

MABE

A young man with dark hair, wearing a blue V-neck t-shirt and a black backpack, is smiling broadly. He is standing in front of a brick building with white columns. The background is slightly blurred, showing greenery and a brick wall with the letters 'MABE' visible in the upper right corner.

Learning. With purpose.

2015-16 Traditional Undergraduate Academic Catalog

MIDAMERICA NAZARENE UNIVERSITY



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2015-2016 Catalog

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A WORD OF EXPLANATION

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



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

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

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

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

David J. Spittal
University President

General Information

MidAmerica Nazarene University An Introduction

OUR HISTORY

Founded in 1966, MidAmerica Nazarene University opened its doors to students in 1968 with an enrollment of 263. Since that initial semester of operation, enrollment has increased dramatically and now totals nearly 1,800. The University offers undergraduate academic majors in over 40 areas, several degree-completion programs and graduate-level programs in education, business administration, counseling and nursing.

MidAmerica is located 20 minutes from downtown Kansas City, Missouri, on a 105-acre campus in Olathe, Kansas. Because of its strategic location in the Greater Kansas City area, students and faculty have access to the metropolitan cultural, recreational and employment advantages. The permanent control of the University is vested in a board of trustees selected from the districts of the North Central Region of the Church of the Nazarene and at-large members.

A WORD ON ACCREDITATION

MidAmerica Nazarene University, a comprehensive liberal arts university of the Church of the Nazarene, is accredited by the Higher Learning Commission (230 South LaSalle Street, Suite 7-500, Chicago, IL 60604; 312-263-0456; <http://www.ncahlc.org/>). The University is authorized to offer associate, baccalaureate, and master's degree programs in the fields of administration/leadership, business, counseling, education, nursing, and religion. Accreditation of the teacher education program has been achieved from the Kansas State Board of Education (Teacher Licensure, 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 (CCCCU), the National Association of Independent Colleges and Universities (NAICU), the Council of Independent Colleges (CIC), the Kansas Independent College Association (KICA), the National Association of Intercollegiate Athletics (NAIA), the Heart of America Athletic Conference (HAAC), the American Association of Colleges for Teacher Education (AACTE), the American Association of Colleges of Nursing (AACN).

THE 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 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, Graduate Studies in Nursing, Accelerated BSN Studies and RN-BSN Studies are housed in the Santa Fe Commons buildings located north of campus along Mur-Len Road.

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

Campus Center houses the cafeteria and kitchen facilities. The east end of the building contains the MERC, post office and student mail boxes, and the offices of 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 MidAmerica Learning Commons provides creative and innovative services to enhance learning and scholarship of faculty and students. The Learning Commons houses the following services:

Mabee Library. Mabee Library supports the informational and research needs of the MidAmerica Nazarene University community through the provision of access to a variety of resources and services. Students and faculty have access to interlibrary loan services, research instruction and assistance, electronic and print resources, and individual and collaborative study spaces. The library's services and resources are described in detail on the library website at library.mnu.edu.

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

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

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

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

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

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

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

The Donald S. Metz rare book collection is dedicated to the first academic dean of then 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.

SPECIAL NEEDS ACCOMMODATION

At MNU, all disability documentation will be reviewed on an individualized, case-by-case basis. Determination of accommodations is an interactive process which includes diagnostic information, the student's self-report, and the professional judgment of the MNU Academic Support Center. Determinations as to whether accommodation requests would fall short of fundamental academic standards will be based upon the professional judgment of faculty and academic administrators. An interview will be conducted with each student and is extremely valuable in substantiating the existence of a disability, understanding its impacts, and identifying appropriate accommodations.

Reasonable accommodations are individually determined and should be based on the functional impact of the condition and its likely interaction with the environment (course assignments, program requirements, physical design, etc.) As such, accommodation recommendations may vary from individual to individual and from environment to environment for students with same disability diagnosis. Documentation of a specific disability does not translate directly into specific accommodations.

An enrolled student who wishes to make MidAmerica aware of any accommodation concerns a request for accommodation should notify the Disability Support Service Provider in the Kresge Academic Support Center at (913) 971-3387. MNU's ADA & Section 504 Documentation Guidelines are available on the university's website and can be obtained from

the Kresge Academic Support Center. Any information provided is strictly voluntary and will be kept confidential. The information would be used for the student's immediate benefit. Section 504:104.42, C1, C2, B4.

SPECIAL NEEDS GRIEVANCE PROCEDURE

1. Attempt to resolve issue informally by contacting the Director of the Kresge Academic Support Center.
2. If direct discussion is unsuccessful, an informal discussion with the ADA Compliance Officer, the Associate Vice President for Academic and Professional Success, is the next step.
3. A meeting with the student and the involved university personnel is arranged by the Compliance Officer in an attempt to resolve the dispute.
4. If the dispute is unresolved at the informal level, the Student Grievance Procedure is followed with the following modifications:
 - Committee of 4-5 persons is formed within 10 days.
 - Copy of the findings or recommendations are gathered within 15 working days of committee formation.
 - Appropriate action carried out within 5 working days based upon committee recommendation.
 - ADA Compliance Officer adheres to the decision of the committee and oversees the implementation of the recommendation.

EDUCATIONAL RIGHTS AND PRIVACY

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

FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

School officials with a legitimate educational interest, may have access to confidential or personally identifiable student information. A school official is defined at MNU as a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such

as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

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

The University Registrar serves as the institutional FERPA Compliance Officer.

ADDITIONAL INFORMATION

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

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

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

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

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

MILESTONES AT MIDAMERICA

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

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

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

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

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

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

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

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

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

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

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

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

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

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

October 29, 2008 North Central 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.

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: A completed Application for Admission is required of all students seeking admission to MidAmerica Nazarene University. High school seniors with minimum ACT composite score of 19 or a minimum SAT CR+M score of 910, and who have submitted a high school transcript containing at least 6 semesters of grades will be considered for regular admission.

Every application for admission is considered on an individual basis.

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 Kresge 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 Compass Exams which are given on campus in the Kresge Center and score high enough to have qualifications removed.

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

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 1 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 second semester junior or in their senior year;

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

ADMISSION PROCESS

A \$200.00 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 (unless contingent upon a First Choice Scholarship) and January 1 for the Spring semester. Failure to notify the Office of Admissions in writing will cause the prospective student to lose his/her 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.

Continued on next page.

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 (full 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 at <http://www.mnu.edu/resources/registrar/apply-for-readmission.html>).
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 nonrefundable **\$50** Application Fee
 - A refundable Registration Deposit of **\$19,000**
 - Single International Students who are younger than 22 years of age and not able to live with near relatives or other families who provide all or a significant part of room and board are required to live on-campus.
3. A minimum official **TOEFL** paper-based score of **550**, or minimum computer-based score of **214**, or internet based TOEFL score minimum of **81** (**MidAmerica's TOEFL code number is 6437.**)
4. For the International Student from a world area whose first official language is English, an official **ACT** or **SAT** score which meets the same requirements for admission as domestic students. If the ACT/SAT scores qualify for only provisional acceptance, TOEFL is also required.
5. An original, notarized Affidavit of Support and required supporting documentation of evidence of ability to pay school bills in accordance with policy.
6. An appropriately completed and signed International Student Financial Summary (Estimated Cost Total per year: **\$33,900.**)
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 F1 status and are making progress toward completion of the degree they have declared as their educational objective at MNU. F1 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 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 and veterans' benefits.** The following classifications are used for full-time and part-time students:

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

ACADEMIC LOAD

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

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

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

THE MAJOR

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

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

Students desiring a double major must consult with both academic areas involved to determine specific requirements. All requirements for each major 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.

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

GRADING SYSTEM

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

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	Administrative Incomplete	0.0
X	Administrative Withdrawal	0.0
IP	In Progress	0.0

A grade of "F" indicates failure and necessitates a satisfactory repetition of the course before credit can be allowed. "P" or "NC" is used when a student is permitted to take a course on a pass/no-credit basis. "NC" necessitates repetition of the course. "P" and "NC" are used for Freshman Seminar 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 3.50 GPA in high school, and an ACT composite score or superscore of 28 or higher. On occasion, students may enter the MNU Honors Program with lower ACT scores, based upon the strength of their whole portfolios. An ACT superscore consists of a student’s highest subscores in the four categories of English, Mathematics, Reading, and Science.

Honors students will spend their first semester in a three-hour cohort seminar that orients them to the MNU Honors Program. Each semester, they receive personal advising from the Honors Director. 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, (3) 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 that MidAmerica Nazarene University can give to a student. Besides the honor of being a member and the privileges of indicating membership on a resume and other documents, being in Alpha Chi makes one who is employed by the federal government eligible for an automatic step increase in position and salary. To be eligible for membership in Alpha Chi, a student must rank in the top 10 percent of the junior or senior class. In case of transfer students, at least 24 hours must have been completed at MidAmerica Nazarene University.

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

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

GRADUATION HONORS

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

MidAmerica Nazarene University's Iota chapter is a member of the Nazarene National Honor Society, Phi Delta Lambda, 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 Kresge Academic Support Center.

CLEP Test	Passing Score	MNU Credit/ Equivalent	Hours Earned
Introductory Psychology	50	PSYC 1103 General Psychology	3
Human Growth & Development	50	PSYC 2513 Lifespan Development	3
College Mathematics	50	MATH 1103 Intermediate Algebra	3
College Algebra	50	MATH 1223 College Algebra	3
Precalculus	50	MATH 1355 Precalculus	3
College Composition	50	ENGL 1503 English Composition I	3
Spanish Level I	50	None	8
Spanish Level I	66 or higher	None	8
Introductory to Sociology	50	SOCI 1003 Introduction to Sociology	3
History of the US I	50	HIST 1203 US History to 1877	3
History of the US II	50	HIST 1303 US History from 1877	3
General Chemistry	50	CHEM 1104 General Chemistry I	4
General Biology	50	GNSC 1203 Principles of Biology	3
Analyzing & Interpreting	50	ENGL 2003 Introduction to Literature	3
Principles of Management	50	MGMT 3303 Introduction to Management	3
Introductory Business Law	50	MGMT 3103 & 3203 Business Law I and II	6
Principles of Marketing	50	None	3
American Literature	50	ENGL 2103 American Lit. to 1860 & ENGL 2203 American Lit. from 1860	6
English Literature	50	ENGL 2303 British Lit. to 1800 & ENGL 2403 British Lit. from 1800	6
Social Sciences & History	50	None	3
Calculus	50	MATH 1405 Calculus I	5
Info Systems & Computer Apps	50	None	3
Intro to Educational Psychology	50	None	3
Principles of Macroeconomics	50	ECON 2503 Principles of Macroeconomics	3
Principles of Microeconomics	50	ECON 2703 Principles of Microeconomics	3

CLEP Test	Passing Score	MNU Credit/ Equivalent	Hours Earned
American Government	50	POLS 1103 Introduction to Politics	3
Western Civilization I	50	Upper division History	3
Western Civilization II	50	Upper division History	3
French Language	50	None	8
French Language	62 or higher	None	8
German Language	50	None	8
German Language	62 or higher	None	8 3 (12 total)

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

CLEP tests and the ACT-Proficiency Examination Program (PEP) may be taken for credit toward a degree at MidAmerica. 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	6
Calculus AB	MATH 1405 Calculus I	3
Calculus BC		5
Chemistry	CHEM 1104 General Chemistry I	4
Computer Science AB	None	3

AP Examination	MNU Credit/Equivalent	Hours Earned
Computer Science A	None	3
Economics-Macro	ECON 2503 Principles of Macroeconomics	3
Economics-Micro	ECON 2703 Principles of Microeconomics	3
English Language and Composition	ENGL 1503 Composition I: Writing and Rhetoric	3
English Literature and Composition	ENGL 1503 Composition I: Writing and Rhetoric & ENGL 2003 Intro. to Lit.	6
Environmental Science	GNSC 3903 Environmental Biology	3
French Language	None	8
French Literature	None	6
German Language	None	8
Government & Pol, American	POLS 1103 Introduction to Politics	3
Government & Pol, Comparative	none	3
History, US	HIST 1203 US History to 1877 OR HIST 1303 US History Since 1877	3
History, American	None	6
History, European	None	6
World History	None	3
Latin: Vergil	None	6
Latin: Catullus & Horace	None	6
Music Listening & Lit.	None	6
Music Theory	None	6
Psychology	PSYC 1103 General Psych.	3
Physics B	None	6
Physics C: Mechanics	None	6
Physics C: E & M	None	6
Spanish Language	None	8
Spanish Literature	None	6
Statistics	MATH 2503 Applied Math with Statistics	3

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

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

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

PRIOR-LEARNING ASSESSMENT. MidAmerica Nazarene University recognizes that college-level learning occurs in environments in and beyond the classroom. The University follows the guidelines established by the American Council on Education (ACE) and may award a maximum of 34 hours for validated prior learning. Credit is validated through review by faculty in the subject area, applying national standards established by ACE. Prior-learning credit may include credit for military training, credit by examination (including CLEP and similar examination programs approved by ACE), credit for business, professional, labor, government, and voluntary organizations' courses if recommended by ACE, and evaluation of portfolio credentials. Prior-Learning Assessment credits are neutral credits and will not count towards graduation honors. For further information about prior-learning assessment, contact the Office of the Registrar.

MILITARY CREDIT POLICY. Credit for military training and experience is based on the American Council on Education (ACE) recommendations. In order to award credit for basic training, the DD-214 should be presented to the appropriate office. If the DD-214 is unavailable, other documentation of completion of basic training can be presented and the Registrar, in consultation with the Admissions Office of each program, will determine if the documentation is sufficient to award credit. All other military credit will be granted based on an Joint Services transcript or an AARTS, SMART, College of the Air Force, or Coast Guard Institute transcript. No advanced placement fee will be charged for credit awarded from basic training. A minimum of four (4) hours will be accepted depending on the official military transcript. The student must request an official transcript to be sent directly to MidAmerica Nazarene University. Credit awarded for basic training meets the physical education requirement in MNU's general education program. Information about ACE recommended credit for military training can also be found at <http://www.acenet.edu>. Students may request their joint services transcript at <https://jst.doded.mil/official.html>.

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

ASSIGNMENT OF CREDIT HOURS

At MidAmerica Nazarene University (MNU), the assignment of credit hours conforms to commonly accepted practices in higher education. The credit hour is a unit of measure for academic achievement in higher education. The credit hour is foundational to academic

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

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

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

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

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

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

COMPASS TESTING

Compass Tests are computerized tests that are proctored by the Kresge Center in the Mabee Library. This testing is to demonstrate proficiency and advise on placement and does not give academic credit. Contact the Kresge Center to set up a testing appointment or to answer any questions.

Compass Test	Minimum Score Required	Allows placement in:
Compass Reading	80	None: if passed FRST 0703 Reading/ Study Strategies will not be required
Compass Writing	30	ENGL 1503 English Composition I: Writing and Rhetoric
Compass Algebra	28	MATH 1103 Intermediate Algebra
Compass Algebra	66	MATH 1223 College Algebra OR MATH 1355 Precalculus
Compass <u>College Algebra</u>	46	Math higher than MATH 1223 College Algebra
Compass <u>College Algebra</u>	49	MATH 1405 Calculus I
<u>AND</u> Compass Trigonometry	28	

ENGLISH AS A SECOND LANGUAGE (ESL) FOR INTERNATIONAL STUDENTS

International students who have met admission standards, but whose TOEFL score is less than 550 (paper-based) or 214 (computer-based), are required to take the Placement Exams given in Kresge Academic Support 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. International Students desiring ESL instruction in across-discipline learning may enroll in FRST 1043 English As A Second Language. ENGLISH AS A SECOND LANGUAGE is an elective, nongraduation-course credit option for one semester. Additional learning assistance is available through peer instruction in the Kresge Academic Support Center.

PASS-NO CREDIT OPTION

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

REPEAT OPTION

If a student makes a grade of “C-” or less, he/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 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 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. A fee is charged for transcripts issued. Official transcripts are released only if all holds and financial obligations are satisfied and the student has requested the transcript in writing.

WITHDRAWAL FROM COLLEGE

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

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

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

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

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

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

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

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

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

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 anytime after a break in enrollment of at least one regular fall or spring semester from MNU.

