



Learning. With purpose.

2014-15 Graduate Academic Catalog

MIDAMERICA NAZARENE UNIVERSITY



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

VOLUME XLVI

2014-2015 Graduate 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 community of faith committed to high standards of excellence in teaching and learning founded upon biblical faith and a distinctively Christian perspective. Through the years it has provided a strong foundation in the liberal arts and has extended its programs to serve a number of professional areas where it is recognized for its excellence.

Since its founding in 1966, the University has demonstrated what we refer to as Pioneer Spirit. Our campus location lies at the crossroads of early western expansion and across these prairies the early pioneers demonstrated the characteristics we continue to celebrate today. Their unshakable faith, persistence and determination conquered significant obstacles and continue to challenge us to be the pioneers of our own day.

One of the key elements of the MNU experience is the strong sense of community that is clearly evident on its campus. Our dedicated faculty and staff serve with distinction in their fields but are also known for their deep interest in students. A vibrant passion to serve combined with this deep commitment to the needs of others provides a place that promotes intellectual, personal and spiritual growth.

MNU graduates literally serve around the world in a variety of professions and roles. Although the University strives for excellence in its academic programs it also opens doors of leadership and service that impact thousands of lives around the world. The mission of the University is to provide a place where God's unlimited possibilities challenge us all to pursue his purposes in our lives. It is our hope that from this campus men and women will lead and serve with distinction wherever there is a need.

This Catalog includes information about the University, its programs of study and the many opportunities that are available to students. It will serve as a handbook and guide for planning and an opportunity to investigate the various options that will support your educational goals. In addition, our academic advisors will provide you with individual counsel and direction as you develop your educational plan.

Although all the opportunities at MNU cannot be contained in a Catalog, we are confident you will soon discover the wide range of programs and services that are available to our students. Most importantly the excitement and vitality of our campus will be evident as you experience what we call Pioneer Spirit.

David J. Spittal
University President

General Information

MidAmerica Nazarene University An Introduction

OUR HISTORY

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

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

A WORD ON ACCREDITATION

MidAmerica Nazarene University, a comprehensive liberal arts university of the Church of the Nazarene, is accredited by the Higher Learning Commission (230 South LaSalle Street, Suite 7-500, Chicago, IL 60604; 312-263-0456; <http://www.ncahlc.org/>). The University is authorized to offer associate, baccalaureate, and master's degree programs in the fields of administration/leadership, business, counseling, education, nursing, and religion. Accreditation of the teacher education program has been achieved from the Kansas State Board of Education (Teacher Licensure, 120 SE 10th Avenue, Topeka, KS 66612-1182; 785-296-8010) and National Council for Accreditation of Teacher Education (2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; 202-466-7496). The nursing program is approved by the Kansas State Board of Nursing (Landon State Office Building, 900 SW Jackson, Suite 1051, Topeka, KS 66612-1230; 785-296-4929) and accredited by the Commission on Collegiate Nursing Education (One Dupont Circle, NW, Suite 530, Washington, DC 20036; 202-887-6791). MidAmerica Nazarene University is an accredited institutional member of the National Association of Schools of Music (11250 Roger Bacon Drive, Suite 21, Reston, VA 20190; 703-437-0700). The Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (2201 Double Creek Drive, Suite 5006, Round Rock, TX, 78664; 512-733-9700). The Master of Arts in Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) (1001 North Fairfax Street, Suite 510, Alexandria, VA 22314; 703-535-5990).

The University is a member of the Council for Christian Colleges and Universities (CCCU), the National Association of Independent Colleges and Universities (NAICU), the Council of Independent Colleges (CIC), the Kansas Independent College Association (KICA), the National Association of Intercollegiate Athletics (NAIA), the Heart of America Athletic Conference (HAAC), the American Association of Colleges for Teacher Education (AACTE), the American Association of Colleges of Nursing (AACN). The School of Business programs are members of The Accreditation Council for Business Schools and Programs (ACBSP).

THE POSITION STATEMENT

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

THE MISSION STATEMENT

... to educate and inspire servant leaders

THE VISION STATEMENT

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

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

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

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

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

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

INSTITUTIONAL GOALS

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

THE DEVELOPMENT OF THE STUDENT. In seeking to meet the needs of whole persons, the University provides a wide variety of intellectual, social, and religious activities

annual student led Passion to Serve project.

UNDERSTANDING AMERICA'S HERITAGE. The goal of understanding America's heritage and an awareness of its distinctive opportunities and responsibilities in the world community is accomplished in several ways. These include participation in campus governance through the ASG, the sponsoring of political clubs on campus, a multicultural emphasis each year.

GRADUATE EDUCATION AT MNU

PURPOSE OF GRADUATE STUDY

Graduate study is by nature different than undergraduate studies. In undergraduate studies, students receive a broad education in order to prepare initially for a career. In graduate studies, students are expected to master a special career field or research emphasis. Therefore, the purpose of graduate study is to provide for advanced and specialized learning experiences under the direction of scholars and practitioners fully competent in their disciplines. Concentrated, in-depth, graduate study not only provides the trained workforce needed for society's special needs, but also contributes to the essential knowledge foundation needed to address and solve global problems.

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

GRADUATE STUDENT LEARNING OUTCOMES

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

1. Scholarship:

The acquisition of the discipline's substantive knowledge base and an understanding of how that knowledge is gained and is further developed.

2. Intellectual Inquiry:

The application of current research, theory, professional standards and ethical codes to influence the ongoing generation of creative ideas for the purpose of solving relevant problems in the given discipline.

3. Effective Communication:

The ability to clearly interact with individuals and/or groups for the purpose of sharing information, ideas and/or emotions.

4. Servant Leadership:

The development and practice of virtues, which equips one to assist others toward growth while also serving ones institution.

5. Spirituality/Values:

The acquisition of wisdom, which informs professional decision-making and practice, within the context of one's own tradition, including;

6. Global Awareness/Perspective:

Develop future leaders who have a global mindset and a commitment to making positive

change for the world and its diverse populations.

7. Collaborative Teamwork:

The cultivation of a team oriented approach to learn how to achieve a common goal and enhanced decision-making aimed at the greater good of organizations.

STATEMENT OF BELIEF

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

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

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

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

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

FACILITIES

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

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

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

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

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

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

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

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

The Mur-Len Building is adjacent to the southeast corner of the campus and houses the Play Therapy Certification program and the Play Therapy Center. The Office of Graduate and Adult Admissions, and the Departments of Professional Studies in Management, Graduate Studies in Management, Graduate Studies in Nursing, Accelerated BSN Studies and RN-BSN Studies are housed in the Santa Fe Commons buildings located north of campus along Mur-Len Road.

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

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

EDUCATIONAL RESOURCES

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

THE MIDAMERICA LEARNING COMMONS

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

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

the library website at library.mnu.edu.

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

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

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

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

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

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

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

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

Counseling Services

The University maintains a counseling service to which students may go at no cost either by referral or at their own desire. Two professionals provide needed service or arrange additional counseling as necessary. Please see appropriate Department Chair or instructor for information.

Institutional Review Board (IRB)

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

SPECIAL NEEDS ACCOMMODATION

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, Dr. Mark Ford (913-971-3573), is the next step.
3. A meeting with the student and the involved university personnel is arranged by the Compliance Coordinator 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.

