH 1405	Calculus I	5
MATH 1504	Calculus II	4
MATH 2004	Calculus III	4
GNSC 3103	Computational Programming	<u>3</u>
		44 hours

REQUIREMENTS FOR THE MINOR IN PHYSICS

PHYS 2005	General Physics I (Calculus based)	5
PHYS 2105	General Physics II (Calculus based)	5
PHYS 3003	Modern Physics	3
PHYS 4001	Special Topics in Physics	1
PHYS 3000+	Physics classes labeled 3000 or higher	
OR		
CHEM 3803, 4103	Thermodynamics & Kinetics. Quantum Chem	<u>3</u>
		17 hours



CAREER ALTERNATIVES IN THE DEPARTMENT OF SCIENCE AND MATHEMATICS

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

The following job titles represent a sampling of positions which relate directly to science and mathematics. For further information, contact the Department.

Biology: Biology teacher, pharmaceutical sales representative, research assistant, microbiologist, dentist, park ranger, scientific equipment sales representative, forestry aide, medical laboratory technician, physician, forensic scientist, environmental lawyer, forest entomologist, veterinarian, environmental scientist.

Chemistry: Agricultural chemistry, analytical chemistry, biochemistry, marketing, chemical technology, colloid and surface chemistry, consulting, consumer products, environmental chemistry, food and flavor chemistry, forensic chemistry, geochemistry, hazardous waste management, inorganic chemistry, materials science, medicinal chemistry, oil and petroleum chemistry, organic chemistry, physical chemistry, polymer chemistry, pulp and paper chemistry, R&D management, science writing, textile chemistry, and water chemistry.

Computer Science: Programmer, system analyst, database designer, computer technician, computer field engineer, sales representative, networking specialist, software engineer.

Mathematics: Market research analyst, statistician, financial planner, mathematical technician, engineering assistant, actuary, claim adjuster, insurance underwriter, mathematics teacher, professor, research scientist, animator, cryptanalyst, pollster, population ecologist, quantitative analyst, operations research analyst, cartographer, engineer, urban planner.

Physics: Programmer, data scientist, statistician, physics or science teacher, professor, mechanical engineer, electrical engineer, physician, material scientist, astronomer, computer systems analyst, financial analyst, sound engineer, computer game designer, aerospace engineer

SCHOOL OF EDUCATION

Brenda Harris, Ph.D.
Associate Dean



- Department of Teacher Education
- Department of Professional and 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-20 intellectual, emotional, and character growth of all learners. The School of Education is comprised of the Teacher Education and the Professional and Graduate Studies in Education 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

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 and Graduate Studies in Education Department offers an accelerated elementary education program and advanced professional degree programs for elementary and secondary teachers. These traditional and online programs offer coherent, integrated coursework based on national teaching standards. The advanced 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
- Master of Education - Fast Track

The Department of Professional and Graduate Studies in Education also offers a non-traditional path for degree completion or licensure in Elementary Education. This accelerated program can lead to a degree and licensure. Content, outcomes, and program expectations mirror those of the traditional elementary education program.

In-service teachers in graduate 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.

General Education for the BA
Elementary Education
School of Education

	Semester Hours
<i>Spiritual Development</i>	7 hours
7 hours	
BLIT 1004 Discovering the Bible	
THEO 2003 Christian Beliefs	
 <i>Self Understanding</i>	 5-6 hours
3 hours	
PSYC 2513 Lifespan Development	
0-1 hour	
FRST 1101 Freshman Seminar (required for students < 24 college credits)	
2 hours	
Choose any General Education activity course	
 <i>Critical Thinking</i>	 6-9 hours
6-9 hours	
MATH 1223 College Algebra / proficiency	
MATH 2223 Math for the Elementary Teacher II	
EDUC 2103 Introduction to Teaching	
 <i>Effective Communication</i>	 9 hours
9 hours	
ENGL 1503 Composition I: Writing and Rhetoric	
ENGL 1703 Composition II: Writing and Research	
COMM 1303 Public Speaking	
 <i>Social Responsibility</i>	 6 hours
6 hours	
HIST 1203 US History to 1877	
HIST 1303 US History since 1877	
EDUC 2303 World Civilizations & Geography	
 <i>Scientific Literacy</i>	 9 hours
9 hours	
GNSC 1203 Principles of Biology	
GNSC 2103 Chemistry in Everyday Life	
GNSC 2203 Physics in Everyday Life	
 <i>Aesthetic Literacy</i>	 6 hours
3 hours	
FNAR 1303 Exploring Art	
FNAR 1403 Exploring Theater	
FNAR 1503 Exploring Music	
ENGL 2003 Introduction to Literature	
3 hours	
Any approved aesthetic literacy course	
	48-52 hours

General Education for the BA
Secondary Education
School of Education

	Semester Hours
<i>Spiritual Development</i>	7 hours
7 hours	
BLIT 1004 Discovering the Bible	
THEO 2003 Christian Beliefs	
<i>Self Understanding</i>	5-6 hours
3 hours	
PSYC 2513 Lifespan Development	
0-1 hour	
FRST 1101 Freshman Seminar (required for students < 24 college credits)	
2 hours	
Choose any General Education activity course	
<i>Critical Thinking</i>	6-9 hours
6-9 hours	
MATH 1223 College Algebra / proficiency	
MATH 2503 Applied Mathematics with Statistics	
EDUC 2103 Introduction to Teaching	
<i>Effective Communication</i>	9 hours
9 hours	
ENGL 1503 Composition I: Writing and Rhetoric	
ENGL 1703 Composition II: Writing and Research	
COMM 1303 Public Speaking	
<i>Social Responsibility</i>	6 hours
3 hours	
HIST 2103 World Civilization to 1500	
HIST 2203 World Civilization since 1500	
3 hours	
HIST 1203 US History to 1877	
HIST 1303 US History since 1877	
<i>Scientific Literacy</i>	6 hours
6 hours	
Any 2 science courses in each of the 2 science themes: Physical and Biological	
<i>Aesthetic Literacy</i>	6 hours
3 hours	
FNAR 1303 Exploring Art	
FNAR 1403 Exploring Theater	
FNAR 1503 Exploring Music	
ENGL 2003 Introduction to Literature	
3 hours	
Any approved aesthetic literacy course	

General Education for the BA
Middle Level Education
School of Education

	Semester Hours
<i>Spiritual Development</i>	7 hours
7 hours	
BLIT 1004 Discovering the Bible	
THEO 2003 Christian Beliefs	
<i>Self Understanding</i>	5-6 hours
3 hours	
PSYC 2513 Lifespan Development	
0-1 hour	
FRST 1101 Freshman Seminar (required for students < 24 college credits)	
2 hours	
Choose any General Education activity course	
<i>Critical Thinking</i>	6-9 hours
6-9 hours	
MATH 1223 College Algebra / proficiency	
MATH 3503 Probability and Statistics (Middle Level Math)	
MATH 2503 Applied Mathematics with Statistics (Middle Level Science)	
EDUC 2103 Introduction to Teaching	
<i>Effective Communication</i>	9 hours
9 hours	
ENGL 1503 Composition I: Writing and Rhetoric	
ENGL 1703 Composition II: Writing and Research	
COMM 1303 Public Speaking	
<i>Social Responsibility</i>	6 hours
3 hours	
HIST 2103 World Civilization to 1500	
HIST 2203 World Civilization since 1500	
3 hours	
HIST 1203 US History to 1877	
HIST 1303 US History since 1877	
<i>Scientific Literacy</i>	6 hours
6 hours	
Any 2 Science courses in each of the 2 science themes: Physical and Biological	
<i>Aesthetic Literacy</i>	6 hours
3 hours	
FNAR 1303 Exploring Art	
FNAR 1403 Exploring Theatre	
FNAR 1503 Exploring Music	
ENGL 2003 Introduction to Literature	
3 hours	
Any Fine Arts course	

General Education for the BA Physical Education

School of Nursing and Health Science

Semester Hours

<i>Spiritual Development</i>	7 hours
7 hours	
BLIT 1004 Discovering the Bible	
THEO 2003 Christian Beliefs	
<i>Self Understanding</i>	6 hours
3 hours	
PSYC 2513 Lifespan Development	
0-1 hour	
FRST 1101 Freshman Seminar (required for students < 24 college credits)	
2 hours	
Choose any General Education activity course	
<i>Critical Thinking</i>	6-9 hours
6-9 hours	
MATH 1223 College Algebra / proficiency	
MATH 2503 Applied Math with Statistics	
EDUC 2103 Introduction to Teaching	
<i>Effective Communication</i>	9 hours
9 hours	
ENGL 1503 Composition I: Writing and Rhetoric	
ENGL 1703 Composition II: Writing and Research	
COMM 1303 Public Speaking	
<i>Social Responsibility</i>	6 hours
3 hours	
HIST 1203 US History to 1877	
HIST 1303 US History since 1877	
3 hours	
CRIM 1003 Survey of Criminal Justice	
ECON 2503 Principles of Macroeconomics	
ECON 2703 Principles of Microeconomics	
ECON 1503 Personal Finance	
HIST 2103 World Civilization to 1500	
HIST 2203 World Civilization since 1500	
POLS 1103 Introduction to Politics	
PSYC 2303 Understanding Multicultural Behavior	
SOCI 1003 General Sociology	
SOCI 2003 Marriage and Family	
<i>Scientific Literacy</i>	6 hours
3 hours	
BIOL 1704 Human Anatomy	
3 hours	
Any Science course (BIOL, CHEM, PHYS, and GNCS)	
<i>Aesthetic Literacy</i>	6 hours
6 hours	
FNAR 1303 Exploring Art	
FNAR 1403 Exploring Theater	
FNAR 1503 Exploring Music	
ENGL 2003 Introduction to Literature	
Any approved aesthetic literacy course	

General Education for the Bachelor of Music Education
College of Liberal Arts and Sciences

Spiritual Development		7 hours
BLIT 1004	Discovering the Bible	
THEO 2003	Christian Beliefs	
Self Understanding		6-7 hours
FRST 1101	Freshman Seminar (required for students < 24 college credits)	
HLSC 3603	Core Concepts of Health	
PSYC 2513	Lifespan Development	
Critical Thinking		6-9 hours
MATH 1223	College Algebra (or demonstrated competence)	
MATH 2503	Applied Mathematics with Statistics or higher	
EDUC 2103	Introduction to Teaching (in professional education core)	
Effective Communication		6 hours
COMM 1303	Public Speaking	
ENGL 1503	Composition I: Writing and Rhetoric (or demonstrated competence)	
Scientific Literacy		3 hours
1 approved biological or physical science (GNSC)		
Aesthetic Literacy		
Fulfilled through major courses		28 - 32 hours

DEPARTMENT OF TEACHER EDUCATION

Course Offerings: Elementary Education, Biology Education, English Language Arts Education, Social Studies & History/Government Education, Mathematics Education, Middle School Science, Middle School Mathematics, Music Education, Physical Education, Speech/Theatre Education

FACULTY

NANCY L. DAMRON, Professor of Education, 2010-

B.A., MidAmerica Nazarene University, 1995; M.Ed., MidAmerica Nazarene University, 1998; Ph.D., University of Kansas, 2005.

BRENDA HARRIS, Associate Professor of Education, Associate Dean, Teacher Education Department, 2015

BA, Park College, 1981; MA University of Missouri at Kansas City, 1999; Ed. Specialist, University of Missouri at Kansas City, 2001; Ph.D., University of Missouri at Kansas City, 2009.

LINDA K. ALEXANDER, Professor of Education, 2004-

B.A., MidAmerica Nazarene University, 1984; M.A., University of Kansas, 1993; Ph.D., University of Kansas, 2003.

NEIL O. FRIESLAND, Professor of Education, 2001-

B.A., MidAmerica Nazarene University, 1992; M.Ed., MidAmerica Nazarene University, 1999; Ed.D., University of Kansas, 2010.

JILL E. GONZALEZ-BRAVO, Assistant Professor of Education, 2015-

B.S., Kansas State University, 1995; M.A., Wichita State University, 1999; Ed.D., Kansas State University, 2015.

KIMBERLY D. HUMERICKHOUSE, Professor of Education, 2010-

B.S., University of Central Oklahoma, 1988; M.S., Fort Hays State University, 1996; Ph.D. University of Nebraska - Lincoln, 2009.

JO LAMAR, Professor of Education, 2005-

B.S.E., Truman State University, 1984; M.Ed., MidAmerica Nazarene University, 1991; Ed.D., University of Kansas, 2005.

EDUCATION

STATEMENT OF PURPOSE

As part of the School of Education, the Teacher Education Department develops servant leaders in the field of education who honor God by demonstrating excellence in reflective and innovative practices, facilitating the P-20 intellectual, emotional, and character growth of next century learners. Teacher candidates fulfill this purpose through a pre-service program utilizing apprentice relationships and data-driven pedagogy to develop 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.

SENIOR COMPREHENSIVE EXAMINATION

The comprehensive examination is meant to assess the student's mastery of basic content areas of the curriculum. A comprehensive examination (ETS Praxis II) is required to be passed by all senior elementary education majors before graduation. The examination is administered through Education Testing Services (ETS). Further details regarding the elementary education senior comprehensive are available from the MNU Licensure and Assessment Coordinator of the Teacher Education Department. Secondary Education comprehensive examination information may be found in the respective content area.

EDUC 1001 EDUCATION SEMINAR

This course is designed to introduce the student to the elementary and secondary education programs offered within the 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. Fall and Spring.

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. Prerequisite: EDUC 1001. Fall and Spring.

EDUC 2203 CULTURAL DIVERSITY IN EDUCATION

This course provides the knowledge base and current instructional practices for working with culturally diverse learners. Candidates will have opportunities to participate in experiences that prepare them to teach students from diverse cultural, ethnic, linguistic, and/or socio-economic backgrounds. This course will examine various learning styles as they relate to different cultures. This course is required for all education majors. Fall, Spring, and Summer.

EDUC 2303 WORLD CIVILIZATIONS AND GEOGRAPHY

This course explores the impact of geographical features on the historical and modern day development of given regions. The biblical world view is used as a precursor to study, establishing the purpose and need for studying geography and history. The 5 themes of geography are used to structure each unit of study with a contemporary case study concluding each. Students examine the links between physical and political geography to the development of societies and their cultures. These factors are then analyzed in historical context and as catalysts for current events in each region. Spring.

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. Fall.

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. Spring and Summer.

EDUC 3104 ELEMENTARY METHODS OF MATHEMATICS AND PRACTICUM

This course is a study of teaching procedures and materials, game theory, and other modern approaches for teaching mathematics in the elementary classroom. A practicum including activities related to teaching elementary level math is also required. Program admission required. Prerequisites: B- or better in MATH 2213 Math for the Elementary Teacher I and MATH 2223 Math for the Elementary Teacher II. Fall.

EDUC 3132 TECHNOLOGY TEACHING AND LEARNING I

This course is designed to prepare pre-service teachers to effectively use technology as a learning tool in PreK-12 classrooms. The course emphasis is on technology integration, while attention is given to helping pre-service teachers obtain NETS-T (National Educational Technology Standards for Teachers) related skills that will benefit both personal professional practice and student learning. Program admission required. Concurrent enrollment with EDUC 3134 is required. Fall and Spring.

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. A practicum experience is included in the course. Program admission is required. Concurrent enrollment with EDUC 3132 is required, except for music education majors. Fall and Spring.

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 classroom 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 (CCSS), 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. A semester-long practicum in which students observe, assess, diagnose literacy acquisition problems, tutor individual students, teach whole group and small group literacy lessons is included. Program Admission required. Fall and Spring.

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 elementary 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, and viewing/visual representation. A semester-long practicum in which students observe, assess, diagnose literacy acquisition problems, tutor individual students, and teach whole group and small group literacy lessons is included. Program admission is required. Prerequisite: "B-" or better in EDUC 3204. Fall and Spring.

EDUC 3412 TECHNOLOGY WITH THE EXCEPTIONAL LEARNER

This course is an overview of technology needs for varied exceptionalities such as mobility, prosthetics, orthotics, adaptive devices, visual technologies, hearing technologies as well as adaptive uses of computers. This course will also review the history of IDEA and focus on assistive technology in the law. Students will have hands-on experiences with assistive technology equipment as part of the studies. Program admission is required. Concurrent enrollment in EDUC 3414 is required. Fall and Spring.

EDUC 3414 TEACHING AND LEARNING II - EXCEPTIONAL LEARNER

Learning to diagnose and resource individuals with learning differences in the classroom are the foci of this course. Special attention is given to the psycho-social and educational needs of exceptional individuals. A practicum is included to allow teacher candidates to work with special needs students. Program admission is required. Concurrent enrollment in EDUC 3412 Technology with the Exceptional Learner is required, except for Music Education majors. Fall and Spring.

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. Program admission is required. Concurrent enrollment in EDUC 3134 is required, except for music education majors. Fall and Spring.

EDUC 4013 ETHICAL & LEGAL ISSUES IN EDUCATION

This course examines the roles ethics and education law play in informing and shaping professional teaching practice. Ethics and education law will be applied to vexing professional decisions to help the candidate acquire and cultivate knowledge, skill and dispositions which reflect consistent command of ethical, lawful practice. The course explores the ethical and legal dimensions of schools and how ethics and school law are incorporated into decision-making processes in educational settings. (online)

EDUC 4023 INSTRUCTIONAL AND ADVOCACY LEADERSHIP

This course introduces the core teacher leadership competencies as identified by the Teacher Leadership Initiative Competencies. Specifically, reflective practice, personal effectiveness, interpersonal effectiveness, communication, lifelong learning, group processes, and technological facility will be presented as the cornerstones of leadership in education. The course will then develop skills in the following areas for teachers who seek to lead while remaining in the classroom: coaching and mentoring, facilitating collaborative relationships, and community awareness, engagement, and advocacy.

EDUC 4033 ADMINISTRATIVE LEADERSHIP

This course builds on the core teacher leadership competencies presented in EDUC 4023. Students in this course will expand this understanding while investigating the areas of policy implementation, policy advocacy, policy making, policy engagement and relationships, mentoring, and visioning. These concepts are reviewed in the context of building and district administration.

EDUC 4505 ELEMENTARY METHODS OF SCIENCE AND SOCIAL STUDIES AND PRACTICUM

This course introduces elementary science and social studies methods for students who plan to teach in an elementary classroom. The content of the course focuses on the pedagogies that are successful in integrating the study of natural science and dynamic social studies into the life of the elementary school. Topics in life, physical, and earth/space sciences, as well as economics, geography, citizenship, and history are addressed as they relate to the elementary school curriculum. There is an emphasis on constructivism, cooperative learning, and critical inquiry. A field experience including activities related to teaching elementary level Science and Social Studies is included. Program admission is required. Fall and Spring.

EDUC 4512 TECHNOLOGY TEACHING AND LEARNING III

Pre-service teachers' technology knowledge and use in the classroom will be enhanced during this course. Technology strategies and tools will be woven into lessons as part of the teaching and learning process. The focus will be on using technology to enhance the PreK-12 students' learning experience. Program admission required. Concurrent enrollment with EDUC 4514 is required.

EDUC 4514 TEACHING AND LEARNING III

In this course, teacher candidates will review the structure of knowledge and curriculum. They will instructionally plan with infusion of differentiation with an emphasis on tiered instruction. Instructional alterations and decision-making will be based on formative assessment. A focus on brain-based teaching, 21st Century Skills, data analysis, reflection, understanding students' prior knowledge, curriculum mapping and backward design among other things will enable teacher candidates to effectively construct and teach units to the K-12 student population. Program admission required. Concurrent enrollment with EDUC 4512.

EDUC 4614 METHODS OF TEACHING SECONDARY SCIENCE

This course allows teacher candidates to acquire and apply content specific expertise and pedagogy to science teaching at the middle and/or high school level. Students will learn the theory and practical methods of planning, teaching, assessing and managing a science classroom that is oriented towards inquiry and grounded in laboratory and field experiences. A practicum experience is included. Program admission required. Arranged, Fall and Spring.

EDUC 4622 METHODS OF TEACHING SECONDARY ENGLISH & LANG. ARTS

This course is a study of objectives, strategies, special methods, and assessments required for teaching secondary English and Language Arts with an emphasis on developing reading and writing skills. A practicum experience is included. Program admission is required. Arranged, Fall and Spring.

EDUC 4632 METHODS OF TEACHING SECONDARY SOCIAL STUDIES

This course is a study of objectives, strategies, special methods, and assessments required for teaching secondary History, Government, and Social Studies with an emphasis on interdisciplinary and constructivist curriculum. A practicum experience is included. Program admission is required. Arranged, Fall and Spring.

EDUC 4642 METHODS OF TEACHING SECONDARY MATHEMATICS

This course is a study of objectives, strategies, special methods, and assessments required for teaching secondary Mathematics with an emphasis on integrating appropriate technologies. A practicum experience is included. Program admission is required. Arranged, Fall and Spring.

EDUC 4662 METHODS OF TEACHING SECONDARY SPEECH AND THEATRE

A study of objectives, strategies, special methods, and assessments required for teaching Speech and Theatre with an emphasis on curriculum development and managing a forensic program. A practicum experience is included. Program admission is required. Arranged, Fall and Spring.

EDUC 4702 SECONDARY READING IN THE CONTENT

This course is a study of reading procedures, including methods and strategies used to teach students in grades 6-12. The focus of this course will be on integrating reading across and within content fields to enrich the curriculum, develop reading comprehension, thinking, vocabulary and writing skills. Program admission is required. Spring.

EDUC 4488 INTERNATIONAL STUDENT TEACHING AND SEMINAR

This supervised experience includes at least a 12-week student teaching experience in a United States' elementary and/or secondary school and at least a four-week placement at the International Christian School (ICS) in San José, Costa Rica. During the student teaching experience in Costa Rica, students will also have the opportunity to enroll in a Spanish language course at the Nazarene Seminary of the Americas. The Seminary will also provide housing. Admission to Student Teaching is required. Fall and Spring. (9 or 12 hours)

EDUC 4788 ELEMENTARY STUDENT TEACHING AND SEMINAR

Supervised student teaching experience in the elementary schools. Admission to student teaching is required. Fall and Spring. (9 or 12 semester hours)

EDUC 4888 SECONDARY STUDENT TEACHING AND SEMINAR

Supervised student teaching experience in the secondary schools. Admission to student teaching is required. Fall and Spring. (9 or 12 semester hours)

EDUC 4988 ELEMENTARY AND SECONDARY STUDENT TEACHING AND SEMINAR

Supervised student teaching experience in the elementary and secondary schools. (one quarter at each level). Admission to student teaching is required. Fall and Spring. (9 or 12 semester hours)

EDUC 4971-4973 DIRECTED STUDY**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. This course is a bridge course yielding graduate level credit and may be transferred to any MNU MEd program. (online)

ADDITIONAL ENDORSEMENT COURSES

ESOL 5003 ESOL METHODS

Examines the theory and practice of teaching English Language Learners through content and will specifically explore topics related to methodology and instructional practices for

ELLs. This course blends theory with practical application. Course content addresses the demographics and identification of this population of learners, an overview of the process of second language acquisition, language acquisition theory, strategies to facilitate oral English language acquisition, instructional resources, and research-based best practices for reading and writing instruction. A practicum accompanies this course. Fall.

ESOL 5013 ESOL ASSESSMENT

Provides an overview of assessment issues relating to formal and informal first and second language assessment instruments and techniques. Topics include: types of tests and purposes for the various types, test construction methods and administration, interpretation and explanation of test results as well as placement and monitoring of ELLs. A practicum accompanies this course. Spring.

ESOL 5023 INTRODUCTION TO LINGUISTICS

An introduction to linguistics and assumes no previous knowledge or formal training in the field. Areas of study include phonology, morphology, syntax, and traditional, structural and transformational grammars. Special attention is given to the linguistic knowledge needed to educate English Language Learners (ELLs). Spring.

SPED 5013 ADAPTIVE SPECIAL EDUCATION CHARACTERISTICS

This course prepares the teacher candidate with an understanding of students' diverse learning needs and characteristics that support their cognitive, physical, social, emotional, and career development needs. The teacher will develop an understanding of the philosophical, historical, and legal foundations of the interrelatedness of education and special education. Concurrent enrollment in SPED 5023 and EDUC 3414 is required. Fall and Spring.

SPED 5023 PRACTICUM

The teacher candidate in this field-based practicum will demonstrate knowledge and skill in planning and implementing effective instruction which is built on standards-based goals for content, students, and community with in the context of Adaptive Special Education. The teacher candidate learns to promote a supportive learning environment that encourages student participation. Concurrent enrollment in SPED 5013 and EDUC 3414 is required. Fall and Spring.

SPED 5033 METHODS OF ADAPTIVE SPECIAL EDUCATION

This course prepares the teacher candidate to plan and implement effective instructional methods and strategies to meet the needs of diverse adaptive learners in the K-6 and/or 5-8 classroom or in the 6-12 classroom. Fall and Spring

LICENSURE PROGRAMS IN TEACHER EDUCATION

The structure and general operation of the Teacher Education Program are designed to meet the regulations and requirements of the Kansas State Department of Education (KSDE) and the National Council for Accreditation of Teacher Education (NCATE).

The operation of the Teacher Education Program is the responsibility of the Department of Teacher Education. The policies, programs, and licensure requirements for P-12, elementary, and secondary education are reviewed by the Teacher Education Committee. The MidAmerica Nazarene University Teacher Education Program meets the requirements for

licensure in the state of Kansas. Professional licensure varies from state to state. Therefore, students planning to teach in other states are advised to consult the appropriate State Department of Education to determine requirements for licensure.

Criteria for Admission into the Teacher Education Program:

For students to be recommended for admission to the Teacher Education Program they must have met the following requirements.

1. "B-" or better in **EDUC 1001 Education Seminar**.
2. Acceptable, formal application to the Teacher Education Program.
3. Two favorable recommendations from faculty members.
4. At least 28 semester hours of college work (exclusive of developmental courses).
5. A cumulative grade-point average of 2.75 in all program stipulated coursework completed at the time of application.*
*Program stipulated coursework is defined as all coursework specified to meet a state standard. This includes all courses specified in the program except: Discovering the Bible and Christian Beliefs.
6. "C" or better in **MATH 1223 College Algebra, MATH 2503 Applied Math with Stats** or demonstrated competence as judged by the Math area within the Science and Mathematics Department.
7. "B-" or better in **ENGL 1503 Composition I: Writing and Rhetoric OR ENGL 1703 Composition II: Writing and Research**
8. "B-" or better in **COMM 1303 Public Speaking**.
9. No pending disciplinary probation.
10. No record of being convicted of a felony or crime involving dishonesty, a controlled substance, or a crime against a child.
11. Score of 235 or better on the Reading sub-test of the College Base English test.*
12. Score of 235 or better on the Writing sub-test of the College Base English test.*
13. Score of 235 or better on the Math comprehensive of the College Base Mathematics test.*
*CBASE scores may be substituted by a 24 or higher on the ACT. Licensure only candidates and AS or AA degree holders are exempt from CBASE requirement. If CBASE is not successfully passed, candidates can demonstrate competence by receiving a "B-" or higher in ENGL 1503 and 2003 or a "C" or higher in MATH 1223.
14. Completion of 20 hours of community service.
15. Video presentation regarding the motivation for becoming a teacher that is scored at an 8 or higher
16. Approval by the Teacher Education Department and Teacher Education Committee.

Major and Professional Education Grade Requirement

A student must meet the following requirements in order to be placed in a student teaching assignment or be recommended for licensure.

Elementary: A minimum grade of "B-" and a GPA of 2.75 is required for all courses in professional education and the elementary content area courses.

Secondary: A minimum grade of "B-" and a GPA of 2.75 is required for all courses in professional education. A minimum grade of "C" and a GPA of 2.75 for all courses in the secondary major is required.

Once admitted to the Teacher Education program, candidates are required to have an iPad Air 3 or higher. Admission into the Teacher Education Program allows a student to register for upper-division coursework in education. Failure to make application or complete admission requirements in a timely manner will result in a delay in the student's progress. Admission into the Teacher Education Program does not guarantee the student will be allowed to student teach or be recommended for licensure/endorsement.

A student may not be admitted to Teacher Education and Student Teaching during the same semester. Summer school is not considered a semester.