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

Eligibility for AFSG and application instructions:

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

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

Students desiring a double major must consult with both academic areas involved to determine specific requirements. All requirements for each major 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 "incompletes" 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. The general education exam and all requirements for each major and minor including the senior comprehensive exams must be met while earning a degree and prior to the conferral date of that degree. The residency requirement for the academic major is no less than fifteen hours in the discipline of the major, except where other institutional agreements exist.
9. If, after graduation with a given degree, a student wishes to earn a second baccalaureate degree from MidAmerica Nazarene University, he/she must satisfactorily complete all requirements for an additional major and complete a minimum of thirty semester hours in residence. Further, to complete any major in a degree program, the student must fulfill all requirements for that major and that degree program.

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

SUMMER SESSION. Summer school, under the direction of the 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 GENERAL EDUCATION EXAM. All students pursuing their first traditional undergraduate baccalaureate degree who do not already possess a baccalaureate degree from a regionally accredited institution are required to take the General Education Exam in order to graduate. The test emphasizes concepts and principles derived from the general education curriculum and fills the gap between generalized aptitude tests used for college entrance and specialized department exams. The exam assesses basic and enduring knowledge in the general education core and provides performance rankings in higher order thinking skills (interpretive, strategic, and adaptive reasoning abilities.) The General Education Exam is offered each Fall on Student Institutional Testing day. Students should take this test after completing the general education curriculum and one year prior to their anticipated graduation date. A \$50 fee is assessed for taking the examination late. Permission and arrangements for taking the General Education exam at a time other than scheduled is handled by the Kresge Center Director.

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

MNU EUROPE SEMESTER AND 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. For this reason, MNU Europe programs have been designed to provide MNU students the opportunity to study, live, and travel in Europe. Semester integrative travel throughout Europe offers students a unique opportunity to gain both an academic and a personal understanding of other cultures, institutions, and languages. Summer language programs allow students the opportunity to study both the language and the culture of the country. Other 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.

Each program is a serious adventure in study and scholarship. A sufficient number and variety of courses are offered to allow the student to arrange a full academic schedule. The curriculum has been designed so that students may complete a portion of their general education requirements while enrolled. Many students elect to participate during the sophomore year, although any qualified student above the freshman level may apply.

The program design recognizes that selective travel is a valuable part of the educational process, but class attendance and academic performance are regarded as first priorities. Classroom instruction is augmented each semester by educational excursions to significant locations lasting several days. These educational field trips to locations of historic, literary, musical, or other significance may include guided city tours; visits to museums and historical sites; attending concerts, plays, and operas; or listening to guest lecturers.

See the Global Studies Office for more detailed information.

Other Program Opportunities

Students may participate in a variety of programs that are offered through MNU Europe in the summer term. They include but are not limited to May and June short-term academic courses with travel components in church history, literature, music, public speaking, ministry, science, mathematics, business, sociology, psychology, intercultural studies and other fields of study. Contact globalstudies@mnu.edu.

Expenses and Application Procedures

Any MNU student who has demonstrated a level of academic and behavioral maturity compatible with the program's requirements may apply for admission to the MNU Europe program, although students may not participate in semester programs until they have completed 30 units.

Since space is limited and admission to the program is competitive, students are urged to complete their applications as early as possible. Admission decisions are made on a rolling basis and students approved for admission to the program will be notified in writing.

Application information and other materials which provide complete program descriptions may be obtained by contacting globalstudies@mnu.edu or the Center for Global Studies and Service Learning, MidAmerica Nazarene University, 2030 E. College Way, Olathe, KS 66062.

The MNU Europe curriculum has been designed so that any student, regardless of major, may benefit by participation. Students interested in attending the program should make this desire known to their academic advisors as early as possible (freshman year) so that this may be considered in the academic planning process. Admission decisions for the program are based on the student’s GPA and adherence to the community covenant and Student Handbook guidelines, their application, a personal interview, and the potential for the student to profit academically and personally by participation.

The cost for tuition, room and board is the same as for equivalent terms on the Olathe campus. The MNU Europe program fee covers the cost of program-related ground transportation, including field excursions by train, an orientation program, emergency travel and medical insurance, administrative support and other benefits. **All financial aid awards, except performance scholarships, may be used for tuition.** Because students must be selected well in advance of the dates the programs begin overseas, the Olathe campus schedules are not applicable. All Global Studies programs begin with required orientation programs. Students who fail to complete the required orientation program may be dropped.

Upon acceptance into the MNU Europe semester program, the student is required to sign a contract and register for his or her courses. Since space is limited, a \$500 penalty is charged for withdrawal from the program. Other penalties are detailed below and on the website www.mnu.edu/europe.

Current Charges

The following charges are for the academic year beginning August 2015. MidAmerica Nazarene University reserves the right to adjust the charges at any time before the charges are incurred by the student. Students are responsible to obtain their own passport, before going on the program.

Tuition Charges (same as MNU Olathe campus)	
2015 Fall semester, 12-17 units	\$13,075
Additional course fees, depending on course selection and activities.	

MNU Europe Semester Program Charges

Room and Board	\$3,775
Program Fee	<u>\$3,500</u>
Per Semester.....	\$7,275

Program charges include room and board, ground travel, mission service, orientation sessions, administrative support, and emergency travel and medical insurance.

Not included in the program charges: round trip flight, passport, comprehensive health insurance, textbooks, and all personal travel and expenses.

Summer term program charges vary according to the program and number of weeks.

Withdrawal Penalties, Summer Programs

More than 105 days before start of program	\$500
More than 75 but less than 105 days before start of program.....	25% of total program cost
More than 45 but less than 75 days before start of program.....	50% of total program cost
Less than 45 days before start of program.....	100% of total program cost

Withdrawal Penalties, Fall Semester Program

Prior to March 1	\$500
After March 1 but prior to June 1	25% of total program cost
After June 1 but prior to September 1.....	50% of total program cost
After September 1	100% of total program cost

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 and Service Learning in Campus Center. Information is also available through the website, www.bestsemester.com, where students can apply directly online, and 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.

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.

Scholars' 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.

Washington, D.C. Journalism Center. The Washington Journalism Center (WJC) is an advanced, experiential semester that will cultivate student's professional news skills. Meet with industry professionals, learn through course work and internships and hear from guest lecturers as students engage in the D.C. community. Examine the significance of faith and a career in media at WJC.

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 http://www.messiah.edu/info/20581/international_business_institute.

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

ROMANIAN STUDIES PROGRAM (RSP)

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

NAZARENE THEOLOGICAL COLLEGE, MANCHESTER, ENGLAND

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

FOCUS ON THE FAMILY INSTITUTE

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

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 email 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 Webfor form, 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 2015-2016

COMPREHENSIVE TUITION

Undergraduate Block Tuition: 12 to 17 credit hours per semester	\$13,075
Undergraduate Block Tuition: (12 to 17 hours per semester) per academic year	\$26,150
Undergraduate Tuition per Credit Hour under 12 hours or over 17 hours	\$800
Undergraduate Tuition for Senior Citizens (65 and older)..No charge (subject to space available)	
Summer Term per Credit Hour	\$430

ROOM AND BOARD, PER SEMESTER

Meal Plan	Residence Hall Style	Apartment Style
Unlimited Meals	\$3,875	\$3,970
90-meal Block	\$3,040	\$3,135

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 \$500
 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).....	up to \$200
Late Registration Fee.....	\$50
Late Payment Charge.....	\$30
Nursing Clinical Fee per Semester (four semesters only).....	\$1200
Nursing Testing Fee (Junior and Senior Years only).....	\$360
Nursing Clinical Compliance Fee.....	\$200
(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.....	\$120
Student Health Insurance (per semester).....	See Cashier's Office for current fee
Transcripts – Official.....	\$10.00
Transcripts – Unofficial.....	\$3.00

*Charges and fees are for the 2015-16 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 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.

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 the 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 2015-2016. The average first-time, full-time resident students can expect to pay the following costs for the 2014-2015 academic year:

Before registration:	
Confirmation Deposit (applied towards tuition)	\$200
Direct Cost:	
Comprehensive Tuition (12-17 hours per semester)	\$26,150
Residential charge (Unlimited meals/sem.)	<u>7,750</u>
Total Estimated Direct Cost	\$33,900
Other indirect expenses:	
Books and supplies (estimated)	\$1,200
Personal Expenses (estimated)	1,448
Transportation (estimated)	<u>1,321</u>
Total Estimated Indirect Cost	\$3,969

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 family contribution. Note that family contribution is determined by a federal formula and is based upon information provided on the Free Application for Federal Study 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) online at www.fafsa.ed.gov. Be certain to provide MNU’s federal school code: **007032**.

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

Students may complete the FAFSA before filing taxes using estimated figures. However, they will need to update the FAFSA once taxes are complete; the Data Retrieval Tool (DRT) may be used to update information roughly two weeks after tax forms have been filed.

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 email 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 January 1. 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, we will monitor the cumulative GPA of our students. Prior to the completion of the students' second academic year, they must maintain minimum GPA standards in accordance to the academic policy issued by Academic Affairs (see 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 probation and considered ineligible for federal and state aid.

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

AID PROGRAMS AVAILABLE

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

Federal Aid

Federal PELL Grant -- Awarded to students who demonstrate high financial need. Awards range from \$626 to \$5775 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 \$350 to \$1000 per year. Students must be enrolled at least 1/2 time to be eligible for SEOG.

Federal Perkins Loan Program -- Awarded to students who demonstrate high financial need. A student may borrow up to \$5,500 per year. Interest is 5% and does not begin to accrue until repayment. Repayment on the Perkins loan begins nine months after a student graduates or ceases to be enrolled at least half-time. Minimum payment is \$40 per month and students have ten years in which to pay off the loan. A student must be enrolled at least 1/2 time to be eligible for a Perkins loan.

Federal Direct Stafford Loan -- Awarded to students who demonstrate financial need. A student must be enrolled at least half-time to be eligible. 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 at www.kansasregents.org.

Kansas Comprehensive Grant (KCG) -- Awarded to residents of Kansas who attend a private college within the state. Grants are based on "high" financial need and early application. A student may receive up to \$3000 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.

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

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 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. Students attending eligible off-campus programs will maintain institutional scholarship eligibility if they are attending in order to complete requirements for the Urban Ministries Concentration in the Ministry or Intercultural Studies majors.

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

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

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). The Pastor’s Scholarship ministers is \$1250 (\$625 each semester) for an academic year.

MEMORIAL AND NAMED SCHOLARSHIPS

Many donors have provided financial support for a wide-range of scholarships. These awards are made in accordance with the donor's requirements and are used for institutional scholarships, department scholarships based on area of study, academic performance, and financial need. For more information, contact Student Financial Services.

OTHER SOURCES OF FINANCIAL AID

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

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

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

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

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

We come with different needs, considerate of those around us, expecting to be challenged, inspired, comforted and renewed. 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.

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

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

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

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

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

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

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

CHAPEL FAQS

Q. Are Spiritual Formation activities a required component at MNU?

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

Q. How many credits do I need to fulfill my spiritual formation requirements each semester?

A. Forty (40)

Q. How many spiritual formation credits are offered each semester?

A. There are more than 75 spiritual formation credits offered in just chapel services. Additionally, mission trips, small groups, and student ministry put the amount of spiritual formation credits available in a semester to over 100.

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

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

Q. How does the chapel schedule work?

A. Tuesdays (9:30-10:30am) are “Community Chapels” in College Church.

Wednesdays (10:00-10:45am) are “Midday Prayers” in Weatherby Chapel. A contemplative, liturgical service, which will include the reading of the morning prayers, scriptures, hymns, and communion.

Thursdays (9:30-10:30am) are “Student-led Chapels” in the Bell Cultural Events Center and is planned and led by students, for students.

Kairos is a chapel service that is discussion based.

Q. Do all chapels have the same credit value?

A. No. All Chapels in College Church are worth two (2) points each. All Chapels in Bell Cultural Events Center or Weatherby Chapel and evening alternatives are worth one (1) point each.

Q. What if I fail to get my forty points?

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

Q. Who do I contact if I have questions?

A. Contact Director of Spiritual Formation, Brady Braatz, 971-3452, or email bbraatz@mnu.edu.

LECTURE SERIES

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

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

STANDARDS OF CONDUCT

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

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

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

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

DRESS CODE

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

STUDENT ORGANIZATIONS

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

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

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

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

Associated Student Government
Student Diversity Council
Class Governments
Covenant Groups
Delta Mu Delta (business honors)
ActionPact (Improv)
International Club
K-SNEA (education)
KSSNA (nursing)
Lambda Pi Eta (communication honors)
Medical Careers Club
Ministry Groups

Multimedia Outlets:
KMNU Radio
KMNU TV2
Conestoga (Yearbook)
The Trailblazer (Newspaper)
M Magazine
The National Society of Leadership
and Success (NSLS)
Pi Lambda Theta/Gamma Chi Chapter
(education honors)
Psi Chi (psychology honors)
PTCO (education)
Sigma Chi

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. The Campus Safety Department consists of one Director, one full-time Office Coordinator/Records Supervisor, three full time officers, four part-time officers, and several student workers.

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 by going to the website link: <http://alert.mnu.edu>.

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 email, to receive emergency alert notifications via email and cell phone texts.

NOTE: The MNU.edu email 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 email 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:

- When you log in enter your full MNU email address, then click on "forgot password".
- A link will be sent to your email which will let you reset your password.
- Once your password is reset, go back to login and enter your full MNU email 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 Email Address

utilizing the email 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).

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 Dean for 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 Dean for Residential Life. Students applying to live off campus must do so 30 days prior to the beginning of the semester so that housing status is known before that semester's registration day.

Life in each of the residence halls is under the immediate direction of a Resident Educator (RE) hired by the Office of 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. 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.

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, a Compass Algebra score of 66 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, or a Compass College Algebra score of 46 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 30 hours (15 hours in the major) in residence;
3. A cumulative GPA of 2.0;
4. Satisfactory achievement in an approved major; and
5. Completion of the general education program.