- 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.

A school official with a legitimate educational interest 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 Security Report from the office of the MidAmerica Nazarene University Campus Safety Department located in Land Gymnasium or by calling (913) 971-3299. The Campus Security Report is also available at https://www.mnu.edu/images/userUploads/campus-resources/Campus_Safety/2013_MidAmerica_Annual_Security_Report.pdf.

NOTICE OF NON-DISCRIMINATION

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

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

ADMISSION PROCEDURES

MidAmerica Nazarene University 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 graduate student must

1. Complete and submit to the Office of Graduate and Adult Admissions an official application form or on-line application form.
2. Request (in writing) that official transcripts from each college or university attended be sent to the Office of Graduate and Adult Admissions.
3. Request that the professional recommendations form be submitted to the Office of Graduate and Adult Admissions once completed by references. The appointed program recruiter will then forward the application materials to the appropriate academic program for review.
4. An official Graduate Admissions Interview (Highly Recommended).
The interview is usually completed on campus, but can be conducted over the phone if necessary. The Admissions Interview allows for the graduate admissions staff to better understand the student's interests, talents, and pre-enrollment expectations.
5. If financial aid will be needed, complete the FAFSA and ask that your ISIR be shared with MNU. Our institutional number is 007032.

Application materials may be requested from the Office of Graduate and Adult Admissions at 913-971-3276 or found on-line at each program's website. All applicants for admission must:

REQUIREMENTS FOR ADMISSION

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

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

- a. Bachelor's degree from a regionally accredited college or university
- b. Minimum overall grade-point average of 3.0 (on 4.0 scale) in the last 60 semester hours of undergraduate coursework
- c. Official transcripts of all post-secondary work
- d. Submission of formal application

Provisional Admission

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

Program Specific Admissions Requirements

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

TRANSFER STUDENTS

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

INTERNATIONAL STUDENTS

International Transfer Students from other colleges or universities in the United States must submit an application 30 days prior to the beginning of the term that the student wishes to begin graduate work. For those who are not in the U.S. and want to come here to enroll in a Graduate program more time should be allowed in order to secure their Embassy appointment. Students must also follow the admission procedures set up by each respective graduate program. When all admission requirements have been met, the MNU International Student Advisor will issue the prospective International Student an I-20 document required by INS for F-1 visa status after he/she receives the transfer student SEVIS record from the previous college/university they attended. For those who are at home in their country a new I-20 will be issued and mailed to their home address.

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

1. A completed **Application for Admission** — sent 90 days before the beginning of the term that the student wishes to begin graduate work.

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

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

Contact: MNU International Student Advisor
 MidAmerica Nazarene University
 2030 East College Way
 Olathe, KS 66062-1899
 Phone 913-971-3380 or 1-800-800-8887 ext. 3380
 Fax 913-971-3481

INTERNATIONAL TRANSCRIPT EVALUATION

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

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

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

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

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

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

PROGRAM EXTENSION

When is a Program Extension Needed?

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

Who is Eligible?

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

Online classes for International students:

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

Fulltime Status:

Eligibility:

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

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

Limitations:

1. Students must be authorized for a reduced course load prior to dropping below a full course of study. Dropping enrollment below a full course of study before approval from the PDSO/DSO will place an F-1 student out of status.
2. The maximum duration of an authorization to drop below full course load for F-1 students for:
 - Academic difficulty is a maximum of one (1) semester at the associate program level.
 - Initial difficulty with English to complete a course of study within the current term as documented, recommended by a MNU language professor, is a maximum of one (1) semester.
 1. The student must continue to attend classes toward his or her degree.
 2. 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.
 1. Students may request a maximum of one (1) semester at a time by submitting this form.
 2. 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 severe enough to interfere with studies.

Form Completion Instructions and Processing

Information:

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

Medical Providers:

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

Process:

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

Academic Policies

STUDENT RESPONSIBILITY

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

ACADEMIC LOAD

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

GRADING SYSTEM

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

Grade		Grade Points
A		4.0
A-	Expected performance	3.7
B+		3.3
B		3.0
B-	Passing but below graduate standards	2.7
C+		2.3
C		2.0
C-	Unacceptable	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 Withdrawn	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. A student repeating a course will be charged at the current tuition rate.

“P” or “NC” is used when a student is permitted to take a course on a pass/no-credit basis. “NC” necessitates repetition of the course. A grade of “W” is recorded when a student has withdrawn prior to the published deadline.

A grade of “INC” indicates incomplete work. It is not given except to indicate that some part of the work, for good reason, has not been done, while the rest has been completed satisfactorily. The grade of “INC” must be submitted with a justification of the “INC,” an explanation of the work to be completed, a deadline to complete the work not to exceed six weeks, the alternate grade to be recorded if the work is not completed within the time allotted, and the signatures of the student, instructor and the department chairman. The grade of “INC” must be removed within the time specified by the instructor which cannot exceed six weeks from the last day of the final examination period. If no other grade has been assigned by the professor, the “INC” will be changed automatically to the alternate grade at the time specified by the instructor.

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

SPECIAL ACADEMIC FEATURES

DIRECTED STUDY

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

Requirements for enrollment in a directed study course:

1. Minimum cumulative GPA of 2.5.
2. Limitation: a maximum of six (6) semester hours in directed studies may be taken during a graduate program. This limit does not include internship and travel credit.
3. A directed study course is open only to students who have successfully completed at least six (6) graduate hours at MNU.
4. The student must be enrolled in a graduate degree program at MidAmerica Nazarene University.
5. Registration: Enrollment in a directed study course requires a completed and approved application, a syllabus, and must be submitted during the regular pre-registration or registration period to the Office of the Registrar.

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 Academic Vice President, 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 the designated time frame of their graduate program. The graduate programs at MNU have varying time lengths due to the nature of the particular programs. After this stated time period or six years (whichever is earliest) has lapsed, the student must graduate under the current Catalog. Program additions or deletions required by outside agencies apply as soon as they are approved. Degree requirements from more than one Catalog may not be combined. Academic or non-academic regulations other than academic program requirements apply to all students as soon as they are adopted by the University or published in the Catalog. Students may choose a more recent Catalog subject to completion of ALL requirements in the more recent Catalog.

AUDITING CLASSES

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

CLASS ATTENDANCE

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

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

CHANGES IN REGISTRATION

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

LATE REGISTRATION

All students are expected to 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

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

WITHDRAWAL FROM THE UNIVERSITY

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

If a student wishes to officially withdraw from his/her graduate program, a withdrawal form must be filed in the appropriate graduate program office. The effective date of the withdrawal will be the date on which the appropriate department office is formally notified in writing by the student of his/her intention to withdraw. The student will be placed on inactive status. Requests for return to active status (reenrollment) should be filed with the appropriate graduate program. Please see appropriate graduate program handbook for specific processes for re-enrollment

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

Notification to Program Department Chair/Advisor	%Refund
Before week 1	100%
Before week 2	75%
Before week 3	50%
Before week 4	25%

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 for a term. 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 before the final two weeks of classes. 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. Students must notify their

Department Chair or graduate program advisor prior to withdrawing from a course.