Criteria for Admission to Student Teaching:

For students to be recommended for admission to Student Teaching they must have met the following requirements.

1. Admission into the Teacher Education Program.
2. Submit Intent to Student Teach Form to the Director of Clinical and Field-Based Experiences on August 30 for spring student teaching or January 30 for fall student teaching.
3. Successful presentation to the Student Teaching Application Panel.
4. A cumulative GPA of 2.75 in all college work attempted.
5. A cumulative GPA of 2.75 in the content area major.
6. A cumulative GPA of 2.75 in Professional Education coursework.
7. Grade of "B-" or better in all Professional Education courses.
8. Grade of "C" or better in all secondary content area courses in the major.
9. Grade of "B-" or better in all elementary content area courses.
10. Take at least 15 semester hours of Professional Education courses at MNU.
11. Take at least 6 semester hours of courses from the content area at MNU.
12. Completion of 60 hours of community service (total of 80 hours) required at the time of application.
Continued on next page.
13. Completion of or enrollment in all coursework needed for licensure with the exception of Student Teaching.
14. Approval of the Teacher Education Committee.

Admission into Student Teaching does not guarantee placement for student teaching or recommendation for licensure.

Criteria for Assignment to Student Teaching:

For students to begin their Student Teaching assignments they must have met the following requirements.

1. Admission into Student Teaching (see above).
2. Passing score on Praxis II Content exam or at least one attempt at completion. The Praxis II Content Test serves as the senior comprehensive exam for elementary education majors.
3. Completion of appropriate forms for student teaching assignment.
4. Acceptable health certificate (with TB test results) signed by a doctor not earlier than 6 months prior to Student Teaching.
5. Background check through Validity, completed no earlier than 6 months prior to student teaching.
6. Professional liability insurance active for the duration of student teaching.
7. Completion of all course work prior to Student Teaching

Completion of Student Teaching does not guarantee recommendation for licensure.

Licensure Requirements

In order to be licensed, students must achieve a passing score on both the Principles of Learning and Teaching (PLT) Exam and the appropriate Praxis II Content exam. Information and for the exams are available from the Department of Teacher Education.

Policy on Working During Student Teaching and Seminar

Student teaching is a notably intense and demanding experience. Consequently, students are advised to suspend/avoid outside employment during the student teaching semester. In extreme or dire circumstances requiring students to maintain employment during student teaching, that employment must be reported by students to the cooperating teacher and the University Supervisor. The employment must not interfere in any way with student teaching. If a student's performance during student teaching does not meet expectations, the student will be asked to stop working or to repeat the student teaching experience. Attendance at school faculty meetings, parent teacher nights, performance of other extracurricular duties and attendance at on-campus seminar sessions is expected of all student teachers.

Program Interruption Policy

If there is an interruption in a candidate's Teacher Education Program of two semesters or more between the education coursework and student teaching, the student is required to meet with the Chair of Teacher Education and the appropriate advisor to seek approval for readmission into the program.

ELEMENTARY EDUCATION (K-6 Licensure)

Elementary Education majors transferring to MidAmerica Nazarene University from a regionally accredited college or university must complete at least 21 semester hours at MidAmerica before being placed in Student Teaching. Fifteen of these hours must be from the professional education block (exclusive of student teaching) and at least six semester hours must be from the major. MidAmerica Nazarene University does not accept transfer credit for Elementary and Professional Education courses from non-accredited institutions. The School of Education's licensure officer reviews all transcripts. Persons who have not previously held a Kansas teaching certificate will be required to pass pre-licensure exams prior to issuance of a Kansas license. These examinations include the Principles of Learning and Teaching examination and the Praxis II Content examination.

I. General Education for Elementary Teacher Education 48-52 hours

Spiritual Development - 7 hours*

BLIT 1004 Discovering the Bible
THEO 2003 Christian Beliefs

Self Understanding - 5-6 hours

PSYC 2513 Lifespan Development
FRST 1101 Freshman Seminar

Choose one of the General Education Activity courses

Critical Thinking - 6-9 hours

MATH 1223 College Algebra or demonstrate competence
MATH 2223 Math for the Elementary Teacher II
EDUC 2103 Introduction to Teaching

Effective Communication - 9 hours

COMM	1303	Public Speaking
ENGL	1503	Composition I: Writing and Rhetoric
ENGL	1703	Composition II: Writing and Research

Social Responsibility - 9 hours

HIST	1203	U.S. History to 1877
HIST	1303	U.S. History since 1877
EDUC	2303	World Civilizations & Geography

Scientific Literacy - 9 hours

GNSC	2103	Chemistry in Everyday Life
GNSC	1203	Principles of Biology
GNSC	2203	Physics in Everyday Life

Aesthetic Literacy - 6 hours

FNAR	1303	Exploring Art
FNAR	1403	Exploring Theatre
FNAR	1503	Exploring Music
ENGL	2003	Introduction to Literature
Any approved aesthetic literacy course		

*If a student holds a baccalaureate degree from a regionally accredited college and is seeking licensure only, the courses in spiritual development are not required.

NOTE: Since elementary teachers have traditionally been generalists as opposed to specialists in education, the professional and specialized courses in the elementary teacher education program will constitute the major for students preparing for elementary level teaching.

II.	Professional Education Courses	40-43 hours
	EDUC 1001	Education Seminar
	EDUC 2103	Introduction to Teaching
	EDUC 2203	Cultural Diversity in Education
	HLSC 3603	Core Concepts of Health

Admission to the Teacher Education Program is required to register in the following courses:

Sequence One - These courses must be taken concurrently.

EDUC	3132	Technology Teaching and Learning I
EDUC	3134	Teaching and Learning I
EDUC	3603	Classroom Management

Sequence Two - These courses must be taken concurrently.

EDUC	3412	Technology with the Exceptional Learner
EDUC	3414	Teaching and Learning II - Exceptional Learner

Sequence Three - These courses must be taken concurrently.

EDUC	4512	Technology Teaching and Learning III
EDUC	4514	Teaching and Learning III

Student Teaching

EDUC	4788	Elementary Student Teaching and Seminar
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OR (9 or 12 hours)

EDUC	4488	International Student Teaching and Seminar (9 or 12 hours)
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III. Specialized Methods of Elementary Education 30 hours

EDUC	2502	Elementary Methods of Applied Arts
EDUC	2903	Children's Literature
MATH	2213	Math for the Elementary Teacher I
PHED	3202	Methods in Teaching Motor Skills and Elementary Physical Education

Admission to the Teacher Education Program is required to register in the following courses.

EDUC	3104	Elementary Methods of Mathematics and Practicum
EDUC	3204	K-2 Integrated Literacy and Assessment
EDUC	3304	3-6 Integrated Literacy and Assessment
EDUC	4505	Elementary Methods of Science and Social Studies and Practicum

IV. Electives: Additional coursework may be required.

Required for graduation	126 hours
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MIDDLE LEVEL EDUCATION (5-8)

Students who plan to teach in the public school system (middle school level) are advised to major in the academic field of their choice and to take the required professional education courses.

The following academic programs have been approved by the Kansas State Department of Education for licensure in middle school education:

Mathematics Education (5-8)
Science Education (5-8)

Middle school education majors transferring to MidAmerica Nazarene University from a regionally accredited college or university must complete at least 21 semester hours at MidAmerica before being placed in Student Teaching and/or recommended for licensure. Fifteen of these hours must be from the professional education block (exclusive of student teaching) and at least six semester hours must be from the major. MidAmerica Nazarene University does not accept transfer credit for the major and Professional Education courses from non-accredited institutions. The School of Education's licensure officer reviews all transcripts.

Persons who have not previously held a Kansas teaching license will be required to pass pre-licensure exams prior to issuance of a Kansas license. These examinations include the Principles of Learning and Teaching examination and the Praxis II content examination.

I. General Education for Middle School Teacher Education 45-49 hours

Spiritual Development - 7 hours*
BLIT 1004 Discovering the Bible
THEO 2003 Christian Beliefs

Self Understanding - 5-6 hours

PSYC 2513 Lifespan Development
 FRST 1101 Freshman Seminar
 Choose one of the General Education Activity Course

Critical Thinking - 6-9 hours

MATH 1223 College Algebra or demonstrate competence
 EDUC 2103 Introduction to Teaching
 MATH 3503 Probability and Statistics (for middle level math)
 MATH 2503 Applied Math with Stats (for middle level science)

Effective Communication - 9 hours

COMM 1303 Public Speaking
 ENGL 1503 Composition I: Writing and Rhetoric
 ENGL 1703 Composition II: Writing and Research

Social Responsibility - 6 hours

HIST 1203 U.S. History to 1877
OR
 HIST 1303 U.S. History since 1877
 HIST 2103 World Civilization to 1650
OR
 HIST 2203 World Civilization since 1650

Scientific Literacy - 6 hours*

2 Courses from 2 of the 3 sciences:
 Biological
 Physical
 Earth/Space

*Middle level science majors will fulfill the scientific literacy requirements within the major.

Aesthetic Literacy - 6 hours

FNAR 1303 Exploring Art
 FNAR 1403 Exploring Theatre
 FNAR 1503 Exploring Music
 ENGL 2003 Introduction to Literature
 Any approved aesthetic literacy course

*If a student holds a baccalaureate degree from a regionally accredited college and is seeking licensure only, the courses in spiritual development are not required.

II. Professional Education Courses 42-45 semester hours

EDUC 1001 Education Seminar
 EDUC 2103 Introduction to Teaching
 EDUC 2203 Cultural Diversity in Education
 HLSC 3603 Core Concepts of Health

Admission to the Teacher Education Program is required to enroll in the following courses:

Sequence One - These courses must be taken concurrently.

EDUC 3132 Technology with Teaching and Learning I
 EDUC 3134 Teaching and Learning I
 EDUC 3603 Classroom Management

Sequence Two - These courses must be taken concurrently

EDUC	3412	Technology the Exceptional Learner
EDUC	3414	Teaching and Learning II - Exceptional Learner

Sequence Three - These courses must be taken concurrently.

EDUC	4512	Technology Teaching and Learning III
EDUC	4514	Teaching and Learning III

Student Teaching

EDUC	4888	Secondary Student Teaching and Seminar (9 or 12 hours)
OR		
EDUC	4488	International Student Teaching and Seminar (9 or 12 hours)

Other Required Courses

EDUC	4702	Secondary Reading in the Content The appropriate content methods course
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III. Academic Major 30-65 hours
 Courses required for each academic major are specified below.

IV. Electives: Additional coursework may be required.

Required for graduation 126 hours

MIDDLE SCHOOL EDUCATION LICENSURE PROGRAMS**MATHEMATICS EDUCATION (5-8)**

MATH 1405	Calculus I	5
MATH 2213	Math for the Elementary Teacher I	3
MATH 2223	Math for the Elementary Teacher II	3
MATH 3003	Discrete Mathematics	3
MATH 3101	Introduction to Linear Algebra	1
MATH 3203	Modern Geometry	3
MATH 3303	History of Mathematics	3
MATH 3503	Probability and Statistics	3
MATH 3621	Geometry for Secondary Teachers	1
MATH 3642	Algebra for Secondary Teachers	2
MATH 3651	Probability & Statistics for Secondary Teachers	1
		28 hours

SCIENCE EDUCATION (5-8)

GNSC 3204	Genetics	3
GNSC 3503	The Nature of Science & Scientific Inquiry	3
GNSC 2503	Earth & Space Science	3
BIOL 1114	Biology I	4
BIOL 1124	Biology II	4
BIOL 3804	Ecology	4
CHEM 1104	General Chemistry I	4
CHEM 2104	General Chemistry II	4
OR		
GNSC 2103	Chemistry in Everyday Life	3
PHYS 1004	Physics I (Trig based)	4

PHYS 1104 Physics II (Trig based) 4
36-37 hours

Middle level science majors will fulfill the scientific literacy requirements within the major.

SECONDARY (6-12, P-12 LICENSURE) EDUCATION

Students who plan to teach in the public school system (secondary grades) are advised to major in the academic field of their choice and to take the required professional education courses.

The following academic programs have been approved by the Kansas State Department of Education for licensure in secondary education:

Biology Education (6-12)
English Language Arts Education (6-12)
Social Studies & History/Government Education (6-12)
Mathematics Education (6-12)
Music Education (P-12)
Physical Education (P-12)
Speech/Theatre Education (6-12)

Secondary Education majors transferring to MidAmerica Nazarene University from a regionally accredited college or university must complete at least 21 semester hours at MidAmerica before being placed in Student Teaching and/or recommended for licensure. Fifteen of these hours must be from the professional education block (exclusive of student teaching) and at least six semester hours must be from the major. MidAmerica Nazarene University does not accept transfer credit for the major and Professional Education courses from non-accredited institutions. The School of Education's licensure officer reviews all transcripts.

Persons who have not previously held a Kansas teaching license will be required to pass pre-licensure exams prior to issuance of a Kansas license. These examinations include the Principles of Learning and Teaching examination and the Praxis II content examination.

- I. General Education for Secondary Teacher Education 46-49 hours
NOTE: See specific General Education Requirements for *Music Education* in the College of Liberal Arts and Sciences section and *Physical Education* in the School of Nursing and Health Science section of this Catalog.

Spiritual Development - 7 hours*

BLIT 1004 Discovering the Bible
THEO 2003 Christian Beliefs

Self Understanding - 5-6 hours

PSYC 2513 Lifespan Development
FRST 1101 Freshman Seminar
Choose one of the General Education Activity Course

Critical Thinking - 6-9 hours

MATH 1223 College Algebra or demonstrate competence
MATH 2503 Applied Mathematics with Statistics or higher
EDUC 2103 Introduction to Teaching

Effective Communication - 9 hours

COMM 1303 Public Speaking
 ENGL 1503 Composition I: Writing and Rhetoric
 ENGL 1703 Composition II: Writing and Research

Social Responsibility - 6 hours

HIST 1203 U.S. History to 1877
OR
 HIST 1303 U.S. History since 1877
 HIST 2103 World Civilization to 1500
OR
 HIST 2203 World Civilization since 1500

Scientific Literacy - 6 hours

2 Courses from 2 of the 3 scientific strands:
 Biological
 Physical
 Earth/Space

Aesthetic Literacy - 6 hours

FNAR 1303 Exploring Art
 FNAR 1403 Exploring Theatre
 FNAR 1503 Exploring Music
 ENGL 2003 Introduction to Literature
 Any approved aesthetic literacy course

*If a student holds a baccalaureate degree from a regionally accredited college and is seeking licensure only, the courses in spiritual development are not required.

II. Professional Education Courses 42-45 semester hours

EDUC 1001 Education Seminar
 EDUC 2103 Introduction to Teaching
 EDUC 2203 Cultural Diversity in Education
 HLSC 3603 Core Concepts of Health

Admission to the Teacher Education Program is required to register in the following courses:

Sequence One - These courses must be taken concurrently.

EDUC 3132 Technology Teaching and Learning I (except MUED majors)
 EDUC 3134 Teaching and Learning I
 EDUC 3603 Classroom Management (except MUED majors)

Sequence Two - These courses must be taken concurrently.

EDUC 3412 Technology with the Exceptional Learner (except MUED majors)
 EDUC 3414 Teaching and Learning II - Exceptional Learner

Sequence Three - These courses must be taken concurrently.

EDUC 4512 Technology Teaching and Learning III
 EDUC 4514 Teaching and Learning III

Student Teaching

EDUC	4888	Secondary Student Teaching and Seminar (9 or 12 hours)
OR		
EDUC	4988	Elementary and Secondary Student Teaching and Seminar (9 or 12 hours)
OR		
EDUC	4488	International Student Teaching and Seminar (9 or 12 hours)

Other Required Courses

EDUC	4702	Secondary Reading in the Content The appropriate content methods courses
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III. Academic Major 30-65 hours
Courses required for each academic major are specified below.

IV. Electives: Additional coursework may be required.

Required for graduation 126 hours

SECONDARY EDUCATION LICENSURE PROGRAMS (CONTENT COURSES)

BIOLOGY EDUCATION (6-12)

BIOL 1114	Biology I	4
BIOL 1124	Biology II	4
BIOL 2105	Microbiology	5
BIOL 3004	Diversity of Life	4
BIOL 3204	Genetics	4
BIOL 3804	Ecology	4
BIOL 4204	Physiology	4
BIOL 4403	Cell and Molecular Biology	3
BIOL 4862	Special Topics in Biology	2
BIOL 4901	Biology Seminar	1
BIOL 4991	Senior Year	1
CHEM 1104	General Chemistry I	4
CHEM 2104	General Chemistry II	4
MATH 1355	Precalculus	5
		<hr/>

49 Hours

ENGLISH LANGUAGE ARTS EDUCATION (6-12)**Core Courses**

ENGL	2003	Introduction to Literature*	3
ENGL	2113	Survey of American Authors	3
ENGL	2213	Survey of British Authors	3

At least four courses at 3000-level (12 hours)

ENGL	3013	The Novel	3
ENGL	3203	Literary Movements	3
ENGL	3303	Linguistics	3
ENGL	3403	Faith and Literature	3
ENGL	3413	Cultural Traditions in Literary Texts	3
ENGL	3603	Young Adult Literature	3

At least four courses at 4000-level (12 hours)

ENGL	4203	Shakespeare	3
ENGL	4213	Critical Approaches to Literature of the Ancient World	3
ENGL	4303	Creative Writing	3
ENGL	4313	Critical Approaches to Romantic Literature	3
ENGL	4413	Critical Approaches to Modern Literature	3
ENGL	4513	Critical Approaches to Literature in Film	3
ENGL	4613	Critical Approaches to African-American Literature	3
ENGL	4961-3	Special Topics in English	3

Choose three hours from the following:

COMM	2001	Multimedia Workshop	3
COMM	4001-2	Advanced Multimedia Workshop*	3

*This course has a prerequisite

SOCIAL STUDIES & HISTORY/GOVERNMENT EDUCATION (6-12)

HIST 1203	U.S. History to 1877	3
HIST 1303	U.S. History since 1877	3
HIST 2103	World Civilization to 1500	3
HIST 2203	World Civilization since 1500	3
HIST 2303	History of Kansas and The Midwest	3
HIST 4802	Senior Seminar*	2
HIST 4901	Senior Thesis*	1
POLS 1103	Introduction to Politics	3
ECON 2503	Principles of Macroeconomics	3
SOCI 1003	General Sociology	3
GEOG 1303	World Geography	3
Choose four of the following :		
HIST 3003	Colonial America	3
HIST 3103	The Civil War	3
HIST 3203	Renaissance and Reformation	3
HIST 3303	Modern European Empires	3
HIST 3803	History of Russia to 1900	3
HIST 4103	The American Century	3
HIST 4203	The World at War	3
HIST 4303	The Ancient World	3
HIST 4403	History of East Asia to 1900	3
Choose one of the following:		
POLS 3103	Dictators and Demagogues	3
POLS 3803	Faith and Politics in Historical Perspective	3
		<u>3</u>
		45 hrs

*This course has a prerequisite

MATHEMATICS EDUCATION (6-12)

MATH 1405	Calculus I	5
MATH 1504	Calculus II	4
MATH 2004	Calculus III	4
MATH 3003	Discrete Mathematics	3
MATH 3104	Linear Algebra	4
MATH 3203	Modern Geometry	3
MATH 3303	History of Mathematics	3
MATH 3503	Probability and Statistics	3
MATH 3803	Abstract Algebra	3
Elective in Mathematics (3000 level or above)		<u>6</u>
		38 hrs

MUSIC EDUCATION (P-12) (BME)

(Program results in licensure for teaching both general, instrumental, and vocal music in PK-12 schools) See BMED General Core requirements.

APMU 1501	Keyboard Skills I (as required)	1
APMU 1601	Keyboard Skills II (as required)	1
APMU 1701	Keyboard Skills III (as required)	1
APMU 2501	Keyboard Skills IV (as required)	1
	Piano Proficiency	
APPR 1001	Private Lessons in Voice (required of non-vocal majors)	1
APPR 2101-3102	Applied Private- (14 semester hours, at least one each semester of private lessons in voice or a single instrument)	14
APPR 4201	Senior Recital	1
FNAR 1203	Music in World Cultures	3
MHST 3403	Music History I	3
MHST 3503	Music History II	3
MHST 3603	Music History III	3
MUED 1000	Music Forum (required to pass 6 semesters)	
MUED 1201	Computer Skills for Musicians	1
MUED 2001	Brass Techniques	1
MUED 2101	Woodwind Techniques	1
MUED 2201	Percussion Techniques	1
MUED 2301	String Techniques	1
MUED 3202	Music Media and Technology	2
MUED 3602	Beginning Conducting	2
MUED 3702	Choral Literature and Conducting	2
	OR	
MUED 3802	Instrumental Literature and Conducting	2
MUED 4001	Vocal / Choral Techniques (prerequisite: minimum of APPR 1001 - Private Voice)	1
MUED 4303	Elementary Music Methods, Materials and Practicum	3
MUED 4313	Secondary Music Methods, Materials and Practicum	3
MUEN	Ensemble (at least one each semester - minimum of 7 and at least two semesters must be in choir)	7
MUTH 1101	Fundamentals of Music Theory (as required)	1
MUTH 2103	Music Theory I	3
MUTH 2203	Music Theory II	3
MUTH 2301	Aural Skills I	1
MUTH 2401	Aural Skills II	1
MUTH 3103	Music Theory III	3
MUTH 3203	Music Theory IV	3
MUTH 3301	Aural Skills III	1
MUTH 3401	Aural Skills IV	1
MUTH 4603	Instrumentation and Arranging	<u>3</u>
		69-75 hrs

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

PHYSICAL EDUCATION (P-12)

Program results in certification for teaching Physical Education in both elementary and secondary schools. P-12 certification requires elementary and secondary student teaching.

HLEX 1132	Aquatics	2
OR		
HLEX 3103	Water Safety Instructor (WSI)	3
HLEX 1142	Weight Training	2
HLEX 1303	Care and Prevention of Athletic Injuries and Lab	3
HLEX 3513	Psychology of Sport	3
HLEX 3533	Sports and Exercise Nutrition	3
HLEX 3543	Kinesiology / Biomechanics and Lab	3
HLEX 4503	Exercise Physiology and Lab	3
PHED 3201	Methods of Teaching Motor Skills and Elementary PE Lab	1
PHED 3202	Methods of Teaching Motor Skills and Elementary PE	2
PHED 3213	Foundations of PE, Recreation, and Sport	3
PHED 3222	Techniques of Teaching Sports	2
PHED 3223	Methods of Teaching Secondary Physical Education and Health	3
PHED 4203	Adaptive Physical Education	3
SPMT 3203	Admin and Management of Sports and Recreation	<u>3</u>
		36-37 hrs

SPEECH/THEATRE EDUCATION

COMM 1303	Public Speaking	3
COMM 1503	Mass Media and Society	3
COMM 1703	Introduction to Human Communication	3
COMM 2303	Interpersonal and Social Communication	3
COMM 2402	Directing Forensics and Debate (Clinical)	2
COMM 3403	Decision Making in Small Groups	3
COMM 3703	Persuasive Communication and Ethics*	3
COMM 4903	Senior Capstone*	3
THEA 1503	Exploring Theatre	3
THEA 2101	Theatre Workshop I or	1
THEA 3101	Theater Workshop II	1
THEA 2202	Technical Theater and Stagecraft	2
THEA 3203	Acting for Stage and Camera	3
THEA 4303	Directing and Play Production	<u>3</u>
		35 hrs

*This course has a prerequisite

PROVISIONAL LICENSURE IN A SECONDARY TEACHING FIELD

Kansas regulations currently permit a person who is licensed for teaching grades K-6, 6-12, or P-12 to be recommended for licensure in additional secondary area(s) if the applicant has met the specified licensure requirements and/or achieved a passing score on the appropriate Praxis II Content Exam. Contact the MNU Licensure and Assessment Coordinator for additional information.

AREAS OF EMPHASIS

Education majors may opt to enroll in additional courses in order to earn an area of emphasis distinction on their transcript or to add an endorsement to their future teaching license. In order to add an endorsement, the appropriate PRAXIS content test must be passed. For such areas of study, the coursework listed below provides a core of understanding that should be sufficient for passing the appropriate PRAXIS content exam.

MIDDLE-LEVEL SOCIAL STUDIES

The PRAXIS exam is 5089 Middle School: Social Studies.
<http://www.ets.org/s/praxis/pdf/5089.pdf>

Suggested courses for the Middle-Level Social Studies Emphasis Area are:

HIST 1203 U.S. History to 1877 **AND** HIST 1303 U.S. History since 1877

Take one for General Education and the other for the Emphasis Area

HIST 2103 World Civilization to 1500 **AND** HIST 2203 World Civilization since 1500

Take one for General Education and the other for the Emphasis Area

GEOG 1003 World Geography*

ECON 2503 Principles of Macroeconomics OR POLS 1103 Introduction to Politics

The test covers both economics and political science. If possible, take both courses.

* Elementary Education majors interested in this additional endorsement should take EDUC 2303 World Civilizations and Geography in place of World Geography, and it should be noted that both U.S. History courses are required for General Education.

MIDDLE-LEVEL ENGLISH LANGUAGE ARTS

The PRAXIS exam is 5047 Middle School English Language Arts.
<http://www.ets.org/s/praxis/pdf/5047.pdf>

Suggested courses for the Middle-Level English Language Arts Emphasis Area are:

ENGL 2003 Introduction to Literature*

ENGL 3203 Writers and Movements*

ENGL 3603 Adolescent Literature

EDUC 4702 Secondary Reading in the Content^

* Students interested in this endorsement area are encouraged to take these two courses to meet General Education requirements.

^ This course is already required for non-elementary education majors

MIDDLE-LEVEL MATHEMATICS

The [PRAXIS exam](#) is 5169 Middle School Mathematics

Suggested courses for the Middle-Level Mathematics Emphasis Area are:

MATH 1405 Calculus I (if possible, take this course instead of College Algebra for General Education)
 MATH 2213 Math for Elementary Teachers I
 MATH 2223 Math for Elementary Teachers II
 MATH 3621 Geometry for Secondary Teachers
 MATH 3642 Algebra for Secondary Teachers
 MATH 3651 Probability and Stats for Secondary Teachers **OR** MATH 3503 Probability and Statistics*

* Secondary students interested in this endorsement area should take MATH 3503 Probability and Statistics to meet a General Education requirement.

BUSINESS EDUCATION

The [PRAXIS exam](#) is 5101 Business Education: Content Knowledge

Suggested courses for the Business Education Emphasis Area are:

ACCT 2803 Principles of Accounting I
 ECON 2503 Principles of Macroeconomics
 MGMT 2603 Computer Applications in Business
 MGMT 3103 Business Law I
 MGMT 2103 Business Communications
 (MGMT 2101 Business Communications Lab **not** required as a co-requisite)
 MGMT 2303 Principles of Management

HEALTH EDUCATION

The [PRAXIS exam](#) is 5551 Health Education.

Suggested courses for the Health Education Emphasis Area are:

HLSC 2433 Drug Use and Abuse in Society
 HLSC 2603 Principles of Health Promotion
 HLSC 3613 Community and Consumer Health
 HLEX 1303 Care and Prevention of Athletic Training Injuries and Lab

PSYCHOLOGY

The [PRAXIS exam](#) is 5391 Psychology.

Suggested courses for the Psychology Emphasis Area are:

- PSYC 1103 General Psychology
- PSYC 3303 Adolescent Psychology
- PSYC 3803 Abnormal Psychology
- PSYC 4103 Physiological Psychology

SPEECH/THEATRE EDUCATION

The [PRAXIS exam](#) is 5221 Speech Communication: Content Knowledge

Suggested courses for the Speech/Theatre Emphasis Area are:

- THEA 2202 Technical Theatre and Stagecraft
- THEA 3203 Acting for Stage and Camera*
- THEA 4303 Directing and Play Production
- COMM 1703 Introduction to Human Communication

* Students interested in this endorsement area should take THEA 3203 Acting for Stage and Camera to meet a General Education requirement.

JOURNALISM

The [PRAXIS exam](#) is 5223 Journalism.

Suggested courses for the Journalism Emphasis Area are:

- COMM 1403 Digital Photography*
- COMM 1503 Mass Media and Society
- COMM 2001 Multimedia Workshop
- JOUR 1901 Copy Editing
- JOUR 1903 Introduction to Reporting and Writing
- MGMT 3403 Entrepreneurship

Students interested in this endorsement area should take COMM 1403 Digital Photography to meet a General Education requirement.