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	MGMT 2603 Computer App. in Bus.
ACCT 2903 Principles of Accounting II	MGMT 3103 Business Law I
ECON 2503 Principles of Macroeconomics	MGMT 3104 Business Communications
ECON 2703 Principles of Microeconomics	MGMT 3303 Principles of Management
MGMT 1803 Introduction to Business	MKTG 3303 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 1132 Aquatics	
	HLEX 1142 Weight Training	
<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	GNSC 1203 Principles of Biology	
	GNSC 2203 Physics in Everyday Life	
	GNSC 3903 Environmental Biology	
<i>Aesthetic Literacy</i>		3 hours
3 hours	FNAR 1103 Introduction to Fine Arts	

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

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 <i>(see CLAS section of Catalog)</i>	(3 hours) PSYC 1103 PSYC 2513 PSYC 3303 (1 hour) FRST 1101 (2 hours) Any GenEd Activity Course	(3 hours) PSYC 1103 PSYC 2513 (1 hour) FRST 1101 (2 hours) GenEd Activity Course <i>(see SBSC 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	(0-3 hours) MATH 1103/proficiency (3 hours) MATH 2503 (3 hours) PHIL 2103	(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	(9 hours) ENGL 1503/proficiency ENGL 1703 COMM 1303	(9 hours) ENGL 1503 ENGL 1703 COMM 1303
<i>Social Responsibility</i>	(3 hours) SOC 1003 COMM 3603 SOC 2003 CRIM 1003 PSYC 2303 POLS 1103 (3 hours) HIST 1203 HIST 2103 HIST 1303 HIST 2203	(3 hours) SOC 1003 SOC 2003 SOC 2103 (3 hours) HIST 1203 HIST 1303 HIST 2103 HIST 2203	(3 hours) SOC 1003 COMM 3603 SOC 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 GNSC 2503 (3-4 hours) GNSC 1203 BIOL 1114 GNSC 3003 BIOL 1704 GNSC 3903 BIOL 1803
<i>Aesthetic Literacy</i>	(3 hours) FNAR 1103 (1-3 hours) Any Fine & Perf. Arts skill based course OR: ART 3703 FNAR 1203 COMM 1403 THEA 1203 ENGL 2003	(3 hours) FNAR 1103 (3 hours) Any GenEd Literature or Fine Arts Course	(3 hours) FNAR 1103 (1-3 hours) Any Fine & Perf. Arts skill based course OR: ART 3703 COMM 1403 ENGL 2003 THEA 1203
<i>Total Hrs. Req.</i>	49-54 Hours	45-51 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 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 GenEd Activity Course
<i>Critical Thinking</i>	(6-9 hours) MATH 1223/proficiency MATH 2213 EDUC 2103	(6-9 hours) MATH 1223/proficiency MATH 2503 or higher EDUC 2103	(6-9 hours) MATH 1223/proficiency MATH 3503 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>	(6 hours) HIST 1203 HIST 1303	(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 1003 GNSC 1203 GNSC 2503	(6 hours) Any 2 Science Courses in 2 of the 3 science themes	(6 hours) Any 2 Science Courses in 2 of the 3 science themes
<i>Aesthetic Literacy</i>	(6 hours) FNAR 1103 ENGL 2003 Any Fine Arts Course	(6 hours) FNAR 1103 ENGL 2003 Any Fine Arts Course	(6 hours) FNAR 1103 ENGL 2003 Any approved Aesthetic Literacy Course
<i>Total Hrs. Req.</i>	49-52 Hours	46-49 Hours	45-49 Hours

<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 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 Fine Arts Courses	(6 hours) FNAR 1103 ENGL 2003 Any Fine Arts Course
<i>Total Hrs. Req.</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 course from one of the 3 scientific strands		
Biological		
Physical		
Earth/Space		
 Aesthetic Literacy		 3 hours
FNAR 1103	Introduction to Fine Arts	
		31-35 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	(5 hours) MATH 1355 (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) SOC 1003	(3 hours) SOC 1003	(3 hours) SOC 1003	(3 hours) SOC 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	30-31 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>	BLIT 1103	(9 hours) BLIT 1203	THEO 2003
<i>Self Understanding</i>	PSYC 1103	(3 hours)	
	PSYC 2513	(1 hour)	
	FRST 1101	(2 hours)	
	GenEd Activity Course (<i>see CLAS section of Catalog</i>)		
<i>Critical Thinking</i>	MATH 1223	(3 hours)	
	MATH 2503	(3 hours) MATH 3503	MATH 3703
	PHIL 2003	(3 hours) PHIL 2103	PHIL 4003
<i>Effective Communication</i>	ENGL 1503/ proficiency	(9 hours) ENGL 1703	COMM 1303
<i>Social Responsibility</i>	SOCI 1003	(3 hours) COMM 3603	PSYC 2303
	SOCI 2003	CRIM 1003	POLS 1103
	HIST 1203	(3 hours) HIST 2103	
	HIST 1303	HIST 2203	
<i>Scientific Literacy</i>	CHEM 1104	(3-5 hours) GNSC 2203	PHYS 1004
	GNSC 2103	GNSC 2503	PHYS 2005
	GNSC 1203	(3-4 hours) GNSC 3903	BIOL 1704
	GNSC 3003	BIOL 1114	BIOL 1803
<i>Aesthetic Literacy</i>	FNAR 1103	(3 hours)	
		(1-3 hours)	
	Any Fine & Perf. Arts skill based course OR:		
	ART 3703	FNAR 1203	ENGL 2003
	COMM 1403	THEA 1203	
<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 3 or 7 hours
<i>Spiritual Development</i>	
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

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*
 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
 Music Ministry
 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 subscore 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 1043 ENGLISH AS A SECOND LANGUAGE

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

FRST 1101 FRESHMAN SEMINAR

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

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 publically 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 a 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

Students enrolled at MidAmerica Nazarene University may be enrolled in the Army Reserve Officer's Training Corps (ROTC). MNU's ROTC program is associated with the host program at the University of Kansas (KU). Newly enrolled cadets are able to take all of their ROTC course work at MNU. For additional information contact Captain William Chuber at wgchuber@mnu.edu. In addition to the ROTC courses listed below, students will also have a declared major in the Bachelor of Arts, Bachelor of Science in Nursing, or other approved bachelor degree programs at MNU.

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

FACULTY

LIEUTENANT COLONEL DAVIS MCELWAIN, Professor of Military Science
Battalion Commander, (785)864-1105, davis.mcelwain@ku.edu.

MAJOR WILLIAM G. CHUBER, Assistant Professor of Military Science,
MS I and MS II Instructor (785)864-1113, wgchuber@mnu.edu or chuber44@ku.edu.

ARMY ROTC

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

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

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

SCHOLARSHIPS AND FINANCIAL AID

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

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

Scholarship benefits cover full-tuition, all authorized student and campus fees, and \$1200/yr book allowance that is estimated at \$25,500 per year. Scholarship cadets additionally benefit from the living expense stipend mentioned above. Four years of at MNU is currently estimated to be \$127,200. Lastly, MNU ROTC scholarship recipients may be eligible for Room and Board Scholarships from MNU.

For detailed scholarship information contact Major William Chuber, Director of MNU Army ROTC Program at (785)864-1113 or Mr. Joe Midgley, Admissions and Scholarships Officer at (785)864-1113.

ARMY ROTC COURSE OFFERINGS

ARMY 1011 INTRODUCTION TO LEADERSHIP AND PERSONAL DEVELOPMENT

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

ARMY 1021 INTRODUCTION TO TACTICAL LEADERSHIP

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

ARMY 2011 BASIC INNOVATIVE TEAM LEADERSHIP

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

ARMY 2021 FOUNDATION OF TACTICAL LEADERSHIP

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

ARMY 3013 THEORY AND DYNAMICS OF TACTICAL OPERATIONS

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

ARMY 3023 THEORY AND DYNAMICS OF TACTICAL OPERATIONS II

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

ARMY 3031 MILITARY CONDITIONING

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

ARMY 4013 CONCEPTS OF MILITARY MANAGEMENT

Introduction to the military management system with special attention to the functions, organizations, and operations of military training, logistics and administration. The use of standardized staff formats in the development of plans and orders are emphasized from the standpoint of the leader with limited resources. Extensive use of standard staff procedures is emphasized in problem solving scenarios. Three hours of lecture and two hours of laboratory per week. Prerequisite: Permission of Department Chairperson.

ARMY 4023 THE MILITARY PROFESSION

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

ARMY 4501 US ARMY’S EXPERIENCE IN WAR

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

REQUIREMENTS FOR THE MINOR IN MILITARY LEADERSHIP

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

ARMY 3013	Theory and Dynamics of Tactical Operations I	3
ARMY 3023	Theory and Dynamics of Tactical Operations II	3
ARMY 4013	Concepts of Military Management	3
ARMY 4023	The Military Profession	3
Electives		6
		<hr style="width: 100%; border: 0.5px solid black;"/>
		18 hours

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

COLLEGE OF LIBERAL ARTS AND SCIENCES

Cynthia Peterson, Ph.D.
Dean



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

COLLEGE OF LIBERAL ARTS AND SCIENCES

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

The College'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
Ministry
Children and Family Ministry
Youth and Family Ministry
Intercultural Studies

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 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	
GNSC 2503	Earth & Space Science	
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 1103	Introduction to Fine Arts	
1-3 hours		
Any Fine & Performing Arts skill based course OR 1 of these:		
ART 3703	Exploring Art	
COMM 1403	Digital Photography	
ENGL 2003	Introduction to Literature	
THEA 1203	Introduction to Theatre History and Arts	
FNAR 1203	Music in World Cultures	

49-54 hours

General Education for the BA

Department of Christian Ministry and Formation

	Semester Hours
<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	
SOC1 1003 General Sociology	
SOC1 2003 Marriage and Family	
SOC1 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 1103 Introduction to Fine Arts	
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 course from one of the 3 scientific strands		
Biological		
Physical		
Earth/Space		
Aesthetic Literacy		3 hours
FNAR 1103	Introduction to Fine Arts	
		31-35 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:

Ministry

Christian Education

Intercultural Studies

Urban Ministry

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

Bible and Theology

Youth and Family Ministry

Children and Family Ministry

Educational requirements for ordination in the Church of the Nazarene can be met through the Ministry major, the Youth and Family Ministry major, 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.

RANDELL E. BECKUM, Professor of Missions; Chaplain of the University, 1995-

B.A., MidAmerica Nazarene University, 1976; M.Div., Nazarene Theological Seminary, 1984; D.Miss., Trinity Evangelical Divinity School, 2006.

DONALD D. DUNN, Instructor, 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.

SENIOR ASSESSMENT

All students majoring in the department must pass a Senior Assessment during their senior year in order to graduate. The purpose of this assessment is: (1) to serve as an integrating experience that allows students to pull together the various aspects of the curriculum, (2) to assess specific outcomes in the various majors, and (3) to give an indication of the effectiveness of classroom instruction. The assessment consists of four components: (1) a group retreat, (2) an integrative essay, (3) objective exams, and (4) a portfolio. Students who fail any area of the assessment must do remedial work.

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

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. Fall.

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 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 Spring Semester. Prerequisite: BLIT 1012. *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 HERMENEUTICS

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. Fall.

CHED 3103 CHRISTIAN LEADERSHIP

A study of the theology and practice of Christian leadership, integrating biblical servant leadership principles and leadership/management theory into the work of ministry, with

special emphasis given to personal development and application of these principles to prepare students to understand and develop the knowledge base and skills needed to function as a leader within the framework of the faith community. It is intended to help students discover their identity as a leader and to develop the necessary personal and administrative skills to contribute to the healthy functioning of a local church body. Spring.

CHED 3203 CHRISTIAN EDUCATION OF CHILDREN

A study of the nature and needs of children from birth through sixth grade with special attention to the organization and administration, curricula, program planning, methods and techniques employed by the church in the spiritual development of children. 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. 50Fall, 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.

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 45-51 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 8-13 hours

(Preaching, Church History from 1500 needed for ordination)

REQUIREMENTS FOR THE MAJOR IN YOUTH AND FAMILY MINISTRY

I. General Education Requirements 45-51 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 9-15 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.

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.

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 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, missiology, 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**45-51 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 4962)
10. Ministry Formation Cohort (PRTH 3601, 3701, and 4301)
11. Senior Seminar (PRTH 4601)

III. Areas of Concentration and/or Electives

16-22 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 3104)
5. Principles of Management (MGMT 3303)

Music Concentration (13 hrs.)

1. Music in World Cultures (FNAR 1203)
2. Fundamentals of Music Theory (MUTH 1101)
3. Keyboard Skills I (APMU 1501)
4. Church Music and Hymnology (CMUS 3403)
5. Church Music Administration (CMUS 4003)
6. Music Ensemble (MUEN xxxx [2 hrs.])

Study Abroad Concentration (15 hrs.)

1. CCCU Approved Program

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	3
		<u>18 hours</u>

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 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	<u>3</u>
		18 hours

REQUIREMENTS FOR THE MAJOR IN MINISTRY

I. GENERAL EDUCATION REQUIREMENTS 45-51 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****12-18 hours****Pastoral Ministry Concentration (15 hrs.)**

1. Team Based Ministry (CHED 4603)
2. Church Music and Hymnology (CMUS 3403)
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 (13 hrs.)

1. Fundamentals of Music Theory (MUTH 1101)
2. Keyboard Skills I (APMU 1501)
3. Church Music and Hymnology (CMUS 3403)
4. Beginning Conducting (MUED 3602)
5. Church Music Administration (CMUS 4003)
6. Music Ensemble (MUEN xxxx [2 hrs.])
7. Private Voice (APPR xxxx [1 hr.])

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 45-51 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	4 hours
1. Ministry Formation Cohort (PRTH 3601, 3701, and 4301)	
2. Senior Seminar (PRTH 4601)	
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/> 58 hours
III. Electives	17-23 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	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/> 6
	15 hours

DEPARTMENT OF FINE AND PERFORMING ARTS

Course Offerings: Applied Music, Art, Music Ministry, Fine Arts, Music, 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 education
- 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, Associate 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.

TERRY L. BALDRIDGE, Professor of Music, 1982-

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

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

B.A., MidAmerica Nazarene University, 2003; M.M., Kansas State University, 2008; doctoral candidate, University of Kansas.

JOHN L. LEAVITT, Professor of Music, 2010-

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

ART

ART 1103 DRAWING

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

ART 1203 PAINTING

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

ART 2302 COLOR

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

ART 2603 SCREENPRINTING

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

ART 3403 CERAMICS

An introductory course including handbuilding and wheel throwing. Fall.

ART 3703 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, odd years.

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

ART 1103	Drawing	3
ART 1203	Painting	3
ART 2302	Color	2
ART 2603	Screenprinting	3
ART 3403	Ceramics	3
ART 3703	Exploring Art	<u>3</u>
		17 hours

FINE ARTS

FNAR 1103 INTRODUCTION TO FINE ARTS

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

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.

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 Bell Center Building Coordinator 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. This includes the ability to accompany and improvise.

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. Repetition of a level may be required by the department before being allowed to advance, by recommendation of the instructor. 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, and voice 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, string bass, 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 31-35 hours

Spiritual Development - 7 hours

BLIT	1004	Discovering the Bible (OR BLIT 1012 AND BLIT 1022)	4 hours
THEO	2003	Christian Beliefs	3 hours

Self Understanding - 6-7 hours

FRST	1101	Freshman Seminar (required for students with fewer than 24 college credits)	1 hour
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
MATH	2503	Applied Mathematics with Statistics or higher	3 hours
EDUC	2103	Introduction to Teaching	3 hours

Effective Communication - 6 hours

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

Scientific Literacy - 3 hours

- 1 course from one of the 3 scientific strands:
 - Biological
 - Physical
 - Earth/Space

Aesthetic Literacy - 3 hours

FNAR	1103	Introduction to Fine Arts	3 hours
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*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 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	2 hours
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III. Music Concentration 69-75 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
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

120 FINE AND PERFORMING ARTS

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 49-54 hours

II. Electives 18-23 hours

III. Music Concentration54 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	Music History I and II	6 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,	Music Theory I, II, III, and IV	12 hours

	3103, 3203		
MUTH	2301, 2401	Aural Skills I, II, III, and IV	4 hours
	3301, 3401	Piano Proficiency	
		Electives in Music	3-10 hours

NOTE: Students may not count more than 54 credits toward the degree program in APPR, APMU, MUED, MUEN, MHST, MUTH course prefixes.

Total Hours.....126 Hours

REQUIREMENTS FOR THE MINOR IN MUSIC

MUED	1000	Music Forum (must pass 3 semesters)	
APPR		Applied Music	4 hours
		(4 semester hours in voice, piano, or a single instrument)	
MUEN		Ensemble (a minimum of 4)	4 hours
MHST	3403 or 3503	Music History I or II	3 hours
MUTH	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 hours
APMU	1601	Keyboard Skills II (as required)	1 hours
APMU	1701	Keyboard Skills III (as required)	1 hours
			19-24 hours

REQUIREMENTS FOR THE MINOR IN MUSIC MINISTRY

MUED	1000	Music Forum (must pass 3 semesters)	
APPR		Applied Music (3 hours private voice or 3 hours instrument)	
CMUS	4003	Church Music Administration	3 hours
MUED	3602	Beginning Conducting	2 hours
MUEN		Ensemble (4 semester minimum)	4 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
APMU	1701	Keyboard Skills III (as required)	1 hour
			20-25 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 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.

APMU 3002 PIANO CLASS FOR CHURCH MUSICIANS

An application of styles of keyboard playing as they relate to music in evangelistic and worship services and in special use (weddings, offertories, etc.). Accompanying, improvising, transposing, arrangements, and modulations will be studied along with technique, harmonization, and sight-reading skills. Prerequisite: APMU 2501 or equivalent. Spring, even numbered years.

MUSIC MINISTRY

CMUS 3403 CHURCH MUSIC AND HYMNOLOGY

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

CMUS 4003 CHURCH MUSIC ADMINISTRATION

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

CMUS 4183 MUSIC MINISTRY PRACTICUM

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

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

MUED 4002 VOICE PEDAGOGY AND LITERATURE

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

MUED 4102 INSTRUMENTAL PEDAGOGY AND LITERATURE / MASTER CLASS

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

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.