ACADEMIC PROBATION AND INELIGIBILITY

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

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

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

GRADE CHANGES AND GRIEVANCES

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

The issues that may be considered by instructors, and others if the student appeals, are also limited and specific. Issues that maybe included in reconsideration of a course grade awarded are calculation error, procedural issues, application of course rules, fairness in the context of the course, consistency, and communication of standards. Faculty members may not refuse a student request for recalculation of a course grade or for the rationale behind the grading in a course or on a given piece of work. Students may appeal a course grade using the Academic Judicial Process

ACADEMIC JUDICIAL PROCESS

If a student deems it appropriate to appeal an academic decision (defined as final grade, probation from an academic program, dismissal from an academic program, or academic integrity decision), 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. The written appeal must specify both the complaint and the action requested. The written appeal must be filed no later than six (6) weeks after the beginning of the next term.
3. If the student does not accept the resolution proposed by the Department Chair, the student may file a formal petition with the Dean 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 appeal within three (3) working days to the Associate Academic Vice President who will convene a university appeals committee.

4. The Committee, appointed by the Associate Academic Vice President, 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 Associate Academic Vice President, and the Provost and Chief Academic Officer.

Untimely grade grievances will not be considered.

GRADUATION CLEARANCE.

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

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

1. All degree requirements for specific programs as listed in the Graduate Catalog must be met;
2. All financial obligations must be satisfied in the Student Accounts/Cashiers Office;
3. Clearance must be obtained by each prospective graduate by the administrative offices, including the library, and the Office of the Registrar.
4. Any "incompletes" in courses to be counted toward graduation requirements must be cleared one month prior to graduation.
5. Students who have completed all requirements for graduation and wish to select a December graduation date may do so.
6. 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 academic department's criteria for participating in graduation.

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

Military and Veterans Policies

MILITARY CREDIT POLICY.

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

Military Branch	Training	Credit	Minimum Guaranteed Credit	Where to order Transcript
Army	Basic Combat Training 11 weeks	Personal Phys. Cond. (1 hr) Outdoor skills Practicum (1 hr) Marksmanship (1 hr) First Aid (1 hr)	4 hours	To request the AARTS transcript: http://aarts.army.mil
Navy	Recruit Training 8-10 weeks	Personal Fitness/Cond. (1 hr) Personal/Comm Health (2 hrs) First Aid and Safety (1 hr)	4 hours	To request the SMART transcript: https://smart.cnet.navy.mil
Air Force Training	Basic Military CCAF Recommendation 8 weeks	No ACE Recommendation Basic Military Training (4 hrs)	4 hours	To request a transcript from the Community College of Air Force: http://www.au.af.mil
U.S. Marines	Recruit Training 13 weeks	Physical Fitness/Cond. (1 hr) Marksmanship (2 hrs) Orienteering/Outdoor Skills (1 hr)	4 hours	To request the SMART transcript: https://smart.cnet.navy.mil

Coast Guard	Basic Military Training 8-9 weeks	Physical Fitness/Cond. (1 hr) Beginning Swimming (1 hr) Boating/Seamanship (1 hr) Personal Hlth/First Aid (1 hr)	4 hours	To request a transcript from the Coast Guard Institute: http://www.uscg.mil/hq/cgi/forms
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Information about ACE recommended credit for military training can also be found at <http://www.acenet.edu/calec/military/>.

REDUCED TUITION.

Certain professional programs at MNU offer reduced tuition to active duty and active reserve members of the armed forces. Please contact the Office of Professional and Graduate Admissions (913-971-3877) for more information regarding which degree programs are eligible.

VETERANS INFORMATION.

The Office of the Registrar maintains the student's official academic record and assists students with transcripts, veterans benefit enrollment certification and other requests related to the student's enrollment. The Registrar maintains records for each identified veteran. Veterans must provide a written request to the Office of the Registrar at the beginning of each term to initiate reporting of verification of enrollment and academic progress to the appropriate Veterans' Administration office. Any changes in enrollment or attendance should be reported to the Office of the Registrar. Satisfactory progress must be maintained as specified in the Scholastic Regulations Section under Academic Policies.

V.A. YELLOW RIBBON PROGRAM SCHOLARSHIP.

MidAmerica Nazarene University is proud to participate in the Yellow Ribbon Education Enhancement Program (Yellow Ribbon Program), a provision of the Post-9/11 Veterans Education Assistance Act of 2008. This program allows institutions of higher learning (degree granting institutions) in the United States to voluntarily enter into an agreement with the Department of Veterans Affairs (VA) to offer an increased tuition benefit to undergraduate and graduate military veterans in addition to the benefits provided by the Veteran's Administration. This award is meant to bridge the gap between Post-9/11 benefits and private university tuition and fees. The maximum contribution amount per student, per year for qualifying veterans is unlimited at MidAmerica Nazarene University and the institution does not limit these awards to a specific number of students or to any particular academic degrees.

Eligibility. Only individuals entitled to the maximum benefit rate (based on service requirements) may receive this funding. Therefore, you may be eligible if:

- You served an aggregate period of active duty after September 10, 2001, of at least 36 months;
- You were honorably discharged from active duty for a service connected disability and you served 30 continuous days after September 10, 2001;
- You are a dependent eligible for Transfer of Entitlement under the Post-9/11 GI Bill based on a veteran's service under the eligibility criteria listed above.

Application. In order to qualify, students must submit their certificate of eligibility from the VA to MNU's Student Financial Services office. Applicants must be admitted to MidAmerica Nazarene University as a degree-seeking student at the time of award notification. Current Yellow Ribbon Program recipients need not reapply, unless the recipient will be enrolled in

a new degree program for the next academic year. Please note that current recipients must continue to meet federal and institutional eligibility requirements.

MILITARY SERVICE WITHDRAWAL AND READMISSION.

MidAmerica Nazarene University supports students who are members of the U.S. armed forces and are called to active duty, specialized training, or disaster relief efforts with little notice. While the following policy does not apply to basic training, it is provided in order to minimize disruptions or inconveniences for students fulfilling their unanticipated U.S. military responsibilities in the midst of an academic term.

Any student called to active duty, specialized training or disaster relief efforts may withdraw from all courses and receive a 100% refund of tuition and fees. Alternatively, with the permission of their instructor(s), a student may receive an incomplete or a final grade in some or all of the courses taken. Either alternative may occur anytime during the semester through the end of final examinations. If the withdrawal is processed after the first week of classes, the grade of W will be assigned. Students receiving financial aid will be subject to the refund policies as provided for by the agencies sponsoring the aid. The request to withdraw needs to be made within one week of official notification by the military service.

Students who wish to withdraw from courses as a result of being called to active duty, specialized training, or disaster relief efforts must provide a copy of their orders to the Registrar's office along with a signed note asking to be withdrawn.

Any student called to active duty, specialized training or disaster relief efforts may be readmitted without application or payment of additional application fees within one year of the "release from active duty" date on military orders. Applicable students will retain academic standing and financial eligibility if they meet current eligibility requirements other than continuous enrollment.

Finances

FINANCIAL ARRANGEMENTS

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

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

Monthly Payment Plan: A convenient monthly payment plan is available. No finance charges are incurred. For more information regarding the payment plan option please contact the Cashier's Office at 913-971-3295.