GAMING

Suggested courses for the Gaming Emphasis Area are:

- HIST 4963: Special Topics in History Interpreting History Through Games
- COMM 4963 Understanding Video Games
- CHED 4961-3 / EDUC 4961-3 Games as Learning Systems

TEACHER LEADER

Suggested courses for the Teacher Leader Emphasis Area are:

- EDUC 7093 Serving Through Servant Leadership
- EDUC 4013 Ethical & Legal Issues in Education
- EDUC 4023 Instructional and Advocacy Leadership
- EDUC 4033 Administrative Leadership

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SCHOOL OF BEHAVIORAL SCIENCES AND COUNSELING

Todd Frye, Ph.D.
Dean



- Department of Behavioral Sciences
- Department of Graduate Studies in Counselor Education

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 three specialty tracks for students. The tracks include:

- **Clinical Mental Health Counseling**
- **Marriage, Couple and Family Counseling**
- **School 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 - Sexual Addictions Treatment Provider**

General Education for the BA
School of Behavioral Sciences and Counseling

	Semester Hours
<i>Spiritual Development</i>	9 hours
9 hours	
BLIT 1103 Discovering the Old Testament	
BLIT 1203 Discovering the New Testament	
THEO 2003 Christian Beliefs	
<i>Self Understanding</i>	5-6 hours
3 hours	
PSYC 1103 General Psychology	
PSYC 2513 Lifespan Development	
0-1 hour	
FRST 1101 Freshman Seminar (required for students \leq 24 college credits)	
2 hours	
HLEX 1112 Aerobic Fitness	
HLEX 1122 Recreational Activity	
HLEX 1132 Aquatics	
HLEX 1142 Weight Training	
HLEX 1152 Fitness Yoga	
HLEX 2112 Karate I	
HLEX 3103 Water Safety Instructor (WSI)	
PHED 1202 Techniques for Lifetime Fitness	
PHED 2212 Individual and Dual Sports	
PHED 2222 Team Sports	
Students playing/practicing on a varsity team may enroll in SPMT 2301, SPMT 2401, SPMT 3301, or SPMT 3401	
<i>Critical Thinking</i>	6-9 hours
0-3 hours	
MATH 1223 College Algebra/proficiency or higher level math	
3 hours	
MATH 3503 Probability and Statistics	
SOCI 3503 Behavioral Science Statistics	
PSYC 3503 Behavioral Science Statistics	
3 hours	
PHIL 2003 Ethics	
PHIL 2103 Introduction to Philosophy	
PHIL 4003 Religions of the World	
<i>Effective Communication</i>	9 hours
9 hours	
ENGL 1503 Composition I: Writing and Rhetoric	
ENGL 1703 Composition II: Writing and Research	
COMM 1303 Public Speaking	

<i>Social Responsibility</i>	6 hours
3 hours	
SOCI 1003	General Sociology
SOCI 2003	Marriage and Family
PSYC 2303	Understanding Multicultural Behavior
COMM 3603	Intercultural Communication
CRIM 1003	Survey of Criminal Justice
POLS 1103	Introduction to Politics
3 hours	
HIST 1203	US History to 1877
HIST 1303	US History since 1877
HIST 2103	World Civilization to 1500
HIST 2203	World Civilization since 1500
<i>Scientific Literacy</i>	6-9 hours
3-5 hours	
CHEM 1104	General Chemistry I
PHYS 1004	Physics I (Trig based)
PHYS 2005	Physics I (Calculus based)
GNSC 2203	Physics in Everyday Life
GNSC 2103	Chemistry in Everyday Life
3-4 hours	
GNSC 1203	Principles of Biology
GNSC 3003	Human Genetics
GNSC 3903	Environmental Biology
BIOL 1114	Biology I
BIOL 1704	Human Anatomy
BIOL 1803	Human Physiology
<i>Aesthetic Literacy</i>	4-6 hours
3 hours	
FNAR 1303	Exploring Art
FNAR 1403	Exploring Theatre
FNAR 1503	Exploring Music
1-3 hours	
Any Fine & Performing Arts course OR 1 of these:	
COMM 1403	Digital Photography
ENGL 2003	Introduction to Literature
	45-54 hours

DEPARTMENT OF BEHAVIORAL SCIENCES

Course Offerings: Criminal Justice, Psychology, Sociology, Business Psychology, Social Justice

Statement of Purpose:

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

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

FACULTY

SCOTT G KOENEMAN, Associate Professor of Psychology; Chair, Department of Behavioral Sciences, 2010-
B.S., Oklahoma Christian University, 1998; M.A., Denver Seminary, 2003; M.A., George Fox University, 2005; Psy.D., George Fox University, 2008.

AMY E. CAIN, Assistant Professor in Psychology, 2012-
B.S., Missouri State University, 1998; M.A.C., MidAmerica Nazarene University, 2007.

BASIL "BO" R. CASSELL, Associate Professor of Sociology, 2007-
B.A., Pepperdine University, 1987; M.Div., Fuller Theological Seminary, 1990; M.A. University of Missouri Kansas City, 2010.

TODD C. HIESTAND, Professor of Criminal Justice, 2005-
A.A., Southeast Community College; B.A., MidAmerica Nazarene University, 2002; J.D., University of Nebraska - Lincoln, 2005.

ARVIN F. OKE, Professor of Psychology, 1987-
B.A. , Pasadena College, 1969; M.A., University of Missouri - Kansas City, 1971; Ph.D., University of Kansas, 1976.

SENIOR COMPREHENSIVE

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

The examination is administered by the Department each Fall and Spring semester for psychology, sociology, and criminal justice majors and in January for business psychology majors. Further details regarding the senior comprehensive are available from the Behavioral Science Department Chair. There is a \$25.00 fee for this exam.

PSYCHOLOGY

Learning Objectives:

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

PSYC 1101 ORIENTATION TO PSYCHOLOGY

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

PSYC 1103 GENERAL PSYCHOLOGY

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

PSYC 2303 UNDERSTANDING MULTICULTURAL BEHAVIOR

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

PSYC 2403 HUMAN SEXUALITY

This course addresses the behavioral, psychological, and sociological components of human sexuality. Special care will be taken to present the material within a context of Christian values with emphasis on gender role and generational differences. Prerequisite: PSYC 1103 or PSYC 2513. Fall, alternate years.

PSYC 2513 LIFESPAN DEVELOPMENT

This course presents to students the major developmental 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. Fall and Spring.

PSYC 3103 HISTORY AND SYSTEMS OF PSYCHOLOGY

This course focuses on the evolution of psychology as a science through a systematic review of the principal scientific and philosophical antecedents of modern psychology, and analysis of the status of the major theoretical schools of thought. Prerequisite: PSYC 1103. Spring.

PSYC 3203 THEORIES OF PERSONALITY

This course focuses on the development, structure, and dynamics of personality with emphasis on the major theories of personality and coordinating concepts. Prerequisite: PSYC 1103 and PSYC 2513. Fall.

PSYC 3303 ADOLESCENT PSYCHOLOGY

This course addresses the physical, mental, and emotional growth and development of the adolescent. The application of developmental theory and an analysis of the developmental, psychological, and social needs and processes of adolescent are emphasized. An empathic understanding of how these needs are expressed in family, school, religious, and community contexts is encouraged. Prerequisite: PSYC 1103 or PSYC 2513. Spring, alternate years.

PSYC 3403 ADULT DEVELOPMENT AND AGING

This course examines the adult period of the lifespan, as well as, death and dying from a biopsychosocial perspective. Specifically the uniqueness and diversity of adulthood will be explored. A critical look at the theoretical foundations that pertain to the adult period of life, including physical changes, health and preventative health practices, cognitive elements, relationships, employment, leisure, mental health, and dealing with the end of life scenarios will be a focus of this class. Prerequisite: PSYC 1103 or PSYC 2513. Spring, alternate years.

PSYC 3503 BEHAVIORAL SCIENCE STATISTICS

This course investigates the application of elementary descriptive statistics, statistical inference, and correlation and regression to behavioral science data, with an emphasis on the relationship of theory and method in the research setting. Prerequisites: PSYC 1103 and MATH 1223 or demonstrated Algebra proficiency. Fall and Spring. (cf. MATH 3503, SOCI 3503)

PSYC 3803 ABNORMAL PSYCHOLOGY

This course gives a general overview of the etiology and characteristics of abnormal behaviors and the effects of therapeutic interventions on these disorders. Prerequisites: PSYC 1103 and PSYC 2513. Spring. (cf. SOCI 3803)

PSYC 3913 SOCIAL PSYCHOLOGY

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

PSYC 4003 PSYCHOLOGY AND CHRISTIANITY

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

PSYC 4103 PHYSIOLOGICAL PSYCHOLOGY

This course focuses on the interaction between brain and behavior. The basic neuronal mechanisms of information processing is investigated and followed by an exploration into the neurobiological basis of selected behaviors such as sleep, mental illness, sexual behavior, pleasure, pain, and right/left hemispheric functioning. Prerequisites: PSYC 1103 and PSYC 2513. Fall.

PSYC 4303 RESEARCH METHODS I

This course provides an understanding of the basis of research methodology, both experimental and non-experimental. Methodological principles are applied in the form of each student engaging in a research project. Methodological application is furthered by critical analysis of selected research journal articles. Prerequisites: PSYC 1103, PSYC 2513, and PSYC 3503. Recommended Prerequisite: MATH 1223. Fall. (cf. SOCI 4303)

PSYC 4403 RESEARCH METHODS II

This course expects students to engage in a laboratory research project. The project will have contemporary scientific significance with potential publication value. The understanding of supplementary information related to the project from scientific literature will be expected. A write-up using the APA style will finalize the project. Prerequisites: PSYC 1103 and 2513, PSYC 3503, and PSYC 4303. Recommended Prerequisite: MATH 1223. Spring. Pending student enrollment and instructor approval required.

PSYC 4503 PSYCHOPHARMACOLOGY

This course investigates the neuroanatomy and synaptic mechanisms of various neurotransmitter systems. Drugs which are therapeutically effective in the area of mental health such as anxiety, depression, addictions, and schizophrenia will be studied with respect to these systems. Special emphasis will be given to the understanding of contemporary signal transduction mechanisms as it effects brain functioning and becomes a basis for new drug-brain interactions. Prerequisites: PSYC 1103, PSYC 2513 and PSYC 4103. Spring, alternate years.

PSYC 4603 FUNDAMENTALS OF COUNSELING

This course focuses on various theoretical approaches and their effects on the counseling relationship. Prerequisites: PSYC 1103, PSYC 3203 and Junior Standing. Spring.

PSYC 4803 COGNITIVE NEUROPSYCHOLOGY

This course is designed to introduce the student to the rapidly expanding field of cognitive neuropsychology. The course will specifically address the brain-behavior link in the area of judgment, planning memory, and language. The course will largely be taught in a seminar format. Prerequisites: PSYC 1103 and PSYC 2513, and Junior or Senior standing.

PSYC 4883-4886 PRACTICUM/INTERNSHIP I

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

PSYC 4903 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

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

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

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

EXAMPLE CURRICULUM PLAN FOR PSYCHOLOGY MAJORS

FRESHMAN YEAR**FALL**

General Psychology	3
Discovering the Old Testament	3
English Composition	3
Public Speaking	3
Freshman Seminar	1
General Education Elective	<u>3</u>
	16

SPRING

Orientation to Psychology	1
Lifespan Development	3
Discovering the New Testament	3
General Education Elective	3
Understanding Multi-Cultural Beh.	3
General Education Elective	<u>3</u>
	16

SOPHOMORE YEAR**FALL**

Theories of Personality	3
Christian Beliefs	3
Psychology Elective	3
College Algebra	3
Elective	3
	15

SPRING

History and Systems	3
Behavioral Science Statistics	3
Fine Arts	3
Physical Education/Wellness	2
Behavioral Science Elective	3
U. S. History	<u>3</u>
	17

JUNIOR YEAR**FALL**

Behavioral Science Elective	3
Elective	3
Research Methods I	3
Literature/Creative Arts	3
Electives	<u>5</u>
	17

SPRING

Abnormal Psychology	3
Human Genetics	3
Fundamentals of Counseling	3
Internship I	3
Elective	<u>3</u>
	15

SENIOR YEAR

FALL

SPRING

Physiological Psychology	3	Cognitive Neuropsychology	3
Psychology and Christianity	3	Ethics	3
Psychology Elective	3	Electives	9
Elective	3		
Behavioral Science Elective	<u>3</u>		
	15		<u>15</u>

REQUIREMENTS FOR THE MAJOR IN PSYCHOLOGY

To complete a major in psychology all students must complete a series of core courses totaling 37 credit hours. In addition each student must complete 9 credit hours of psychology electives for a total of 46 credit hours. The required courses are listed below as well as a category breakdown of the electives. To meet the elective requirements for psychology students must choose 3 courses from at least 2 different categories.

PSYC 1101	Orientation to Psychology	1
PSYC 1103	General Psychology	3
PSYC 2513	Lifespan Development	3
PSYC 3103	History and Systems of Psychology*	3
PSYC 3203	Theories of Personality*	3
PSYC 3503	Behavioral Science Statistics*	3
PSYC 3803	Abnormal Psychology*	3
PSYC 4003	Psychology and Christianity*	3
PSYC 4103	Physiological Psychology*	3
PSYC 4303	Research Methods I*	3
PSYC 4603	Fundamentals of Counseling*	3
PSYC 4803	Cognitive Neuropsychology*	3
PSYC 4883-6	Practicum/Internship I	3-6

Behavioral Science Electives

(3 courses total from at least 2 different categories)

Category 1:

PSYC 4403	Research Methods II*	3
PSYC 4503	Psychopharmacology*	3

Category 2:

PSYC 2303	Understanding Multicultural Behavior	3
PSYC 2403	Human Sexuality*	3
PSYC 3913	Social Psychology*	3
PSYC 4903	Industrial/Organizational Psychology	3
PSYC 3303	Adolescent Psychology	3

Category 3:

SOCI 2003	Marriage and the Family	3
SOCI 3903	Sociology of Religion	3
SOCI 4503	Casework and Intervention*	3
PSYC 3403	Adult Development and Aging	3
PSYC 4983-6	Practicum/Internship II	<u>3-6</u>

46-52 hours

REQUIREMENTS FOR THE MINOR IN PSYCHOLOGY

PSYC 1103	General Psychology	3
PSYC 2513	Lifespan Development	3
PSYC 3203	Theories of Personality	3
PSYC 3803	Abnormal Psychology	3
PSYC 4003	Psychology and Christianity	3
PSYC ____	Upper Division Psychology Elective	<u>3</u>
		18 hours

NOTE: Computer proficiency is recommended for psychology majors.

REQUIREMENTS FOR THE MAJOR IN BUSINESS PSYCHOLOGY

Learning Objectives:

Students who satisfactorily complete the major in Business Psychology will:

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

Psychology Courses:

PSYC 1103	General Psychology	3
PSYC 2303	Understanding Multicultural Behavior	3
PSYC 2513	Lifespan Development	3
PSYC 3103	History and Systems of Psychology	3
PSYC 3203	Theories of Personality*	3
PSYC 3503	Behavioral Science Statistics*	3
PSYC 3913	Social Psychology*	3
PSYC 4903	Industrial/Organizational Psychology	3

Business Courses

ACCT 2803	Principles of Accounting I*	3
ECON 2503	Principles of Macroeconomics*	3
MGMT 3103	Business Law I	3
MGMT 2103	Business Communications	3
MGMT 2101	Business Communications Lab	1
MGMT 2303	Principles of Management	3
MGMT 4203	Organizational Leadership*	3
MGMT 4503	Human Resource Management*	3
MGMT 4703	Organizational Behavior*	3
MKTG 2303	Principles of Marketing	<u>3</u>

52 hours

*Prerequisites required.

SOCIOLOGY

Learning Objectives:

Students who satisfactorily complete the major in Sociology will:

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

SOCI 1003 GENERAL SOCIOLOGY

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

SOCI 2003 MARRIAGE AND THE FAMILY

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

SOCI 2103 CULTURAL AND SOCIAL ANTHROPOLOGY

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

SOCI 2303 UNDERSTANDING MULTICULTURAL BEHAVIOR

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

SOCI 2703 INTRODUCTION TO SOCIAL JUSTICE

This course examines community problems, significant social issues, and disorganization in major social institutions in contemporary American society. It will explore a basic biblical perspective on justice and acquaint the student with the leading theories of justice. Students will apply national and global sociological perspectives to the study of specific social problems such as the environment, crime, discrimination, and poverty and identify their varying causes and consequences. Spring.

SOCI 3003 CRIMINOLOGY

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

SOCI 3503 BEHAVIORAL SCIENCE STATISTICS

This course applies the application of elementary descriptive statistics, statistical inference, and correlation and regression to behavioral science data, with an emphasis on the relationship of theory and method in the research setting. Prerequisites: SOCI 1003 and MATH 1223 or demonstrated Algebra proficiency. Fall and Spring. (cf. PSYC 3503, MATH 3503)

SOCI 3603 INTERCULTURAL COMMUNICATION

This course explores the influence of culture on language styles, communicative behavior, and attitude through self-examination and experiential learning. Fall, even years. (cf. COMM 3603)

SOCI 3703 SOCIOLOGY AND FILM

This course uses the medium of film to illustrate and apply social theory and principles. Students are required to watch several motion pictures from various historical periods and genres, and connect the films with course readings on social theory. Films are used as text to facilitate sociological understanding, and an examination of the sociology of the film industry itself as a culture industry is also presented. Summer, even years.

SOCI 3803 ABNORMAL PSYCHOLOGY

This course is a general overview of the etiology and characteristics of abnormal behaviors and the effects of therapeutic interventions on these. Prerequisites: PSYC 1103 and PSYC 2513. Spring. (cf. PSYC 3803)

SOCI 3903 SOCIOLOGY OF RELIGION

This course focuses on the context and functions of religion as a social institution; focus on empirical studies of contemporary Christianity. Spring. (cf. PRTH 3903)

SOCI 3913 SOCIAL PSYCHOLOGY

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

SOCI 4203 SOCIAL THEORY

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

SOCI 4303 RESEARCH METHODS I

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

SOCI 4503 CASEWORK AND INTERVENTION

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

SOCI 4883-4886 PRACTICUM/INTERNSHIP I

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

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

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

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

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

Core: 21 hours

*Course has a prerequisite

Related Fields

Choose 2 of the following 3 courses:

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

Related Fields: 6 hours

*Course has a prerequisite

Applied Sociology

Required:

SOCI 4883-6	Practicum/Internship	3-6
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In addition, choose 2 of the following 4 courses:

SOCI 3603	Intercultural Communication	3
SOCI 3703	Sociology and Film	3
SOCI 3903	Sociology of Religion	3
SOCI 4503	Casework and Intervention*	3

Applied: 9-12 hours

*Course has a prerequisite

Total Hours Required for Major: 36-39 hours

REQUIREMENTS FOR THE MINOR IN SOCIOLOGY

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

18 hours

REQUIREMENTS FOR THE MINOR IN SOCIAL JUSTICE

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

(17-21 Hours)

Core Courses (6 units):

SOCI 2703	Introduction to Social Justice
BLIT 4203	Biblical Theology

Context (3 units):

GNSC 2003	Agriculture and Sustainable Food Systems
MSNS 3203	Urban Ministry
SOCI 2103	Cultural and Social Anthropology
CRIM 3803	Principles of Correctional Responses

Practice (2-6 units):

SOCI 4983-4986	Practicum/Internship I
INCS 4862	Intercultural Experience
MGMT 4883	Management Internship
COMM 4883	Communications Internship
PRTH 4183	Ministry Practicum
URBN 4883	Urban Ministry Internship

Competency (3 units):

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

Theory or General Ed (3 units):

SOCI 4203	Social Theory (Prerequisite: SOCI 1003)
ECON 2503	Principles of Macroeconomics*
ECON 2703	Principles of Microeconomics*
CRIM 3003	Criminology

*Prerequisite: MATH 1223 or successful completion of an Algebra placement exam.

SENIOR COMPREHENSIVE INTEGRATION PAPER

All seniors minoring in Social Justice must complete a comprehensive integration paper before graduation. The paper should show a reflection on all of the chosen courses in the minor, and demonstrate that the student has been able to integrate the concepts of these courses with the perspectives of social justice. The paper should be 1500-2000 words, and turned into the Behavioral Science department at least one month before graduation. Seniors who fail to show an ability to integrate the minor course requirements on this paper must do remedial work, re-submit the paper, and make a passing score in order to minor in Social Justice.

CRIMINAL JUSTICE

Learning Objectives:

Students who satisfactorily complete the major in Criminal Justice will:

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

CRIM 1003 SURVEY OF CRIMINAL JUSTICE

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

CRIM 2003 POLICE IN AMERICA

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

CRIM 2203 JUVENILE DELINQUENCY

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

CRIM 3003 CRIMINOLOGY

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

CRIM 3203 CRIMINAL LAW

This course a concise yet comprehensive introduction to substantive criminal law. Deals with the common law and statutory elements of crimes including general and specific intent offenses, offenses against persons, property crimes, offenses against public morality, inchoate offenses, and defenses to crimes. Fall.

CRIM 3403 CRIMINAL COURT SYSTEMS

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

CRIM 3703 PROCEDURAL LAW

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

CRIM 3803 PRINCIPLES OF CORRECTIONAL RESPONSES

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

CRIM 4403 TERRORISM AND TRANSNATIONAL CRIME

This course examines the nature, types, and methods of terrorism from a historical and modern perspective. Special attention will be paid to state responses to terrorism and definitions of terrorism. Additionally, types of transnational crime, including human trafficking, money laundering, counterfeiting, and cyber crime will be explored. Rotating Spring elective.

CRIM 4513 THE DEATH PENALTY

This course is an examination of the problems and issues related to the death penalty in the United States, including the history of capital punishment, important Supreme Court decisions, how the various jurisdictions deal with capital cases, the comparative costs of incarceration and execution, miscarriages of justice in capital cases, and how the criminal justice system responds to these issues. Moral, ethical, and religious viewpoints on the death penalty will also be explored. Rotating Spring elective.

CRIM 4603 SEMINAR IN CURRENT ISSUES

This course is a capstone course that will examine controversial issues within the field of criminal justice and criminology in a seminar/discussion format. Myths and reality regarding crime and the criminal justice system will also be explored. Underlying rationales and theories regarding criminal conduct and systemic responses will be analyzed and the repercussions of these rationales will be debated. Topics to be explored include societal and legal system responses to sex offenders and serial murderers, efficacy of legal system rules, media and governmental issues related to criminal justice, and policies related to law enforcement officers. Prerequisite: CRIM 1003. Spring.

CRIM 4803 CRIMINAL FORENSICS

This course explores how science and technology can be applied to solve criminal acts. The course provides useful techniques, procedures and suggestions on how to locate, document, collect and process physical evidence associated with criminal acts. Prerequisite: Permission of instructor. Prerequisite: CRIM 1003. Spring.

CRIM 4883-4886 PRACTICUM/INTERNSHIP I

This course is a practical experience in the operation of various components of the criminal justice system. May be repeated for a maximum of 12 semester hours. Graded as Pass/Fail. Fall, Spring, and Summer. (cf. SOCI 4883-4886, PSYC 4883-4886)

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

This course is a continuation of CRIM 4883-4886. Graded as Pass/Fail. Fall, Spring, and Summer. (cf. SOCI 4983-4986, PSYC 4983-4986)

REQUIREMENTS FOR THE MAJOR IN CRIMINAL JUSTICE

To complete a major in criminal justice all students must complete a series of core courses totaling 30-33 credit hours. In addition to the required core courses, criminal justice majors must also take a minimum of 12 additional hours of criminal justice elective courses for a total of 42 credit hours.

CRIM 1003	Survey of Criminal Justice	3
CRIM 2003	Police in America	3
CRIM 3003	Criminology	3
CRIM 3203	Criminal Law	3
CRIM 3403	Criminal Court Systems	3
CRIM 3703	Procedural Law	3
CRIM 3803	Principles of Correctional Responses	3
CRIM 4603	Seminar in Current Issues	3
CRIM 4803	Criminal Forensics	3
CRIM 4883-4886	Practicum/Internship I	<u>3-6</u>

30-33 hours

MAJOR ELECTIVE REQUIREMENTS

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

CRIM 2203	Juvenile Delinquency	3
CRIM 4403	Terrorism and Transnational Crime	3
CRIM 4513	The Death Penalty	3
PSYC 2302	Understanding Multicultural Behavior	3
PSYC 3803	Abnormal Psychology	3
SOCI 4303	Research Methods I	3
SOCI 4503	Casework and Intervention	3
Electives (see class schedule for current elective choices)		6

REQUIREMENTS FOR THE MINOR IN CRIMINAL JUSTICE

CRIM 1003	Survey of Criminal Justice/Corrections	3
CRIM 3003	Criminology	3
CRIM 3203	Criminal Law	3
Electives in Criminal Justice		<u>9</u>

18 hours

REQUIREMENTS FOR THE MINOR IN LEGAL STUDIES*

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

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

CAREER ALTERNATIVES IN THE DEPARTMENT OF BEHAVIORAL SCIENCES

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

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

Psychology: psychologist*, professional counselor*, marriage and family counselor*, caseworker, youth services worker, law enforcement officer, psychological technician, probation/parole officer, customer relations, vocational rehabilitation counselor.

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

*requires further graduate training

SCHOOL OF BUSINESS

Jamie Myrtle, MBA, CPA
Dean



- Department of Business Administration
- Center for Accelerated and Professional Education
- 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 **Center for Accelerated and Professional Education (CAPE)** offers Associate of Arts in Liberal Arts as well as Associate of Arts in General Business. This Center also offers a variety of short term courses which can meet the needs of our professional students for elective courses and areas of general interest.

The **Department of Professional Studies in Management (PSM)** 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.

The **Department of Graduate Studies in Management (GSM)** offers a Master of Business Administration (MBA) and the Master of Science in Management (MSM). Both of these advanced degrees have been designed with the full-time working professional in mind with the schedule of classes customized for their convenience. More detailed information concerning the Center, Professional Studies in Management and Graduate Studies in Management can be found in the University's School of Professional and Graduate Studies Catalog.

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 transformative University that nurtures Christ-like community, pursues academic excellence and cultivates a passion to serve.