MUED 4503 PIANO PEDAGOGY

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

MUSIC ENSEMBLE

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

MUEN 2101/3101 WORLD MUSIC ENSEMBLE**MUEN 2201/3201 JAZZ ENSEMBLE****MUEN 2301/3301 STRING ENSEMBLE****MUEN 2401/3401 CONCERT BAND****MUEN 2501/3501 HERITAGE CHOIR****MUEN 2511/3511 CHORAL UNION / SYMPHONIC CHOIR****MUEN 2601/3601 CONCERT CHOIR**

MUSIC HISTORY

MHST 3403 MUSIC HISTORY I

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

MHST 3503 MUSIC HISTORY II

A survey of styles, composers, and performers in Europe and America from the Classical period through the present. Includes discussion of forms and cultural influence as part of the compositional process. Prerequisite: FNAR 1103. Spring, 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 using solfege, 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 3203. Spring, even years.

MUTH 4703 MUSIC COMPOSITION

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

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, ministry).

THEA 1203 INTRODUCTION TO THEATRE HISTORY AND ARTS

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

THEA 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. 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 or 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. Fall, 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 1203	Introduction to Theatre History and Arts
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.

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. HORNOR, Assistant 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; Dean, College of Liberal Arts and Sciences, 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:

Upon completion of the departmental course of study, the student will be able to:

1. **Messages** - Students will create and deliver effective messages for multiple and diverse audiences (i.e., public address / persuasion, multimedia and business).
2. **Technical & Computer Skills** - Students will show mastery of technical and computer skills required to 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 conduct and present communication 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 DECISION MAKING 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	Decision Making 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 and Debate (Clinical)

COMM 3403	Decision Making in Small Groups
COMM 3703	Persuasive Communication and Ethics
COMM 4903	Senior Capstone*
THEA 1203	Introduction to Theatre History and Arts
THEA 2101	Theatre Workshop I
THEA 2202	Technical Theatre and Stagecraft
THEA 2203	Acting for Stage and Camera
THEA 3303	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.* 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 course that emphasizes thinking about and responding to literary works. Students will have the opportunity to become more confident and competent readers and writers as they analyze literature through a close examination of certain representative examples of literary genres, including prose, fiction and poetry from various literary traditions and cultures. Students will also learn and apply technical vocabulary used in interpreting literary works. Prerequisite: ENGL 1503 or ENGL 1703. Fall and Spring.

ENGL 2103 AMERICAN LITERATURE TO 1860

A survey course in American literature from the Puritans to Emily Dickinson. 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, even years.

ENGL 2203 AMERICAN LITERATURE FROM 1860

A survey course in American literature from the Civil War to the present. Selected authors and their works (poetry, drama, short stories, essays & one or more novels) are studied, and attention is given to the historical and social contexts within which these authors wrote. Spring, odd years.

ENGL 2303 BRITISH LITERATURE TO 1800

A survey of British literature from the heroic Viking sagas to the satire of Gulliver's Travels. Selected works (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. Fall, odd years.

ENGL 2403 BRITISH LITERATURE FROM 1800

A survey course of representative works of Romantic, Victorian, Modernist, and Post-Modernist writers. 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, even years.

ENGL 3203 WRITERS AND MOVEMENTS

A specialized study of major literary movements such as romanticism, realism, naturalism, or others. The course may emphasize one writer or major writers within a period and the social milieu in which they wrote. May be repeated once for credit. Fall, even years.

ENGL 3303 INTRODUCTION TO LINGUISTICS

A beginning course in the scientific study of language. Areas of study include phonology, morphology, syntax and traditional, structural and transformational grammars. Attention is given to the history and development of the English language, from Old English to present day regional variations. Spring, odd years.

ENGL 3403 FAITH AND LITERATURE

A study of selected works of great Christian writers or an exploration of Christian issues raised by secular literature. Emphasis is on critical reading and thoughtful discussion. Writing about literary issues is required. Fall, odd years.

ENGL 3503 WORLD LITERATURE

A study of major works in world literature. Works are selected from a wide range of people groups. Reading will cover the sweep of literary history from ancient to modern times, emphasizing the differing ways in which literary standards of excellence are defined from one culture and epoch to another. Prerequisite: one of the following: ENGL 2003, ENGL 2103, ENGL 2203, ENGL 2303, ENGL 2403, or permission of instructor. Spring, odd years.

ENGL 3603 ADOLESCENT LITERATURE

A course that includes wide reading among the best of contemporary and classic literature selections used in teaching young adults. Other topics include criteria for choosing books for middle level, junior and senior high school students; motivating readers; literary discrimination and appreciation; censorship; ethnic literature; and presentation techniques. Spring, even years.

ENGL 4113 THE NOVEL IN FILM

This course will analyze several major novels along with some of the films that have been based upon them. Using various critical approaches to both literature and film, the course will combine a close reading of printed literature with an in-depth scrutiny of literary films. Special attention will be devoted to how directors use mise en scene, movement, lighting, sound, and other tools to adapt literary works onto the screen. Spring, even years.

ENGL 4203 SHAKESPEARE

A study of the major plays and selected poetry of William Shakespeare. Includes biographical, historical, and critical background along with close reading of texts and a drama component. Fall, even years.

ENGL 4303 CREATIVE WRITING

A course that offers students practice in writing creatively in the genres of nonfiction, short fiction, and poetry. The class is workshop-based and also incorporates in-class discussion, in-class writing, and the use of writing texts. All participants are required to make submissions of selected written assignments to the school's magazine. Fall, odd years.

ENGL 4503 LITERARY CRITICISM

A study of classical and contemporary techniques of literary criticism. Opportunity is given the student to analyze literature using a variety of critical approaches. Prerequisite: ENGL 1703, 2003, 2103 or 2203, 2303 or 2403, or permission of instructor. Spring, even years.

ENGL 4961-4963 SPECIAL TOPICS IN ENGLISH

Advanced studies in the field of English. May be repeated up to a total of six semester hours.
Prerequisite: Consent of the Area Coordinator. Fall and Spring.

ENGL 5303 LINGUISTICS**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

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.

	(45 hours)
ENGL 2003	Introduction to Literature*
ENGL 2103 & 2203	American Literature to 1860 and from 1860
ENGL 2303 & 2403	British Literature to 1800 and from 1800
ENGL 3203	Writers and Movements
ENGL 3303	Introduction to Linguistics
ENGL 3403	Faith and Literature
ENGL 3503	World Literature*
ENGL 3603	Adolescent Literature
ENGL 4203	Shakespeare
ENGL 4303	Creative Writing
ENGL 4113	The Novel in Film
ENGL 4503	Literary Criticism*
Choose three (3) hours from the following:	
JOUR 1903	Introduction to Reporting and Writing
COMM 2001	Multimedia Workshop
COMM 4001-2	Advanced Multimedia Workshop*

*Course has a prerequisite

REQUIREMENTS FOR THE MAJOR IN ENGLISH LANGUAGE ARTS EDUCATION

The English Language Arts Education program follows the comprehensive-major pattern. It embraces a broad base of literature and writing and prepares the student to teach in the school setting. This major requires completion of the professional education courses included in the secondary education section of the Teacher Education program.

	(45 Hours)
ENGL 1503	Composition I: Writing & Rhetoric
ENGL 2003	Introduction to Literature*
ENGL 2103 & 2203	American Literature to 1860 and from 1860
ENGL 2303 & 2403	British Literature to 1800 and from 1800
ENGL 3203	Writers and Movements
ENGL 3303	Introduction to Linguistics

ENGL 3403	Faith and Literature
ENGL 3503	World Literature*
ENGL 3603	Adolescent Literature
ENGL 4203	Shakespeare
ENGL 4303	Creative Writing
ENGL 4503	Literary Criticism*
JOUR 1903	Introduction to Reporting and Writing
Complete three (3) hours from the following:	
COMM 2001	Multimedia Workshop
COMM 4001-2	Advanced Multimedia Workshop*

*Course has a prerequisite

Additional hours in Professional Education Requirements must be fulfilled.

REQUIREMENTS FOR THE MINOR IN ENGLISH

(18 Hours)

ENGL 4303	Creative Writing
Two Literature General Survey courses which may include:	
ENGL 3503	World Literature*
ENGL 2103	American Literature to 1860
OR	
ENGL 2203	American Literature from 1860
ENGL 2303	British Literature to 1800
OR	
ENGL 2403	British Literature from 1800
AND	
Three Upper Division Literature 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

An advanced course that will focus on the planning, design and technology of digital animation. Students will apply industry-standard software with a primary goal of creating a fully animated and interactive Web site. 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 which will make use of scanners, digital cameras and Adobe Photoshop® software. 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. 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 Adobe Illustrator® software. Fall.

GRAP 4603 WEB DESIGN II

This class will provide advanced training in the creation of dynamic Web pages and sites, the integration of sites with data bases, and the management of variable content on the Web. Prerequisite: GRAP 2503. Spring, even years.

GRAP 4703 DESIGN SEMINAR

Affords the graduating Graphic Design/Art student the ability to develop his or her portfolio and to design a personalized identity package, including letterhead and resumé. 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 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 3303	Principles of Marketing	<u>3</u>
	Total Core Hours	33 hours

ART EMPHASIS:

ART 1103	Drawing	3
ART 2603	Screenprinting	3
GRAP 4883	Graphic Design Internship*	<u>3</u>
	Total Hours for Art Emphasis	9 hours

MARKETING EMPHASIS:

MKTG 2003	Sales and Sales Management	3
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Continued on next page.

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

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		15 hours

*Course has a prerequisite

GEOGRAPHY

GEOG 3303 WORLD GEOGRAPHY

A study of the earth's natural resources as a limited and conditioning influence upon the development of human culture as a source of political and economic power. Spring, even years.

HISTORY

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 3303	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
POLS 1103	Introduction to Politics	3
POLS 3103	Dictators and Demagogues	3
POLS 3803	Faith and Politics in Historical Perspective	3
ECON 2503	Principles of Macroeconomics	3
SOCI 1003	General Sociology	3
GEOG 3303	World Geography	3
Choose three of the following (9 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. Spring, odd years.

REQUIREMENTS FOR THE MINOR IN POLITICAL SCIENCE

A minor in political science may be earned by taking six hours of on-campus political science courses and spending a four-month semester in Washington, DC, with the Council for Christian Colleges and Universities American Studies Program, which earns 16 hours, making a total of 22 semester hours.

HUMANITIES

HUMN 4003 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.

GARY G. ANDERSEN, Associate Professor of Science Education, 2011-

A.A., Johnson County Community College, 1974; B.S., Kansas State University, 1976; M.S., University of Kansas, 1991; Ph.D., University of Kansas, 2004.

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.

BIOLOGY

Objectives:

1. To encourage students in developing an understanding of biological principles.
2. To help students learn the methods and skills necessary for effective organization and study of biological information.
3. To develop within students an appreciation for the beauty, design and extent of the living world.
4. To help students contemplate the relationship between biological sciences and the Christian faith.
5. To introduce students to the trends in contemporary biological research.
6. To prepare students for careers in biology, teaching, and for entrance into preprofessional and graduate schools.
7. To meet the needs of non-major students who desire a broad education or specific courses required for their preprofessional preparation.

BIOL 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 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. (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.

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.

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

Continued on next page.

Supporting Disciplines:		30-32 hours
CHEM 1104, 2104	General Chemistry I and II	8
MATH 1355	Precalculus	
OR		
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 (Trigonometry-Based)	8
	TOTAL	66-68 hours

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	49 hours

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	5
		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		6
		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 three hours of laboratory per week. Does not apply for a major in chemistry or biology. Does not meet 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 three hours of laboratory 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. This course includes three class hours and one three-hour 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. (cf. BIOL 3704)

CHEM 3803 PHYSICAL CHEMISTRY I

An introduction to the basic concepts of physical chemistry: the laws of thermodynamics, phase equilibria, reaction equilibria, ideal solution behavior and its deviations, and kinetics. Prerequisites: CHEM 2104, MATH 1504, or permission of the instructor. Fall, odd years.

CHEM 4103 PHYSICAL CHEMISTRY II

An introduction to the laws that govern the fundamental behavior of matter: quantum mechanics and its application to atomic structure and reactivity. Three class hours per week. Prerequisites: CHEM 2104, MATH 1504, or permission of the instructor. Spring, even years.

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. Three class hours per week. 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 Physical Chemistry I	3
CHEM 4103 Physical Chemistry II	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
	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	Physical Chemistry I	3
OR		
CHEM 4103	Physical Chemistry II	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	Physical Chemistry I	3
CHEM 4103	Physical Chemistry II	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 equipments (hardware and software).
4. Ensure that students learn to function as team-members, have the ability to read and understand published literature in the field and can competently address technical subjects orally.
5. Prepare students for careers as professionals in the field of computing. Some will begin careers immediately upon graduation while others will attend graduate school.

COMP 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
CHEM 3803	Physical Chemistry I	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. Spring, odd years. (cf. CHEM 3005)

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 how chemistry is utilized in nature and in the physical world around us. 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. Spring.

GNSC 2203 PHYSICS IN EVERYDAY LIFE

A brief, conceptual overview of the primary concepts from Newtonian physics. Does include some selected topics from modern physics. Prerequisite: Eligibility for enrollment in MATH 1223 (College Algebra). Fall and Spring.

GNSC 2303 FOUNDATIONS OF PHYSICS AND CHEMISTRY

Selected topics are taken from physics and chemistry, emphasizing concepts and topics necessary to primary education teachers. Fall.

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). Fall.

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. One class meeting per week. Fall and Spring.

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. Fall and Spring.

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 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. Fall.

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 (especially middle level 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 to middle school students. MATH 3203 is recommended prior to taking this course. On demand.

MATH 3633 CALCULUS FOR SECONDARY TEACHERS

This course, designed for secondary mathematics teachers (especially middle level 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 (especially middle level 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 to middle school students. 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 (especially middle level 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 to middle school students. 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)	6
		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	3
		<u>65 hours</u>

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

Continued on next page.

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	Physical Chemistry I or II	<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 BEHAVIORAL SCIENCES AND COUNSELING

Todd Frye, Ph.D.
Dean



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

SCHOOL OF BEHAVIORAL SCIENCES AND COUNSELING

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

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

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

The Graduate Studies in Counselor Education Department offers professional degree programs to train clinically competent counselors who are able to integrate faith and practice into a strong counselor identity. The Master of Arts in Counseling program is nationally accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) and has four specialty tracks for students. The tracks include:

- **Clinical Mental Health Counseling**
- **Marriage and Family Counseling**
- **Spiritual Formation and 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
 9 hours

Spiritual Development
 9 hours

- BLIT 1103 Discovering the Old Testament
- BLIT 1203 Discovering the New Testament
- THEO 2003 Christian Beliefs

Self Understanding
 3 hours

5-6 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 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

Critical Thinking

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

Effective Communication

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
GNSC 2503	Earth & Space Science
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 1103	Introduction to Fine Arts
1-3 hours	
Any Fine & Performing Arts skill based course OR 1 of these:	
ART 3703	Exploring Art
COMM 1403	Digital Photography
ENGL 2003	Introduction to Literature
THEA 1203	Introduction to Theatre History and Arts
	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 C 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, Instructor 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.

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

B.A., MidAmerica Nazarene University, 1982; M.S., Avila College, 1989; Ph.D., Northcentral University, 2014.

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

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

PSYC 2303 UNDERSTANDING MULTICULTURAL BEHAVIOR

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

PSYC 2403 HUMAN SEXUALITY

The behavioral, psychological, and sociological components of human sexuality. Special care will be taken to present the material within a context of Christian values with emphasis on gender role and generational differences. Prerequisite: PSYC 1103 or PSYC 2513. Spring, alternate years.

PSYC 2513 LIFESPAN DEVELOPMENT

Students learn 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

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

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. Suggested Prerequisite: PSYC 1103 or PSYC 2513. Spring.