Other policies are also in effect:

1. Transcripts will not be released until all accounts have been paid in full and University administered loan payments are current. When clearing a past-due student account to receive a transcript, payment must be made by cashier's check, credit card or personal money order if immediate clearance is needed. If payment is made by personal check, a waiting period of 15 days is necessary for the check to clear the bank.
2. Graduating students must have their accounts paid in full before participating in graduation exercises and receiving diplomas.
3. All financial aid must be applied to the account balance before the student receives credit balances.
4. Institutional scholarships must be applied to tuition, fees and residential charges. After these charges are paid, any excess amount will be returned to the scholarship fund. Cash refunds can only be created by outside funded scholarships or loans.
5. Books and supplies cannot be charged on the student account unless using a voucher approved by Student Financial Services. See the Office of Student Financial Services for more information.

TUITION AND FEES

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

REFUND SCHEDULE

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

Notification to Program Department Chair/Advisor	%Refund
Before week 1	100%
Before week 2	75%
Before week 3	50%
Before week 4	25%

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

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

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

QUALIFYING FOR FINANCIAL AID

Most students attending MNU qualify for some form of financial aid. In fact, more than 90% of MNU's traditional students are receiving one or more forms of financial aid. The majority of financial aid at MidAmerica is awarded based on a student's financial need. Financial need is the student's cost of education minus the family contribution. Family contribution is derived from the financial figures declared on the FAFSA. Based on the financial figures and a formula set by the Department of Education, a family contribution is assigned to each family. The student's financial need determines whether he/she will be eligible for grants, scholarships, loans, work, or a combination of all four.

APPLYING FOR FINANCIAL AID

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

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

Second – Apply for admission to the program of choice. Students may complete their

application at <http://www.mnu.edu/graduate.html>. Please follow the links to the program of choice.

Third – Students may be required to submit an IRS Tax Return Transcript of their most recent federal income tax filing. Dependent students may also be required to submit an IRS Tax Return Transcript of their parents' most recent federal income tax filing. DO NOT submit a copy of your tax return unless requested by Student Financial Aid Services.

General Information for all Graduate Students:

- The FAFSA applies to the fall, spring and summer terms for an aid year. Typically the student will be required to complete two or more different aid year FAFSAs during the course of a program.
- Students must be enrolled for a minimum of 3 hours per term to be eligible for financial aid.
- MNU is a member of the Student Loan Clearing House, to which enrollment information is reported on the 10th of each month. In most cases, the student will not need to complete a student deferment form.
- After the first term of enrollment, the student must maintain Satisfactory Academic Progress (SAP). To pass SAP, students must have a cumulative GPA of 3.0 or higher and must complete at least 66.667% of the classes they attempt. Evaluations are completed after each term. Explanation of Satisfactory Academic Progress is explained below.
- All records are held in strict confidence. No file is available for public use unless authorization is received in writing from the student.

SATISFACTORY ACADEMIC PROGRESS (SAP)

In order to receive Title IV and state aid, a student must make clear progress towards a degree by completing their degree requirements within a certain number of credit hours. The maximum time frame cannot exceed 150% of the published length of the program measured in credit hours attempted. Students must complete 66.667% of their cumulative attempted hours to be eligible to receive financial aid. For work transferred in, the total number of credit hours accepted by MNU will be included in the number of attempted and completed credit hours in the calculations for Satisfactory Academic Progress.

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

“Completed” credit hours are the number of credit hours recorded as earned on the student’s academic transcript at the end of each semester for which a student received a passing grade. Course repetitions will result in only the repeated grade posted and figured in to the cumulative earned credit hours. Grades of W or INC are not considered as replacement grades. An incomplete course is not counted as earned credit hours unless the student successfully completes the course requirements within the maximum time frame of six

months. An incomplete grade may place a student's financial aid on hold until a grade is received and SAP is met. Developmental courses are included in the calculation of completed credit hours.

At the end of each payment period, we will monitor the cumulative GPA of our students. Graduate 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 Aid Services. If students fail to meet the SAP requirements following the warning payment period, they will be placed on financial aid probation and considered ineligible for federal and state aid.

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

FINANCIAL AID WARNING AND PROBATION

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

Appeal Process

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

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

The decision of the committee is final. The committee will not re-consider the appeal unless there is new data or documentation to be considered. Extenuating circumstances that will be seriously considered include the following:

- Death of a family member
- Extreme illness or injury of a family member
- Personal illness or injury

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

Reinstatement

Students may be reinstated and regain their financial aid eligibility once they are within the standards set forth by the Satisfactory Academic Progress policy. Students may not be paid retroactively for periods in which they failed to maintain satisfactory academic progress.

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

How to apply for Financial Aid

- Go to www.pin.ed.gov to obtain a new Federal Personal Identification Number (PIN). If you have already established a PIN, but do not remember it, you can also go here to request a “duplicate” PIN from the Department of Education.
- Complete the FAFSA information for the appropriate aid year at www.fafsa.ed.gov. Contact Student Financial Aid Services to determine which year’s FAFSA to use. It will be based on the date your program begins.
- Send FAFSA results to MNU by entering the MNU federal school code 007032 onto FAFSA.
- Look for and respond to an instructional email that is then sent to the email address on your FAFSA. MNU begins awarding approximately 30 days prior to program start.
- Be sure to Accept/Decline/Modify each individual offered award on-line and complete all requirements listed on your Self-Service Banner account. Instructions will be in the email sent to you.
- Financial aid must be complete and ready to go prior to starting your program. If it is not, you may be required to make a down payment at convocation or the first night of class, whichever is earlier.
- Contact Student Financial Aid Services at 913-971-3298, or Tamara Bright by phone at 913-971-3727 or email tabright@mnu.edu with your anticipated program and start date if you have not applied for admission when completing the FAFSA.

FINANCIAL AID PROGRAMS AVAILABLE

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

Federal Aid

Federal Pell Grant – Awarded to students who demonstrate a high financial need. Awards range from \$5730 to \$602 per year. Student must be full-time to receive their full PELL grant

award but may receive a pro-rated amount if part-time.

Federal Supplemental Education Opportunity Grant (SEOG) – Awarded to PELL recipients showing strong financial need. Awards range from \$400 to \$200 per year. Maximum amount is \$400 for AOL and CGAL students.

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

Federal Direct Stafford Loan – Awarded to students who demonstrate financial need. A student must be enrolled at least half-time to be eligible. 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. 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) – A limited number of jobs are available to students who wish to work on-campus. Contact the Student Financial Aid Services office to see if you qualify for the FWS program and for on-campus job possibilities.

State Aid

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

All federal and state financial aid is placed on the student's account in two disbursements (this includes the Federal Parent Loan). The estimated disbursement dates are set to begin approximately three (3) weeks after the start of each payment period. First-time MNU students will not receive a student loan disbursement until they complete an entrance loan counseling session and execute a Master Promissory Note.

OTHER SCHOLARSHIPS

Kansas State Teachers Service Scholarships

The Kansas State Teacher Service Scholarships are awarded to Kansas resident students who study education and are planning to teach in the State of Kansas. The amounts vary. There are scholarships for students planning to teach in certain geographic areas, in certain academic areas, and to certain student populations in Kansas. The FAFSA on the web and the Kansas State Financial Aid Application must be completed by May 1 to qualify for these scholarships. Check the Kansas Board of Regents website for more information (www.kansas.regents.org).