General Education for the BA		Semester Hours
School of Business		
<i>Spiritual Development</i>		9 hours
9 hours		
BLIT 1103	Discovering the Old Testament	
BLIT 1203	Discovering the New Testament	
THEO 2003	Christian Beliefs	
<i>Self Understanding</i>		5-6 hours
3 hours		
PSYC 1103	General Psychology	
PSYC 2513	Lifespan Development	
0-1 hour		
FRST 1101	Freshman Seminar (required for students < 24 college credits)	
2 hours		
HLEX 1112	Aerobic Fitness	
HLEX 1122	Recreational Activity	
HLEX 1132	Aquatics	
HLEX 1142	Weight Training	
HLEX 1152	Fitness Yoga	
HLEX 2112	Karate I	
HLEX 3103	Water Safety Instructor (WSI)	
PHED 1202	Techniques for Lifetime Fitness	
PHED 2212	Individual and Dual Sports	
PHED 2222	Team Sports	
Students playing/practicing on a varsity team may enroll in SPMT 2301, SPMT 2401, SPMT 3301, or SPMT 3401		
<i>Critical Thinking</i>		6 hours
3 hours		
MGMT 3903	Business Statistics	
MATH 2503	Applied Math with Statistics	
3 hours		
MATH 1103	Intermediate Algebra	
MATH 1223	College Algebra	
<i>Effective Communication</i>		9 hours
9 hours		
ENGL 1503	Composition I: Writing and Rhetoric	
ENGL 1703	Composition II: Writing and Research	
COMM 1303	Public Speaking	
<i>Social Responsibility</i>		6 hours
3 hours		
HIST 1203	US History to 1877	
HIST 1303	US History since 1877	
HIST 2103	World Civilization to 1500	
HIST 2203	World Civilization since 1500	
POLS 3803	Faith and Politics in Historical Perspective	
3 hours		
ECON 1503	Personal Finance	
ECON 2503	Principles of Macroeconomics	
ECON 2703	Principles of Microeconomics	

<i>Scientific Literacy</i>	6 hours
3 hours	
CHEM 1104 General Chemistry I	
PHYS 1004 Physics I (Trig based)	
PHYS 2005 Physics I (Calculus based)	
GNSC 2203 Physics in Everyday Life	
GNSC 2103 Chemistry in Everyday Life	
GNSC 1203 Principles of Biology	
GNSC 3003 Human Genetics	
GNSC 3903 Environmental Biology	
BIOL 1114 Biology I	
BIOL 1704 Human Anatomy	
BIOL 1803 Human Physiology	
3 hours	
MGMT 2603 Computer Applications in Business	
<i>Aesthetic Literacy</i>	6 hours
Any Literature or Fine and Performing Arts Courses	
	47-48 hours

DEPARTMENT OF BUSINESS ADMINISTRATION

Course Offerings: Accounting, Economics, Finance, International Business, Leadership, Management, Marketing, and Sports Management

Statement of Mission:

The mission of the Department of Business Administration at MidAmerica Nazarene University is to help students identify life's call and to equip them to become leaders who can transform the marketplace through the application of Christian values. The department's programs are designed with the following goals in mind:

1. To support the Christian mission of MidAmerica Nazarene University by fostering the development of sound Christian ethical practices and leadership skills which students can integrate into their professional and personal lives, by honoring the dignity and worth of all individuals and by encouraging diversity within our faculty and student body.
2. To support the general education program of MidAmerica Nazarene University and thereby further develop all MNU students through class offerings in the field of Economics.
3. To support the educational mission of MidAmerica Nazarene University by offering academically challenging fields of preparation in Accounting, Business Administration, Business Psychology, Leadership, Marketing, and Sports Management.
4. To facilitate the development of broadly educated individuals with specific skills in: problem solving, the use of business technology, delivering business presentations, business writing, teamwork, leadership, working in multicultural environments, and adapting to change.
5. To meet the needs of our stakeholders by encouraging student and faculty involvement with the church, employers and community.

FACULTY

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

YORTON CLARK, Professor of Business; Chair, Department of Business Administration,
2001-

B.S., Oklahoma Wesleyan University, 1984; M.P.A., University of Missouri - Kansas City,
1993; Ed.D., Saint Louis University, 2010.

LYNNE M. ERICKSON, Assistant Professor of Accounting, 1993-2000, 2012-

B.A., Olivet Nazarene University, 1984; M.A.S., University of Illinois at Urbana-Champaign,
1986; C.P.A., 1986.

MICHAEL L. GOUGH, Professor of Business, 1984-

B.A., Southern Nazarene University, 1974; M.A., Southern Nazarene University, 1976;
M.Div., Nazarene Theological Seminary, 1979; M.A., Webster University, 1985; D.Min.,
Bethel Theological Seminary, 2001.

JACK C. JONES, Assistant Professor of Sports Management, 2005-
B.S., University of the Ozarks, 1979; M.Ed., Arkansas Technical University, 1996.

LISA WALLENTINE, Associate Professor of Business, 2003-
B.A., MidAmerica Nazarene University, 1994; M.B.A., Wright State University, 1998; Ed.D.,
Olivet Nazarene University, 2016.

DAVID L. WEGLEY, Professor of Business, 1989-
B.A., MidAmerica Nazarene University, 1982; M.B.A., University of Kansas, 1985;
Ed.D., Saint Louis University, 2010.

SENIOR COMPREHENSIVE TESTS

All seniors majoring in Accounting, Business Administration, Business Psychology, Marketing, Organizational Leadership, and Sports Management must take the prescribed comprehensive(s) for their respective major(s) prior to graduation. All tests must be passed satisfactorily the first time or the specific area(s) of deficiency must be made up before graduation in consultation with the members of the business department faculty.

The Peregrine exam, a national standardized test, is administered to all business administration students in the Fall semester of their senior year.

Business students should also have access to Microsoft Office Suite 2013 for all technology course certification testing.

MGMT 2603	Computer Applications in Business
MGMT 3012	Advanced Spreadsheet Applications for Business
MGMT 3022	Database Applications in Business
MGMT 3032	Current Topics in Technology Application in Business

CRITERIA FOR ADMISSION INTO THE ACCOUNTING OR BUSINESS ADMINISTRATION MAJORS:

Admission to Pre-Accounting or Pre-Business Administration for the freshman and sophomore years is open to all students. For students to be recommended for admission to the Accounting or Business Administration majors, they must have met the following requirements:

1. Submit a formal application for advanced standing in the major by August 15 preceding their junior year.
2. Successful completion of the following courses with a cumulative GPA of 3.0 or better:
 - a. MGMT 1803 Introduction to Business (or ECON 1503 Personal Finance)
 - b. MATH 1223 College Algebra
 - c. ECON 2503 Principles of Macroeconomics
 - d. ACCT 2803 Principles of Accounting I

REQUIREMENTS FOR THE MAJOR IN ACCOUNTING

I.	General Education.....	48 hours
	We recommend that accounting students especially consider additional electives in English, communications, mathematics. The General Education math requirements are College Algebra and Business Statistics.	
II.	Accounting Major.....	74 hours
	ECON 1503 Personal Finance	
	OR	
	MGMT 1803 Introduction to Business	
	ECON 2503 Principles of Macroeconomics*	
	ECON 2703 Principles of Microeconomics*	
	ACCT 2803 Principles of Accounting I	
	ACCT 2903 Principles of Accounting II	
	ACCT 3403 Intermediate Accounting I	
	ACCT 3431 Intermediate Accounting I Lab	
	ACCT 3503 Intermediate Accounting II	
	ACCT 3531 Intermediate Accounting II Lab	
	ACCT 3603 Federal Income Tax Accounting	
	ACCT 3803 Cost Accounting	
	ACCT 4403 Auditing	
	ACCT 4503 Advanced Accounting	
	ACCT 4531 Advanced Accounting Lab	
	MGMT 2101 Business Communications Lab	
	MGMT 2103 Business Communications	
	MGMT 3103 Business Law	
	MGMT 3203 Business Law II	
	MGMT 3503 Business Ethics	
	MGMT 3903 Business Statistics*	
	MGMT 4303 Production/Operations Management	
	MGMT 4403 Business Finance	
	MGMT 4503 Human Resource Management	
	MGMT 4803 Strategic Management	
	MGMT 4903 Applied Strategic Management	
	COMP 4303 Management Information Systems	
	Students are to take two of the following four courses (4-5 hours):	
	ACCT 4103 Accounting Software Applications	
	MGMT 3012 Advanced Spreadsheet Applications in Business	
	MGMT 3022 Database Applications in Business	
	MGMT 3032 Current Topics in Technology Applications in Business	
III.	Electives.....	4 hours
		126 hours

*This course also fulfills a general education requirement.

REQUIREMENTS FOR THE MINOR IN ACCOUNTING

B.A. with a minor in Accounting.....	18 hours
ACCT 2803 Principles of Accounting I	3 hours
ACCT 2903 Principles of Accounting II	3 hours
Upper division Accounting electives	12 hours

ACCOUNTING

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 or successful completion of an algebra placement exam. Fall.

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

ACCT 3403 INTERMEDIATE ACCOUNTING I

An overview of accounting principles and the clarification of accounts presented within general-purpose financial statements. An emphasis on current accounting literature and financial accounting theory. Prerequisite: ACCT 2903. Fall.

ACCT 3431 INTERMEDIATE ACCOUNTING I LAB

Practical applications of accounting problems to run concurrently with ACCT 3403.

ACCT 3503 INTERMEDIATE ACCOUNTING II

The continued study of financial accounting and issues related to stockholders' equity, income measurement, and analysis of general-purpose financial statements. An emphasis on current accounting literature and financial accounting theory. Prerequisite: ACCT 3403. Spring.

ACCT 3531 INTERMEDIATE ACCOUNTING II LAB

Practical applications of accounting problems to run concurrently with ACCT 3503.

ACCT 3603 FEDERAL INCOME TAX ACCOUNTING

An introduction to current federal tax laws relating to individuals: determination of adjusted gross income, itemized deductions, exclusions and exemptions, gains and losses, determination of tax liability, withholding calculation, and tax planning. Fall, odd years.

ACCT 3803 COST ACCOUNTING

Cost accounting deals with the planning and controlling of business operations. It considers policy-making decisions using long-range planning. This course combines two perspectives of management accounting: the techniques available and their behavioral implications. Prerequisite: ACCT 2903. Spring, even years.

ACCT 4103 ACCOUNTING SOFTWARE APPLICATIONS

In this course, computers are used to apply the principles and procedures of accrual accounting. Computer accounting applications include general ledger, accounts receivable, accounts payable, invoicing payroll, inventory, and job costs.

ACCT 4403 AUDITING

A study of generally accepted auditing standards and procedures relating to the examination of financial statements prepared by independent certified public accountants. Prerequisite: ACCT 2903. Fall, even years.

ACCT 4503 ADVANCED ACCOUNTING

An advanced and extensive study of consolidated financial statements. Also foreign currency translation, international accounting, and other special topics to be discussed. Prerequisite: ACCT 3503. Fall.

ACCT 4531 ADVANCED ACCOUNTING LAB

Practical applications of accounting problems to run concurrently with ACCT 4503.

ACCT 4863 RESEARCH TOPICS IN ACCOUNTING

An investigation into the changing environment of the accounting profession. This course will introduce accounting research methods and literature review. Topics may include accounting theory, not-for-profit accounting, computer applications in accounting, or additional relevant topics. Prerequisite: consent of the instructor. Elective.

ACCT 4881-4884 ACCOUNTING INTERNSHIP

Students work with cooperating firms for on-the-job training. This course provides students the opportunity to test decision-making skills, problem-solving skills and knowledge acquired in the classroom. It also provides exposure to the opportunities, demands, problems and rewards of a particular career field. Written reports to be submitted by the firm and by the student to the professor. Consent of the professor is required before enrollment. Fall, Spring and Summer.

ACCT 4971-4973 DIRECTED STUDY**CERTIFIED PUBLIC ACCOUNTANT (CPA) EXAMINATION**

The Accounting major will provide the student with the core courses required to sit for the CPA examination in most states. The requirements for taking the CPA examination are established by each state individually, however, and, therefore, may vary from state to state. The faculty will advise and assist each student as to individual state requirements and individual student options.

Many states are now requiring CPA candidates to have completed 150 hours of academic work. To meet this requirement, some students may choose to begin Master's level study before taking the exam, while others may choose to take additional undergraduate hours.

REQUIREMENTS FOR THE MAJOR IN BUSINESS ADMINISTRATION

- | | | |
|-----|--|---|
| I. | General Education..... | 48 hours |
| | We recommend that business administration students especially consider electives in English, communication, and mathematics. The General Education math requirements are College Algebra and Business Statistics. MATH 1405 Calculus I is recommended for students in graduate school or pursuing a career in management consulting. | |
| II. | Business Administration Major | 59 hours |
| | MGMT 1803 | Introduction to Business (or ECON 1503) |
| | ECON 2503 | Principles of Macroeconomics* |
| | ECON 2703 | Principles of Microeconomics* |
| | ACCT 2803 | Principles of Accounting I |

ACCT	2903	Principles of Accounting II
MGMT	2101	Business Communications Lab
MGMT	2103	Business Communications
MGMT	2303	Principles of Management
MGMT	3103	Business Law
MGMT	3503	Business Ethics
MGMT	4203	Organizational Leadership
MGMT	4303	Production/Operations Management
MGMT	4403	Business Finance
MGMT	4503	Human Resource Management
MGMT	4613	International Business
MGMT	4703	Organizational Behavior
MGMT	4803	Strategic Management
MGMT	4903	Applied Strategic Management
MKTG	2303	Principles of Marketing

Students are to take two out of the following three courses (4 hours):

MGMT	3012	Advanced Spreadsheet Applications in Business
MGMT	3022	Database Applications in Business
MGMT	3032	Current Topics in Technology Applications in Business

III. Electives.....19 hours

*This course also fulfills a general education requirement.

MINOR IN BUSINESS ADMINISTRATION

B.A. with a minor in Business Administration 19 hours

ACCT	2803	Principles of Accounting I
ECON	2503	Principles of Macroeconomics
MGMT	2101	Business Communications Lab
MGMT	2103	Business Communications
MGMT	2303	Principles of Management
MGMT	3103	Business Law I
MKTG	2303	Principles of Marketing

MAJOR IN ORGANIZATIONAL LEADERSHIP

I. General Education.....48 hours
The General Education math requirements are Intermediate Algebra and Applied Math and Statistics.

II. Leadership Core.....39 hours

ECON	1503	Personal Finance
MGMT	1803	Introduction to Business
MGMT	2101	Business Communications Lab
MGMT	2103	Business Communications
MGMT	2303	Principles of Management
MGMT	2703	Skill Formation of a Leader
MGMT	3032	Current Topics in Technology Applications in Business

MGMT	3103	Business Law I
MGMT	3503	Business Ethics
MGMT	4203	Organizational Leadership
MGMT	4503	Human Resource Management
MGMT	4703	Organizational Behavior
MGMT	4803	Strategic Management
MKTG	2303	Principles of Marketing

III. Organizational track (Choose one of the following tracks) 18-20 hours

Business Track (20 hours)

MATH	1223	College Algebra
ACCT	2803	Principles of Accounting I
ECON	2503	Principles of Macroeconomics
OR		
ECON	2703	Principles of Microeconomics
MKTG	3703	Promotion Management
MGMT	2603	Computer Applications in Business
MGMT	3012	Advanced Spreadsheet Application in Business
MGMT	4613	International Business

Christian Education Track (18 hours)

CHED	2003	Introduction to Christian Education
CHED	3103	Christian Leadership
CHED	3203	Christian Education of Children
CHED	3303	Introduction to Youth and Family Ministry
CHED	3403	Christian Education of Adults
CHED	4603	Team Based Ministry In The Local Church

Communication Track (18 hours)

COMM	1303	Public Speaking
COMM	1503	Mass Media and Society
COMM	1703	Introduction to Human Communication
COMM	2303	Interpersonal and Social Communication
COMM	4603	Communicating in Organizations
COMM	4903	Senior Capstone

Ministry Track (18 hours)

Biblical Literature	3 hours
Theology	3 hours Christian
Education	3 hours Church
History	3 hours Practical
Theology	3 hours Philosophy
or Missions	3 hours

Intercultural Studies Track (18 hours)

INCS	2003	Introduction to Christian Mission
INCS	3103	Practice of Mission
INCS	3203	Urban Ministries
BLIT	3603	Book of Acts
PHIL	4003	Religions of the World
PRTH	3903	Sociology of Religion

Political Justice Track (18 hours)

Required courses:

POLS	1103	Introduction to Politics
CRIM	3403	Criminal Court Systems
MGMT	3203	Business Law II

Choose three electives from the following:

CRIM	3203	Criminal Law
CRIM	3603	Constitutional Law
CRIM	3703	Procedural Law
POLS	3803	Faith and Politics in Historical Perspective
MGMT	4883	Political Justice Internship

Psychology Track (18 hours)

PSYC	1103	General Psychology
PSYC	2513	Lifespan Development
PSYC	3203	Theories of Personality
PSYC	3803	Abnormal Psychology
PSYC	4003	Psychology and Christianity
PSYC	_____	Upper Division Psychology Elective

Youth Ministry Track (18 hours)

CHED	3103	Christian Leadership
CHED	3303	Introduction to Youth and Family Ministry
CHED	4303	Programming for Youth and Family Ministry
PSYC	2513	Lifespan Development
PRTH	3503	Pastoral Care and Counseling
PRTH	4183	Youth and Family Ministry Practicum

IV. Unrestricted Electives 19-21 hours
126 hours

MINOR IN LEADERSHIP

B.A. with a minor in Leadership 18 hours

Required classes:

MGMT	2703	Skill Formation of a Leader
MGMT	4203	Organizational Leadership

Choose four electives from the following:

MKTG	2003	Sales and Sales Management
CHED	3103	Christian Leadership
COMM	3703	Persuasive Communication and Ethics
COMM	4603	Communicating in Organizations
MGMT	2303	Principles of Management
MGMT	4703	Organizational Behavior
MGMT	4883	Management Internship

REQUIREMENTS FOR THE MAJOR IN BUSINESS PSYCHOLOGY

Psychology Courses (21 hours)			
PSYC	1103	General Psychology	3
PSYC	2303	Understanding Multicultural Behavior	3
PSYC	2513	Lifespan Development	3
PSYC	3103	History and Systems of Psychology	
PSYC	3203	Theories of Personality	3
PSYC	3503	Behavioral Science Statistics	3
PSYC	3913	Social Psychology	3
PSYC	4903	Industrial/Organizational Psychology	3
Business Courses (28 hours)			
ACCT	2803	Principles of Accounting I	3
ECON	2503	Principles of Macroeconomics	3
MGMT	2101	Business Communications Lab	1
MGMT	2103	Business Communications	3
MGMT	2303	Principles of Management	3
MGMT	3103	Business Law I	3
MGMT	4203	Organizational Leadership	3
MGMT	4503	Human Resource Management	3
MGMT	4703	Organizational Behavior	3
MKTG	2303	Principles of Marketing	3
			52 hours

ECONOMICS

ECON 1503 PERSONAL FINANCE

A general education core course intending to prepare the student for lifelong financial planning. Emphasis is placed on setting in motion an awareness of the critical issues that must be addressed in developing a sound personal financial planning program. Fall and Spring.

ECON 2503 PRINCIPLES OF MACROECONOMICS

A course that studies the allocation of scarce resources in a competitive free enterprise environment. Emphasis is placed on the ways economic problems should be solved by society. Prerequisite: Sophomore standing or consent of instructor. Prerequisite: MATH 1223 College Algebra or successful completion of an algebra placement exam. Fall.

ECON 2703 PRINCIPLES OF MICROECONOMICS

The continuation of Principles of Macroeconomics with emphasis placed on the study of the ways economic problems should be solved by individual economic units such as farms, consumers, and industries. Prerequisite: MATH 1223 College Algebra or successful completion of an algebra placement exam. Spring.

ECON 3703 INVESTMENTS

This course analyzes the economic importance of investments and develops the theoretical framework necessary for a systematic approach to the problems of investing. Contents include consideration of investment objectives, measurement of returns, alternative uses of investment funds, securities markets, the element of risk, tax aspects, and managing

investments. Prerequisite: ECON 2703. Elective.

ECON 3801 - 3803 INVESTMENT PORTFOLIO STRATEGY AND MANAGEMENT

This course is by invitation or instructor approval only. Emphasis is placed on learning the fundamentals of investing. Students will acquire practice-based skills for the effective creation of a portfolio of investments, as well as how to evaluate the performance and risk of investments. Also included are opportunities for oral and written presentations of investment results. By Course Professor Invitation Only. Spring, Fall.

ECON 4003 MONEY AND BANKING

A study of the factors influencing bank reserves and the money supply while the Federal Reserve System and the Treasury attempt to control these same factors. Emphasis includes monetary theory and analysis of current policy issues. Prerequisite: ECON 2503. Elective.

ECON 4963 RESEARCH TOPICS IN ECONOMICS

This course title is designed to be flexible with the changing demands of the economic environment. Current topics in the field of economics will be discussed. Elective.

ECON 4971-4973 DIRECTED STUDY

MANAGEMENT

MGMT 1803 INTRODUCTION TO BUSINESS

A survey course that provides an economic background to evaluate the nature and scope of today's business environment. Emphasis is placed on social responsibility, ethical decisions, human relations, and other issues dealing with economic situations. Fall.

MGMT 2101 BUSINESS COMMUNICATIONS LAB

Must be taken concurrently with MGMT 2103 Business Communications.

MGMT 2103 BUSINESS COMMUNICATIONS

A study of written and oral communication skills required in the business world. Emphasis is placed on writing skills including letters, memos and reports. Also included are opportunities for oral presentations and resume writing. This course uses Word and Power Point in various business applications. Prerequisite: ENGL 1503 and typing skills. Fall and Spring.

MGMT 2303 PRINCIPLES OF MANAGEMENT

This course studies concepts that deal directly with human relations in business. There will be a focus on the role of the administration of a business organization involving the planning and determination of policy methods, organizing techniques, motivation factors and evaluative procedures. The course will provide a familiarity with the history and evolution of the field as well as the introduction of modern principles and their application. Fall and Spring.

MGMT 2503 PRINCIPLES OF INSURANCE

A course to survey the general principles and practices in the field of insurance. Topics to be covered include type of insurance carriers and coverages, insurance contracts, risk analysis, and additional current issues. Elective.

MGMT 2603 COMPUTER APPLICATIONS 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 the use of business application software including word processing, spreadsheets, database, graphics, presentations, and electronic communications. The course will also examine the use of the internet both in terms of website design and as a tool for gathering information. Fall, Spring, Summer.

MGMT 2703 SKILL FORMATION OF A LEADER

An introduction and survey of leadership and the practical skills and strategic formation needed to begin the journey of practicing balanced and effective leadership. The course teaches the fundamental principles and tools necessary for the initial development of leaders. Spring.

MGMT 3012 ADVANCED SPREADSHEET APPLICATIONS FOR BUSINESS

Using a problem based learning format, students learn to utilize advanced spreadsheet software tools to solve and support common management decisions. More specifically, the course covers concepts such as problem analysis, forecasting, What-If Analysis, Pivot Tables and presentation of data to enhance decision making. Spring. Prerequisite: MGMT 2603.

MGMT 3022 DATABASE APPLICATIONS IN BUSINESS

Using a combination of lectures and a problem based learning format, students will learn about the use of database systems for both decision making and e-commerce. Concepts and principles of database design and administration are covered. The students will gain hands-on experience with relational databases, data mining concepts, and Web-based data oriented applications. Spring. Prerequisite: MGMT 2603.

MGMT 3032 CURRENT TOPICS IN TECHNOLOGY APPLICATION IN BUSINESS

This course will examine current trends and developments regarding the use of technology in business. The course will consider new developments in technology from multiple perspectives. Specific attention will be given to a number of potential issues including potential applications of the technology to solve business problems, limitations of the technology, cost factors and potential ethics concerns with new developments in technology. When possible, the course will utilize a problem based learning format to engage the students in utilizing the technology. Fall. Prerequisite: MGMT 2603.

MGMT 3103 BUSINESS LAW I

The study of the legal environment of business with an overview of the general nature of law, the legal system, and the collection of laws that influence the behavior and conduct of commercial activity. Emphasis will be placed on Contract Law. Fall.

MGMT 3203 BUSINESS LAW II

A continuation of Business Law I with comprehensive emphasis on commercial law topics including torts, products liability, business organizations and the law of agency. Students will be given the opportunity to participate in a mock trial. Spring.

MGMT 3403 ENTREPRENEURSHIP

A guide to entrepreneurship which emphasizes the development of basic management, marketing and accounting techniques uniquely important to small business. Elective.

MGMT 3503 BUSINESS ETHICS

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

MGMT 3903 BUSINESS STATISTICS

An introductory course for the development of analytical and quantitative concepts needed for management applications. It is designed to prepare students to understand and communicate quantitative and statistical application in a business environment. Covered in this course is probability, forecasting, and implementation of quantitative analysis. Prerequisite: MATH 1223. Fall and Spring. (cf. MATH 3503)

MGMT 4103 PROJECT MANAGEMENT

This course focuses on the project management principles and tools which are essential for today's managers. Topics include managing project costs, schedule and scope. Project management software which aides in planning, tracking and variance analysis will also be explored. Elective.

MGMT 4203 ORGANIZATIONAL LEADERSHIP

A study of the dynamics of leadership in organizational contexts with attention to both theory and practice. The complementary qualities of leadership and management are examined and their impact on organizational effectiveness and corporate success is analyzed. Fall.

MGMT 4303 PRODUCTION/OPERATIONS MANAGEMENT

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

MGMT 4403 BUSINESS FINANCE

A course in the field of managerial finance and the environment in which financial decisions are required. Emphasis is placed on the theories, concepts, tools, and techniques that assist managers to make reasonable decisions. Prerequisite: ACCT 2903. Fall.

MGMT 4503 HUMAN RESOURCE MANAGEMENT

This course studies principles and practices in job analysis recruitment, selection, staffing, and compensation of personnel. The impact of unions and government regulations on human resource management will be studied. Prerequisite: MGMT 2303 and MGMT 2103. Fall.

MGMT 4613 INTERNATIONAL BUSINESS

The nature of international business and the three environments in which an international business person works - domestic, international, and foreign will be studied. The ways in which uncontrollable environmental forces impact each of the functional areas of the firm will also be examined. Spring.

MGMT 4703 ORGANIZATIONAL BEHAVIOR

This course focuses on the knowledge and application of behavioral science theories and concepts useful in organizations with special emphasis on group functions. Specifically, the mechanisms that organizations and managers use to respond to and initiate change in internal and external environments will be studied. Students will examine specific business processes from the perspective of problem solving, intervention theory and research, decision making, organizational culture and effectiveness, power and political strategies and team development. This class is normally completed in the junior or senior year. Prerequisite: MGMT 2303. Spring.

MGMT 4803 STRATEGIC MANAGEMENT

This course focuses on the strategic decisions and planning processes that shape the future direction of an organization. Students will utilize techniques for defining the basic purpose

and objectives of an enterprise, for analyzing competitors and industries, and for matching organizational strengths with environmental opportunities. Prerequisite: senior status. Fall.

MGMT 4881-4884 MANAGEMENT INTERNSHIP

Students work with cooperating firms for on-the-job training. This course provides students the opportunity to test decision-making skills, problem-solving skills and knowledge acquired in the classroom. It also provides exposure to the opportunities, demands, problems and rewards of a particular career field. Written reports to be submitted by the firm and by the student to the professor. Consent of the professor is required before enrollment. Fall, Spring, and Summer.

MGMT 4903 APPLIED STRATEGIC MANAGEMENT

Building on the materials presented in MGMT 4803, Strategic Management, students will apply, through completion of case studies and projects, the theories of strategic management to real world business problems. Course will focus on current trends and themes in business. Prerequisite: MGMT 4803. Spring.

MGMT 4953 RESEARCH TOPICS IN MANAGEMENT

This course is designed to provide flexibility in the offering of management courses. Topics important to the business field are discussed. Elective.

MGMT 4961-4964 SIFE

SIFE is a non-profit organization whose Board of Directors consists of 100 CEO's and top executives of some of America's largest corporations. SIFE business supporters (over 400 corporations) provide financial support, serve as judges and provide prize money and trophies for student competitions. Student SIFE teams organized on college campuses nationwide brainstorm, design and implement programs and projects to teach others how market economies and businesses operate. Projects may include starting and operating small businesses, providing consulting for small businesses, running seminars, sponsoring debates, attending or presenting at conferences, developing K-12 entrepreneurship curriculum, sponsoring events, publishing news articles, etc. Students may repeat the course for a total of six hours credit. Consent of the instructor is required before enrollment. Fall and Spring.

MGMT 4971-4973 DIRECTED STUDY

MGMT 4981-4984 SIFE LEADERSHIP

This class is by invitation only. Students who are selected for this class will submit an application, resumé and go through an extensive interview process. Students who are selected will become officers in Students In Free Enterprise (SIFE) at MidAmerica. Students who have participated in SIFE in previous semesters and/or who have served as project leaders will be given preference. This class requires SIFE officers to participate in weekly executive planning sessions and to manage a weekly SIFE meeting. There is substantial opportunity to develop and demonstrate leadership skills by directing project leaders and other business students toward the completion of community service ventures and in SIFE sponsored competitions. This class is normally completed in the Junior or Senior year. Fall and Spring.