PSYC 3503 BEHAVIORAL SCIENCE STATISTICS

Application of elementary descriptive statistics, statistical inference, and correlation and regression to behavioral science data, with an emphasis on the relationship of theory and method in the research setting. Prerequisites: PSYC 1103 and MATH 1223 or demonstrated Algebra proficiency. Fall and Spring. (cf. MATH 3503, SOCI 3503)

PSYC 3803 ABNORMAL PSYCHOLOGY

A general overview of the etiology and characteristics of abnormal behaviors and the effects of therapeutic interventions on these disorders. Prerequisites: PSYC 1103 and PSYC 2513. Spring. (cf. SOCI 3803)

PSYC 3913 SOCIAL PSYCHOLOGY

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

PSYC 4003 PSYCHOLOGY AND CHRISTIANITY

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

Students will be expected to engage in a laboratory research project. The project will have contemporary scientific significance with potential publication value. The understanding of supplementary information related to the project from scientific literature will be expected. A write-up using the APA style will finalize the project. Prerequisites: PSYC 1103 and 2513, PSYC 3503, and PSYC 4303. Recommended Prerequisite: MATH 1223. Spring. Instructor approval required.

PSYC 4503 PSYCHOPHARMACOLOGY

Investigates the neuroanatomy and synaptic mechanisms of various neurotransmitter systems. Drugs which are therapeutically effective in the area of mental health such as anxiety, depression, addictions, and schizophrenia will be studied with respect to these systems. Special emphasis will be given to the understanding of contemporary signal transduction mechanisms as it effects brain functioning and becomes a basis for new drug-brain interactions. Prerequisites: PSYC 1103, PSYC 2513 and PSYC 4103. Spring, alternate years.

PSYC 4603 FUNDAMENTALS OF COUNSELING

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

PSYC 4703 PSYCHOLOGICAL TESTING

Introductory course in psychometrics; designed to acquaint the student with a wide range of psychological tests, including training in administering, scoring and interpreting the more commonly used tests of intelligence, personality and aptitudes. Prerequisites: PSYC 1103, PSYC 2513, and PSYC 3503. Directed Study only.

PSYC 4803 COGNITIVE NEUROPSYCHOLOGY

This course is designed to introduce the student to the rapidly expanding field of cognitive neuropsychology. The course will specifically address the brain-behavior link in the area of judgment, planning memory, and language. The course will largely be taught in a seminar format. Prerequisites: PSYC 1103 and PSYC 2513, and Junior or Senior standing.

PSYC 4883-4886 PRACTICUM/INTERNSHIP I

The student will be supervised by faculty in a practicum in the following settings: counseling, social case work, teaching, field research, other approved experiential situations. Graded as Pass/Fail. Fall, 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

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		SPRING	
General Psychology	3	Orientation to Psychology	1
Discovering the Old Testament	3	Lifespan Development	3
English Composition	3	Discovering the New Testament	3
Public Speaking	3	General Education Elective	3
Freshman Seminar	1	Understanding Multi-Cultural Beh.	3
General Education Elective	3	General Education Elective	3
	16		16

SOPHOMORE YEAR

FALL		SPRING	
Theories of Personality	3	History and Systems	3
Christian Beliefs	3	Behavioral Science Statistics	3
Psychology Elective	3	Fine Arts	3
College Algebra	3	Physical Education/Wellness	2
Elective	3	Behavioral Science Elective	3
	3	U. S. History	3
	15		17

JUNIOR YEAR

FALL		SPRING	
Behavioral Science Elective	3	Abnormal Psychology	3
Elective	3	Human Genetics	3
Research Methods I	3	Fundamentals of Counseling	3
Literature/Creative Arts	3	Internship I	3
Electives	5	Elective	3
	17		15

SENIOR YEAR

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

REQUIREMENTS FOR THE MAJOR IN PSYCHOLOGY

To complete a major in psychology all students must complete a series of core courses totaling 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

Category 3:

SOCI 2003	Marriage and the Family	3
SOCI 3903	Sociology of Religion	3
SOCI 4503	Casework and Intervention*	3
PSYC 4983-6	Practicum/Internship II	3-6

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	3

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 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 3104	Business Communications*	4
MGMT 3303	Principles of Management	3
MGMT 4203	Organizational Leadership*	3
MGMT 4503	Human Resource Management*	3
MGMT 4703	Organizational Behavior*	3
MKTG 3303	Principles of Marketing	3

49 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

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

SOCI 2003 MARRIAGE AND THE FAMILY

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

SOCI 2103 CULTURAL AND SOCIAL ANTHROPOLOGY

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

SOCI 2303 UNDERSTANDING MULTICULTURAL BEHAVIOR

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

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

SOCI 3503 BEHAVIORAL SCIENCE STATISTICS

The application of elementary descriptive statistics, statistical inference, and correlation and regression to behavioral science data, with an emphasis on the relationship of theory and method in the research setting. A lab component is also required using the SPSS program. Prerequisites: SOCI 1003 and MATH 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. Spring, odd 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

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

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

SOCI 3913 SOCIAL PSYCHOLOGY

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

SOCI 4203 SOCIAL THEORY

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

SOCI 4303 RESEARCH METHODS I

Introduction to the logic of research methodology as it applies to sociology, a lab component to provide practice in carrying out individual investigations, and a survey of the content of the area. Prerequisites: SOCI 1003 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

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

SOCI 4971-4973 DIRECTED STUDY

SOCI 4983-4986 PRACTICUM/INTERNSHIP II

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

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

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

Core: 21 hours

*Course has a prerequisite

Related Fields

Choose 2 of the following 3 courses:

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

Related Fields: 6 hours

*Course has a prerequisite

Applied Sociology

Required:

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

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

CRIM 2203 JUVENILE DELINQUENCY

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

CRIM 3003 CRIMINOLOGY

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

CRIM 3203 CRIMINAL LAW

A concise yet comprehensive introduction to substantive criminal law. Deals with the common law and statutory elements of crimes including general and specific intent offenses, offenses against persons, property crimes, offenses against public morality, inchoate offenses, and defenses to crimes. Fall.

CRIM 3403 CRIMINAL COURT SYSTEMS

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

CRIM 3603 CONSTITUTIONAL LAW

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

CRIM 3703 PROCEDURAL LAW

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

CRIM 3803 PRINCIPLES OF CORRECTIONAL RESPONSES

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

CRIM 4603 SEMINAR IN CURRENT ISSUES

This capstone course 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

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

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

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	3-6
		<u>30-33 hours</u>

MAJOR ELECTIVE REQUIREMENTS

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

CRIM 2203	Juvenile Delinquency	3
CRIM 3603	Constitutional Law	3
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	9
		<u>18 hours</u>

REQUIREMENTS FOR THE MINOR IN LEGAL STUDIES*

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

*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
- Department of Professional Studies in Management
- Department of Graduate Studies in Management

SCHOOL OF BUSINESS

The **School of Business**, established in 2009, encompasses a wide variety of student demographics, majors and learning options.

The **Department of Business Administration** offers traditional undergraduate majors including:

- Accounting
- Business Administration
- Organizational Leadership
- Business Psychology
- Marketing
- Sports Management

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

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 is available in the Graduate Catalog published by MNU.

The backbone of the School of Business is its faculty who blend the best of a strong, personal, Christian commitment and ethic, academic scholarship and real-world experience in the discipline in which they teach.

Consistent with the vision statement of MidAmerica Nazarene University, the School of Business strives to be a part of a Christian institution of higher education that seeks to be a premier University with a global impact.

General Education for the BA

School of Business

	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 < 24 college credits)
2 hours	
HLEX 1112	Aerobic Fitness
HLEX 1122	Recreational Activity
HLEX 1132	Aquatics
HLEX 1142	Weight Training
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 2503	Earth & Space Science	
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 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.

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 3103 Business Law I	
	MGMT 3104 Business Communications	
	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 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	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: MATH 1223 College Algebra or successful completion of an algebra placement exam. Spring.

ACCT 3403 INTERMEDIATE ACCOUNTING I

An overview of accounting principles and the clarification of accounts presented within general-purpose financial statements. An emphasis on current accounting literature and financial accounting theory. Prerequisite: ACCT 2803 and ACCT 2903. Fall.

ACCT 3431 INTERMEDIATE ACCOUNTING I LAB

Practical applications of accounting problems to run concurrently with ACCT 3403.

ACCT 3503 INTERMEDIATE ACCOUNTING II

The continued study of financial accounting and issues related to stockholders' equity, income measurement, and analysis of general-purpose financial statements. An emphasis on current accounting literature and financial accounting theory. Prerequisite: ACCT 3403. Spring.

ACCT 3531 INTERMEDIATE ACCOUNTING II LAB

Practical applications of accounting problems to run concurrently with ACCT 3503.

ACCT 3603 FEDERAL INCOME TAX ACCOUNTING

An introduction to current federal tax laws relating to individuals: determination of adjusted gross income, itemized deductions, exclusions and exemptions, gains and losses, determination of tax liability, withholding calculation, and tax planning. Fall, odd years.

ACCT 3803 COST ACCOUNTING

Cost accounting deals with the planning and controlling of business operations. It considers policy-making decisions using long-range planning. This course combines two perspectives of management accounting: the techniques available and their behavioral implications. Prerequisite: ACCT 2803 and ACCT 2903. Spring, even years.

ACCT 4103 ACCOUNTING SOFTWARE APPLICATIONS

In this course computers are used to apply the principles and procedures of accrual accounting. Computer accounting applications include general ledger, accounts receivable, accounts payable, invoicing payroll, inventory, and job costs.

ACCT 4403 AUDITING

A study of generally accepted auditing standards and procedures relating to the examination of financial statements prepared by independent certified public accountants. Prerequisite: ACCT 2803 and ACCT 2903. Fall, even years.

ACCT 4503 ADVANCED ACCOUNTING

An advanced and extensive study of consolidated financial statements. Also foreign currency translation, international accounting, and other special topics to be discussed. Prerequisite: ACCT 3503. Fall.

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 Major59 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

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ACCT	2903	Principles of Accounting II
MGMT	3103	Business Law I
MGMT	3104	Business Communications
MGMT	3303	Principles of Management
MGMT	3503	Business Ethics
MGMT	4203	Organizational Leadership
MGMT	4303	Production/Operations Management
MGMT	4403	Business Finance
MGMT	4503	Human Resource Management
MGMT	4613	International Business
MGMT	4703	Organizational Behavior
MGMT	4803	Strategic Management
MGMT	4903	Applied Strategic Management
MKTG	3303	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. Electives19 hours

*This course also fulfills a general education requirement.

MINOR IN BUSINESS ADMINISTRATION

B.A. with a minor in Business Administration19 hours

ACCT	2803	Principles of Accounting I
ECON	2503	Principles of Macroeconomics
MGMT	3103	Business Law I
MGMT	3104	Business Communications
MGMT	3303	Principles of Management
MKTG	3303	Principles of Marketing

MAJOR IN ORGANIZATIONAL LEADERSHIP

I. General Education48 hours
 The General Education math requirements are Intermediate Algebra and Applied Math and Statistics.

II. Leadership Core39 hours

ECON	1503	Personal Finance
MGMT	1803	Introduction to Business
MGMT	2703	Skill Formation of a Leader
MGMT	3032	Current Topics in Technology Applications in Business
MGMT	3103	Business Law I
MGMT	3104	Business Communications
MGMT	3303	Principles of Management
MGMT	3503	Business Ethics
MGMT	4203	Organizational Leadership

MGMT	4503	Human Resource Management
MGMT	4703	Organizational Behavior
MGMT	4803	Strategic Management
MKTG	3303	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 (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	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
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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	3303	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	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	3103	Business Law I	3
MGMT	3104	Business Communications	4
MGMT	3303	Principles of Management	3
MGMT	4203	Organizational Leadership	3
MGMT	4503	Human Resource Management	3
MGMT	4703	Organizational Behavior	3
MKTG	3303	Principles of Marketing	3

49 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 4003 MONEY AND BANKING

A study of the factors influencing bank reserves and the money supply while the Federal Reserve System and the Treasury attempt to control these same factors. Emphasis includes monetary theory and analysis of current policy issues. Prerequisite: ECON 2503. Elective.

ECON 4963 RESEARCH TOPICS IN ECONOMICS

This course title is designed to be flexible with the changing demands of the economic environment. Current topics in the field of economics will be discussed. Elective.

ECON 4971-4973 DIRECTED STUDY

MANAGEMENT

MGMT 1803 INTRODUCTION TO BUSINESS

A survey course that provides an economic background to evaluate the nature and scope of today's business environment. Emphasis is placed on social responsibility, ethical decisions, human relations, and other issues dealing with economic situations. Fall.

MGMT 2503 PRINCIPLES OF INSURANCE

A course to survey the general principles and practices in the field of insurance. Topics to be covered include type of insurance carriers and coverages, insurance contracts, risk analysis, and additional current issues. Elective.

MGMT 2603 COMPUTER APPLICATIONS 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 3104 BUSINESS COMMUNICATIONS

A study of written and oral communication skills required in the business world. Emphasis is placed on writing skills including letters, memos and reports. Also included are opportunities for oral presentations and resume writing. This course uses Word and PowerPoint in various business applications. Prerequisite: ENGL 1503 and typing skills. Fall and Spring.

MGMT 3203 BUSINESS LAW II

A continuation of Business Law I with comprehensive emphasis on commercial law topics including torts, products liability, business organizations and the law of agency. Students will be given the opportunity to participate in a mock trial. Spring.

MGMT 3303 PRINCIPLES OF MANAGEMENT

A study of human relations and adjustments in the business organization. This course deals with problems such as proper placement of individuals on the job, methods of motivation, supervision, discipline, and promotion. Fall and Spring.

MGMT 3403 ENTREPRENEURSHIP

A guide to entrepreneurship which emphasizes the development of basic management, marketing and accounting techniques uniquely important to small business. Elective.

MGMT 3503 BUSINESS ETHICS

This course develops conceptual models for improving the clarity and consistency of ethical judgment in business settings. A portion of the course will consider decision making skills and integrate them with ethical frameworks utilizing case analysis. Fall 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 2803 and 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 3303 and MGMT 3104. Fall.

MGMT 4613 INTERNATIONAL BUSINESS

The nature of international business and the three environments in which an international business person works - domestic, international, and foreign will be studied. The ways in which uncontrollable environmental forces impact each of the functional areas of the firm will also be examined. Spring.

MGMT 4703 ORGANIZATIONAL BEHAVIOR

This course focuses on the knowledge and application of behavioral science theories and concepts useful in organizations with special emphasis on group functions. Specifically, the mechanisms that organizations and managers use to respond to and initiate change in internal and external environments will be studied. Students will examine specific business processes from the perspective of problem solving, intervention theory and research, decision making, organizational culture and effectiveness, power and political strategies and team development. This class is normally completed in the junior or senior year. Spring. Prerequisite: MGMT 3303.

MGMT 4803 STRATEGIC MANAGEMENT

This course focuses on the strategic decisions and planning processes that shape the future direction of an organization. Students will utilize techniques for defining the basic purpose and objectives of an enterprise, for analyzing competitors and industries, and for matching organizational strengths with environmental opportunities. Prerequisite: senior status. Fall.

MGMT 4881-4884 MANAGEMENT INTERNSHIP

Students work with cooperating firms for on-the-job training. This course provides students the opportunity to test decision-making skills, problem, solving skills and knowledge acquired in the classroom. It also provides exposure to the opportunities, demands, problems and rewards of a particular career field. Written reports to be submitted by the firm and by the student to the professor. Consent of the professor is required before enrollment. Fall, Spring, and Summer.

MGMT 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.

MGMT4971-4973 DIRECTED STUDY

MGMT 4981-4984 SIFE LEADERSHIP

This class is by invitation only. Students who are selected for this class will submit an application, 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	3103	Business Law I	3
MGMT	3022	Database Applications in Business	2
MGMT	3032	Current Topics in Business Technology	2
MGMT	3104	Business Communications	4
MGMT	3303	Principles of Management	3
MGMT	3503	Business Ethics	3
MGMT	4613	International Business	3
MGMT	4803	Strategic Management	3
MKTG	3303	Principles of Marketing	3
			3

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	3
			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	3303	Principles of Marketing
MKTG	3503	Consumer Behavior
MKTG	3703	Promotion Management
MKTG	4203	Retail Management
MKTG	4803	Marketing Research

MARKETING

MKTG 2003 SALES AND SALES MANAGEMENT

A study of the basic principles involved in the sales process. Emphasis on technique and practical application to various sales situations. The sales function and its impact on the economics, sociological and psychological aspect of the marketplace are studied. Spring.