TEACH Grant Program

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

Student Eligibility Requirements

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

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

Service Obligation

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

Failure to Complete the Service Obligation

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

MIDAMERICA NAZARENE UNIVERSITY DESIGNATED ELIGIBLE PROGRAMS

Undergraduate:

- Elementary Education
- Biology Education
- Math Education
- Music Education
- Middle Level Math Education
- Special Education
- Speech/Theatre Education
- Spanish Education

Graduate:

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

Community Formation

While “student development” is the essential task of the whole educational process at MidAmerica Nazarene University, for the Office of Community Formation the term is more specific. Programs and services sponsored by the Office include those planned experiences which move students toward appropriate personal goals drawn from compelling Christian models. A scripture verse used by Christian educators relative to personal development is Luke 2:52, “And as Jesus grew up, he increased in wisdom and in 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 Community Formation is under the general direction of the Vice President for Community Formation. Community Formation services complement the University’s general efforts to meet the spiritual, physical, intellectual and social needs of the campus community.

OFFICE OF COMMUNITY FORMATION

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

SPIRITUAL LIFE

As a Christian community, MNU is committed to making worship of God the central focus of our lives. Graduate students are invited but not required to attend chapel. Chapel is a place to meet God surrounded by our peers. The purpose of the Spiritual Life Office is to cultivate a climate where God’s voice can be heard, His Will discovered, and His Mission embraced.

We come with different needs, considerate of those around us, expecting to be challenged, inspired, comforted and renewed. Close your books and set your assignments aside. Open your heart and mind to the loving Father. Let the Holy Spirit speak to you during these times together.

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.

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.

CHAPEL FAQS

Q. Is Chapel attendance a requirement at MNU?

A. Graduate students are invited but not required to attend chapel.

Q. How many chapel points are offered each semester?

A. More than 80

Q. How does the chapel schedule work?

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

Wednesdays (7:30-8:00am) are "Morning 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 planned and executed by Pastor J.P. VanDalsem from College Church of the Nazarene. This service typically contains a time of worship in song, small group prayer, a brief word concerning a topic, and small group discussion.

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 for graduate students while on campus. 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. Graduate students should also become familiar with the student handbook policies published by their respective academic programs.

DRESS CODE

MidAmerica Nazarene University seeks propriety in dress and appearances in harmony with biblical principles. Graduate students are expected to dress in a professional manner appropriate for the classroom.

INTERCOLLEGIATE ATHLETICS

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

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.

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

COUNSELING SERVICES

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



Degree Programs

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

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

Graduate Degree Programs

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

School of Behavioral Sciences and Counseling

Degrees and Certificates

- Master of Counseling (MAC)
- Play Therapy Certificate
- Sexual Addictions Therapy Provider Certificate

School of Business

Degrees

- Master of Business Administration (MBA)
- Master of Science in Management (MSM)

School of Education

Degrees

- Master of Education (M.Ed.)

School of Nursing and Health Science

Degree

- Master of Science in Nursing (MSN)
- Healthcare Administration Certificate
- Nursing Education Certificate

Public Health Certificate
Quality Management Certificate

COURSE NUMBERING

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

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

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

LOWER-DIVISION

1000--primarily open to freshmen

2000--primarily open to sophomores

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

UPPER-DIVISION

3000--primarily open to juniors

4000--open to seniors

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



SCHOOL OF BEHAVIORAL SCIENCES AND COUNSELING

Earl Bland, Psy.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**

Department of Graduate Studies in Counseling

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

Statement of Mission:

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

FACULTY

EARL BLAND, Professor of Psychology; Dean, School of Behavioral Sciences and Counseling, 1999-

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

TODD FRYE, Professor of Counseling; Chair, Department of Graduate Studies in Counseling, 2007-

B.S., Psychology, Northwest Nazarene University, 1992 M.Ed., Northwest Nazarene University; Ph.D., Idaho State University

CAYLA BLAND, Associate Professor of Counseling, 2003-

B.A., Oral Roberts University; M.A., Wheaton College; Ph.D., Regent University.

TODD BOWMAN, Associate Professor of Counseling, 2008-

B.S., Mount Vernon Nazarene University; Ph.D., Oklahoma State University.

TRICIA BROWN, Professor of Counseling, 2009-

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

REBECCA CHOW, Assistant Professor of Play Therapy, 2010-

B.A., Universidad Autonoma de Centroamerica; M.A., University of Missouri-Kansas City.

MARY FRY, Associate Professor of Counseling, 2009-

B.A., University of Missouri; M.S., Baylor University; Ph.D., Regent University.

ACHA GORIS, Assistant Professor of Counseling, 2013-

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

SCOTT KOENEMAN, Assistant Professor of Counseling, 2010-

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

BRENT MOORE, Assistant Professor of Counseling, 2012-

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

ANDREW SECOR, Assistant Professor of Counseling, 2013-

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

AMY CAIN, Adjunct Professor of Counseling, 2012-

B.S., Missouri State University, 1998; M.A., MidAmerica Nazarene University, 2007.

TAYLOR JOHNSON, Adjunct Professor of Counseling, 2013-
B.A., MidAmerica Nazarene University; M.A., MidAmerica Nazarene University.

MASTER OF ARTS IN COUNSELING

Objectives:

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

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

REQUIREMENTS FOR THE MAC DEGREE

Core Courses

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

COUN 6193: COUNSELOR ORIENTATION & ETHICS

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

COUN 6213: LIFESPAN DEVELOPMENT

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

COUN 6223: THEORIES OF COUNSELING

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

COUN 6313: FAMILY COUNSELING

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

COUN 6323: GROUP COUNSELING

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

COUN 6413: PSYCHODIAGNOSIS

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

COUN 6423: RESEARCH FOR COUNSELORS

This course is an introduction to research and its role in the field of counseling. Included in this course is a review of research literature and design considerations including sampling, surveys and statistical tests.

COUN 6433: HELPING SKILLS FOR COUNSELORS

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

COUN 6512: CHILDHOOD & ADOLESCENT COUNSELING

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

COUN 6613: INDIVIDUAL & FAMILY ASSESSMENT

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

COUN 6623: CAREER COUNSELING

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

COUN 6713: MULTICULTURAL COUNSELING

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

COUN 6723: ADDICTIONS COUNSELING

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

Students will choose ONE of the following advanced theories courses:

COUN 7611: ADVANCED THEORIES PSYCHODYNAMIC

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

COUN 7621: ADVANCED THEORIES EXPERIENTIAL/ATTACHMENT

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

COUN 7631: ADVANCED THEORIES COGNITIVE BEHAVIOR

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

COUN 7641: ADVANCED THEORIES POST MODERN

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

CLINICAL MENTAL HEALTH SPECIALTY

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

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

COUN 6143: FOUNDATIONS OF MENTAL HEALTH COUNSELING

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

COUN 6321: CLINICAL MENTAL HEALTH CONSULTATION

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

COUN 6523: PREVENTION & INTERVENTION IN MENTAL HEALTH

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

COUN 6563: PRACTICUM IN MENTAL HEALTH COUNSELING

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

COUN 7622: MENTAL HEALTH INTERNSHIP LEVEL I

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

COUN 7723: MENTAL HEALTH INTERNSHIP LEVEL II

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

COUN 7823: MENTAL HEALTH INTERNSHIP LEVEL III

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

COUN 7863: MENTAL HEALTH ISSUES & ADVOCACY

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

SCHOOL COUNSELING SPECIALTY

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

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

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

COUN 6133: FOUNDATIONS OF SCHOOL COUNSELING

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

COUN 6311: SCHOOL COUNSELING CONSULTATION

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

COUN 6593: SCHOOL COUNSELING ISSUES AND GUIDANCE

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

COUN 6553: PRACTICUM IN SCHOOL COUNSELING

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

COUN 7612: SCHOOL COUNSELING INTERNSHIP LEVEL I

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

COUN 7713: SCHOOL COUNSELING INTERNSHIP LEVEL II

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

COUN 7813: SCHOOL COUNSELING INTERNSHIP LEVEL III

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

COUN 7853: SCHOOL COUNSELING PROGRAM DEVELOPMENT

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

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

COUN 6173 ELEMENTARY FIELD EXPERIENCE

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

(classroom teachers) are interested in, and committed to, providing a quality training experience. This experience is a requirement for students in the graduate school counseling program who are not licensed teachers in Kansas.

COUN 6183 SECONDARY FIELD EXPERIENCE

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

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

**MARRIAGE, COUPLE AND
FAMILY COUNSELING SPECIALTY**

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

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

COUN 6153: SYSTEMATIC FOUNDATIONS AND FAMILY ISSUES

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

COUN 6331: MARRIAGE, COUPLE & FAMILY CONSULTATION

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

COUN 6533: COUPLE COUNSELING

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

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

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

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

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

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

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

COUN 7833: MARRIAGE AND FAMILY INTERNSHIP LEVEL III

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

COUN 7873: FAMILY EDUCATION EXPERIENCE

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

SPIRITUAL FORMATION AND COUNSELING SPECIALTY

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

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

COUN 8033: FOUNDATIONS OF CHRISTIAN FAITH AND COUNSELING

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

COUN 6543: SPIRITUAL AND RELIGIOUS INTERVENTIONS IN COUNSELING

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

COUN 6051 6341: SPIRITUAL FORMATION AND CONSULTATION

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

COUN 6583: PRACTICUM IN SPIRITUAL FORMATION AND COUNSELING

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

COUN 7642: SPIRITUAL FORMATION & COUNSELING INTERNSHIP LEVEL I

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

counseling skills in a supervised setting.

COUN 7743: SPIRITUAL FORMATION & COUNSELING INTERNSHIP LEVEL II

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

COUN 7843: SPIRITUAL FORMATION & COUNSELING INTERNSHIP LEVEL III

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

COUN 7883: SPIRITUAL FORMATION AND COUNSELING PRACTIS

This course is designed to enhance the process of integrating three dimensions of the student's development to influence human well-being within a multicultural context. These dimensions include: the practical embodiment of a counselor identity in the service of a marginalized people group; the application of spiritually informed counseling practices to improve human welfare; the expansion of one's personal foundation for spiritual formation and counseling. Special attention is given to both individual and collaborative activities that enrich the process of spiritual formation and counseling for the student and client population.

POSTMASTER'S CERTIFICATES

REQUIREMENTS FOR THE CERTIFICATE IN PLAY THERAPY

The MidAmerica Nazarene University Play Therapy Certificate program is a "University Approved Center" by the Association for Play Therapy (APT). This designation is the highest recognition offered by APT. The certificate program is an accelerated 22-hour post-graduate program designed to meet the post-master's requirements specified by APT to obtain Registered Play Therapists credentials.

Students will be prepared to provide play therapy in both public or private clinical settings. MNU takes a hands-on approach to student's learning experience and provides quality supervision during the applied internship experience. Students receive instruction in the best of contemporary play therapy theory blended with guided experience from true practitioners.

55 GRADUATE STUDIES IN COUNSELING

This dual emphasis on theory and application means the student is well prepared for creating a dynamic interpersonal relationship between themselves and their clients.

Courses include:

PLTH 6103	Play Therapy I	3
PLTH 6202	Play Therapy II	2
PLTH 6302	Multicultural Play Therapy	2
PLTH 6402	Sandtray Therapy	2
PLTH 6502	Filial Therapy	2
PLTH 6602	Current Theories in Play Therapy	2
PLTH 6702	Techniques in Play Therapy	2
PLTH 7801	Internship I	3
PLTH 7901	Internship II	4
		<hr/> 22 hours

PLTH 6103: PLAY THERAPY I

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

PLTH 6202: PLAY THERAPY II

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

PLTH 6302: MULTICULTURAL PLAY THERAPY

As the cultural diversity of our nation continues to grow, so does the expertise and knowledge of a play therapist working with this diverse population. This class will enhance the therapist's self-awareness, increase knowledge about working with children and families from different cultures and develop additional practice skills.

PLTH 6402: SANDTRAY THERAPY

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

PLTH 6502: FILIAL THERAPY

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

PLTH 6602: CURRENT THEORIES IN PLAY THERAPY

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

to apply these theories to their clinical experience.

PLTH 6702: TECHNIQUES IN PLAY THERAPY

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

PLTH 7801 INTERNSHIP I

This course will address the different levels of clinical skill acquisition. Students will be expected to carry 5-6 client contact hours per week concurrent with hours of clinical supervision. Videotaping of student therapy session will be used in the supervisory process. (NOTE: If clinical criteria are not met by the conclusion of the internship segment, fees for additional clinical supervision may be charged to the individual student on a per hour basis over and above tuition). Students will complete a total of 150 clinical hours and 15 hours of supervision

PLTH 7901 INTERNSHIP II

This course will address the different levels of clinical skill acquisition. Students will be expected to carry 5-6 client contact hours per week concurrent with hours of clinical supervision. Videotaping of student therapy session will be used in the supervisory process. (NOTE: If clinical criteria are not met by the conclusion of the internship segment, fees for additional clinical supervision may be charged to the individual student on a per hour basis over and above tuition). Students will complete a total of 200 clinical hours and 20 hours of supervision

REQUIREMENTS FOR THE CERTIFICATE IN SEXUAL ADDICTIONS TREATMENT PROVIDER

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

This 17-hour program with a dual emphasis on quality training and clinical application is designed to prepare professionals for work in treating those who struggle with issues related to sexual obsessions and addictions. Students receive the training and professional credibility needed to specialize in sexual addictions treatment.