REQUIREMENTS FOR THE MAJOR IN MARKETING

I.	General Education.....	48 hours
	The General Education math requirement is College Algebra and Business Statistics. We recommend that marketing students consider additional electives in English and communications.	
II.	Business Core:	
	ECON 2703 Principles of Microeconomics	3
	ACCT 2803 Principles of Accounting I	3
	MGMT 1803 Introduction to Business	3
	MGMT 2101 Business Communications Lab	1
	MGMT 2103 Business Communications	3
	MGMT 2303 Principles of Management	3
	MGMT 3022 Database Applications in Business	2
	MGMT 3032 Current Topics in Business Technology	2
	MGMT 3103 Business Law I	3
	MGMT 3503 Business Ethics	3
	MGMT 4613 International Business	3
	MGMT 4803 Strategic Management	3
	MKTG 2303 Principles of Marketing	<u>3</u>
		35 hours
III.	Marketing Core:	
	MKTG 2003 Sales and Sales Management	3
	MKTG 3503 Consumer Behavior	3
	MKTG 3703 Promotion Management	3
	MKTG 4203 Retail Management	3
	MKTG 4803 Marketing Research	3
	COMM 3803 Introduction to Public Relations	3
	GRAP 2203 Introduction to Digital Media	3
	GRAP 2303 Typography and Page Design	3
	GRAP 2503 Web Interface Design	3
	MKTG 4883 Marketing Internship	<u>3</u>
		30 hours
	Marketing Major Total Hours.....	65 hours
IV.	Electives.....	13 hours
		126 hours

REQUIREMENTS FOR THE MINOR IN MARKETING

B.A. with a minor in Marketing.....	18 hours
MKTG 2003 Sales and Sales Management	
MKTG 2303 Principles of Marketing	
MKTG 3503 Consumer Behavior	
MKTG 3703 Promotion Management	
MKTG 4203 Retail Management	
MKTG 4803 Marketing Research	

MARKETING

MKTG 2003 SALES AND SALES MANAGEMENT

A study of the basic principles involved in the sales process. Emphasis on technique and practical application to various sales situations. The sales function and its impact on the economics, sociological and psychological aspect of the marketplace are studied. Spring.

MKTG 2303 PRINCIPLES OF MARKETING

An introductory marketing course examining the foundational aspects of marketing including the marketing concept, marketing strategy, marketing research, consumer behavior, segmentation and targeting, the marketing mix and marketing ethics. The course covers the history and evolution of the field and the key foundational concepts, as well as modern principles and their applications. Fall and Spring.

MKTG 3103 PRINCIPLES OF REAL ESTATE

A study of real estate regulations, practices, legal aspects, and professional ethics of the real estate business. Elective.

MKTG 3503 CONSUMER BEHAVIOR

Consideration of marketing functions and structures from the standpoint of the consumer; standards for the selection of consumer goods and protection of the consumer, emphasis on consumer motivation. Prerequisite: MKTG 2303. Spring, even years.

MKTG 3703 PROMOTION MANAGEMENT

A middle-management (supervisory) approach to the study of promotion including personal selling, sales promotion techniques to middlemen and final consumers, and mass selling techniques used in advertising and publicity (public relations). Prerequisite: MKTG 2303. Fall.

MKTG 4103 INTERNATIONAL MARKETING

This course identifies the key elements of international marketing or exchange as the ability to recognize foreign business opportunities, to interpret the external and uncontrollable marketing environments, and to develop an understanding of how a firm's resources match the requirements for a profitable marketing exchange. Prerequisite: MKTG 2303 and MGMT 2303.

MKTG 4203 RETAIL MANAGEMENT

The value of retailing in marketing is studied. Included is an analysis of site location, purchasing, promotion, organization, personnel, and control in a retail business. Prerequisites: MKTG 2303 and MGMT 2303. Spring, odd years.

MKTG 4803 MARKETING RESEARCH

Evaluates the role of marketing research in marketing management. Included are the uses of research in defining, analyzing and resolving marketing problems. Consideration given to research procedures, sources of data, and management's use of information for decision-making. Prerequisites: MKTG 2303 and MGMT 3903, MATH 3703, or MATH 2503. Spring.

MKTG 4881-4884 MARKETING INTERNSHIP

Students work with cooperating firms for on-the-job training. This course provides students the opportunity to test decision-making skills, problem, solving skills and knowledge acquired in the classroom. It also provides exposure to the opportunities, demands, problems and rewards

of a particular career field. Written reports to be submitted by the firm and by the student to the professor. Consent of the professor is required before enrollment. Fall, Spring, and Summer.

MKTG 4963 RESEARCH TOPICS IN MARKETING

This course title is designed to meet the challenging field of marketing. Current topics important to the marketing profession to be discussed. Elective.

MKTG 4971-4973 DIRECTED STUDY

MKTG 4981-4984 SIFE

SIFE is a non-profit organization whose Board of Directors consists of 100 CEO's and top executives of some of America's largest corporations. SIFE business supporters (over 400 corporations) provide financial support, serve as judges and provide prize money and trophies for student competitions. Student SIFE teams organized on college campuses nationwide brainstorm, design and implement programs and projects to teach others how market economies and businesses operate. Projects may include starting and operating small businesses, providing consulting for small businesses, running seminars, sponsoring debates, attending or presenting at conferences, developing K-12 entrepreneurship curriculum, sponsoring events, publishing news articles, etc. Students may repeat the course for a total of six hours credit. Consent of the instructor is required before enrollment. Fall and Spring.

SPORTS MANAGEMENT

The non-teaching Sports Management degree prepares students for careers in sport, recreation, fitness, and sports business. Depending on emphasis, graduates are prepared to work the sports world, sports information or sports dynamics where they gain all the needed skills in the profession to manage and administer specific programs related to sports.

Mission Statement for Sports Management:

The MidAmerica Nazarene University Sports Management mission is to engage all students in providing the highest quality of instruction in a Christian environment. Our goal is to assist in producing morally, academically, spiritually, and professionally qualified individuals for careers in sports business, health, fitness, athletics, and/or sports and recreational field environments.

Learning Objectives:

Students who successfully complete the Sports Management program should be able to:

1. Develop a four year plan for graduation.
2. Develop a philosophy statement that adheres to the students' respective field of interest.
3. Describe the roles and responsibilities of the different settings within the sport management profession.
4. Develop the knowledge and skills of professional behavior in order to manage and interact with professionals and students within the field of sports management.
5. Demonstrate an appreciation and knowledge of sports business.
6. Demonstrate knowledge of coaching strategies in a variety of sport related events, including basketball, baseball, softball, football, volleyball, and track and field.

7. Demonstrate proficiency in applying theory to practical experiences within the field.
8. Articulate appreciation for the human body as the temple of the Holy Spirit by making appropriate lifestyle choices.
9. Gain and demonstrate knowledge by passing the Sports Management Comprehensive Exam/Peregrine Exam.
10. Develop a resume and portfolio that will assist in securing employment in the Sports Management field upon graduation.
11. Develop an elevator speech for all individuals and to successfully conduct an interview with future employers.

SPMT 1003 INTRODUCTION TO SPORTS MANAGEMENT

This course is a three hour introduction course designed to help students investigate the different areas of sports management and determine which area of emphasis would be best as well as to helping the student plan out their program of study, block schedule, and writing a resumé. All students will gain a better understanding of the profession of sports management. Spring.

SPMT 1202 SPORTS DYNAMICS AND PERFORMANCE

A course designed to acquaint the student with knowledge and understanding in specific sports and activities that are relative to their field of study. Specific areas that the course will include: fundamentals, terminology, administration, management and strategies. Sports and activities including bowling, orienteering, fly-fishing, outdoor adventures, racquet sports, archery and much more. Fall, Spring and Summer

SPMT 2301 VARSITY SPORT I, SPMT 2401 VARSITY SPORT II, SPMT 3301 VARSITY SPORT III, SPMT 3401 VARSITY SPORT IV

This course is designed to assist each student understand the following key areas related to Athletics: **Eligibility, Rules & Regulations, Compliance, Contacts, Community Service, and Leadership**. It is designed for the student-athlete to receive credit for participation in intercollegiate athletics. The credit is considered as an elective and does not count toward a major. The course consists of the initial class sessions in which the instructor will provide knowledge concerning the NAIA eligibility and the MNU athletic and leadership philosophy. If these class periods are missed, the student will be required to take a written test on NAIA eligibility rules. The remaining class sessions will be under the direction of the coach of the activity in which the student-athlete participates. Fall, Spring and Summer

SPMT 3202 OUTDOOR ADVENTURES AND SURVIVAL

Outdoor adventures and survival activities will include the following: fly-fishing, camping, tent set-up, knot tying, canoeing, orienteering, zip-lining, rock climbing, frisbee games, gun safety, archery, hiking, and backpacking. Summer course.

SPMT 3203 ADMINISTRATION AND MANAGEMENT OF SPORTS AND RECREATION

This course is designed for the Sports Management major to be familiar with the management and administration of sports facilities and businesses. This course will include budgeting, designing, managing, organizing, marketing and staffing all phases of the business sporting world. Fall and Spring.

SPMT 4303 SPORTS MANAGEMENT SENIOR SEMINAR

This course is designed to help prepare Sports Management majors for graduation. The course

includes preparation for the Senior Comprehensive exam, resumé and portfolio preparation, preparation for clinical experience internship, employment interview simulation, and post-graduate preparation. Prerequisite: All sport core classes must be complete, with the exception of SPMT 4916, or permission of instructor. Fall.

SPMT 4911, 4912, 4913, & 4916 FIELD EXPERIENCE OF SPORTS MANAGEMENT

A supervised, clinical experience at a local fitness center, professional institution, NAIA, recreational center, or training center. Prerequisite: SPMT 4303. Fall, Spring, and Summer. Students are required to take a minimum of 6 hours and a maximum of 9 hours.

REQUIREMENTS FOR THE MAJOR IN SPORTS MANAGEMENT

Students complete the general education core requirements and a 37-40 hour sport core. Students then complete a specialized core in one of three emphasis.

I.	General Education	48 hours
	The General Education math requirement is Intermediate Algebra and Applied Math with Statistics. We recommend that sports management students consider additional electives in English, communications, and math.	
II.	Sports Management Core	38-41 hours
	ECON 1503 Personal Finance	3
	MGMT 1803 Introduction to Business	3
	MGMT 3503 Business Ethics	3
	<i>Choose one from:</i>	2
	MGMT 3012 Adv. Spreadsheet App in Business	
	MGMT 3022 Database for Bus Analysis & E-Bus	
	MGMT 3032 Current Topics - Tech App in Business	
	MKTG 2003 Sales and Sales Management	3
	HLEX 2503 Applied Concepts of Physical Fitness	3
	HLEX 3513 Psychology of Sports	3
	PHED 4223 Recreational Facilities	3
	SPMT 1003 Introduction to Sports Management	3
	SPMT 3203 Admin. and Management of Sports & Rec.	3
	SPMT 4303 Sports Management Senior Seminar	3
	SPMT 4911,4912 Field Experience of Sports Management	6-9
	4913,4916	
III.	Emphasis Core:	
	SPORTS INFORMATION EMPHASIS	19 hours
	COMM 1503 Mass Media and Society	3
	COMM 2001 Multimedia Workshop (taken twice)	2
	JOUR 1903 Introduction to Reporting and Writing	3
	GRAP 2203 Introduction to Digital Media	3
	COMM 4001 Advanced Multimedia Workshop (taken twice)	2
	<i>Choose one from:</i>	
	COMM 1403 Digital Photography	3
	COMM 3303 Video Production	3
	<i>Choose one from:</i>	
	GRAP 2303 Typography and Page Design	3
	GRAP 2503 Web Design I	3

BUSINESS EMPHASIS			19 hours
MGMT	2101	Business Communications Lab	1
MGMT	2103	Business Communications	3
MGMT	2303	Principles of Management	3
MGMT	3103	Business Law I	3
MGMT	4203	Organizational Leadership	3
MKTG	2303	Principles of Marketing	3
MKTG	3703	Promotion Management	3

Continued on next page.

SPORTS DYNAMICS EMPHASIS			19 hours
SPMT	1202	Sports Dynamics and Performance	2
HLEX	4513	Personal Training Certification and Lab	3
HLEX	1303	Care & Prevention of Athletic Injuries / Lab	3
HLSC	3603	Core Concepts of Health	3
PHED	1202	Techniques for Lifetime Fitness	2
PHED	3222	Techniques of Teaching Sports	2
PHED	3232	Officiating Sports	2
PHED	_____	Coaching Theory of (pick one)_____	2
		CHC Lab First Aid/CPR Certificate	

Electives 19-22 hours

PRE-LAW MAJOR PROGRAM

According to *The Official Guide to U.S. Law Schools*, “there is no recommended set of pre-law courses. Law schools prefer that you reserve your legal study for law school and fill your undergraduate curriculum with broad, diverse, and challenging courses. Pre-law courses that introduce you to broad legal principles may present you with enough information to decide whether you want to continue with a legal education. . . .” MNU business students are well prepared for law school and have been admitted into nationally ranked law schools around the country. Many law school courses such as: contract law, products liability law, agency law, corporate law, business organizations, federal tax law, estates and trusts, etc. are business based. In addition to a business degree, business students should consider electives in writing, speaking, literature, American history and criminology. Business students interested in a legal career are encouraged to see the Business Department’s pre-law advisor.

REQUIREMENTS FOR THE MINOR IN LEGAL STUDIES

B.A. with a minor in Legal Studies	18 hours
CRIM 3203 Criminal Law	3
CRIM 3403 Criminal Court Systems	3
CRIM 3603 Constitutional Law	3
CRIM 3703 Criminal Procedure	3
MGMT 3103 Business Law I	3
MGMT 3203 Business Law II	3

REQUIREMENTS FOR MINOR IN INTERNATIONAL BUSINESS STUDIES

MNU students have the opportunity to participate in overseas study of international business and culture through a partnership program with Korean Nazarene University (KNU). The student will travel to and attend courses in Korea at KNU during the traditional spring semester. In one intensified semester the student will study and be exposed to enough international experience to earn an 18 credit minor in International Business from MNU.

SCHOOL OF NURSING AND HEALTH SCIENCE

Karen Wiegman, Ph.D.
Dean

Department of Pre-Licensure Nursing Education

- Traditional Bachelor of Science in Nursing Program
- Accelerated Bachelor of Science in Nursing Program (see the Professional and Graduate Catalog)

Department of Post-Licensure and Graduate Nursing Education (see the Professional and Graduate Catalog)

- 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-Professional Physical Therapy
 - Pre-Professional Occupational Therapy
 - Pre-Professional Chiropractic Science
- Physical Education
- Recreation and Leisure Studies

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 entities, including the Kansas State Board of Nursing, Kansas State Board of Education, Commission on Collegiate Nursing Education, and the National Council for Accreditation of Teacher Education. The University's Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 6850 Austin Center Blvd., Suite 100 Austin, Texas 78731-3101.

The **Traditional BSN Program** offers traditional pre-licensure baccalaureate nursing education, i.e., the Bachelor of Science in Nursing (BSN) degree. The traditional BSN Program (TBSN) 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 and priority admissions process is available for academically high-achieving students.

The **Accelerated BSN Program** offers accelerated pre-licensure baccalaureate nursing education, i.e., the Bachelor of Science in Nursing (BSN) degree. The Accelerated BSN (ABSBN) Program, initiated in 1991, is one of only a few accelerated programs of nursing education in the state of Kansas. The ABSBN program is designed for the adult student with previous college experience, as well as the LPN and paramedic. This intensive program allows students to graduate with the BSN degree in one year. See the Professional and Graduate Catalog for more information.

The **RN-BSN Program** offers an accelerated RN-BSN 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. 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 on-site program is provided in a convenient 5-week format, with on-site classroom instruction occurring one day/per week. Coursework for this option occurs on the main Olathe campus. Some students elect to take coursework on campus and through online offerings, allowing achievement of the BSN degree more quickly. Students may begin the RN-BSN program eight times yearly and attend the program on a part-time basis if desired.

See the Professional and Graduate Catalog for more information.

The **Master of Science in Nursing Program** offers a Master of Science in Nursing (MSN) degree with specialty tracks in Nursing Education, Healthcare Administration, Healthcare Quality Management, and Public Health. See the Professional and Graduate Catalog for more information.

The **Department of Health and Exercise Science** offers 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, e.g. 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 (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.

General Education for the Traditional BSN

School of Nursing and Health Science	Semester Hours
<i>Spiritual Development</i>	3 or 7 hours
7 hours	
BLIT 1004 Discovering the Bible	
THEO 2003 Christian Beliefs	
3 hours	
NURS 3813 Biblical Perspectives (students transferring in ≥ 56 credit hours)	
<i>Self Understanding</i>	6-7 hours
0-1 hours	
FRST 1101 Freshman Seminar (required for students < 24 college credits)	
3 hours	
PSYC 2513 Lifespan Development (Human Development - Transfers)	
3 hours	
Any Psychology Course	
Recommended:	
PSYC 1103 General Psychology	
PSYC 3803 Abnormal Psychology	
<i>Critical Thinking</i>	3-6 hours
0-3 hours	
MATH 1223 College Algebra/proficiency or higher level math	
3 hours	
MATH 3503 Probability and Statistics	
<i>Effective Communication</i>	3-6 hours
0-3 hours	
ENGL 1503 Composition I: Writing and Rhetoric/proficiency	
3 hours	
ENGL 1703 Composition II: Writing and Research	
<i>Social Responsibility</i>	6 hours
6 hours	
Any Sociology, Cultural, Criminal Justice, History, Anthropology, or Economics course	
Recommended:	
SOCI 1003 General Sociology	
SOCI 2103 Cultural & Social Anthropology	
SOCI 2303 Understanding Multicultural Behavior	
SOCI 3603 Intercultural Communication	
SOCI 2003 Marriage and Family	
CRIM 1003 Survey of Criminal Justice	
ECON 1503 Personal Finance	
ECON 2503 Principles of Macroeconomics	
ECON 2703 Principles of Microeconomics	
<i>Scientific Literacy</i>	5 or 7 hours
7 hours	
BIOL 1704 Human Anatomy	
BIOL 1803 Human Physiology	
OR 5 hours	
Combined A/P course (students transferring in ≥ 56 credit hours)	
	26-39 hours

Additional liberal arts coursework is required as pre- and/or co-requisites.

**General Education for the BS Athletic Training
School of Nursing and Health Science**

	Semester Hours
<i>Spiritual Development</i>	7 hours
7 hours	
BLIT 1004 Discovering the Bible	
THEO 2003 Christian Beliefs	
 <i>Self Understanding</i>	 3-4 hours
3-4 hours	
FRST 1101 Freshman Seminar (required for students < 24 college credits)	
PSYC 1103 General Psychology	
 <i>Critical Thinking</i>	 6 hours
6 hours	
MATH 1223 College Algebra/proficiency or higher level math	
PHIL 2003 Ethics	
 <i>Effective Communication</i>	 6 hours
6 hours	
ENGL 1503 Composition I: Writing and Rhetoric	
ENGL 1703 Composition II: Writing and Research	
 <i>Social Responsibility</i>	 3 hours
3 hours	
SOCI 1003 General Sociology	
 <i>Scientific Literacy</i>	 4 hours
4 hours	
BIOL 1704 Human Anatomy & Lab	
 Additional hours are required in the Health and Exercise Science Core.	
	29-30 hours

**General Education for the BS Kinesiology
Occupational Therapy and Health and Fitness Studies ONLY
School of Nursing and Health Science**

	Semester Hours
<i>Spiritual Development</i>	7 hours
7 hours	
BLIT 1004 Discovering the Bible	
THEO 2003 Christian Beliefs	
<i>Self Understanding</i>	3-4 hours
3-4 hours	
FRST 1101 Freshman Seminar (required for students < 24 college credits)	
PSYC 1103 General Psychology	
<i>Critical Thinking</i>	3-6 hours
3 hours	
MATH 1223 College Algebra/proficiency or higher level math	
3 hours	
PHIL 2003 Ethics	
<i>Effective Communication</i>	6 hours
6 hours	
ENGL 1503 Composition I: Writing and Rhetoric	
ENGL 1703 Composition II: Writing and Research	
<i>Social Responsibility</i>	3 hours
3 hours	
SOC1 1003 General Sociology	
<i>Scientific Literacy</i>	4 hours
4 hours	
BIOL 1704 Human Anatomy & Lab	

Additional hours are required in the Health and Exercise Science Core.

28-29 hours

**General Education for the BS Kinesiology
Physical Therapy and Chiropractic Science ONLY**
School of Nursing and Health Science

	Semester Hours
<i>Spiritual Development</i>	7 hours
7 hours	
BLIT 1004 Discovering the Bible	
THEO 2003 Christian Beliefs	
 <i>Self Understanding</i>	 3-4 hours
3-4 hours	
FRST 1101 Freshman Seminar (required for students < 24 college credits)	
PSYC 1103 General Psychology	
 <i>Critical Thinking</i>	 6 hours
3 hours	
MATH 1313 Trigonometry	
3 hours	
PHIL 2003 Ethics	
 <i>Effective Communication</i>	 6 hours
6 hours	
ENGL 1503 Composition I: Writing and Rhetoric	
ENGL 1703 Composition II: Writing and Research	
 <i>Social Responsibility</i>	 3 hours
3 hours	
SOCI 1003 General Sociology	
 <i>Scientific Literacy</i>	 4 hours
4 hours	
BIOL 1704 Human Anatomy & Lab	

Additional hours are required in the Health and Exercise Science Core.

29-30 hours

**General Education for the BS
Recreation and Leisure Studies
School of Nursing and Health Science**

	Semester Hours
<i>Spiritual Development</i>	7 hours
7 hours	
BLIT 1004 Discovering the Bible	
THEO 2003 Christian Beliefs	
 <i>Self Understanding</i>	 3-4 hours
3-4 hours	
FRST 1101 Freshman Seminar (required for students < 24 college credits)	
PSYC 1103 General Psychology	
 <i>Critical Thinking</i>	 6 hours
3 hours	
MATH 1223 College Algebra/proficiency or higher level math	
3 hours	
PHIL 2003 Ethics	
 <i>Effective Communication</i>	 6 hours
6 hours	
ENGL 1503 Composition I: Writing and Rhetoric	
ENGL 1703 Composition II: Writing and Research	
 <i>Social Responsibility</i>	 3 hours
3 hours	
SOCI 1003 General Sociology	
 <i>Scientific Literacy</i>	 4 hours
4 hours	
BIOL 1704 Human Anatomy & Lab	
 Additional hours are required in the Health and Exercise Science Core.	
	29-30 hours

General Education for the BA Physical Education

School of Nursing and Health Science

	Semester Hours
<i>Spiritual Development</i>	7 hours
7 hours	
BLIT 1004 Discovering the Bible	
THEO 2003 Christian Beliefs	
<i>Self Understanding</i>	5-6 hours
3 hours	
PSYC 2513 Lifespan Development	
0-1 hour	
FRST 1101 Freshman Seminar (required for students < 24 college credits)	
2 hours	
Choose any General Education activity course	
<i>Critical Thinking</i>	6-9 hours
6-9 hours	
MATH 1223 College Algebra / proficiency	
MATH 2503 Applied Math with Statistics	
EDUC 2103 Introduction to Teaching	
<i>Effective Communication</i>	9 hours
9 hours	
ENGL 1503 Composition I: Writing and Rhetoric	
ENGL 1703 Composition II: Writing and Research	
COMM 1303 Public Speaking	
<i>Social Responsibility</i>	6 hours
3 hours	
HIST 1203 US History to 1877	
HIST 1303 US History since 1877	
3 hours	
CRIM 1003 Survey of Criminal Justice	
ECON 2503 Principles of Macroeconomics	
ECON 2703 Principles of Microeconomics	
ECON 1503 Personal Finance	
HIST 2103 World Civilization to 1500	
HIST 2203 World Civilization since 1500	
POLS 1103 Introduction to Politics	
PSYC 2303 Understanding Multicultural Behavior	
SOC 1003 General Sociology	
SOC 2003 Marriage and Family	
<i>Scientific Literacy</i>	7 hours
4 hours	
BIOL 1704 Human Anatomy & Lab	
3 hours	
Any Science course (BIOL, CHEM, PHYS, and GNSC)	
<i>Aesthetic Literacy</i>	6 hours
6 hours	
FNAR 1303 Exploring Art	
FNAR 1403 Exploring Theatre	
FNAR 1503 Exploring Music	
ENGL 2003 Introduction to Literature	
Any approved aesthetic literacy course	

45-49 hours

DEPARTMENT OF HEALTH AND EXERCISE SCIENCE

Statement of Mission

The Health and Exercise Science Program mission is to engage all students in providing the highest level of educational instruction in a Christian environment. Our Health and Exercise Science Programs are devoted to producing morally, academically, spiritually, and professionally qualified individuals for careers in Athletic Training, Allied Health Professions as recognized by the American Medical Association (AMA), Physical Education, Recreation and other Health and Fitness Industry positions.

Statement of Purpose

The Health and Exercise Science Department strives to develop Christ-centered learners by teaching, mentoring, and serving all students in an academically rigorous environment to produce professionals in their respective fields.

Department Outcomes

The Health and Exercise Science Programs build upon the general education outcomes of the University to achieve their mission and purpose. Definitions of the outcomes as applied to the health and exercise programs are as follows:

Spiritual Development: the cultivation of a Christian approach to one's life and professional career in health and exercise related areas.

Self Understanding: the self-application of physical, mental, emotional, intellectual, social, environmental, and spiritual health and exercise promotion practices as the basis of knowledge that will enhance the provision health of 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 health and exercise 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 the profession's role and responsibilities to people and society.

Scientific Literacy: the acquisition of the 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 the health and exercise profession.

Health and Exercise Science Department Core Courses			Credit Hours
HLEX	1501	Introduction to Health and Exercise Science	1
PHED	1202	Techniques for Lifetime Fitness	2
HLEX	1303	Care and Prevention of Athletic Training Injuries & Lab	3
HLEX	3533	Sports and Exercise Nutrition	3
HLEX	3543	Kinesiology/Biomechanics & Lab	3
HLEX	3624	Exercise Physiology Lab	3
HLSC	3603	Core Concepts of Health	3
HLEX CORE			21

HLEX 1501 INTRODUCTION TO HEALTH AND EXERCISE SCIENCE

This course is required of all majors in the Department of Health and Exercise Science in their first semester at MNU. Topics addressed will include an overview of the Department of Health & Exercise Science and an overview involved health, human movement, and recreation/leisure academic disciplines including Athletic Training, Physical Education, Recreation and Leisure, Motor Learning and Control, Motor Development, Sports Psychology, Exercise Physiology, Biomechanics, Health Education (Community and School), and Public Health. Also included will be the advancement of academic skills such as understanding the HLEX advising process, essential computer skills, research and writing techniques, effective time management, and an introduction to professional organizations. This course meets twice a week for the first eight weeks of the semester. Fall & Spring.

PHED 1202 TECHNICS 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. Activities include, but are not limited to: aerobics, circuit training, muscular development, flexibility agility exercises, weight training and body composition. Fall & Spring

HLEX 1303 CARE AND PREVENTION OF ATHLETIC TRAINING INJURIES & LAB - 3 credit hours (3 hours theory/1.5 hour lab)

The course is an introduction to topics and types of injuries incurred by the physically active population. Specific athletic training skills will be demonstrated, practiced and evaluated according to the didactic agenda. Topics covered include emergency medical techniques; basic injury mechanisms; introduction to recognition and treatment of common athletic injuries; emergency management of acute injuries; and skills to obtain American Heart Association BLS for Healthcare Providers. Basic wrapping and taping techniques will be experienced in the laboratory setting. Lab Fee required.

HLEX 3513 PSYCHOLOGY OF SPORTS

This course introduces the prospective coach, teacher or athletic trainer to the strategies and techniques used by coaches and sport psychologists to cultivate peak performance and personal growth with each athlete and groups of athletes. Students will learn and apply practical and theoretical information as it relates to the psychology of sport.

HLEX 3533 SPORT AND EXERCISE NUTRITION

The course is designed to provide health educators, athletes, coaches, teachers, athletic trainers, physically active people and competitors with the most recent factual information on nutritional recommendations and guidelines. Information on the inter-relationship between dietary practices and physical performance, essential nutrients, metabolism during activity, and specific problems experienced by athletes or highly active people will be analyzed and discussed. Competition standards, myths, supplements, ergogenic aids, and current interests are addressed. Prerequisite: GNSC 3703 or permission of instructor. Fall.

HLEX 3543 KINESIOLOGY/BIOMECHANICS AND LAB

This course examines structural and functional mechanics of human movement through an in-depth study of the muscular and skeletal systems, kinesiological principles of movement and the biomechanical behavior of tissue related to activity and sport. The fundamentals of body mechanics and muscular analysis involved in daily activities, exercises, rehabilitation and various sports activities are discussed, along with the detection and correction of basic musculoskeletal anomalies. A laboratory component may take place at an off-site facility. Prerequisites: BIOL 1704 & BIOL 1803 or Departmental Approval. Fall.