MKTG 3103 PRINCIPLES OF REAL ESTATE

A study of real estate regulations, practices, legal aspects, and professional ethics of the real estate business. Elective.

MKTG 3303 PRINCIPLES OF MARKETING

A middle-management (supervisory) approach to the study of marketing as it relates to the concepts of product, place, promotion and price. Fall and Spring.

MKTG 3503 CONSUMER BEHAVIOR

Consideration of marketing functions and structures from the standpoint of the consumer; standards for the selection of consumer goods and protection of the consumer, emphasis on consumer motivation. Prerequisite: MKTG 3303. 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 3303. Fall.

MKTG 4103 INTERNATIONAL MARKETING

This course identifies the key elements of international marketing or exchange as the ability to recognize foreign business opportunities, to interpret the external and uncontrollable marketing environments, and to develop an understanding of how a firm's resources match the requirements for a profitable marketing exchange. Prerequisite: MKTG 3303 and MGMT 3303.

MKTG 4203 RETAIL MANAGEMENT

The value of retailing in marketing is studied. Included is an analysis of site location, purchasing, promotion, organization, personnel, and control in a retail business. Prerequisites: MKTG 3303 and MGMT 3303. 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 3303 and MGMT 3903, MATH 3703, or MATH 2503. Spring.

MKTG 4881-4884 MARKETING INTERNSHIP

Students work with cooperating firms for on-the-job training. This course provides students the opportunity to test decision-making skills, problem, solving skills and knowledge acquired in the classroom. It also provides exposure to the opportunities, demands, problems and rewards of a particular career field. Written reports to be submitted by the firm and by the student to the professor. Consent of the professor is required before enrollment. Fall, Spring, and Summer.

MKTG 4963 RESEARCH TOPICS IN MARKETING

This course title is designed to meet the challenging field of marketing. Current topics important to the marketing profession to be discussed. Elective.

MKTG 4971-4973 DIRECTED STUDY**MKTG 4981-4984 SIFE**

SIFE is a non-profit organization whose Board of Directors consists of 100 CEO's and top executives of some of America's largest corporations. SIFE business supporters (over 400 corporations) provide financial support, serve as judges and provide prize money and trophies for student competitions. Student SIFE teams organized on college campuses nationwide brainstorm, design and implement programs and projects to teach others how market economies and businesses operate. Projects may include starting and 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.
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. Fall.

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, spinning, orienteering, fly-fishing, outdoor adventures, racquetball, archery and much more. Fall and Spring.

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 and Spring.

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 3603 BEHAVIORAL PSYCHOLOGY OF SPORTS

This course introduces strategies and techniques used by coaches and athletes in the sports world. A look into the behavior of individual athletes influenced by the behavior of coaches, parents, administration and peers in different cultural settings. 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 Education48 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
PHED	4223	Recreational Facilities	3
SPMT	1003	Introduction to Sports Management	3
SPMT	3203	Admin. and Management of Sports & Rec.	3
SPMT	3603	Behavioral Psychology of Sports	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
COMM	1403	Digital Photography	3
<i>Choose one from:</i>			3
GRAP	2303	Typography and Page Design	
GRAP	2503	Web Design I	

BUSINESS EMPHASIS **19 hours**

MGMT	3103	Business Law I	3
MGMT	3104	Business Communications	4
MGMT	3303	Principles of Management	3
MGMT	4203	Organizational Leadership	3
MKTG	3303	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 <u> (pick one) </u>	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 EDUCATION

Nancy Damron, Ph.D.
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 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 advanced professional degree programs for elementary and secondary teachers. These traditional and online programs offer coherent, integrated coursework based on national teaching standards. The programs include:

- Master of Education—English to Speakers of Other Languages
(also offered as licensure only)
- Master of Education—Reading
- Master of Education—Adaptive Special Education
- Master of Education—Technology Enhanced Teaching

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, Accelerated Professional Program for Elementary Education (APPELE), 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 2213 Math for the Elementary Teacher I	
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	
<i>World History/Geography is included in the major.</i>	
<i>Scientific Literacy</i>	9 hours
9 hours	
GNSC 2303 Foundations of Physics and Chemistry	
GNSC 1203 Principles of Biology	
GNSC 2503 Earth and Space Science	
<i>Aesthetic Literacy</i>	6 hours
3 hours	
FNAR 1103 Introduction to Fine Arts	
ENGL 2003 Introduction to Literature	
3 hours	
Any Fine Arts 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 Math with Statistics or higher	
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 2 of the 3 science themes: Physical, Biological, and Earth/Space Science	
<i>Aesthetic Literacy</i>	6 hours
3 hours	
FNAR 1103 Introduction to Fine Arts	
ENGL 2003 Introduction to Literature	
3 hours	
Any Fine Arts course	
	45-49 hours

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	
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 2 of the 3 science themes: Physical, Biological, and Earth/Space Science	
<i>Aesthetic Literacy</i>	6 hours
3 hours	
FNAR 1103 Introduction to Fine Arts	
ENGL 2003 Introduction to Literature	
3 hours	
Any Fine Arts course	
	45-49 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>	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 Democracy in America	
PSYC 2303 Understanding Multicultural Behavior	
SOC 1003 General Sociology	
SOC 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 GNSC)	
<i>Aesthetic Literacy</i>	6 hours
6 hours	
FNAR 1103 Introduction to Fine Arts	
ENGL 2003 Introduction to Literature	
Any Fine Arts course	

46-49 hours

**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 course from one of the 3 scientific strands		
Biological		
Physical		
Earth/Space		
Aesthetic Literacy		3 hours
FNAR 1103	Introduction to Fine Arts	
		31-35 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, Associate Professor of Education; Dean, School of Education, 2010-
B.A., MidAmerica Nazarene University, 1995; M.Ed., MidAmerica Nazarene University,
1998; Ph.D., University of Kansas, 2005.

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

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 the 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 WITH 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 middle level elementary students, assess and evaluate literacy learning, and provide differentiation and interventions for learners in 3-6 classrooms. Based 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, 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 individual and learning differences in the classroom are the foci of this course. Special attention is given to the psycho-social and educational needs of exceptional individuals. A practicum is included to allow teacher candidates to work with special needs students. Program admission is required. Concurrent enrollment in EDUC 3412 Technology with the Exceptional Learner 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 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 WITH 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. Students are required to complete at least a 20 hour practicum experience in a school setting as part of this course. 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

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 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 within the context of Adaptive Special education. The

teacher promotes 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 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 full-time faculty members (1 for transfer or licensure students).
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** 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 AAS 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.
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 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 registration forms 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.

The Teacher Education Resource Center

A Teacher Education Resource Center is maintained on the second floor of Mabee Library. The center houses school textbooks, children's and adolescent literature, trade books, curriculum guides, resource units, and other instructional materials selected especially as resources for students planning to become teachers. These materials are available for examination and use by students, faculty, and off-campus supervisory teachers, who are members of the Clinical Mentoring Team.

ELEMENTARY EDUCATION (K-6 Licensure)

Elementary Education majors transferring to MidAmerica Nazarene University from a regionally accredited college or university must complete at least 21 semester hours at MidAmerica before being placed in Student Teaching. Fifteen of these hours must be from the professional education block (exclusive of student teaching) and at least six semester hours must be from the major. MidAmerica Nazarene University does not accept transfer credit for Elementary and Professional Education courses from non-accredited institutions. 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 2213 Math for the Elementary Teacher I
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 2303 Foundations of Physics and Chemistry
GNSC 1203 Principles of Biology
GNSC 2503 Earth and Space Science

Aesthetic Literacy - 6 hours

FNAR 1103 Introduction to Fine Arts
ENGL 2003 Introduction to Literature
Any fine arts 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 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 with the Exceptional Learner
EDUC	3414	Teaching and Learning II - Exceptional Learner

Sequence Three - These courses must be taken concurrently.

EDUC	4512	Technology with Teaching and Learning III
EDUC	4514	Teaching and Learning III

Student Teaching

EDUC	4788	Elementary Student Teaching and Seminar (9 or 12 hours)
OR		
EDUC	4488	International Student Teaching and Seminar (9 or 12 hours)

III.	Specialized Methods of Elementary Education		30 hours
	EDUC	2502 Elementary Methods of Applied Arts	
	EDUC	2903 Children's Literature	
	MATH	2223 Math for the Elementary Teacher II	
	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

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

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 1103 Introduction to Fine Arts
- ENGL 2003 Introduction to Literature
- Any fine arts 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 with the Exceptional Learner
- EDUC 3414 Teaching and Learning II - Exceptional Learner

Sequence Three - These courses must be taken concurrently.

- EDUC 4512 Technology with 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 course

III. Academic Major	30-65 hours
Courses required for each academic major are specified below.	

IV. Electives: Additional coursework may be required.

Required for graduation 126 hours

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 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
		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 1103 Introduction to Fine Arts

ENGL 2003 Introduction to Literature

Any fine arts 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 with 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 with Teaching and Learning III

EDUC 4514 Teaching and Learning III

Student Teaching

EDUC 4888 Secondary Student Teaching and Seminar

OR
(9 or 12 hours)

EDUC 4988 Elementary and Secondary Student Teaching and Seminar (9 or 12 hours)

OREDUC 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

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
		49 hrs

ENGLISH LANGUAGE ARTS EDUCATION (6-12)

ENGL 1503	Composition I: Writing & Rhetoric	3
ENGL 2003	Introduction to Literature*	3
ENGL 2103	American Literature to 1860	3
ENGL 2203	American Literature from 1860	3
ENGL 2303	British Literature to 1800	3
ENGL 2403	British Literature from 1800	3
ENGL 3203	Writers and Movements	3
ENGL 3303	Introduction to Linguistics	3
ENGL 3403	Faith and Literature	3
ENGL 3503	World Literature*	3
ENGL 3603	Adolescent Literature	3
ENGL 4203	Shakespeare	3
ENGL 4303	Creative Writing	3
ENGL 4503	Literary Criticism*	3
JOUR 1903	Introduction to Reporting and Writing	3

continued on next page

Complete 3 hours of:

COMM 2001	Multimedia Workshop	1
COMM 4001-2	Advanced Multimedia Workshop*	<u>1-3</u>
		48 hrs

*This course has a prerequisite

SOCIAL STUDIES & HISTORY/GOVERNMENT EDUCATION (6-12)

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
POLS 3103	Dictators and Demagogues	3
POLS 3803	Faith and Politics in Historical Perspective	3
ECON 2503	Principles of Macroeconomics	3
SOCI 1003	General Sociology	3
GEOG 3303	World Geography	3
Choose three of the following (9 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	<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) (BMED)

(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

242 TEACHER EDUCATION

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
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	3
		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	3
		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 1203	Introduction to Theatre History and Arts	3
THEA 2203	Acting for Stage and Camera	3
THEA 2101	Theatre Workshop I	1
THEA 2202	Technical Theatre and Stagecraft	2
THEA 3303	Directing and Play Production	3
		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.

SCHOOL OF NURSING AND HEALTH SCIENCE

Susan Larson, Ph.D.
Dean



- Department of Traditional BSN Studies
- Department of Accelerated BSN Studies
- Department of Accelerated RN-BSN Studies
- Department of Graduate Studies in Nursing
 - Master of Science in Nursing (MSN)
 - MSN: Healthcare Administration Track
 - MSN: Nursing Education Track
 - MSN: Healthcare Quality Management
 - MSN: Public Health
- Department of Health and Exercise Science
 - Athletic Training
 - Kinesiology
 - Health and Fitness Studies
 - Pre-Physical Therapy
 - Pre-Occupational Therapy
 - Pre-Chiropractic
 - Physical Education
 - Recreation and Leisure Studies

SCHOOL OF NURSING AND HEALTH SCIENCE

The programs offered in the School of Nursing and Health Science blend cooperative education experiences with highly innovative curricula and faculty. The learning environment is student-centered and encourages students to actively pursue answers to relevant problems. Students are prepared to become effective professional practitioners, enter graduate school, and work in professions related to nursing, athletic training, physical education, and health/fitness/recreation. Programs offered in the School of Nursing and Health Science (SONHS) are accredited and/or approved by the appropriate professional group, including the Kansas State Board of Nursing, Kansas State Board of Education, Commission on Collegiate Nursing Education, Commission on Accreditation of Athletic Training Education, and the National Council for Accreditation of Teacher Education.

The **Department of Traditional BSN Studies** 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 admission process and an "early admit option" is available for academically high-achieving students.

The **Department of Accelerated BSN Studies** 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 Catalog for more information.

The **Department of RN-BSN Studies** 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 offer 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, at the Liberty, MO site, and at North Kansas City Hospital. Some students elect to take coursework at a variety of the campus sites and/or through online offerings, allowing achievement of the BSN degree more quickly. Students may begin the RN-BSN program five times yearly and attend the program on a part-time basis if needed. See the Professional Catalog for more information.

The **Department of Graduate Studies in Nursing** 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 Graduate Catalog for more information.

The **Department of Health and Exercise Science** offer degrees in Athletic Training, Kinesiology, Physical Education, and Recreation and Leisure Studies. The Athletic Training Program (ATP) is designed to equip the student for a professional career in Athletic Training. Upon completion of the ATP, students are eligible to take a national certification exam. The Certified Athletic Trainer (ATC) is a highly educated and skilled professional specializing in athletic health care. In cooperation with physicians and other allied health personnel, the athletic trainer functions as an integral member of the athletic health care team in secondary schools, universities, sports medicine clinics, professional sports programs and other athletic health care settings. Kinesiology, *Pre-Professional*, is designed to prepare students to enter post baccalaureate programs in various areas of professional allied health, i.e. physical therapy, occupational therapy, doctor of chiropractic, etc. Kinesiology, *Health and Fitness Studies*, is designed to prepare students to enter careers in the health and fitness industry such as a personal trainer, strength and conditioning coach, corporate fitness specialist, health and wellness director, or fitness club owner/manager. This is a constantly changing and growing field where the student 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 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 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/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	

Additional hours are required in the Health and Exercise Science Core.

29-30 hours

General Education for the BS
Kinesiology
Occupational Therapy 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	
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>	8 hours
5 hours	
MATH 1355 Precalculus	
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	

Additional hours are required in the Health and Exercise Science Core.

30-31 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	
SOC1 1003 General Sociology	
 <i>Scientific Literacy</i>	 4 hours
4 hours	
BIOL 1704 Human Anatomy	

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>	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 Democracy in America	
PSYC 2303 Understanding Multicultural Behavior	
SOC 1003 General Sociology	
SOC 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 GNSC)	
<i>Aesthetic Literacy</i>	6 hours
6 hours	
FNAR 1103 Introduction to Fine Arts	
ENGL 2003 Introduction to Literature	
Any Fine Arts course	
	46-49 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:	20 credit hrs
PHED 1202 Techniques of Lifetime Fitness	2
HLEX 1303 Care and Prevention of Athletic Training Injuries & Lab	3
HLEX 3513 Psychology of Sports	3
HLEX 3533 Sport and Exercise Nutrition	3
HLEX 3543 Kinesiology/Biomechanics & Lab	3
HLEX 4503 Exercise Physiology & Lab	3
HLSC 3603 Core Concepts of Health	3

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.
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 1: 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

A comprehensive examination with a passing score of 70% is required for all senior athletic training degree students prior to graduation from the Athletic Training Program (ATP) at MidAmerica Nazarene University. The comprehensive examination will be administered in HLEX 4402 Clinical Education VI and is meant to assess the student's proficiency of entry-level content areas of the ATP curriculum. Students will not be allowed to attempt the Board of Certification (BOC) exam until they have passed the required senior comprehensive examination with an 80% score. Further details regarding the senior comprehensive are available from the Director of the Athletic Training Program (ATPD).

Requirements for a BS in Athletic Training (ATP)	124 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)	20
Athletic Training Didactic Core Courses	37
HLSC 2302 Medical Terminology	2
HLEX 1313 Introduction to Athletic Training	2
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 4523 Senior Seminar	3
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 1504, 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 are 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 competences related to evaluation and recognition of injuries to the upper extremity. Lab fee required. Prerequisite: HLEX 2303 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 competences 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 CLINICAL PRECEPTORSHIP - 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 TECHNIQUES OF 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, 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.