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

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

SATP 9013	Introduction to Sexual Addiction Treatment	3
SATP 9072	Neurobiology of Sexual Addiction	2
SATP 9022	Assessment & Diagnosis Sexually Addictive Behavior	2
SATP 9032	Couples Work in Sexual Addiction Recovery	2
SATP 9042	Group Work in Sexual Addiction Recovery	2
SATP 9052	Spiritual Dimensions of Sexual Addiction Recovery	2
SATP 9062	Advanced Issues in Sexual Addiction Treatment	2
SATP 9011	Internship in Sexual Addiction Treatment I	1
SATP 9021	Internship in Sexual Addiction Treatment II	1

 17 hours

SATP 9013: INTRODUCTION TO SEXUAL ADDICTION TREATMENT

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

SATP 9072: NEUROBIOLOGY OF SEXUAL ADDICTION

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

SATP 9022: ASSESSMENT AND DIAGNOSIS OF SEXUALLY ADDICTIVE BEHAVIOR

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

SATP 9032: COUPLES WORK IN SEXUAL ADDICTION RECOVERY

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

SATP 9042: GROUP WORK IN SEXUAL ADDICTION RECOVERY

This course is designed to provide both a theoretical framework as well as practical application in the area of group work in the recovery of sexual addictions for individuals and couples. Specifically, students will understand the dynamics of a 12-step recovery group for

sexual addicts, the importance of this group in maintaining sobriety, and the benefits of group membership for both the recovering addict and their partner.

SATP 9052: SPIRITUAL DIMENSIONS OF SEXUAL ADDICTION RECOVERY

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

SATP 9063: ADVANCED ISSUES IN SEXUAL ADDICTION TREATMENT

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

SATP 9011- INTERNSHIP IN SEXUAL ADDICTION TREATMENT I

The Internship in Sexual Addiction Treatment Level 1 is designed to facilitate the refinement of clinical skills specifically for the treatment of sexually addictive behaviors and co-occurring disorders. Through a variety of one-to-one, couples and/or group counseling experiences, the student can expand therapeutic techniques, interventions and interpersonal relationship skills with opportunities to experience direct consultation and guidance from the SATP faculty.

SATP 9021- INTERNSHIP IN SEXUAL ADDICTION TREATMENT II

The Internship in Sexual Addiction Treatment Level 2 is designed to facilitate the refinement of clinical skills specifically for the treatment of sexually addictive behaviors and co-occurring disorders. Through a variety of one-to-one, couples and/or group counseling experiences, the student can expand therapeutic techniques, interventions and interpersonal relationship skills with opportunities to experience direct consultation and guidance from the SATP faculty.



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.

Department of Graduate Studies in Management

Course Offerings: Accounting, Computer Applications, Management, Marketing, and Project Management.

Statement of Mission:

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

The department's programs are designed with the following goals in mind:

1. To support the Christian mission of MidAmerica Nazarene University by fostering the development of sound Christian ethical practices and leadership skills which students can integrate into their professional and personal lives, by honoring the dignity and worth of all individuals and by encouraging diversity within our faculty and student body.
2. To support the educational mission of MidAmerica Nazarene University by offering academically challenging courses in Accounting, Finance, Economics, Marketing, Business Administration, Business Psychology, Leadership, Project Management, Conflict Resolution and Entrepreneurship.
3. To facilitate the development of broadly educated individuals with specific skills in: problem solving, the use of business technology, delivering business presentations, business writing, team work, leadership, working in multicultural environments, and adapting to change.
4. To meet the needs of our stakeholders by encouraging student and faculty involvement with the church, employers and the community.

GSM Global Learning Outcomes:

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

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

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

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

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

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

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.

GRAYDON DAWSON, Professor of Business; Chair of the Department of Graduate Studies
in Management, 2011-

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

PETE BRUMBAUGH, Adjunct Faculty in Business, M.B.A., MidAmerica Nazarene
University, 2004; B.A., MidAmerica Nazarene University, 1990.

RHONDA CORWIN, Adjunct Faculty in Business, D.B.A., Walden University, 2012;
M.B.A., MidAmerica Nazarene University; B.A. MidAmerica Nazarene University.

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.

DOUG COPELAND, Adjunct Instructor in Business Administration, 2006-

B.A., University of Missouri-Kansas City, 1978; M.A., University of Missouri-Kansas City,
1980.

LON E. DAGLEY, Assistant Professor, Computer Services Librarian, 2006-

B.A., Northwest Nazarene University, 1982; M.A., Nazarene Theological Seminary, 1987;
M.A. Emporia State University, 1998.

PAULA M. DAoust, Adjunct Instructor in Business Administration, 2003-

B.A., Atkinson College, 1984; M.A., Wilfrid Laurier University, 1989; Ph.D., University of
Kansas, 1994.

DON DUNN, Adjunct Faculty in Business, 2012-

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

LYNNE M. ERICKSON, Adjunct Instructor in Accounting, 1993-

B.A., Olivet Nazarene University, 1984; M.A.S., University of Illinois at Urbana-Champaign,
1986; CPA.

EVELYN EUBANK, Adjunct Instructor, 1994-

B.S.E., Wichita State University, 1975; M.A., Webster University, 1993.

MARK C. FORD, Associate Academic Vice President; Professor of Business, 1991-

B.A., MidAmerica Nazarene University, 1987; M.B.A., University of Kansas, 1997; J.D.,
University of Missouri - Kansas City, 1990; Ed.D., University of Pennsylvania, 2011.

ANTHONY REX GABBERT, Adjunct Faculty in Business, 2013-

B.A. University of Missouri-Kansas City, 1980; J.D. Mississippi College School of Law
1985.

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.

BOB HUMPHREY, Professor of Adult Education; Chair, Department of Professional Studies in Management, 2000-

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

MARY JONES, Professor of Business; Provost, 2013-

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

JOHN TONY JUVE, Adjunct Faculty in Business, 2010-

M.S., Emporia State University; Ph.D., University of Missouri.

MARY MURPHY, Associate Professor of Business, 2013-

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

TAMMY OGREN, Adjunct Instructor in Business, 2013-

B.A., MidAmerica Nazarene University; B.A., University of Northwestern Ohio; M.B.A., MidAmerica Nazarene University.

ANDREA OLITSKY, Adjunct Instructor of Business, 2013-

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

DANIEL T. ROEHLER, Adjunct Instructor in Business Administration, 2003-

B.A., York University, 1987; M.B.A., University of Kansas, 1995.

DAN SCHAFER, Adjunct Instructor, 2008-

D.B.A., Anderson University, 1994.

KELLI J. SCHUTTE, Adjunct Instructor in Business Administration, 2005-

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

GEORGE VEGA, Adjunct Instructor in Business Administration, 2004-

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

LISA WALLENTINE, Associate Professor of Business Administration, 2003-

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

DAVE WEGLEY, Professor of Business, 1989-

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

MASTER OF BUSINESS ADMINISTRATION

Objectives:

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

1. Application – the ability to apply business tools, skills, and concepts in innovative ways to improve the probability of successful management decision making.
2. Innovation – the ability to use business tools, skills, and concepts in innovative ways to

improve the probability of successful management decision making.

3. Ethical Leadership – the ability to critically analyze and question knowledge claims in the business setting and illustrate adherence to an ethical approach in decision making.

Admission Procedures and Requirements:

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

Regular Admission:

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

- Bachelor's degree from a regionally accredited college or university.
- Completed application.
- Application fee (non-refundable) of \$100 (This fee will be applied to the cost of the program).
- Official transcripts of all post-secondary work (MNU alumni disregard).
- Minimum overall grade-point average of 3.0 in the last 60 semester hours of coursework.
- If the student already has a master's degree and is seeking another and has a 3.00 GPA or better in that master's degree, they will be admitted to the program.
- Completion of the MBA Policy Checklist.