HLEX 3623 EXERCISE PHYSIOLOGY AND LAB

The course will cover acute and chronic adaptations to the human body during physical exercise. Key components include muscular activity within the human body with particular reference to the respiratory, circulatory, nervous, endocrine, and digestive systems. This class will apply both knowledge and application of scientific principles of exercise physiology for both peak performance in athletes and the health and fitness for the general population. Prerequisite: BIOL 1704, BIOL 1803 or Departmental Approval. Spring.

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.

FACULTY

CHRIS P. CRAWFORD, Assistant Professor of Athletic Training, 2013-

B.A., MidAmerica Nazarene University, 2000; M.S.E., University of Kansas, 2003.

BRAD D. KING, Associate Professor of Physical Education, 1995-

B.A., MidAmerica Nazarene University, 1979; M.Ed., Wichita State University, 1986.

R. MARK KELLEY, Professor of Health Science & Chair Department of Health and Exercise Science, 2015 - B.S.E., John Brown University, 1983; M. Ed. University of Arkansas, 1987; Ph.D. University of Arkansas, 1994.

JIMMY NTELEKOS, Assistant Professor of Athletic Training, 2014-

B.S., Temple University, 1999; M.A., Furman University, 2001.

ATHLETIC TRAINING

STATEMENT OF MISSION

The Athletic Training Program's (ATP) purpose is to engage all students in providing the highest level of educational instruction in a Christian environment while developing Christ-centered learners. Our program is devoted to producing morally, academically, spiritually, and professionally qualified individuals for a career in Athletic Training, an Allied Health Profession recognized by the American Medical Association (AMA).

ADMISSION TO THE ATHLETIC TRAINING PROGRAM (ATP)

Admission into the ATP for a Bachelor of Science in Athletic Training at MidAmerica Nazarene University (MNU) is competitive. Any student admitted to take classes at MNU

may declare Athletic Training as a major. However, enrollment in the Clinical Education courses requires a separate application and admission into the ATP at MNU. The ATP reserves the right to defer admission or place students on a waiting list if there are more qualified applicants than the ATP can accommodate for a particular class. Prerequisites listed are strictly adhered for each course required for the Athletic Training degree. Due dates for applying to the ATP are as follows:

MNU ATP admittance for the spring semester.

November: Submit formal application with supporting materials.

December: Interview with the ATP Selection Committee.

January: ATP Selection Committee's decision letter to prospective ATP Athletic Training Student (ATS).

ATHLETIC TRAINING SENIOR COMPREHENSIVE

HLEX 4302 Clinical Preceptorship functions as the comprehensive exam for Athletic Training students. Senior athletic training students in the MNU ATP will take a series of three BOC Mock Examinations during their final semester of their senior year as part of the HLEX 4302 Clinical Preceptorship course. Consistent with other ATP professional preparation courses at MNU, a grade of B- or better must be earned for the course to count toward program completion. In addition, students must earn a score of 75% or higher in each of the five domains on the third BOC Mock examination in HLEX 4302. A student who does not meet the above requirements will not be endorsed by the program director and as a result will not be eligible to take the BOC Certification Examination and will need to retake the course. The ATP Senior Comprehensive Examination Policy is contained in the ATP Student Handbook.

Requirements for a BS in Athletic Training (ATP)		123 hours
General Education Core Courses (SONHS)		30
Specific General Education Core Courses (HLEX)		22
CHEM 1004	Introduction to Chemistry	4
GNSC 2203	Physics in Everyday Life	3
GNSC 3703	Human Nutrition	3
COMM1303	Public Speaking	3
BIOL 1803	Human Physiology	3
PSYC 2513	Lifespan Development	3
MATH 3503	Probability & Statistics	3
Health and Exercise Science Core Courses (HLEX)		21
Athletic Training Didactic Core Courses		39
HLSC 2302	Medical Terminology	2
HLEX 1313	Introduction to Athletic Training	3
HLEX 2303	Advanced Care & Prevention of Athletic Injuries & Lab	3
HLEX 3303	Athletic Training Administration	3
HLEX 3323	Injury Evaluation & Recognition - Upper Extremity & Lab	3
HLEX 3333	Injury Evaluation & Recognition - Lower Extremity & Lab	3
HLEX 3503	General Medical Conditions	3
HLEX 3533	Sports and Exercise Nutrition	3
HLEX 4302	Clinical Preceptorship	2
HLEX 4304	Techniques of Therapeutic Modality Techniques & Lab	4
HLEX 4314	Therapeutic Rehabilitation Techniques & Lab	4
HLEX 4522	Senior Seminar	2
HLEX 4701	Special Topics	1
HLEX 4713	Research in Health and Exercise Science	3
Athletic Training Clinical Education Core Courses		11
HLEX 1402	Clinical Education I	2
HLEX 2402	Clinical Education II	2
HLEX 2412	Clinical Education III	2
HLEX 3402	Clinical Education IV	2
HLEX 4533	Internship	3

ATHLETIC TRAINING COURSE OFFERINGS

HLEX 1303 CARE AND PREVENTION OF ATHLETIC TRAINING INJURIES & LAB - 3 credit hours (3 hours theory/1.5 hour lab)

The course is an introduction to topics and types of injuries incurred by the physically active population. Specific athletic training skills will be demonstrated, practiced and evaluated according to the didactic agenda. Topics covered include emergency medical techniques; basic injury mechanisms; introduction to recognition and treatment of common athletic injuries; emergency management of acute injuries; and skills to obtain American Heart Association BLS for Healthcare Providers. Basic wrapping and taping techniques will be experienced in the laboratory setting. Lab Fee required.

HLEX 1313 INTRODUCTION TO ATHLETIC TRAINING -3 credit hours

The pre-athletic training student will be exposed to a variety of topics such as: the definition of what an athletic trainer is and does, the “sports medicine team,” legal concerns, environmental considerations, protective equipment selection, fit and proper use, mechanism and types of injury incurred by the physically active, emergency procedures and on-and-off the field injury assessment. An interactive lab component accompanies this course focusing on the clinical side of athletic training. The pre-athletic training student will learn various taping applications along with multiple wrapping and bracing techniques. This course is required for admission into the Athletic Training Program. Prerequisites: none

HLEX 1402 CLINICAL EDUCATION I - 2 credit hours

This course is a supervised, clinical athletic training experience at MidAmerica Nazarene University with the intent for the athletic training student (ATS) to apply and become proficient in the principles taught in the classroom and practiced in the lab setting under the direct supervision of a MNU ATP preceptor. Emphasis for this course is placed on clinical anatomy, basic orthopedic taping and bracing techniques along with addressing common issues related to the clinical setting. Specific clinical rotations, clinical modules, and research presentations will be required to complete this course. Athletes may need to take an ‘Incomplete’ grade until all rotation experiences are completed. Students may be required to be in attendance during periods when regular university classes are not in session. Prerequisite: BIOL 1704, HLEX 1313, HLEX 1303, and formally admitted into the ATP. All travel to and from the clinical sites are the student’s responsibility.

HLEX 2303 ADVANCED CARE AND PREVENTION OF ATHLETIC TRAINING INJURIES & LAB - 3 credit hours

A course designed for individuals pursuing a career in the athletic training profession. Specific topics discussed include the characteristics of trauma to the physically active and tissue response to injury, psychosocial intervention, pharmacology, skin disorders, fitting and manufacturing of protective equipment, and additional health concerns. Specific hands-on experience (lab) will demonstrate, practice, and evaluate specific athletic training skills according to the didactic agenda topics. Lab fee required. Prerequisite: BIOL 1704, HLEX 1303, or permission of instructor. Spring.

HLEX 2402 CLINICAL EDUCATION II - 2 credit hours

This course is a continuation of HLEX 1402 Clinical Education I. Students enrolled in this course are assigned to preceptors who directly supervise them as they work in various athletic training settings. Specific sport team rotations, competency modules, and research presentations will be required of the student to successfully complete this clinical course. Athletes may need to take an ‘Incomplete’ grade until all rotation experiences are completed. Students may be required to be in attendance during periods when regular university classes are not in session. Prerequisite: HLEX 1402, or permission of instructor. All travel to and from the clinical sites are the student’s responsibility.

HLEX 2412 CLINICAL EDUCATION III - 2 credit hours

This course is a continuation of HLEX 2402 Clinical Education II. Students enrolled in this course are assigned to preceptors who directly supervise them as they work in various athletic training settings. Specific sport team rotations, off-site clinical rotations, competency modules, and research presentations will be required of the student to successfully complete this clinical course. Athletes may need to take an ‘Incomplete’ grade until all rotation experiences are completed. Students may be required to be in attendance during periods when regular university classes are not in session. Prerequisite: HLEX 2402, or permission of instructor. All travel to and from the clinical sites is the student’s responsibility.

HLEX 3303 ATHLETIC TRAINING ADMINISTRATION - 3 credit hours

This course will provide the information necessary to administrate an athletic training program. Topics include: assembling the sports medicine team, facility management, health and liability insurance concerns, financial management, medical records, emergency care planning, facility design, pre-participation examinations, professional responsibility in AT, and public relations. Spring.

HLEX 3323 INJURY EVALUATION & RECOGNITION – UPPER EXTREMITY & LAB - 3 credit hours

This course will investigate the etiology of athletic injuries to the upper extremity and cervical spine, as well as, evaluation techniques for the assessment, recognition and referral of athletic injuries of the same effected areas. Specific hands-on experiences will enable the student to demonstrate proficiency in the subjective and objective assessment components of the evaluation process; recognize orthopedic, neurovascular and medical emergencies also associated with upper extremity injuries and finally, effectively communicate injury information to other healthcare professionals. Designed to satisfy CAATE competencies related to evaluation and recognition of injuries to the upper extremity. Lab fee required. Prerequisite: HLEX 2303, HLEX 3333 or permission of instructor.

HLEX 3333 INJURY EVALUATION & RECOGNITION – LOWER EXTREMITY & LAB - 3 credit hours

This course will investigate the etiology of athletic injuries to the lower extremity and lumbosacral spine, as well as, evaluation techniques for the assessment, recognition and referral of athletic injuries of the same effected areas. Specific hands-on experiences will enable the student to demonstrate proficiency in the subjective and objective assessment components of the evaluation process; recognize orthopedic, neurovascular and medical emergencies also associated with lower extremity injuries and finally, effectively communicate injury information to other healthcare professionals. Designed to satisfy CAATE competencies related to evaluation and recognition of injuries to the lower extremity. Lab fee required. Prerequisite: HLEX 2303 or permission of instructor.

HLEX 3402 CLINICAL EDUCATION IV - 2 credit hours

This course is a continuation of HLEX 2412 Clinical Education III. Students enrolled in this course are assigned to preceptors who directly supervise them as they work in various athletic training settings. Specific sport team rotations, off-site clinical rotations, competency modules, and research presentations will be required of the student to successfully complete this clinical course. Athletes may need to take an 'Incomplete' grade until all rotation experiences are completed. Students may be required to be in attendance during periods when regular university classes are not in session. Prerequisite: HLEX 2412, permission of instructor. All travel to and from the clinical are the student's responsibility.

HLEX 3503 GENERAL MEDICAL CONDITIONS - 3 credit hours

This course is an overview of non-orthopedic medical conditions that may impact the physically active populations. Topics include conditions related to respiratory, cardiovascular, gastrointestinal, genitourinary, and gynecological, neurological, systemic, infectious and dermatologic disorders presented to a healthcare professional. Specific athletic training skills will be demonstrated, practiced and evaluated. Basic pharmacology principles and how they relate to the health and illnesses suffered by the physically active population will be presented. Prerequisite: BIOL 1704 and HLSC 2302.

HLEX 4302 BOC Preparation - 2 credit hours

This course will prepare the Athletic Training Student to take the BOC Certification Examination. Content from all courses in the Athletic Training Program will be reviewed. This framework provides an integration of prior coursework and expertise in athletic training for the purpose of BOC examination preparation. Multiple BOC mock exams will be given and participation in an ACES BOC Prep Workshop is required. Prerequisite: completion of all Athletic Training Program course work or permission of instructor. Lab Fee: \$265.00 (ACES Workshop and 3 NATA mock exams)

HLEX 4304 THERAPEUTIC MODALITY TECHNIQUES & LAB - 4 credit hours

This course will introduce students to the basic principles of theory and application of various modalities encountered in athletic training practice, including but not restricted to: thermotherapy, cryotherapy, ultrasound, electrical stimulation, mechanical modalities, and hydrotherapy. Specific hands-on experiences (lab) will enable the student to demonstrate proficiency in selecting and applying the appropriate therapeutic modality according to the didactic agenda topics. Designed to satisfy CAATE competencies related to therapeutic interventions. Lab Fee required. Prerequisites: HLEX 3323 and HLEX 3333, HLEX 4314 or permission of the instructor.

HLEX 4314 THERAPEUTIC REHABILITATION TECHNIQUES & LAB - 4 credit hours

This course provides the student knowledge of the basic components of a comprehensive rehabilitation program including the therapeutic goals and objectives, selection of appropriate modality and exercise, methods of evaluating and recording rehabilitation progress and development of criteria for progression and return to physical activity. Through a partnership with the National Academy of Sports Medicine (NASM), enrolled students have the opportunity to test for the Corrective Exercise Specialist (CES) certification at the completion of the course. Specific hands-on experience (lab) will demonstrate, practice, and evaluate specific skills according to the didactic agenda topics. Designed to satisfy CAATE competencies related to rehabilitation and exercise. Lab fee required. Prerequisite: HLEX 3323 and HLEX 3333, or permission of instructor. Fall.

KINESIOLOGY

The Kinesiology major has two concentrations options, Pre-Professional and Health and Fitness Studies. The Kinesiology Pre-Professional programs are designed to prepare students to enter post bachelor degree programs in the area of Physical Therapy, Occupational Therapy, Chiropractic, or varied Allied Health fields. The Kinesiology Health and Fitness Studies program is designed to prepare students for careers in the Health and Fitness industry. The major uses core classes from the Athletic Training program, exercise science, health science and then adds a strong science curriculum to complete the degree. Students choosing the Kinesiology Pre-Professional concentration may request substitutions according to the post-bachelor degree program that the student is interested in pursuing. It is the student's responsibility to maintain records for current prerequisites required for post-bachelor degree application. All options will require between 120 – 128 credit hours to graduate from MNU.

STATEMENT OF PURPOSE

The MidAmerica Nazarene University Kinesiology Program's purpose is to educate and prepare our students to enter Professional Allied Health Schools and professional careers in the Health and Fitness while inspiring our students to become Christ-centered learners and servant leaders.

<u>Requirements for a BS in Kinesiology - Health and Fitness Studies</u>		<u>120 hours</u>
General Education Core Courses (SONHS)		30
Specific General Education Core Courses (HLEX)		22
CHEM 1004 Introduction to Chemistry		4
GNSC 2203 Physics in Everyday Life		3
GNSC 3703 Human Nutrition		3
COMM1303 Public Speaking		3
BIOL 1803 Human Physiology		3
PSYC 2513 Lifespan Development		3
MATH 3503 Probability & Statistics		3
Health and Exercise Science Core Courses (HLEX)		21
Kinesiology - Health and Fitness Studies Core Courses (KIN-HFS)		39
HLEX 1112 Aerobic Fitness		2
HLEX 1122 Recreational Activity		2
HLEX 1132 Aquatics		2
HLEX 1142 Weight Training		2
HLEX 1152 Fitness Yoga		2
HLEX 2102 Advanced Weight Training		2
HLEX 2112 Karate I		2
HLEX 3103 Water Safety Instructor (WSI)		3
Choose 6 hours from the above courses		
HLSC 2603 Principles of Health Promotion		3
HLSC 3613 Community and Consumer Health		3
HLEX 3503 General Medical Conditions		3
HLEX 4203 Applied Concepts of Physical Fitness		3
HLEX 4223 Exercise Prescription for Special Populations		3
HLEX 4513 Personal Training Certification and Lab		3
HLEX 4522 Senior Seminar		2
HLEX 4703 Internship		3
HLEX 4713 Research in Health and Exercise Science		3
PHED 3213 Foundations of PE, Recreation, and Sport		3
SPMT 3203 Admin and Management of Sports and Recreation		3
Kinesiology - Health and Fitness Studies Electives		9
(Required: 3 elective hours to be an upper division course from PHED, HLEX, HLSC, SPMT and/or Department approval.)		

<u>Requirements for a BS in Kinesiology - Pre-Professional Physical Therapy</u>		<u>123 hours</u>
General Education Core Courses (SONHS)		32
Specific General Education Core Courses (HLEX)		20
CHEM 1104 General Chemistry I		4
PHYS 1004 General Physics I (Trigonometry-Based)		4
COMM1303 Public Speaking		3

BIOL 1803 Human Physiology	3
PSYC 2513 Lifespan Development	3
MATH 3503 Probability & Statistics	3
Health and Exercise Science Core Courses (HLEX)	21
Kinesiology - Pre-Professional Physical Therapy Core Courses (KIN-PPPT)	30
HLSC 2302 Medical Terminology	2
HLEX 2303 Advanced Care & Prevention of Athletic Injuries & Lab	3
HLEX 3503 General Medical Conditions	3
HLEX 3323 Injury Evaluation & Recognition - Upper Extremity & Lab	3
HLEX 3333 Injury Evaluation & Recognition - Lower Extremity & Lab	3
HLEX 3701 Internship Physical Therapy	1
HLEX 4304 Therapeutic Modality Techniques & Lab	4
HLEX 4314 Therapeutic Rehabilitation Techniques & Lab	4
HLEX 4522 Senior Seminar	2
HLEX 4702 Internship Physical Therapy	2
HLEX 4713 Research in Health and Exercise Science	3
Kinesiology - Pre-Professional Physical Therapy Prerequisites	20
BIOL 1114 Biology I	4
PHYS 1104 General Physics II (Trigonometry-based)	4
BIOL 2105 Microbiology	5
CHEM 2104 General Chemistry II	4
PSYC 3803 Abnormal Psychology	3

Note: The KIN-PPPT degree represents prerequisite courses required for admittance into the University of Kansas for their Doctorate of Physical Therapy degree (DPT) only.

Requirements for a BS in Kines. - Pre-Professional Occupational Therapy 120 hours

General Education Core Courses (SONHS)	30
Specific General Education Core Courses (HLEX)	22
CHEM 1004 Introduction to Chemistry	4
GNSC 2203 Physics in Everyday Life	3
GNSC 3703 Human Nutrition	3
COMM1303 Public Speaking	3
BIOL 1803 Human Physiology	3
PSYC 2513 Lifespan Development	3
MATH 3503 Probability & Statistics	3
Health and Exercise Science Core Courses (HLEX)	21
Kinesiology - Pre-Professional Occupational Therapy Core Courses (KIN-PPOT)	36
HLSC 2302 Medical Terminology	2
HLEX 2303 Advanced Care & Prevention of Athletic Injuries & Lab	3
HLEX 3303 Athletic Training Administration	3
HLEX 3503 General Medical Conditions	3
HLEX 3323 Injury Evaluation & Recognition - Upper Extremity & Lab	3
HLEX 3333 Injury Evaluation & Recognition - Lower Extremity & Lab	3

HLEX	4304	Therapeutic	Modality	Techniques	&	Lab	
							4
HLEX	4314	Therapeutic Rehabilitation Techniques & Lab					4

HLEX 4522 Senior Seminar	2
HLEX 4703 Internship	3
HLEX 4713 Research in Health and Exercise Science	3
PSYC 3803 Abnormal Psychology	3
Kinesiology - Pre-Professional Occupational Therapy Electives	11
BIOL 1114 Biology I (recommended)	4

Note: The KIN-PP0T degree represents prerequisite courses required for admittance into the University of Kansas for their Master of Occupational Therapy degree (MOT) only.

REQUIREMENTS FOR THE MAJOR IN KINESIOLOGY - PRE-PROFESSIONAL CHIROPRACTIC SCIENCE

The pre-chiropractic (3 + 3) program at MNU represents the first three years at MNU to complete the prerequisites to be admitted into the Cleveland Chiropractic College (CCC) Doctorate of Chiropractic program (DC). A minimum 3.0 GPA is required along with the prescribed prerequisites before application to CCC. Application to CCC does not automatically represent admittance to their program. Upon successful completion of the first year at CCC, the student may transfer the courses listed to graduate from MNU with a BS in Kinesiology – Pre-Professional Chiropractic. All general education requirements must be completed according to MNU guidelines. If a student elects not to attend CCC or is not admitted, one of the other curriculum plans will need to be completed for graduation from MNU with a major in Kinesiology.

Requirements for a BS in Kinesiology - Pre-Professional Chiropractic Science 128 hours

General Education Core Courses (SONHS)	32
Specific General Education Core Courses (HLEX)	20
CHEM 1104 General Chemistry I	4
PHYS 1004 Physics I (Trigonometry-Based)	4
COMM1303 Public Speaking	3
BIOL 1803 Human Physiology	3
PSYC 2513 Lifespan Development	3
MATH 3503 Probability & Statistics	3
Health and Exercise Science Core Courses (HLEX)	21
Kinesiology - Pre-Professional Pre-DC Core and Prerequisites	27
HLSC 2302 Medical Terminology	2
HLEX 2303 Advanced Care & Prevention of Athletic Injuries & Lab	3
HLEX 3503 General Medical Conditions	3
HLEX 4503 Exercise Physiology & Lab	3
HLEX 4703 Internship	3
CHEM 2104 General Chemistry II	4
CHEM 3005 Organic Chemistry I	5
CHEM 3204 Organic Chemistry II	4
Cleveland Chiropractic College Requirements (Senior year; transfer courses to MNU to graduate)	29
Embryology	3
Histology	5
Cell Physiology	3
Biochemistry I	5

Biochemistry II	5
Basic Nutrition	4
Immunobiology	3
Introduction to Research	1

GENERAL EDUCATION ACTIVITY COURSE OFFERINGS

HLEX 1112 AEROBIC FITNESS

Aerobic Fitness is an activity-based course that introduces the student to basic cardiovascular exercises in order to improve one's personal health and fitness. Students will learn proper form and technique, proper use of equipment, and principles of developing a safe and effective aerobic training program. Students will be assessed in the areas of cardiovascular fitness and muscular endurance. Activities may include (not limited to) spinning, running, power walking, step aerobics, dance aerobics, aerobic circuits, cross fit training, aerobics sports, etc. Fall.

HLEX 1122 RECREATIONAL ACTIVITY

This course is designed to increase the students' ability to participate in recreational activities and relate these skills to healthy living. Lab fee required. Fall.

HLEX 1132 AQUATICS

This course is designed to increase the students' ability to demonstrate aquatic skills and relate these activities to healthy living. Evaluation will include basic swimming skills, improvement in fitness level, and attainment of knowledge. This class meets on and off campus. Lab fee required. Fall.

HLEX 1142 WEIGHT TRAINING

This course offers instruction and practice in proper techniques of the development of muscular strength, endurance, and flexibility. Emphasis is placed on the application of scientific principles and methods used to build, improved and maintain proper muscular fitness; proper safety for lifting and spotting techniques; and the application of the overload principles. Fall.

HLEX 1152 FITNESS YOGA

This course is designed to advance fitness, health, and performance through movements that blend balance, strength, and flexibility. Instruction on physical alignment, correct anatomical movement, and various relaxation techniques will be used to improve physical strength, endurance, flexibility, and stress management of the student.

HLEX 2112 KARATE I

This course introduces basic techniques to help students become more positive, assertive, and disciplined as they learn self-defense skills. Course includes the history and traditions of the martial arts as it evolved into self-defense. The relationship between self-defense and health/wellness related benefits are emphasized.

HLEX 3103 WATER SAFETY INSTRUCTOR (WSI)

This course is designed to prepare students to lead and instruct American Red Cross Swimming and Water Safety programs. Successful completion of this course will provide the student the opportunity to become a Certified American Red Cross Swimming and Water Safety Instructor. This class will be held on and off campus. Prerequisite: HLEX 1132 or permission of instructor. Lab fee required. Spring.

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. Activities include, but are not limited to: aerobics, circuit training, muscular development, flexibility, agility exercises, weight training and body composition.

PHED 2212 INDIVIDUAL AND DUAL SPORTS

This course is designed to equip students with the skills, techniques, methods and knowledge to engage in a variety of physical activities (badminton, table tennis, archery, golf, bowling, pickle ball, and tennis). Students are also taught how these activities can become a part of their everyday lifestyles and how the activities can contribute to better health and wellness. Lab fee required. Spring.

PHED 2222 TEAM SPORTS

This course is designed to help each student understand and have knowledge to engage in a variety of team sports activities (basketball, softball, volleyball and soccer). Students are encouraged to learn at their own pace by using steps of progression and to integrate new skills into the total action of activity. Our goal is to enhance the student's confidence and comfort level in one or more of these activities so that they can establish and maintain an active lifestyle by participating in a team sport. Spring.

KINESIOLOGY COURSE OFFERINGS**HLEX 1501 INTRODUCTION TO HEALTH AND EXERCISE SCIENCE**

This course is required of all majors in the Department of Health and Exercise Science in their first semester at MNU. Topics addressed will include an overview of the Department of Health & Exercise Science and an overview involved health, human movement, and recreation/leisure academic disciplines including Athletic Training, Physical Education, Recreation and Leisure, Motor Learning and Control, Motor Development, Sports Psychology, Exercise Physiology, Biomechanics, Health Education (Community and School), and Public Health. Also included will be the advancement of academic skills such as understanding the HLEX advising process, essential computer skills, research and writing techniques, effective time management, and an introduction to professional organizations. This course meets twice a week for the first eight weeks of the semester. Fall & Spring

HLEX 2102 ADVANCED WEIGHT TRAINING

This course offers advanced instruction and practice in proper techniques of development of muscular strength, endurance, and flexibility. Emphasis is placed on the advanced application of scientific principles and methods used to build, improved and maintain proper muscular fitness; proper safety for lifting and spotting techniques; and weight training program prescription. Prerequisite: HLEX 1142 or permission of the instructor. Spring.

HLEX 2132 KARATE II. Prerequisite: HLEX 2112.

HLEX 3102 KARATE III. Prerequisite: HLEX 2132.

HLEX 3112 KARATE IV. Prerequisite: HLEX 3102. Can take multiple times.

HLEX 3503 GENERAL MEDICAL CONDITIONS

This course is an overview of non-orthopedic medical conditions that may impact the physically active populations. Topics include conditions related to respiratory, cardiovascular, gastrointestinal, genitourinary, and gynecological, neurological, systemic, infectious and dermatologic disorders presented to a healthcare professional. Specific athletic training skills will be demonstrated, practiced and evaluated. Basic pharmacology principles and how they relate to the health and illnesses suffered by the physically active population will be presented. Prerequisite: BIOL 1704 and HLSC 2302. Spring.

HLEX 3513 PSYCHOLOGY OF SPORTS

This course introduces the prospective coach, teacher or athletic trainer to the strategies and techniques used by coaches and sport psychologists to cultivate peak performance and personal growth with each athlete and groups of athletes. Students will learn and apply practical and theoretical information as it relates to the psychology of sport.

HLEX 3533 SPORT AND EXERCISE NUTRITION

The course is designed to provide health educators, athletes, coaches, teachers, athletic trainers, physically active people and competitors with the most recent factual information on nutritional recommendations and guidelines. Information on the inter-relationship between dietary practices and physical performance, essential nutrients, metabolism during activity, and specific problems experienced by athletes or highly active people will be analyzed and discussed. Competition standards, myths, supplements, ergogenic aids, and current interests are addressed. Prerequisite: GNSC 3703 or permission of instructor. Fall.

HLEX 3543 KINESIOLOGY/BIOMECHANICS AND LAB

This course examines structural and functional mechanics of human movement through an in-depth study of the muscular and skeletal systems, kinesiological principles of movement and the biomechanical behavior of tissue related to activity and sport. The fundamentals of body mechanics and muscular analysis involved in daily activities, exercises, rehabilitation and various sports activities are discussed, along with the detection and correction of basic musculoskeletal anomalies. A laboratory component may take place at an off-site facility. Prerequisites: BIOL 1704 & BIOL 1803 or Departmental Approval. Fall.