Requirements for a BS in Kinesiology - Health and Fitness Studies 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)	20
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 2503 Applied Concepts of Physical Fitness	3
HLEX 3503 General Medical Conditions	3
HLEX 3523 Exercise Prescription for Special Populations	3
HLEX 4513 Personal Training Certification and Lab	3
HLEX 4523 Senior Seminar	3
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)	

Requirements for a BS in Kinesiology - Pre-Professional Physical Therapy 123 hours

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)	20

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Kinesiology - Pre-Professional Physical Therapy Core Courses (KIN-PPPT)		31
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 4523 Senior Seminar		3
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)		20
Kinesiology - Pre-Professional Occupational Therapy Core Courses (KIN-PPOT)		37
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 4523 Senior Seminar		3
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

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	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)	20
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, improve 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, rugby, 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 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 2503 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.

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 3523 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. Fall.

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. Fall.

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 4503 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. Spring.

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: BIOL 1704 and HLEX 3543. Spring.

HLEX 4523 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.

HLEX 4702 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 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. Spring and Summer.

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	Teaching Motor Skills and Elementary PE Lab	1
PHED 3202	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.

Requirements for a BS in Recreation and Leisure Studies	120 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)	20
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Kinesiology - Health and Fitness Studies Core Courses (KIN-HFS)	42-43
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 4523 Senior Seminar	3
HLEX 4703 Internship	3
HLSC 3613 Community and Consumer Health	3
PHED 3201 Methods of Teaching Motor Skills Elementary PE Lab	1
PHED 3202 Methods of Teaching Motor Skills 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 PE and Health	3
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
Recreation and Leisure Studies Electives	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.

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.

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.

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.

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.

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.

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 majors. Concurrent enrollment in PHED 3202 is required.

PHED 3202 METHODS OF TEACHING MOTOR SKILLS AND ELEMENTARY PE

This course will analyze the value and objectives of a program of physical education for the elementary school student. Various movements applicable to this age group, ranging from simple motor skills to more complex movement and sport skills are explored. Methodology regarding the teaching of fitness, various motor skills, and competitive experiences are emphasized, highlighted by practicum opportunities. Physical Education majors must also have concurrent enrollment in PHED 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.

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.

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.

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.

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 nursing programs is to educate and inspire servant leaders for the ministry of professional nursing.

Statement of Purpose:

The purpose of the Christian education offered by the SONHS undergraduate nursing programs 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

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

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

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

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

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

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

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

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

LAURIE 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; doctoral candidate, NorthCentral University.

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

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

PATRICIA E. CONEJO, Professor of Nursing, 2011-

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

- TRACY L. CORY**, Assistant Professor of Nursing, 2013-
B.S., Truman State University, 1995; B.S.N., University of Kansas, 1998; M.S.N., University of Missouri-Kansas City, 2014.
- 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.
- JAMIE L. HATCHETTE**, Assistant Professor of Nursing, 2013-
B.S.N., Avila University, 2005; M.S.N., University of Mary, 2011; M.B.A., University of Mary, 2011.
- SUSANNAH A. HART**, Assistant Professor of Nursing, 2013-
B.S.N., University of Kansas, 1989; M.S.N., MidAmerica Nazarene University, 2012.
- 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.
- LAUREN A. LOYD**, Assistant Professor of Nursing, 2013-
B.S.N., Carlow University, 1999; M.S.N., MidAmerica Nazarene University, 2012.
- JOANNE H. MCDERMOTT**, Associate Professor of Nursing, 2012-
B.S.N., State University of New York - Plattsburgh, 1975; M.A., New York University, 1985; Ph.D., University of Kansas, 2014.
- SARAH M. MILLER**, Assistant Professor of Nursing, 2013-
A.S., Kansas City Kansas Community College, 2005; B.S.N., MidAmerica Nazarene University, 2009; M.S.N., MidAmerica Nazarene University, 2010.
- DEBORAH S. PETTY**, Assistant Professor of Nursing, 2009-
A.S., Palm Beach Community College, 1981; B.S.N., Southwest Missouri State University, 1995; M.S., University of Kansas, 2003; D.N.P., University of Missouri-Kansas City, 2014.
- RACHEL A. STORM**, Assistant Professor of Nursing, 2012-
B.S.N., MidAmerica Nazarene University, 1993; M.S.N., MidAmerica Nazarene University, 2013.
- JOY K. WRAY**, Assistant Professor of Nursing, 2014-
A.S., Allen County Community College, 2003; B.S.N., Langston University, 2008; M.S.N., Fort Hays State University, 2013.
- ALLYSON A. YOUNG**, Associate Professor of Nursing, 2008-
B.S.N., Fort Hays State University, 1976; M.N., University of Kansas, 1981.

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 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 (ABSN)** is designed for adult students with a previous bachelor's degree, significant college coursework, or work experience related to healthcare, i.e. the paramedic or licensed practical nurse (LPN).

The **Accelerated RN-BSN Program** is designed to integrate and build upon the nursing knowledge and experience of the Registered Nurse (RN). The curriculum provides educational 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.

The Traditional BSN Nursing Program is explained on the following pages. The Accelerated BSN and Accelerated RN-BSN programs are explained in the Professional 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 overarching 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, NURS 3088. 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 4285. Students must take a minimum of one credit hour of special topics. Prerequisites: Successful completion of Junior year nursing courses. 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. Acute care settings will be used to provide coordination of care to an appropriate patient caseload. Additionally, students may be asked to participate in hospital unit meetings,

projects, etc., as suggested by the student's clinical preceptor. Prerequisite: 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);

Continued on next page.

- 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 will be rescinded if student fails to satisfactorily complete prerequisite coursework. The complete expedited admission policy may 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 program 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 TEAS-V
- February 1:** for applicants seeking admission to the class with entry point in the fall program 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* (TEAS-V) - Version 5 prior to departmental application deadline. Applicants who have taken the *TEAS-V* at another institution may contact the ATI company and request that a copy of their

scores be made available to MNU's School of Nursing and Health Science. Hard copies of students' previous *TEAS-V* results will not be accepted.

7. English Language Requirements: All applicants to the MNU nursing major whose native language is not English must demonstrate an established level of English language proficiency through the TOEFL iBT exam. See the *Nursing Student Handbook* for official policy.
8. Transfer students are considered on a space-available basis and must meet the same admission criteria as current MNU students.

All applicants will be provided written notification of the TBSN Nursing Admission and Progression Committee's decision as soon as possible after the admission committee meeting.

Other requirements for beginning upper division nursing courses include:

1. Health and hospitalization insurance coverage or waiver;
2. Documentation of immunization records;
3. Current Health Care Provider (CPR) certification from the American Heart Association;
4. 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 who have been 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 3803 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:

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
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've 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 six 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. Generally speaking, 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:

or 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 overarching 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 Basic Nursing Skills II 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
 Children's Mercy Hospital, Kansas City, MO
 Cristo Rey School, Kansas City, MO
 Delmar Gardens of Overland Park, Overland Park, KS
 DeSoto School District USD232, DeSoto, KS
 Good Samaritan Center, Overland Park, KS
 Grace Hospice, Kansas City, MO
 Kansas City Rescue Mission, Kansas City, MO
 KC Hospice & Palliative Care, Kansas City, MO
 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
 Research Medical Center, Kansas City, MO
 Saint Luke's South Medical Center, Overland Park, KS
 Shawnee Mission Medical Center, Merriam, KS
 Shawnee Mission School District, Shawnee, KS
 St. Joseph Health Center, Kansas City, MO
 St. 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.

OFFICERS

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VICE CHAIRMAN	Dr. Michael G. Palmer
SECRETARY	Mrs. Terri Comfort
TREASURER	Mr. Daniel D. Rexroth

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Committee Chairs	Merrill R. Conant
	Darrel E. Johnson
	Tia Strait
	Cathy Veach
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	Jeren Rowell
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Rev. Michael Lynch
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Mr. Eldon J. Meyers
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Educator
Carthage, MO

ADMINISTRATIVE PERSONNEL

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Mary Jones, B.S., M.B.A., Ed.S., Ph.D.	Provost/Chief Academic Officer
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Jon D. North, B.A., M.B.A.	Vice President for University Advancement

ACADEMIC AFFAIRS

Mark Ford	Vice Provost and Dean, School of Professional and Graduate Studies
Rick Hanson.....	Associate Vice President for Academic and Professional Success
Lorie Beckum.....	Director of Global Studies and Service Learning
Kimberly Campbell.....	Director of Marketing
Marcelle Cooper.....	Director of the Kresge Center
Bruce Flanders	Director of Mabee Library and MNU Learning Commons
James Garrison.....	University Registrar
Mark Hayse.....	Director of the MNU Honors Program
Patricia Walsh.....	Director of Institutional Effectiveness

STUDENT DEVELOPMENT

Brady Braatz	Director of Spiritual Formation
Todd Frye.....	Director of Counseling Services
Ron Jackson	Dean of Community Formation

ENROLLMENT DEVELOPMENT

Derry Ebert.....	Associate Vice President and Dean for Traditional Enrollment
Mark Ford	Vice Provost and Dean, School of Professional and Graduate Studies
Paul Gordon	Director of Financial Aid
Dennis Troyer	Director of Retention and Student Success

BUSINESS AND FINANCIAL SERVICES

Nikos Kellepouris	Director of Postal Services and The Merc
Herb Albertson.....	Bursar
Arlene Fender.....	Controller
Denis Johnson.....	Director of Facility Services
Nancy Merimee.....	Director of Human Resources

UNIVERSITY ADVANCEMENT

Roger Alexander	Director of Development
Todd Garrett.....	Director of Development
Tim Keeton	Associate Vice President for University Advancement
Kevin Garber.....	Director of Alumni

INSTITUTIONAL ADMINISTRATORS

Randy Beckum.....	University Chaplain
Kevin G. Borger.....	Assistant to the President for Church Relations
Steven Richmond (Pioneer College Caterers)	Food Service Director
Kevin Steele	Athletic Director

ACADEMIC PERSONNEL

*The date in parentheses denotes initial, full-time faculty status.

Emeriti

James W. Ackerson, Sr., 1979-1983; 1987-1996, Associate Professor Emeritus of Business
Jack M. Barnell, 1986-2000, Professor Emeritus of Psychology
Sondra L. Cave, 2000-2011, Professor Emeritus
John W. Clark, 1972-1997, Professor Emeritus of Christian Education
Stephen L. Cole, 1969-2014, Professor Emeritus of Biology
Maurine Dickerson, 1967-1986, Associate Professor and Librarian Emeritus
Mary Alyce Galloway, 1968-1995, Associate Professor and Reference Librarian Emeritus
Larry J. Haffey, 1986-2011, Professor Emeritus of Computer Science
Paul E. Hendrickson, 1974-2010, Professor Emeritus of Physics
Douglas D. Henning, 1991-2002; 2003-2010, Professor Emeritus of Psychology
Marta E. Howard, 1978-1985; 1990-2008, Associate Professor Emeritus of Biology
Martha T. John, 1977-1985; 1996-1999, Professor Emeritus of Education
Larry D. Fine, 1969-2015, Professor Emeritus of Practical Theology
Scott C. Laird, 1993-2011, Associate Professor Emeritus of Agriculture
Clarence W. Linsey, 1974-2007, Professor Emeritus of Chemistry
Karen L. McClellan, 1968-2011, Assistant Professor Emeritus of Music
Ronald K. McClellan, 1990-2011, Associate Professor Emeritus of Music
Michael E. McLane, 1991-2011, Assistant Professor Emeritus of Computer Science
L. Jeanne Millhuff, 1987-2011, Assistant Professor Emeritus of English
Robert E. Norton, 1981-2000, Professor Emeritus of Education
William D. Olin, 1999-2010, Professor Emeritus of Physical Education
Daniel L. Partrich, 1997-2011, Associate Professor Emeritus of Criminal Justice
Lois M. Perrigo, 1997-2011, Associate Professor of Adult Education
Verla R. Powers, 1986-2003, Professor Emeritus of Education
Paul L. “Roy” Rotz, 1995-2011, Professor Emeritus of Counseling
Harry D. Russell, 1975-1996, Professor Emeritus of Communication
Jerri L. Sapp, 1994-2008; Professor Emeritus of Adult Education
Virginia R. Schafer, 1980-2012; Professor Emeritus of Nursing
C. Barth Smith, 1974-2011, Professor Emeritus of Practical Theology
Katheryn J. Smith, 1972-2010, Assistant Professor Emeritus of Music
Palma L. Smith, 1978-2007, Professor Emeritus of Nursing
Richard L. Spindle, 1980-2005, President Emeritus
W. Lloyd Taylor, 1978-1993, Professor Emeritus of Chemistry
Eric S. Walser, 1984-1992; 1993-2008, Associate Professor Emeritus of Athletic Training
Willadee Wehmeyer, 1988-2008, Professor Emeritus of Business

Professors

Linda K. Alexander, (2004-) Professor of Education

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

Terry L. Baldrige, (1982-) Professor of Music

B.S., Olivet Nazarene University; M.M., M.Ph., University of Kansas; M.A., Crown College; Ph.D., University of Kansas

Randell E. Beckum, (1995-) Professor of Missions; University Chaplain

B.A., MidAmerica Nazarene University; M.Div., Nazarene Theological Seminary; D.Miss., Trinity Evangelical Divinity School

J. Tyler Blake, (1991-2003, 2013-) Professor of English

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

Mark A. Brown, (2002-) Professor of Mathematics; Chair, Department of Science and Mathematics

B.A., MidAmerica Nazarene University; M.S., Wichita State University; Ph.D., University of Missouri-Kansas City

Tricia K. Brown, (2009-) Professor of Counseling

B.A., Central Washington University; M.Ed., Whitworth College; Ph.D., Idaho State University

Yorton Clark, (2001-) Professor of Business; Chair, Department of Business Administration

B.S., Oklahoma Wesleyan University; M.P.A., University of Missouri - Kansas City; Ed.D., Saint Louis University

Randall R. Cloud, (2003-) Professor of Biblical Literature; Chair, Department of Christian Ministry and Formation

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

Stephen L. Cole, (1969-) Professor Emeritus of Biology

A.B., Southern Nazarene University; M.S., Oklahoma State University; Ph.D., University of Kansas

Patricia E. Conejo, (2011-) Professor of Nursing

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

Martin D. Crossland, (2011-) Professor; Associate Vice President for Instructional Technology and Online Learning

B.S., Texas Tech University; M.B.A., Oklahoma City University; Ph.D., Indiana University

R. Graydon Dawson (2011-), Professor of Business; Chair, Department of Graduate Studies in Management

B.A., M.A., M.S.M, Southern Nazarene University; Ed.D., Oklahoma State University

James O. Edlin, (1989-) Professor of Biblical Literature and Languages

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

Larry D. Fine, (1969-) Professor Emeritus of Practical Theology

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

Dean E. Flemming, (1991-1993; 1999-2001; 2011-) Professor of New Testament and Missions

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

Mark C. Ford, (1991-) Professor of Business; Vice Provost and Dean, School of Professional and Graduate Studies

B.A., MidAmerica Nazarene University; M.B.A., University of Kansas; J.D., University of Missouri-Kansas City; Ed.D., University of Pennsylvania

Neil O. Friesland, (2001-) Professor of Education

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

Mary L. Fry, (2009-) Professor of Counseling

B.A., University of Missouri - Kansas City; M.S., Baylor University; Ph.D., Regents University

Todd M. Frye, (2007-) Professor of Counseling; Dean, School of Behavioral Sciences and Counseling; Chair, Department of Graduate Studies in Counselor Education

B.S., M.Ed., Northwest Nazarene University; Ph.D., Idaho State University

Michael L. Gough, (1984-) Professor of Business

B.A., M.A., Southern Nazarene University; M.Div., Nazarene Theological Seminary; M.A., Webster University; D.Min., Bethel Theological Seminary

Mark A. Hamilton, (1996-) Professor of Communication; Chair, Department of Humanities

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

Mark A. Hayse, (2003-) Professor of Christian Education and Philosophy; Director of the Honors Program