HLEX 3623 EXERCISE PHYSIOLOGY AND LAB

The course will cover acute and chronic adaptations to the human body during physical exercise. Key components include muscular activity within the human body with particular reference to the respiratory, circulatory, nervous, endocrine, and digestive systems. This class will apply both knowledge and application of scientific principles of exercise physiology for both peak performance in athletes and the health and fitness for the general population. Prerequisite: BIOL 1704, BIOL 1803 or Departmental Approval. Spring.

HLEX 3701 INTERNSHIP PHYSICAL THERAPY

Health and Exercise Science students are required to organize an internship experience that compliments their professional career path. Students must complete the internship requirements and obtain 45 contact hours at one internship site. Students are responsible for transportation to their internship site. Prerequisite: permission by the instructor.

HLEX 4203 APPLIED CONCEPTS OF PHYSICAL FITNESS

Students will learn to assess individual fitness levels according to the five components of physical fitness: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition. Through the application of personal fitness assessments, students will design fitness programs to meet fitness goals for participants. Areas to be explored include: cardiovascular health; muscular strength and endurance; flexibility; fitness testing; and biomechanical and exercise physiology principles. Prerequisites: HLEX 3543 & HLEX 3623. Fall.

HLEX 4223 EXERCISE PRESCRIPTIONS FOR SPECIAL POPULATIONS

This course focuses on specific exercise prescription needs for people with chronic diseases, conditions, or stage of life changes. Students will learn appropriate exercise programs, physiological changes associated with various conditions, important precautions during exercise, outcome expectations, and basic nutritional considerations for various populations who frequently seek the services of a health and fitness professional. Prerequisites: HLEX 3543 & HLEX 3623. Fall.

HLEX 4513 PERSONAL TRAINING CERTIFICATION AND LAB

The course is designed to integrate the academic knowledge gained in kinesiology, exercise physiology and/or anatomy and physiology into one practical, hands-on course that allows students to experience the application of these knowledge skills in the “real-world” environment. The lab portion of the course will require students to take the National Academy of Sports Medicine (NASM) Certified Personal Training Certification.

Prerequisites: HLEX 3543 & HLEX 3623. Spring.

HLEX 4522 SENIOR SEMINAR

This is a career preparation course for health and exercise science students. Emphasis will be on developing career and professional marketing tools such as resumé, portfolio, and professional school application preparation; certification examination preparation; employment and professional school interviewing; and internship preparation. Prerequisite: Senior status and recommended the semester prior to HLEX 4703. Spring.

HLEX 4701 SPECIAL TOPICS IN HEALTH AND EXERCISE SCIENCE

Offers advanced study in specialized area of health and exercise science. The special topic may be tied to a research study, teaching experience, or scholarship project. Students must take a minimum of one credit hour of special topics. Permission by instructor.

HLEX 4702 INTERNSHIP PHYSICAL THERAPY

Health and Exercise Science students are required to organize an internship experience that complements their professional career path. Students must complete the internship requirements and obtain 90 contact hours at 1-2 internship sites. Prerequisite: permission by the instructor. Students are responsible for transportation to their internship site.

HLEX 4703 INTERNSHIP

Health and Exercise Science students are required to organize an internship experience that complements their professional career path. Students must complete the internship requirements and obtain 135 contact hours at the internship site. Prerequisites: HLEX 4523 or permission by the instructor.

Students are responsible for transportation to their internship site.

HLEX 4713 RESEARCH IN HEALTH AND EXERCISE SCIENCE

Instruction in knowledge, skills, and techniques necessary to understand the design research applied to the health and exercise science field. Students will experience activities that support evidence-based practice and the development of research to address clinical questions in health and exercise field. Students will investigate scientific and professional practice literature to determine best practices and appropriate standards of methodology. Research design, analysis, and writing skills are emphasized in this class. Prerequisites: ENGL 1703 and MATH 3503. Fall.

HEALTH SCIENCE COURSE OFFERINGS

HLSC 2302 MEDICAL TERMINOLOGY

This course will provide students with the foundational skills in medical terminology and broaden their medical vocabulary. Instruction will include independent student learning activities that will teach basic prefixes, suffixes, and roots of medical terms. Upon completion, students will have a better understanding of the both written and verbal medical terminology used to professionally communicate with members of the healthcare team. This course is delivered as an online course. Fall, Spring and Summer

HLSC 2433 DRUG USE AND ABUSE IN SOCIETY

This course will provide the student with a comprehensive and in-depth study of the use and abuse of drugs in society through the lens of an intentionally Christian worldview. This course will consider legal and illegal recreational drugs classified as stimulants, depressants, hallucinogens, designer drugs, and others while also addressing current trends, societal norms, addiction, the historical significance of drug use, and issues of prevention.

HLSC 2603 PRINCIPLES OF HEALTH PROMOTIONS

This course provides an introduction to the principles of health promotion and the strategies used to promote health to individuals, to groups in specific settings such as schools and workplaces, and communities. The course will also explore recent advances in the science of health promotion. Fall.

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.

HLSC 3613 COMMUNITY AND CONSUMER HEALTH

This course is designed to acquaint the student with scientific principles pertaining to effective consumer health practices. Economic, political, social, cultural, and legal aspects of health preservation through consumer purchasing practices will be emphasized. Spring.

PHYSICAL EDUCATION

STATEMENT OF PURPOSE

The purpose of the MidAmerica Nazarene University Physical Education program is to lead to licensure in grades Pre-K-12 within the state of Kansas. This program is designed to help all teacher candidates develop the highest level of educational training in a Christian environment. Our state and nationally accredited program is devoted to teaching and developing our teacher candidates to participate at their optimal level in the field of teaching physical education in an effective teaching environment.

PHYSICAL EDUCATION SENIOR COMPREHENSIVE

A comprehensive examination (ETS Praxis II) is required to be passed by all senior physical education majors before graduation. The comprehensive examination is meant to assess the student's mastery of basic content areas of the curriculum. The examination is administered through the Education Testing Services (ETS). Further details regarding the senior comprehensive are available from the Licensure and Assessment Coordinator of the Teacher Education Department.

Requirements for a BA in Physical Education (PHED)

129-136 hours

General Education Core Courses	46-49
Health and Exercise Science Core Courses (HLEX)	5
PHED 1202 Techniques of Lifetime Fitness	2
HLEX 1303 Care and Prevention of Athletic Training Injuries & Lab	3
Professional Education Core Courses	42-45
Physical Education Core Courses (PHED)	36-37
Program results in certification for teaching Physical Education in both elementary and secondary schools. P-12 certification requires elementary and secondary student teaching.	
HLEX 1132 Aquatics	2
OR	
HLEX 3103 Water Safety Instructor (WSI)	3
HLEX 1142 Weight Training	2
HLEX 1303 Care and Prevention of Athletic Injuries and Lab	3
HLEX 3513 Psychology of Sport	3
HLEX 3533 Sports and Exercise Nutrition	3
HLEX 3543 Kinesiology / Biomechanics and Lab	3
HLEX 4503 Exercise Physiology and Lab	3
PHED 3201 Methods of Teaching Motor Skills and Elementary PE Lab	1

PHED 3202	Methods of Teaching Motor Skills and Elementary PE	2
PHED 3213	Foundations of PE, Recreation, and Sport	3
PHED 3222	Techniques of Teaching Sports	2
PHED 3223	Methods of Teaching Secondary Physical Education and Health	3
PHED 4203	Adaptive Physical Education	3
SPMT 3203	Admin and Management of Sports and Recreation	3

REQUIREMENTS FOR THE MINOR IN COACHING

The minor in coaching is designed for anyone who has interest in coaching athletics. It prepares the individual to serve as a coaching leader in a variety of sports at different levels and organization sites of athletic competitions.

Coaching Minor Courses		19 hours
HLEX 1303	Care and Prevention of Athletic Injuries & Lab	3
HLEX 3513	Psychology of Sports	3
HLSC 3603	Core Concepts of Health	3
PHED 3232	Officiating Sports	2
<i>Choose 4 of the following Coaching Theory courses:</i>		
PHED 1012	Coaching Theory of Football	2
PHED 1022	Coaching Theory of Baseball and Softball	2
PHED 1032	Coaching Theory of Track and Field	2
PHED 1042	Coaching Theory of Volleyball	2
PHED 1052	Coaching Theory of Basketball	2
PHED 1062	Coaching Theory of Soccer	2

RECREATION AND LEISURE STUDIES

The Recreation and Leisure Studies degree will train students to enter professional positions in the parks and recreation industry. Students will learn to lead and manage community based programs that serve non-profit and community-based organizations. Students will learn to develop, evaluate, and direct recreational and intramurals programs; youth through elder activity groups; programs supporting veteran and disabled individuals; as well as provide outdoor leadership programs. In addition, students will learn to set goals, measure program outcomes, and evaluate program success while serving diverse populations and providing needed services for the organization and community.

STATEMENT OF PURPOSE

The Recreation and Leisure Studies' program purpose is to educate and prepare our students to enter the recreation industry while inspiring our students to become Christ-centered learners and servant leaders.

	275
<u>Requirements for a BS in Recreation and Leisure Studies</u>	20 hours
General Education Core Courses (SONHS)	30
Specific General Education Core Courses (RCLS)	19
BIOL 1124 Biology II	4
POLS 1103 Introduction to Politics	3
COMM1303 Public Speaking	3
PSYC 2303 Understanding Multicultural Behavior	3
PSYC 2513 Lifespan Development	3
MATH 2503 Applied Mathematics with Statistics	3
Health and Exercise Science Core Courses (HLEX)	
	21
Kinesiology - Health and Fitness Studies Core Courses (KIN-HFS)	41-
	42
HLEX 1132 Aquatics	2
OR	
HLEX 3103 Water Safety Instructor (WSI)	3
HLEX 1112 Aerobic Fitness	2
HLEX 1122 Recreational Activity	2
HLEX 3523 Exercise Prescription for Special Populations	3
HLEX 4522 Senior Seminar	2
HLEX 4703 Internship	3
HLSC 3613 Community and Consumer Health	3
PHED 3213 Foundations of PE, Recreation, and Sport	3
PHED 3222 Techniques of Teaching Sports	2
PHED 3232 Officiating Sports	2
PHED 4203 Adaptive Physical Education	3
SPMT 3203 Admin and Management of Sports and Recreation	3
PHED 4223 Recreation Facilities	3
MKTG 2003 Sales and Sales Management	2
PHED 3201 Methods of Teaching Motor Skills Elementary PE Lab	1
	<u>And</u>
PHED 3202 Methods of Teaching Motor Skills Elementary PE	2
	<u>Or</u>
PHED 3223 Methods of Teaching Secondary PE and Health	3
Recreation and Leisure Studies Electives from PHED, HLEX, HLSC, SPMT, and/or Department approval.	
8-9	

PHYSICAL EDUCATION AND RECREATION COURSE OFFERINGS

PHED 1012 COACHING THEORY OF FOOTBALL

This course is designed to help prepare students to coach football. Students are taught coaching theories, training, schedules and fundamentals of the sport. Spring

PHED 1022 COACHING THEORY OF BASEBALL AND SOFTBALL

This course is designed to help prepare students to coach softball and baseball. Students are

taught coaching theories, training schedules, and fundamentals of the sport. Rotate
Fall

PHED 1032 COACHING THEORY OF TRACK AND FIELD

This course is designed to help prepare students to coach track and field. Students are taught coaching theories, training, schedules and fundamentals of the sport.
Spring

PHED 1042 COACHING THEORY OF VOLLEYBALL

This course is designed to help prepare students to coach volleyball. Students are taught coaching theories, training, schedules and fundamentals of the sport.
Rotate Fall

PHED 1052 COACHING THEORY OF BASKETBALL

This course is designed to help prepare students to coach basketball. Students are taught coaching theories, training, schedules and fundamentals of the sport.
Fall

PHED 1062 COACHING THEORY OF SOCCER

This course is designed to help prepare students to coach soccer. Students are taught coaching theories, training, schedules, and fundamentals of sport. Spring

PHED 1202 TECHNICS 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. Activities include, but are not limited to: aerobics, circuit training, muscular development, flexibility agility exercises, weight training and body composition. Fall, Spring

PHED 2212 INDIVIDUAL AND DUAL SPORTS

This course is designed to equip students with the skills, techniques, methods and knowledge to engage in a variety of physical activities (badminton, table tennis, archery, golf, bowling, pickle ball, and tennis). Students are also taught how these activities can become a part of their everyday lifestyles and how the activities can contribute to better health and wellness. Lab fee required. Spring.

PHED 2222 TEAM SPORTS

This course is designed to help each student understand and have knowledge to engage in a variety of team sports activities (basketball, softball, volleyball and soccer). Students are encouraged to learn at their own pace by using steps of progression and to integrate new skills into the total action of activity. Our goal is to enhance the student's confidence and comfort level in one or more of these activities so that they can establish and maintain an active lifestyle by participating in a team sport. Spring.

PHED 3201 METHODS OF TEACHING MOTOR SKILLS & ELEM. PE LAB

This lab is designed to provide Physical Education majors experience in the school setting at the elementary level. Required for all Physical Education and Recreation and Leisure studies majors. Concurrent enrollment in PHED 3202 is required. Fall.

PHED 3202 METHODS OF TEACHING MOTOR SKILLS AND

ELEMENTARY PE

Analysis of the value and objectives of a program of physical education and major concepts of health education for the elementary school student. Various movements and sport skills are explored. Methodology regarding the teaching of fitness, various motor skills, and competitive experiences are emphasized and highlighted by practicum opportunities. Physical Education and Recreation and Leisure Studies majors must also have concurrent enrollment in PHED 3201.

PHED 3213 FOUNDATIONS OF PE, RECREATION, AND SPORT

This course will look at the foundational principles of the philosophy and history of physical education, recreation and sport with the growing career opportunities available within these fields. Current trends, challenges, and future expectations of the discipline will also be discussed. Preparation for a diversity of careers, addressing areas such as teaching, coaching, recreation management, athletic and personal training, and sport media will be examined. Spring

PHED 3222 TECHNIQUES OF TEACHING SPORTS

The selection and application of appropriate materials, methods and techniques of teaching activities that are designed for team and lifetime participation. Fall.

PHED 3223 METHODS OF TEACHING SECONDARY PE AND HEALTH

A study of the various methods, techniques, aims, objectives and strategies used in teaching health and physical education. An emphasis is placed upon recent findings in curriculum development. Spring, Odd years

PHED 3232 OFFICIATING SPORTS

This course is designed to help prepare students to officiate team and individual sports at varied levels of play. Students will learn the rules of the sport; interpretation of the rules and game play; officiating mechanics; and officiating certification requirements. Upon completion of this course, students will be prepared to sit for Officials Certifications through the following organizations: NFHS State Certifications, USSF, ISIndoor, YMCA, and City Park and Recreation. This is a two credit hour course with one hour being served in a practicum setting with an assigned local youth sports organization. Lab fee required. Fall.

PHED 4203 ADAPTIVE PHYSICAL EDUCATION

A course designed to develop, through class work as well as outside observations, an understanding of developmental disability and provide the instructional process that physical education teachers should provide for their handicapped students in a regular class setting. Fall.

PHED 4223 RECREATION FACILITIES

This course will address how to manage park and recreation facilities along with sport facilities, public assembly facilities, high school and college arenas and stadiums. Public facilities can also include bowling alleys, health clubs, and numerous natural and man-made environments. Areas discussed will be preventative maintenance, facility planning, event administration, and house and grounds management. Fall and Spring.

REQUIREMENTS FOR THE MINOR IN HEALTH AND WELLNESS

The minor in health and wellness is designed to increase the student's knowledge base in the areas of community health, health and exercise promotion, and disease prevention. It may prove beneficial for students seeking future employment within the exercise prescription, healthcare arena, and for students applying to various health related academic programs.

Health and Wellness Requirements	24 hours
<i>Core Requirements</i>	<i>20 hours</i>
HLEX 1303 Care and Prevention of Athletic Injuries & Lab	3
HLEX 2503 Applied Concepts of Physical Fitness	3
HLEX 3503 General Medical Conditions	3
HLSC 2302 Medical Terminology	2
HLSC 2603 Principles of Health Promotion	3
HLSC 3603 Core Concepts of Health	3
HLSC 3613 Community and Consumer Health	3
<i>Electives</i>	<i>4 hours</i>
HLEX 1112 Aerobic Fitness	2
HLEX 1122 Recreational Activity	2
HLEX 1132 Aquatics	2
HLEX 1142 Weight Training	2
HLEX 1152 Fitness Yoga	2
HLEX 3103 Water Safety Instructor	3
HLEX 3523 Exercise Prescriptions for Special Populations	3
HLEX 4513 Personal Training Certification and Lab	3
PHED 1202 Techniques for Lifetime Fitness	2

TRADITIONAL BSN STUDIES

Statement of Mission:

The mission of the SONHS programs is to educate and inspire servant leaders for ministry in a variety of professional health science related vocations.

Statement of Purpose:

The purpose of the Christian education offered by the SONHS undergraduate 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.

FACULTY

KAREN D. WIEGMAN, Professor of Nursing; Dean, School of Nursing and Health Science, 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.

AMANDA S. ADDIS, Assistant Professor of Nursing 2015-

A.D.N., Labette Community College; B.S.N., Pittsburg State University; M.S.N., University of Missouri-Kansas City

JENNIFER L. BLANCHARD, Associate Professor of Nursing; 2016-

A.D. State Fair community College, 2002; B.S.N. Central Methodist University, 2006; W.O.C. Metropolitan State University, 2006; M.S.N. University of Central Missouri, 2011.

LAURIE A BROOKS, Associate Professor of Nursing, 2014-

A.A.S., Metropolitan Community College, 1981; B.A., University of Missouri-Kansas City, 1984; B.S.N, University of Phoenix, 2006; M.S.N., University of Phoenix, 2006; M.B.A., University of Phoenix, 2006; Ph.D., 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.

JENNIFER L. FERGUSON, Assistant Professor of Nursing, 2014-

A.S.N., Cox College of Nursing, 2002; B.S.N., University of Missouri-Kansas City, 2007; M.S.N., University of Missouri-Kansas City, 2009.

SUSANNAH A. HART, Assistant Professor of Nursing, 2013- B.S.N., University of Kansas, 1989; M.S.N., MidAmerica Nazarene University, 2012.

VICTORIA M. HAYNES, Associate Professor of Nursing, 2015-
B.S.N, Avila University, 2003; M.S.N., Research College of Nursing, 2005; D.N.P.,
University of Missouri-Kansas City, 2009.

LUCY J. HOOD, Professor of Nursing, 2015-
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.

LESLIE B. LAFFERTY, Assistant Professor of Nursing, 2016-
A.S, Mohave Community College, 2005; B.S.N. Grand Canyon University, 2012; M.S.N.
Grand Canyon University

SUSAN G. LARSON, Professor of Nursing 1989-
B.S.N., MidAmerica Nazarene University, 1984; M.S., University of Kansas, 1989; Ph.D.,
University of Kansas, 2002.

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.

ANNE M. MERCER, Assistant Professor of Nursing, 2016-
B.S.N., Grandview College, 1983; M.S.N, University of Missouri-Kansas City, 1999; Nurse
Educator Certificate, University of Missouri—Kansas City, 2013.

SARAH M. MILLER, Associate 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.

MICHELE A. NOBLE, Assistant Professor of Nursing 2015 -
B.S.N., Oral Roberts University, 1979; MN, University of Kansas, 1984.

RACHEL A. STORM, Assistant Professor of Nursing, 2012-
B.S.N., MidAmerica Nazarene University, 1993; M.S.N., MidAmerica Nazarene University,
2013.

Departmental Outcomes:

The nursing programs build upon the general education outcomes of the University to achieve their mission and purpose. Definitions of the outcomes as applied to the nursing programs are as follows:

Spiritual Development: the cultivation of a Christian approach to one's life and professional nursing practice that permeates the student's attainment of departmental outcomes;

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 the ongoing generation and evaluation of creative ideas for the purpose of managing patient, family, and/or community health issues/concerns/problems;

Effective Communication: the ability to express ideas clearly and effectively and accurately interpret communication from others;

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 “the finest art” (Nightingale, as cited in Donahue, 1985, p.469).

Characteristics of each outcome are provided in the *Nursing Student Handbook* for each respective program. The outcomes are emphasized throughout various learning experiences. Students demonstrate outcome achievement through course assignments as well as Nursing Internship and the ATI Predictor, which are part of the Senior Comprehensive Exam Requirements.

NURSING PROGRAMS

Three tracks to obtaining a Bachelor of Science in Nursing degree (BSN) are offered. All three tracks are centered with the same philosophy and program outcomes.

The **Traditional BSN Nursing Program (TBSN)** is the plan used by most conventional undergraduate students. Liberal arts and prerequisite nursing courses are taken during the first two years, with the junior and senior years providing emphasis on professional nursing education, including 2-3 days per week of clinical experiences in a variety of healthcare settings. Courses may be offered on-site, online, or blended on-site/online.

The **Accelerated BSN Nursing Program (ABSBN)** is designed for adult students with a previous bachelor’s degree, significant college coursework, or work experience related to healthcare, e.g. - the paramedic or licensed practical nurse (LPN). Courses may be offered on-site, online, or blended on-site/online.

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 and practical applications, experiences that enhance knowledge, competencies, and professional behaviors. Classes are offered one day per week, in the format of five-week modular units. This curriculum is also provided in an online delivery format, and students may take courses with a blended on-site/online approach if they so desire. Courses may be offered on-site, online, or blended on-site/online.

The Traditional BSN Nursing Program is explained on the following pages. The Accelerated BSN and Accelerated RN-BSN programs are explained in the Professional and Graduate Catalog.

TRADITIONAL BSN PROGRAM

Requirements for the BSN	120 hours
General Education Core Courses	26-39
Nursing Major Prerequisites	13
COMM 1303 Public Speaking	3
GNSC 3703 Human Nutrition	3
Additional Hours of Human Science	7
Recommended:	
BIOL 2004 Microbiology for the Health Sciences	4
GNSC 3003 Human Genetics	3
CHEM 1004 Introduction to Chemistry or higher level	4
Nursing Core Courses	60
NURS 1003 Nursing Perspectives	3
NURS 2002 Health Assessment for Nurses	2
NURS 2013 Pathophysiology	3
NURS 2032 Gerontological Nursing	2
NURS 2184 Fundamentals of Nursing Care	4
NURS 3088 Health Restoration I	8
NURS 3188 Health Restoration II	8
NURS 3513 Pharmacotherapy and Nursing Care	3
NURS 3523 Ethics, Quality, and Safety in Nursing	3
NURS 3783 Pediatric Nursing	3
NURS 4083 Maternal and Women's Health Nursing	3
NURS 4103 Nursing Research / Evidence Based Practice	3
NURS 4211 Senior Seminar: Transition to Nursing Practice	1
NURS 4282 Mental Health Nursing	2
NURS 4383 Community Health Nursing	3
NURS 4403 Role Development	3
NURS 4584 Nursing Internship	4
NURS 4912 Acute-Complex Nursing Care	2
Electives	8-21

SUGGESTED CURRICULUM PLAN

FRESHMAN YEAR

Fall:

FRST 1101	Freshman Seminar
ENGL 1503	Composition I: Writing and Rhetoric
BIOL 1704	Human Anatomy
BLIT 1004	Discovering the Bible
PYSC 2513	Lifespan Development

Spring:

ENGL 1703	Composition II: Writing and Research
BIOL 1803	Human Physiology
GNSC 3003	Human Genetics or Science Elec.
MATH 1223	College Algebra
PYSC 1103	General Psychology or PSYC elective

SOPHOMORE YEAR

Fall:

CHEM 1004 Introduction to Chemistry or Science Elec
 MATH 3503 Probability and Statistics
 COMM 1303 Public Speaking*
 SOCI 1003 General Sociology or SOCI/ECON/CRIM Elective
 Elective

Spring:

GNSC 3703 Human Nutrition*
 BIOL 2004 Microbiology for the Health Sciences or Science Elec.
 THEO 2003 Christian Beliefs
 Elective SOCI/ECON/CRIM
 Elective

LEVEL II - JUNIOR YEAR

Fall:

NURS 2002 Health Assessment
 NURS 2184 Fundamentals of Nursing Care
 NURS 2032 Gerontological Nursing
 NURS 2013 Pathophysiology
 NURS 1003 Nursing Perspectives

Spring:

NURS 3088 Health Restoration I with Clinical
 NURS 3783 Pediatric Nursing
 NURS 3513 Pharmacotherapy and Nursing Care
 NURS 3523 Ethics, Quality and Safety in Nursing

LEVEL III - SENIOR YEAR

Fall:

NURS 4083 Maternal and Women's Health Nursing
 NURS 4383 Community Health Nursing
 NURS 3188 Health Restoration II with Clinical

Spring:

NURS 4103 Nursing Research and Evidence Based Practice
 NURS 4282 Mental Health Nursing
 NURS 4403 Role Development
 NURS 4584 Nursing Internship
 NURS 4211 Senior Seminar: Transition into Nursing Practice
 NURS 4912 Acute-Complex Nursing Care
 NURS 4101 Special Topics in Nursing

*Nursing Prerequisite

Electives to meet the 120 hour graduation requirement

SENIOR COMPREHENSIVE EXAMINATION

The Senior Comprehensive Examination for the Bachelor of Science in Nursing degree has two components: 1) a passing score on a computerized standardized examination that is preparatory for the NCLEX-RN® (RN licensure examination), and 2) successful completion of the Nursing Internship course.

NURS 1003 NURSING PERSPECTIVES

Designed to provide insight into the world of professional nursing through the seven outcomes of the nursing department. The outcomes include: Self Understanding, Aesthetic Literacy, Spiritual Development, Effective Communication, Scientific Literacy, Critical Thinking, and Social Responsibility. A variety of classroom experiences helps students understand how these outcomes are integral to what it means to be a nurse. In addition, each student develops a portfolio demonstrating his/her current degree of proficiency in each of these outcomes listed above.

NURS 2002 HEALTH ASSESSMENT FOR NURSES

Provides an opportunity for students to develop clinical competence in health assessment of an individual client. Students will develop skills in history taking and holistic assessment, which includes: physical assessment, role assessment, developmental assessment, psychosocial assessment, spiritual assessment, and risk assessment (genetics, environment, nutrition, exercise, stress, economics, and abuse). Prerequisite: Admission to the nursing major and completion of all prerequisite General Education courses. Fall.

NURS 2013 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. Prerequisites: BIOL 1704 and BIOL 1803. Fall.

NURS 2032 GERONTOLOGICAL NURSING

A study of evidence-based nursing care of older adults. Major concepts include demographics of the aging population; common physiological, psychological, sociological, and spiritual issues affecting the health of older adults; health promotion interventions for older adults; options in the continuum of care of older adults; and death as a final developmental process. Prerequisite: Admission to the nursing major and completion of all prerequisite General Education courses. Fall.

NURS 2184 FUNDAMENTALS OF NURSING CARE

A study of evidence-based nursing practice regarding fundamental nursing interventions and the professional nursing role. The knowledge, skills, and attitudes necessary to perform procedures and assess healthcare outcomes related to therapeutic interventions are presented, and students demonstrate their understanding through testing and graded return demonstrations. Special emphasis is given to the delivery of relationship-centered care within a holistic framework as it applies to proficient psychomotor skills and nursing practice. 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. Competency with

drug calculation and safe medication administration are also required proficiencies. The over arching goal for this course is the delivery of safe and effective “relationship-centered care” to a diverse patient population. Learning experiences occur through lecture/discussion, assignments (including online learning), and the simulated laboratory setting as well as clinical health care facilities.

NURS 3088 HEALTH RESTORATION I

Part one of a two-part series that focuses on the care of individuals of all ages experiencing acute illness, exacerbation of a chronic condition, and/or surgery. Emphasis will be on development of students’ knowledge and skills in dealing with problems related to pain, immune function, integument, dentition, nutrition, physical activity, hearing, vision, speech, language, digestion-hydration, bowel function, genitourinary function, sleep/rest patterns, spirituality, emotional needs, and learning needs. The health care system related to acute care will be introduced. Students will receive clinical experience in acute care facilities. This course is part one of a two-part course series, to run consecutively from one semester (part one) to the following semester (part two). Prerequisite: Successful completion of NURS 1003, NURS 2002, NURS 2013, and NURS 2184. Spring.

NURS 3188 HEALTH RESTORATION II

Part two of a two-part series and builds upon knowledge gained in NURS 3088 Health Restoration I. Focuses on the care of individuals of all ages experiencing acute illness, exacerbation of a chronic condition, and/or surgery. Emphasis will be on development of students’ knowledge and skills in caring for patients with problems related to cardiovascular, respiratory, renal, genitourinary, endocrine, integument, musculoskeletal, and neurologic functions. In addition to caring for the physical needs of the patient, students will be encouraged to consider the patient’s spiritual, emotional, and learning needs. Students will continue to develop testing skills based upon the structure and format of the most recent NCLEX-RN® test plan. Health care delivery will occur in the acute care setting. This course is part two of a two-part course series, to run consecutively from one semester (part one) to the following semester (part two) prerequisite: Successful completion of Junior year nursing courses. Fall.

NURS 3513 PHARMACOTHERAPY AND NURSING CARE

This course is 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. Prerequisite: Admission to the nursing major and completion of all prerequisite General Education courses. Spring.

NURS 3523 ETHICS, QUALITY AND SAFETY IN NURSING

This course 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. Emphasis will be given to look at safety and quality through the principles of moral decision-making, and ethical theories derived from the Christian faith. “Quality and Safety Education for Nurses” (QSEN) and the “Institute of Medicine” (IOM) reports will be utilized. The application of informatics is explored as an avenue to enhance healthcare outcomes. Spring.

NURS 3783 PEDIATRIC NURSING

A study of evidence-based nursing care of children and their families. Special emphasis is given to the delivery of relationship-centered care within a holistic framework as it applies to health promotion, maintenance, and restoration of children. Cultural values and health needs specific to the pediatric lifespan are explored. Hospital and community-based settings provide theory to practice application. Prerequisites: Successful completion of NURS 1003, NURS 2002, NURS 2013, NURS 2184. Spring.

NURS 4083 MATERNAL AND WOMEN'S HEALTH NURSING

A study of evidence-based nursing care of childbearing families and women. Special emphasis is given to the delivery of relationship-centered care within a holistic framework as it applies to health promotion, maintenance, and restoration of child-bearing families and women. Cultural values and women's health needs specific to the lifespan are presented. Hospital and community-based settings provide theory to practice application. Prerequisites: Successful completion of Junior year nursing courses. Fall.

NURS 4101 SPECIAL TOPICS IN NURSING

Offers advanced study in a specialized area of nursing. The special topic may be tied to the clinical setting utilized in NURS 4584 or NURS 4383. Prerequisites: Faculty Approval. Fall or Spring.

NURS 4103 NURSING RESEARCH AND EVIDENCE-BASED PRACTICE

This course is designed to develop students' knowledge of the research process; to increase their appreciation of the significance of nursing research in developing evidence-based nursing practice; to help them develop skills to become astute consumers of nursing research; and to apply their knowledge of the research process in nursing practice. Prerequisites: Successful completion of senior fall nursing courses. Spring.

NURS 4211 SENIOR SEMINAR: TRANSITION INTO NURSING PRACTICE

Designed to prepare senior nursing students for the challenges of transition from pre-licensure nursing education to the practice of professional nursing. Students will gain understanding of their relationship with the State Board of Nursing and professional licensure requirements. Additionally, students will be challenged to prepare for the NCLEX-RN® examination with a content review based upon the current NCLEX-RN® Test Plan. Classroom activities to develop critical thinking and successful test taking skills will be presented. ATI Predictor will be taken during this course. Prerequisite: successful completion of all fall Senior courses. Spring.

NURS 4282 MENTAL HEALTH NURSING

A study of evidence-based nursing care of patients with mental illness. Developmental, socio-cultural, psychological, and situational aspects of life that impact the mental health of individuals, families, and communities are explored. Special emphasis is given to the delivery of relationship-centered care within a holistic framework as it applies to mental health promotion, maintenance, and restoration. Principles of communication as an intervention to develop therapeutic relationships are emphasized. Prerequisites: Successful completion of fall senior nursing courses. Spring.

NURS 4584 NURSING INTERNSHIP

This clinical course is designed to help students develop skills of patient care management. Diverse care settings will be used to provide coordination of care to an appropriate patient case load. Additionally, students may be asked to participate in hospital unit meetings, projects, etc., as suggested by the student's clinical preceptor. Prerequisite: successful completion of all fall senior courses. Spring.

NURS 4383 COMMUNITY HEALTH NURSING

A study of evidence-based nursing care of populations. Special emphasis is given to the delivery of relationship-centered care within a holistic framework as it applies to health promotion, maintenance, and restoration of complex systems and aggregates in the community, state, nation, and world. Included are concepts of epidemiology, health promotion (primary, secondary, and tertiary levels), disease prevention, health policy, healthcare delivery systems, and the Healthy People Initiatives. Selected environmental components affecting community health to be explored include historical, political, economic, social, and cultural influences. The role of the healthcare provider in advocating for healthy communities is presented. A community assessment is required. Prerequisites: Successful completion of Junior year nursing courses. Fall.

NURS 4403 ROLE DEVELOPMENT

Focuses on students' development as leaders, designers/managers/coordinators of care, and as members of the nursing profession. The concepts of interdisciplinary team management and collaboration are also presented. Emphasis is on enabling students to shape a preferred future in health care situations. Prerequisite: successful completion of all fall Senior courses. Spring.

NURS 4912 ACUTE-COMPLEX CARE

A study of evidence-based practice and 'relationship-centered care' of patients who are at high risk for actual or potential life-threatening health problems. Students apply knowledge of systems, dysfunction, pathophysiology, diagnostic data, pharmacology, and treatment protocols in the process of providing, analyzing, and evaluating care processes of the acute-complex and/or critically-ill patient. Prerequisite: successful completion of all fall Senior courses. Spring.

ADMISSION TO THE TRADITIONAL BSN NURSING PROGRAM

Any freshman or sophomore student may declare a pre-nursing major. However, application to the upper division (junior year) nursing major is a separate process and determination of program acceptance occurs through the TBSN Admission and Progression Committee. As a general rule, all general education and Nursing prerequisite requirements must be completed before admission to the nursing major. Conditional acceptance into the nursing major is specified for a particular class and program. It does not imply acceptance to any class or program of the student's choosing. Due dates for applying to the nursing program are as follows:

Expedited Admission

The School of Nursing and Health Science (SONHS) is interested in recruiting and admitting interested and highly-qualified students to the Department of Traditional BSN Studies at MidAmerica Nazarene University. An eligible applicant:

- Will generally be an incoming first-time freshman planning on declaring nursing as his/her major;
- Has a high school GPA of > 3.5 on a 0-4.0 scale (validation of official, complete high school transcript by admissions counselor required);
- Has an ACT (or correlated SAT) composite score of > 25 (validation of official ACT/ SAT form by admissions counselor required); and
- Must attain/maintain a cumulative GPA of 3.0 during the year expedited admission is granted.

Students granted expedited admission must submit the following:

- Expedited application for admission form
- Expedited admission reply form (sent to them by the department chair)

Expedited admission is rescinded if a student fails to satisfactorily complete prerequisite coursework. The complete expedited admission policy can be obtained from an admissions counselor or the nursing admission coordinator in the SONHS office.

Traditional Program

Due dates for nursing applications to the Traditional Program are:

October 1: for applicants seeking priority admission to the class with entry point in the fall of the following calendar year. Students eligible for priority admission will meet the following criteria:

- A GPA of > 3.5
- An adjusted individual total score $> 75\%$ on the most current ATI TEAS

February 1: for applicants seeking admission to the class with entry point in the fall of the current calendar year.

May 1: For applicants seeking late admission to the class beginning in the fall of the current calendar year. These applications are considered only on a space-available basis.

Eligibility Requirements - Traditional Nursing Program

Applicants are responsible for meeting the following admission eligibility requirements. Admission to MNU is assumed. See the *Nursing Student Handbook* for annually updated eligibility criteria.

1. Submit formal application to the Department of Traditional BSN Studies on an official application form.
2. Submit two references to the Department of Traditional BSN Studies from qualified persons on official forms:
 - one from a college/university professor in a non-nursing prerequisite course
 - one from a previous or current employer or supervisor
 References from other sources are not accepted.
3. Confirm that official transcripts from all institutions previously attended have been received by the MNU Registrar's Office. Transcripts must document satisfactory progression in courses prerequisite to the nursing major: a minimum grade of C - (70%) in General Education courses.
4. Attain a minimum grade point average of 2.60 on a 0 - 4.0 scale in the cumulative GPA or a GPA calculated on the courses prerequisite to the nursing major.
5. Display attributes described in the "Table of Functional Abilities for Professional Nursing Practice" available on the MNU nursing website or by request from the SONHS Nursing Admission Coordinator.
6. Complete the current *Test of Essential Academic Skills* (ATI TEAS) prior to departmental application deadline. Applicants who have taken the *ATI TEAS* at another institution may contact the ATI company and request that a copy of their scores be made available to MNU's School of Nursing and Health Science. Hard copies of students' previous *ATI TEAS* results will not be accepted.
7. English Language Requirements: All applicants to the MNU nursing major whose

native language is not English must demonstrate an established level of English language proficiency through the TOEFL iBT exam.

- Transfer students are considered on a space-available basis and must meet the same admission criteria as current MNU students.

All applicants are provided written notification of the TBSN Nursing Admission and Progression Committee's decision as soon as possible after the admission committee meeting.

English Language Requirements: The Pre-Licensure nursing programs require that all applicants, whether domestic or international, who are not native speakers of English, meet the minimum English proficiency requirement to be considered for admission. Therefore, all applicants for study in the pre-licensure nursing programs whose native language is not English must demonstrate an established level of English language proficiency.

- Official transcript showing the applicant graduated with a baccalaureate degree (or higher) earned in residence from an accredited English-medium U.S. college or university or a college or university in the United Kingdom, Australia, New Zealand, Ireland, English-speaking province of Canada, or an English-speaking Caribbean country, with instruction conducted in English. Degrees earned online may not be used to verify English proficiency.
- Receipt of an official copy (not student's copy) of an applicant's English proficiency standardized test scores (e.g. TOEFL) achieved not more than two years prior to the semester of first enrollment.
- A personal and/or phone interview may be conducted.

TEOFL-iBT and IELTS Requirements:

- Below are the minimum scores required on the TOEFL-iBT and IELTS exams to satisfy the minimum English proficiency requirement for admission.

TOEFL-iBT	IELTS
21 minimum on the Reading, Listening, Writing subscores	7 minimum on all subscores, with the exception of Speaking
26 minimum on the Speaking subscore	8 minimum on the Speaking subscore

When submitting test scores to MNU, please submit only original scores sent directly from the testing agency. Photocopies will not be accepted. For testing purposes, MNU's school code number for the TOEFL-iBT is 6437.

If a student does not meet the minimum requirement for admission, the Pre-Licensure Admission Committee may petition the Department Chair of the Pre-Licensure Nursing programs for an exemption. The petition should include a justification for admitting the specific student, including a description of the interview process, and a plan for the student to achieve academic success.

References

Wendt, A. & Woo, A. (2009). A minimum English proficiency standard for the test of English as a Foreign Language Internet-Based Test (TOEFL® iBT). NCLEXt® Psychometric Research Brief.

Other requirements for beginning upper division nursing courses include:

1. Health and hospitalization insurance coverage or waiver;
2. Documentation of immunization records;
3. Current BLS/CPR certification from the American Heart Association;
4. Demonstrated compliance with selected clinical requirements (approximate fee of \$200). Students must successfully pass an extensive criminal background check and drug screening. If students are noncompliant with these and similar additional clinical requirements, they are unable to participate in clinical learning experiences and therefore fail nursing coursework.

Students conditionally accepted into the nursing major will be allowed to begin their nursing courses provided:

1. they meet all the above-stated admission criteria and requirements;
2. their grade point average is at or above a 2.6; and
3. all prerequisite courses (or their equivalent) listed below are completed with a grade of C- or better.

BLIT 1004 Discovering the Bible
 THEO 2003 Christian Beliefs
 OR NURS 3813 Biblical Perspectives may be taken for transfer students
 FRST 1101 Freshman Seminar (required for students < 24 college credits)
 PSYC 2513 Lifespan Development (Human Development - Transfers)
 Any Psychology Course (3 hrs)
 Recommended:
 PSYC 1103 General Psychology
 PSYC 3803 Abnormal Psychology
 MATH 1223 College Algebra/proficiency or higher level math
 MATH 3503 Probability and Statistics
 ENGL 1503 Composition I: Writing and Rhetoric
 ENGL 1703 Composition II: Writing and Research
 Any Sociology, Cultural, Criminal Justice, History, Anthropology, or
 Economics course (6 hrs)
 Recommended:
 SOC 1003 General Sociology
 SOC 2103 Cultural & Social Anthropology
 SOC 2303 Understanding Multicultural Behavior
 SOC 3603 Intercultural Communication
 SOC 2003 Marriage and Family
 CRIM 1003 Survey of Criminal Justice
 ECON 1503 Personal Finance
 ECON 2503 Principles of Macroeconomics
 ECON 2703 Principles of Microeconomics
 BIOL 1704 Human Anatomy BIOL 1803
 Human Physiology COMM 1303 Public Speaking
 GNSC 3703 Human Nutrition
 7 hours of additional sciences

Students who do not meet these requirements by the stated time will forfeit their position in the designated class to which they have been admitted. Admission into one nursing class does not confer extended admission into future nursing classes.

ACADEMIC PROGRESSION IN THE TRADITIONAL BSN NURSING PROGRAM

Students are expected to progress through the nursing program as outlined in their specific advising plan and in alignment with their particular admitting class. The following statements identify some policies related to progression in the nursing major. See the *Nursing Student Handbook* for annually updated academic progression policies.

1. Regarding prerequisite coursework, student will satisfactorily complete all prerequisite courses prior to enrolling in upper division nursing courses. Prerequisite general education courses must be completed with a minimum grade of C- (70%).
2. Regarding all nursing coursework, students must demonstrate academic success. Specifically:
 - a. The Department of Traditional BSN Studies requires a minimum overall grade of C (73%) in all nursing courses.
 - b. In addition, the Department of Traditional BSN Studies requires the attainment of a minimum grade of C (73%) on the testing portion of the course grade in all nursing courses. The test average is calculated in one of two ways, as described in each course syllabus:
 1. as an overall test average, or
 2. as a weighted test average.
 - c. If either the test average OR the final cumulative course grade is below 73%, the lower of those two scores becomes the final grade for the course, and the student fails the course.
 - d. Students receiving a "Fail" in lab/clinical receives a course grade of F in the associated theory course.
 - e. If a student withdraws from a nursing course while failing, it counts as a course failure.
3. No nursing student is permitted to repeat a nursing course more than once in an attempt to achieve a minimum grade of C (73%).
4. Students who earn two nursing course grades below C (73%), regardless of whether in the same or different courses, will be dismissed from the nursing program. Additionally, if after failing a course, the student has been successful in repeating the failed course, the original failure will continue to count toward the two failures that warrant dismissal from the nursing major.
5. Requirements for the BSN degree must be completed within four years of the date of the first enrollment in any nursing course.

PRIOR LEARNING ASSESSMENT FOR ALL 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. Nursing advisors are available to discuss requirements related to transfer credit. Typically, upper division nursing courses are not 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 found in the CLEP section of this Catalog.

Nursing Challenge Exams:

For the Traditional BSN program, LPNs with three or more years of current, full-time nursing experience may be allowed to obtain credit by validation for Pathophysiology and Pharmacotherapy courses by passing challenge exams. LPNs with less work experience may petition to take one or both of these tests.

All challenges to the Pharmacotherapy and/or Pathophysiology courses should be completed prior to the semester where the course(s) would normally be taken so that the student may enroll for the course(s), if necessary. Students should contact the school of nursing advisor for information about fees and arrangements for taking challenge exams.

CREDIT BY VALIDATION

Licensed Practical Nurses

Licensed practical nurses with three or more years of current, full-time nursing experience enrolled in the Traditional BSN program may be awarded credit for the following nursing course:

NURS 2184 FUNDAMENTALS OF NURSING CARE

A study of evidence-based nursing practice regarding fundamental nursing interventions and the professional nursing role. The knowledge, skills, and attitudes necessary to perform procedures and assess healthcare outcomes related to therapeutic interventions are presented, and students demonstrate their understanding through testing and graded return demonstrations. Special emphasis is given to the delivery of relationship-centered care within a holistic framework as it applies to proficient psychomotor skills and nursing practice. 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. Competency with drug calculation and safe medication administration are also required proficiencies. The over arching goal for this course is the delivery of safe and effective “relationship-centered care” to a diverse patient population. Learning experiences occur through lecture/discussion, assignments (including online learning), and the simulated laboratory setting as well as clinical health care facilities.

1. LPNs will take the drug calculation competency exam that is taken by all upper-division nursing students. If the drug calculations test is not passed successfully, the

student must enroll in NURS 2184 Fundamentals of Nursing Care.

2. A review of the LPN student's skills will be made by the appropriate nursing faculty. A determination of whether or not credit will be given for the non-drug calculations part of NURS 2184 Fundamentals of Nursing Care will be made after that review.

CLINICAL AFFILIATIONS

The SONHS has contractual agreements with numerous hospitals and healthcare agencies

for the provision of clinical learning opportunities for nursing students. These agencies are located in the greater KC metropolitan area (~ 60 mile radius of the MNU campus). Students involved in direct patient care learning experiences will be under the supervision of MNU nursing Faculty. Nursing students in their junior and senior years can expect to spend approximately two to three days per week in various clinical learning experiences, usually off campus. Examples of clinical affiliations include:

- Blue Valley School District, Overland Park, KS
- Cass County Regional Medical Center, Harrisonville, MO
- Children's Mercy Hospital, Kansas City, MO
- Cristo Rey School, Kansas City, MO
- Delmar Gardens of Lenexa, Lenexa, KS
- DeSoto School District USD232, DeSoto, KS
- Good Samaritan Center, Overland Park, KS
- Grace Hospice, Kansas City, MO
- Healthcare Resort, Kansas City, KS
- Kansas City Rescue Mission, Kansas City, MO
- KC Hospice & Palliative Care, Kansas City, MO
- Kingwood Senior Living, Overland Park, KS
- Lakeview Village, Inc., Lenexa, KS
- Liberty Hospital, Liberty, MO
- Menorah Medical Center, Overland Park, KS
- Miami County Medical Center, Paola, KS
- Nazarene Compassionate Ministries, San Cristobal, Mixco, 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 Wyandotte Center, Kansas City, KS
- Prince of Peace Catholic School, Olathe, KS
- Salvation Army Adult Rehabilitation Center
- Saint Luke's South Medical Center, Overland Park, KS
- Santa Marta Skilled Nursing, Olathe, KS
- Shawnee Mission Medical Center, Merriam, KS
- Shawnee Mission School District, Shawnee, KS
- St. Joseph Health Center, Kansas City, MO

St. Mary's Hospital, Blue Springs, MO
St. Michael the Archangel School, Leawood, KS
Truman Medical Center, Kansas City, MO
The University of Kansas Hospital, Kansas City, KS
Villa St. Francis, Olathe, KS

CAREER ALTERNATIVES IN THE DEPARTMENT OF NURSING

With a degree in nursing, you have unlimited possibilities regarding future employment. Your academic concentration will prepare you for entry-level positions in a variety of professional nursing practice settings. It is not the academic area alone that prepares you for employment, but your total range of skills, behavior patterns, and accumulated knowledge. The following job titles represent a sampling of positions that relate directly to nursing: hospital staff nurse, home health nurse, mental health nurse, community health nurse, school nurse, medical office nurse, long-term care nurse, rehabilitation nurse, flight nurse, quality assurance review agent, genetic counselor, and occupational health nurse. Masters and doctoral preparation in nursing opens many opportunities for advanced nursing practice roles, research, and nursing education.

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.

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Open Position Assistant to the President for Church Relations
 Todd Garrett Athletic Director

ACADEMIC PERSONNEL

*The date in parentheses denotes initial, full-time faculty status.

Emeriti

Terry L. Baldrige, 1982- 2016 Professor Emeritus of Music
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
Michael L. Gough, 1984-2017, Professor of Business
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
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Ronald K. McClellan, 1990-2011, Associate Professor Emeritus of Music
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Robert E. Norton, 1981-2000, Professor Emeritus of Education
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Lois M. Perrigo, 1997-2011, Associate Professor of Adult Education
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Harry D. Russell, 1975-1996, Professor Emeritus of Communication
Jerri L. Sapp, 1994-2008; Professor Emeritus of Adult Education
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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
- J. Tyler Blake, (1991-2003, 2013-) Professor of English**
B.A., MidAmerica Nazarene University; M.A., Ph.D., University of Missouri - Kansas City
- Donna M. Bohn, (2013-) Professor of Music; Chair, Department of Fine and Performing Arts**
B.S., University of Alabama; M.M., Wichita State University; D.M.A., University of Alabama
- 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
- 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
- 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
- Nancy L. Damron, (2010-) Professor of Education; Dean, College of Liberal Arts and Sciences**
B.A., M.Ed., MidAmerica Nazarene University; Ph.D., University of Kansas
- 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

- 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, Chair, Department of Pre-Licensure 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. Mark Kelley (2015 -), Professor of Health Science; Chair, Department of Health and Exercise Science,**
 B.S.E., John Brown University, 1983; M. Ed. University of Arkansas, 1987; Ph.D. University of Arkansas, 1994
- R. Joann Lamar, (2005-) Professor of Education**
 B.S.E., Truman State University; M.Ed., MidAmerica Nazarene University; Ed.D., University of Kansas
- Susan G. Larson, (1989-) Professor of Nursing**
 B.S.N., MidAmerica Nazarene University; M.S., Ph.D., University of Kansas
- 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**
 B.A., Southern Nazarene University; M.A., Ph.D., University of Kansas
- Kelvin St. John, (1998-) Professor of Spiritual Formation, Instructional Technology**
 A.B., Olivet Nazarene University; M.Div., Nazarene Theological Seminary; D.Min., Asbury Theology Seminary
- 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
- Karen D. Wiegman, (2009-) Professor of Nursing; Dean, School of Nursing and Health Science**
 A.A.S., College of DuPage; B.S.N., M.S., University of Kansas; Ph.D., University of Missouri - Kansas City

Associate Professors

- 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; Ph.D., 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
- Martin H. Dunlap, (2007-) Associate Professor of Education**
B.A., MidAmerica Nazarene University; M.MEd., Ed.D., University of Kansas
- Bruce L. Flanders, (2011-) Associate Professor; Mabee Learning Commons Coordinator and Library Director**
B.A., University of Kansas; M.S., University of Illinois
- Elizabeth B. George, (2012-) Associate Professor of History**
B.A., Houghton College; M.A., Ph.D., State University of New York - Stony Brook
- Acha G. Goris, (2013-) Associate 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
- Brenda Harris, (2015 -) Associate Professor of Education; Associate Dean, School of Education**
BA, Park College, 1981; MA University of Missouri at Kansas City, 1999; Ed. Specialist, University of Missouri at Kansas City, 2001; Ph.D., University of Missouri at Kansas City, 2009
- 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
- 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
- Sarah M. Miller, (2013-) Associate Professor of Nursing, Chair, Department of Post-Licensure Nursing**
A.S., Kansas City Kansas Community College; B.S.N., MidAmerica Nazarene University; M.S.N., MidAmerica Nazarene University
- Brent N. Moore, (2012-) Associate Professor Department of Counselor Education**
B.A., MidAmerica Nazarene University; M.A., Wheaton College; Ph.D., Walden University
- 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
- 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; Ed.D., Olivet Nazarene University.
- Patricia J. Walsh, (1996- 2009; 2015-) Associate Professor; Director of Institutional Effectiveness**
B.A., M.B.A., MidAmerica Nazarene University;

Assistant Professors

- Amanda S. Addis, (2015-) Assistant Professor of Nursing**
A.D.N., Labette Community College; B.S.N., Pittsburg State University; M.S.N., University of Missouri-Kansas City
- Amy E. Cain, (2012-) Assistant Professor of Psychology**
B.S., Missouri State University; M.A.C., MidAmerica Nazarene University
- Rebecca 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 Academic Success Center**
B.S., Friends University; M.O.D., Friends University
- 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; Chair of Center for Accelerated and Professional Education**
B.A., MidAmerica Nazarene University; M.A., Emporia State University; Ed.D., North Central University
- Donald D. Dunn, (2012-) Assistant Professor of Ethics**
B.A., MidAmerica Nazarene University; M.L.S., Fort Hays State University; Ph.D., Capella 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
- 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
- Susannah A. Hart, (2013-) Assistant Professor of Nursing**
B.S.N., University of Kansas; M.S.N., MidAmerica Nazarene University
- 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

Ronald R. Jackson (2015-) Assistant Professor of Youth Ministry/Directory of the Youth Theology Institute

B.A., Trevecca Nazarene University; B.A., The University of Alabama; M.A., Nazarene Theological Seminary; doctoral candidate Olivet Nazarene University

Luke D. Johnson, (2014-) Assistant Professor of Music

B.A., MidAmerica Nazarene University; M.M., Kansas State University; Ph.D., 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

Jacob R. Lett, (2015-) Assistant Professor of Theology

B.A. MidAmerica Nazarene University; M.A., University of Manchester, Nazarene Theological College; doctoral candidate, University of Manchester, Nazarene Theological College

James C. Leinger, (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

Michele A. Noble, MN, APRN, RN-BC (2015) Assistant Professor of Nursing BSN, Oral

Roberts University, MN, University of Kansas.

Jimmy Ntekos, (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; M.A., MidAmerica Nazarene University

Christopher M. Smith, (2016 -) Assistant Professor of Music

B.M., East Carolina University; M.M., East Carolina University; D.M.A University of Kansas

Rachel A. Storm, (2012-) Assistant Professor of Nursing

B.S.N., M.S.N., MidAmerica Nazarene University

Nicholas J. Troendle, (2016 -) Assistant Professor of Biology

B.S. Pepperdine University; M.S., Texas A&M University; Ph.D., University of Georgia

LeAnn J. Yantis, (2008-) Assistant Professor of Business

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

CAMPUS VISIT INFORMATION

The Office of Admissions is open Monday through Friday. Students and families who prefer to visit the campus on weekends should contact the Office of Admissions and make special arrangements based on the availability of the Admissions Counselors. Prospective students are encouraged to come to the campus any weekday to visit classes. High school students are encouraged to take advantage of public school holidays, teacher conferences, and other special days when schools are closed and MidAmerica is open.

For Admissions information or to schedule a campus visit, contact:

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

THE ACADEMIC YEAR

Traditional Undergraduate

FALL SEMESTER	2017-2018
Faculty Opening Week	August 14-18
Registration Day	August 21
Classes Begin	August 22
Enrollment Ends	August 29
Labor Day Break (No Classes)	September 4
Mid-Semester Grades	October 13
Fall Break (No Classes)	October 13
Spring Priority Registration Begins	October 30
Student Institutional Testing (No Classes)	November 2
Class Withdrawal Deadline	November 6
College Withdrawal Deadline	November 20
Thanksgiving Recess (No Classes)	November 22-24
Classes End	December 8
Final Examinations	December 11-13
Grades Due	December 20
SPRING SEMESTER	
Registration Day	January 8
Classes Begin	January 8
Martin Luther King Day (No Classes)	January 15
Enrollment Ends	January 17
Mid-Semester Grades	March 2
Spring Break (No Classes)	March 12-16
Easter Break (No Classes)	March 30-April 2
Fall/Summer Priority Reg. Begins	March 26
Class Withdrawal Deadline	March 19
Student Institutional Testing (No Classes)	April 12
College Withdrawal Deadline	April 16
Classes End	May 1
Final Examinations	May 2-4
Commencement/Tr. Undergrad (10 am)	May 5
Commencement/Prof. and Grad. (3 pm)	May 5
Grades Due	May 9
SUMMER SESSION	
One-Week Session I	May 7-11
One-Week Session II	May 14-18
Two-Week Session	May 7-18
Four-Week Session	May 21 - June 15
Memorial Day (No Classes)	May 28
Grades Due	June 20

(Please note that these dates are subject to change. See www.mnu.edu for updated calendar information.)

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