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

Todd C. Hiestand, (2005-) Professor of Criminal Justice

A.A., Southeast Community College; B.A., MidAmerica Nazarene University; J.D., University of Nebraska - Lincoln

Lucy J. Hood, (2015-) Professor of Nursing

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

Kimberly D. Humerickhouse, (2010-) Professor of Education

B.S., University of Central Oklahoma; M.S., Fort Hays State University; Ph.D., University of Nebraska - Lincoln

Bob G. Humphrey, (2000-) Professor of Business; Chair, Department of Professional Studies in Management

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

R. Joann Lamar, (2005-) Professor of Education

B.S.E., Truman State University; M.Ed., MidAmerica Nazarene University; Ed.D., University of Kansas

Susan G. Larson, (1989-) Professor; Dean, School of Nursing and Health Science

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

John L. Leavitt, (2010-) Professor of Music

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

Arvin F. Oke, (1987-) Professor of Psychology

B.A., Pasadena College; M.A., University of Missouri - Kansas City; Ph.D., University of Kansas

Cynthia L. Peterson, (1991-) Professor of Communication; Dean, College of Liberal Arts and Sciences

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

Shanti E. Thomas, (2004-) Professor of English

B.S., University of Kerala; M.A., Gandhi University; M.Ed., MidAmerica Nazarene University; Ph.D., University of Bombay

David L. Wegley, (1989-) Professor of Business

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

Associate Professors

Gary G. Andersen, (2011-) Associate Professor of Science Education

A.A., Johnson County Community College; B.S., Kansas State University; M.S., Ph.D., University of Kansas

F. Lorie Beckum, (1998-2002; 2010-) Associate Professor; Director, Center for Global Studies and Service Learning

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

Donna M. Bohn, (2013-) Associate Professor of Music

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

Laurie A. Brooks, (2014-) Associate Professor of Nursing

A.A.S., Metropolitan Community College; B.A., University of Missouri-Kansas City; B.S.N., M.S.N., M.B.A., University of Phoenix; doctoral candidate, NorthCentral University

Basil “Bo” R. Cassell, (2007-) Associate Professor of Sociology

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

Lon E. Dagley, (2006-) Associate Professor; Computer Services Librarian

B.A., Northwest Nazarene University; M.R.E., Nazarene Theological Seminary; M.L.S., Emporia State University

Nancy L. Damron, (2010-) Associate Professor of Education; Dean, School of Education

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

Martin H. Dunlap, (2007-) Associate Professor of Education;

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

Victoria M. Haynes, (2015-) Associate Professor of Nursing

B.S.N., Avila University; M.S.N., Research College of Nursing; D.N.P., University of Missouri-Kansas City

Deborah M. Highfill, (2012-) Associate Professor of Nursing; Associate Dean, Pre-licensure Nursing Studies

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

Abby M. Hodges, (2014-) Associate Professor of Chemistry

B.S., Denison University; M.S., Ph.D., Yale University

Brad D. King, (1995-) Associate Professor of Physical Education

B.A., MidAmerica Nazarene University; M.Ed., Wichita State University

Scott C. Koeman, (2010-) Associate Professor of Psychology, Chair, Department of Behavioral Sciences

B.S., Oklahoma Christian University; M.A., Denver Seminary; M.A., Psy.D., George Fox University

Jordan H. Mantha (2011-) Associate Professor of Chemistry

B.A., University of Montana Western; Ph.D., University of Nevada - Reno

Joanne H. McDermott, (2012-) Associate Professor of Nursing

B.S.N., State University of New York - Plattsburg; M.A., New York University; Ph.D., University of Kansas

William W. Morrison, (1981-) Associate Professor of Biology

B.A., Olivet Nazarene University; M.S., University of Iowa

Mary Murphy, (2013-) Associate Professor of Business

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

Jamie S. Myrtle, (2000-) Associate Professor of Business; Dean, School of Business

B.A., MidAmerica Nazarene University; C.P.A.; M.B.A., University of Kansas

Andrew C. Overholt, (2010-) Associate Professor of Physics

B.S., Southern Nazarene University; M.S., Ph.D. University of Kansas

Deborah S. Petty, (2009-) Associate Professor of Nursing

A.S., Palm Beach Community College; B.S.N., Southwest Missouri State University; M.S., University of Kansas; D.N.P., University of Missouri-Kansas City

Russell R. Reglin, (1990-) Associate Professor of Psychology

B.A., MidAmerica Nazarene University; M.S., Avila College; Ph.D., Northcentral University

Kelvin St. John, (1998-) Associate Professor

A.B., Olivet Nazarene University; M.Div., Nazarene Theological Seminary; D.Min., Asbury Theology Seminary

Ramona S. Stowe, (2008-) Associate Professor of Education; Chair, Department of Professional and Graduate Studies in Education

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

Rion G. Taylor, (2010-) Associate Professor of Biology

B.S., Augusta State University; Ph.D., Syracuse University

Lisa Wallentine, (2003-) Associate Professor of Business Administration

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

Patricia J. Walsh, (1996- 2009; 2015-) Associate Professor; Director of Institutional Effectiveness

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

Karen D. Wiegman, (2009-), Associate Professor of Nursing; Associate Dean, Post-licensure and Graduate Studies in Nursing

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

Allyson A. Young, (2008-) Associate Professor of Nursing

B.S.N., Fort Hays State University; M.N., University of Kansas

Assistant Professors

Brenda L. Austin, (2013-) Assistant Professor of Nursing

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

Rebeca I. Chow, (2010-) Assistant Professor of Play Therapy

B.A., Universidad Autónoma de Centroamérica; M.A., University of Missouri-Kansas City

Susan “Kata” Conde, (2013-) Assistant Professor of Nursing

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

Marcelle T. Cooper, (2013-) Assistant Professor; Director of the Kresge Center

B.S., Friends University; M.O.D., Friends University

Tracy L. Cory, (2013-) Assistant Professor of Nursing

B.S., Truman State University; B.S.N., University of Kansas; M.S.N., University of Missouri-Kansas City

Christopher P. Crawford, (2013-) Assistant Professor of Athletic Training

B.A., MidAmerica Nazarene University; M.S.E., University of Kansas

Jonathan E. Downs, (2010-) Assistant Professor of Business

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

Lynne M. Erickson, (1993-2000, 2013-) Assistant Professor of Accounting

B.A., Olivet Nazarene University; M.A.S., University of Illinois at Urbana-Champaign; CPA

Jennifer L. Ferguson, (2014-) Assistant Professor of Nursing

A.S.N., Cox College of Nursing, 2002; B.S.N., M.S.N., University of Missouri-Kansas City

Bruce L. Flanders, (2011-) Assistant Professor; Director, Mabee Library and MidAmerica Learning Commons

B.A., University of Kansas; M.S., University of Illinois

James R. Garrison, (2009-) Assistant Professor; University Registrar

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

Jill E. Gonzalez-Bravo, (2015-) Assistant Professor of Education

B.S., Kansas State University; M.A., Wichita State University; Ed.D., Kansas State University

Acha G. Goris, (2013-) Assistant Professor of Counseling

B.A., Wesley International Bible College; M.A., Theological College of Northern Nigeria; M.A., Cincinnati Christian University; Ed.D., University of Cincinnati

Susannah A. Hart, (2013-) Assistant Professor of Nursing

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

Jamie L. Hatchette, (2013-) Assistant Professor of Nursing

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

Lauren D. Hays, (2012-) Assistant Professor; Graduate Research Librarian

B.S.E., Oklahoma Baptist University; M.L.S., Emporia State University; M.S., University of Central Missouri

Elizabeth B. Hornor, (2012-) Assistant Professor of History

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

Luke D. Johnson, (2014-) Assistant Professor of Music

B.A., MidAmerica Nazarene University; M.M., Kansas State University; doctoral candidate, University of Kansas

Taylor L. Johnson, (2015-) Assistant Professor of Counseling

B.A., MidAmerica Nazarene University; M.Div., Nazarene Theological Seminary; M.A., MidAmerica Nazarene University; doctoral candidate, Regent University

Jack C. Jones, (2005-) Assistant Professor of Sports Management

B.S., College of the Ozarks; M.Ed., Arkansas Technical University

James C. Leininger, (2003-) Assistant Professor of Mathematics

B.A., Houghton College; M.S., South Dakota State University

Lauren A. Loyd, (2013-) Assistant Professor of Nursing

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

Brian B. Merriman, (2005-) Assistant Professor of Graphic Design

B.F.A., M.A., Emporia State University

Sarah M. Miller, (2013-) Assistant Professor of Nursing

A.S., Kansas City Kansas Community College; B.S.N., MidAmerica Nazarene University; M.S.N., MidAmerica Nazarene University

Brent N. Moore, (2012-) Assistant Professor of Counseling

B.A., MidAmerica Nazarene University; M.A., Wheaton College; Ph.D., Walden University

Jimmy Ntelekos, (2014-) Assistant Professor of Athletic Training

B.S., Temple University; M.A., Furman University

Michael Ramirez, (2010-) Assistant Professor of Education

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

Andrew P. Secor, (2013-) Assistant Professor of Counseling

B.A., MidAmerica Nazarene University

Rachel A. Storm, (2012-) Assistant Professor of Nursing

B.S.N., M.S.N., MidAmerica Nazarene University

Joy K. Wray, (2014-) Assistant Professor of Nursing

A.S., Allen County Community College; B.S.N., Langston University, M.S.N., Fort Hays State University

LeAnn J. Yantis, (2008-) Assistant Professor of Business

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

Instructors

Amy E. Cain, (2012-) Instructor in Psychology

B.S., Missouri State University; M.A.C., MidAmerica Nazarene University

Donald D. Dunn, (2012-) Instructor in Religion

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

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

Faculty Opening Week	2015-2016 August 17-21
Registration Day	August 24
Classes Begin	August 25
Enrollment Ends	September 1
Labor Day Break (No Classes)	September 7
Mid-Semester Grades	October 16
Fall Break (No Classes)	October 23
Spring Priority Registration Begins	October 26
Student Institutional Testing (No Classes)	November 5
Class Withdrawal Deadline	November 9
College Withdrawal Deadline	November 23
Thanksgiving Recess (No Classes)	November 25-27
Classes End	December 11
Final Examinations	December 14-16
Grades Due	December 21

SPRING SEMESTER

Registration Day	January 11
Classes Begin	January 11
Martin Luther King Day (No Classes)	January 18
Enrollment Ends	January 20
Mid-Semester Grades	March 4
Spring Break (No Classes)	March 14-18
Easter Break (No Classes)	March 25-28
Fall/Summer Priority Reg. Begins	March 28
Class Withdrawal Deadline	March 28
Student Institutional Testing (No Classes)	April 7
College Withdrawal Deadline	April 18
Classes End	May 3
Final Examinations	May 4-6
Commencement/Tr. Undergrad (10am)	May 7
Commencement/Prof. and Grad. (2pm)	May 7
Grades Due	May 11

SUMMER SESSION

One-Week Session I	May 9-13
One-Week Session II	May 16-20
Two-Week Session	May 9-20
Four-Week Session	May 23 - June 17
Memorial Day (No Classes)	May 30
Grades Due	June 22

DEGREE AND ENROLLMENT STATISTICS

Degrees Granted

	2010	2011	2012	2013	2014
Associate of Arts	8	10	15	19	35
Bachelor of Arts	304	308	252	309	287
Bachelor of Music Education	1	1	4	4	3
Bachelor of Science	-	-	2	3	17
Bachelor of Science in Nursing	95	104	145	150	214
Master of Arts (Business)	37	14	19	8	13
Master of Arts in Counseling	26	25	32	36	63
Master of Arts in Special Education	3	2	-	-	-
Master of Business Administration	33	37	36	57	39
Master of Education	69	65	59	39	33
Master of Science in Nursing	-	5	25	27	32
Certificate in Play Therapy	8	14	19	8	29
Certificate in Sexual Addictions Treatment Prov.	-	-	-	10	18

	584	608	618	681	783
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Fall Enrollment Statistics

	2010	2011	2012	2013	2014
Freshmen	281	202	224	213	254
Sophomores	239	224	206	180	178
Juniors	333	210	234	212	206
Seniors		258	286	275	270
Professional Level	385	446	529	513	460
Graduate Level - degree seeking	326	471	396	368	401
Graduate, other	86	109	103	68	101
Unclassified	0	37	28	33	0

	1767	1957	2006	1862	1870
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Freshman Enhanced ACT Composites

	2010	2011	2012	2013	2014
MidAmerica Nazarene University	22.7	22.2	22.4	21.6	22.1
National Composite	21.0	21.1	21.1	20.9	21.0

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.

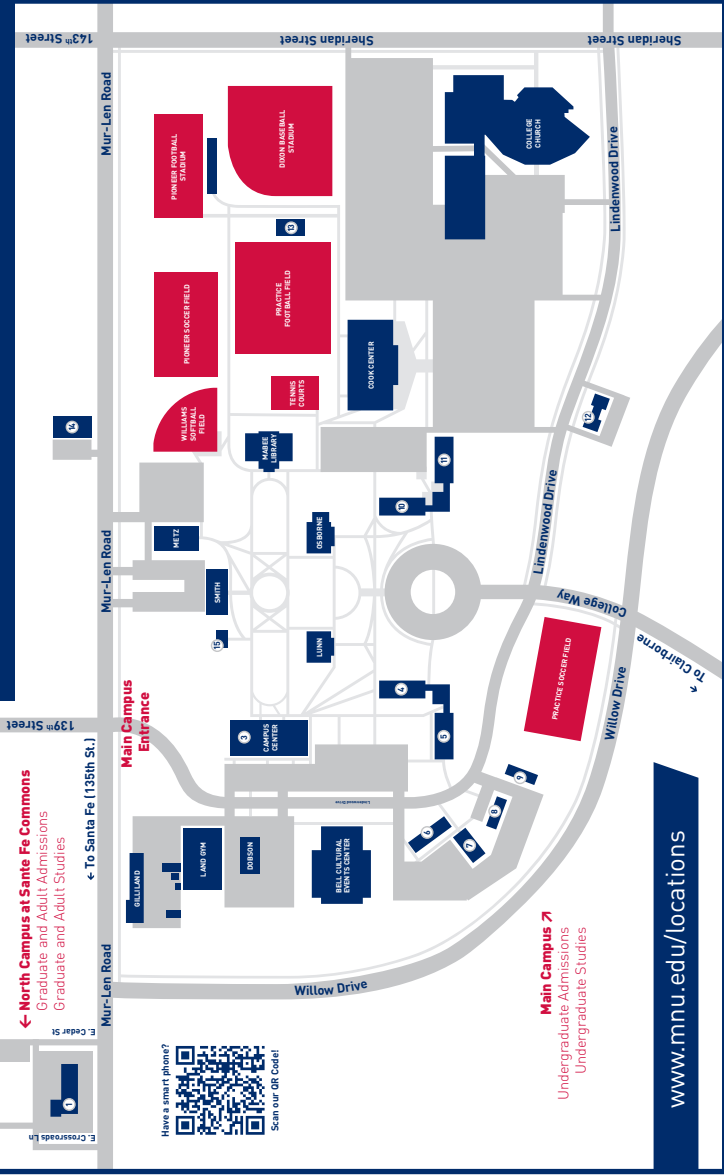
Words by Dr. Jerry Nelson
Music setting suggested by Dr. Jerry Nelson
"Ode to Joy"-Beethoven



← North Campus at Sante Fe Commons
 Graduate and Adult Admissions
 Graduate and Adult Studies

← To Santa Fe (135th St.)

- 1 Graduate and Adult Studies
- 2 Graduate and Adult Faculty
- 3 Undergraduate Admissions
- 4 Stockton Hall
- 5 Rice Hall
- 6 Uphaus Hall
- 7 Spindie Hall
- 8 Draper Hall
- 9 Ramsey Hall
- 10 Snowbarger Hall
- 11 Lanphier Hall
- 12 Colony West
- 13 Football Fieldhouse
- 14 Mur-Len Office Building
- 15 Weatherby Chapel



Main Campus ↗
 Undergraduate Admissions
 Undergraduate Studies

www.mnu.edu/locations



MIDAMERICA

NAZARENE UNIVERSITY