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

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

Conditional Admission:

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

Transfer Credit:

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

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

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

REQUIREMENTS FOR THE MBA DEGREE

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

MGMT 6001: GRADUATE STUDIES FOR SUCCESS

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

MGMT 6002: CORPORATE AND PERSONAL ETHICS

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

MGMT 6103: ORGANIZATIONAL LEADERSHIP

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

ECON 6003: MANAGERIAL ECONOMICS

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

PMGT 7003: FOUNDATIONS OF PROJECT MANAGEMENT

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

MKTG 6003: MARKETING MANAGEMENT

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

MGMT 6603: APPLIED QUANTITATIVE METHODS

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

MGMT 6403: LEGAL ENVIRONMENT OF BUSINESS

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

COMP 6213: TECHNOLOGY FOR MANAGERS

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

ACCT 6103: FINANCIAL MANAGEMENT

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

MGMT 6303: ORGANIZATIONAL DEVELOPMENT

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

MGMT 6703: STRATEGIC MANAGEMENT

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

MASTER OF SCIENCE IN MANAGEMENT

Objectives:

The Master of Business Administration program at MidAmerica Nazarene University is a two 20 month, 36 credit-hour program designed to enhance the technical and relational skills, innovative instincts, and ethical sensibilities of working adults to enable them to serve their organizations and communities more effectively as servant leaders. The MSM program emphasizes the following objectives:

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

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

Regular Admission:

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

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

Conditional Admission:

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

Transfer Credit:

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

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

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

REQUIREMENTS FOR THE MSM DEGREE

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

MGMT 6001: GRADUATE STUDIES FOR SUCCESS

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

MGMT 6002: CORPORATE AND PERSONAL ETHICS

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

COMP 6213: TECHNOLOGY FOR MANAGERS

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

MGMT 6123: LEADERSHIP: THEORY & PRACTICE

This course focuses on the concept of leadership in organizations. Students will understand the complexity of structural, political, symbolic and human resource issues in applying a framework for analyzing leadership in organizations. Students will also build skills for

modeling an authentic voice for leadership through the use of effective presentation skills.

PMGT 7003: FOUNDATIONS OF PROJECT MANAGEMENT

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

MGMT 6323: MEDIATION, NEGOTIATIONS AND RESOLUTION OF CONFLICT

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

ACCT 6013: ACCOUNTING AND FINANCE FOR MANAGERS

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

MKTG 6003: MARKETING MANAGEMENT

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

MGMT 6523: ENTREPRENEURSHIP

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

MGMT 6223: STRATEGIC HUMAN RESOURCE MANAGEMENT

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

MGMT 6333: ORGANIZATIONAL DEVELOPMENT & LEADING

TRANSFORMATIONAL CHANGE

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





SCHOOL OF EDUCATION

Nancy Damron, Ph.D.
Dean

- Department of Teacher Education
- Department of 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

The Department of Teacher 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.

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 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

In-service teachers in these programs are guided to examine current instructional practices through data analysis, research, and academic writing in order to resourcefully infuse enhanced teaching methods to meet the needs of all learners. Graduates become servant leaders and mentors in their professional communities and the field of education.

The School of Education has an integrated approach to its professional education programs

based on a set of unifying goals designed to develop knowledge, skills, and dispositions needed for teaching. The unifying goals are the building blocks upon which candidates develop skills that will enable them to provide appropriate instruction for all students. The School of Education has identified the following goals for teacher candidates, in-service candidates, and other school professionals:

UNIT PROGRAM OUTCOMES/CONCEPTUAL FRAMEWORK

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

1 Effective and Professional Communication

1.1 Professional Knowledge:

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

1.2 Professional Skills:

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

1.3 Professional Dispositions:

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

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

2 Curriculum and Instructional Competence

2.1 Professional Knowledge:

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

2.2 Professional Skills:

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

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

3 Leadership and Service

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

Goal 4: Facilitate their intellectual and personal growth.

4 Diversity Competence (know-how)

- 4.1 Professional Knowledge:
 - 4.1.1 Understand and recognize differences in students who represent diversity (ethnic, racial, religious, sex , language, and exceptionalities).
 - 4.1.2 Understand culturally responsive teaching, and appropriate services and resources necessary to meet diverse learning needs.

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

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

5 Standards Based Content Expertise

- 5.1 Professional Knowledge:
 - 5.1.1 Possess content knowledge and recognizes the importance of integrated and media literacy.
 - 5.1.2 Know how to integrate content knowledge, technology, and pedagogy to facilitate student learning in relevant ways.
 - 5.1.3 Understand the structure of knowledge and organizing concepts in the content field.
- 5.2 Professional Skills:
 - 5.2.1 Devise appropriate learning activities (including technology) that engage students in uncovering the understanding of the content areas.
 - 5.2.2 Integrate literacy and thinking skills across and between content fields to enhance student learning.
- 5.3 Professional Dispositions:
 - 5.3.1 Value and promote education, life-long learning, reading and writing.
 - 5.3.2 Model the value of life-long education through enthusiasm, curiosity, questioning, and reflection.

Department of Graduate Studies in Education

Course Offerings: Education, ESOL

Statement of Mission:

The School of Education seeks to help students develop spiritually and apply their knowledge of human growth and development, learning theories, research, technology, communication, and the world to develop, implement, and assess learning experiences for all students.

PURPOSE

The purpose of GSE at MidAmerica Nazarene University is to offer advanced, professional graduate degree programs for elementary and secondary teachers. These traditional and online programs offer coherent, integrated coursework based on national teaching standards.

VISION

The vision of GSE is to offer master's degree programs to a global community of teachers. Graduates will be professional teachers of integrity who recognize the inherent value and learning potential of all children and youth. Based on the educational theories and principles of learning, pedagogical methods, and their own educational research, our graduates will be teachers whose instruction reflects education's best practices. As professionals, they will meet national standards for accomplished teachers, offer technology-enhanced instruction, and positively influence student achievement. Fully realized, this vision will develop teachers who are teacher leaders serving in the diverse and challenging schools and global communities of the twenty-first century.

FOCUS

Graduate study at MidAmerica Nazarene University is conceptualized as an opportunity for the individual to pursue an area of study that will facilitate his/her professional and personal development. The curriculum and culture encourage each student to develop a dynamic social conscience that will enable him/her, through personal contributions, to express God's love for humankind.

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



The Standard of Excellence
in Teacher Preparation

FACULTY

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

MARTIN H. DUNLAP, Associate Professor of Education; Chair, Department of Graduate
Studies in Education, 2007-

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

DIANE M. BOTTOMLEY, Adjunct Professor of Reading, 2012-

B.S., Eastern Illinois University; M.S., University of Illinois; Ph.D., University of Illinois

DEBBY BYRNE, Adjunct Professor, 2014-

B.A., Pittsburg State University; M.S., University of Kansas

ERIN DUGAN, Adjunct Professor of Special Education, 2014-

B.S., University of Vermont; M.S., University of Kansas; Ph.D., University of Kansas

ELLEN BECKLEY-HEOFER,

Ed.S., University of Missouri - Kansas City

NEIL O. FRIESLAND, Professor of Education, 2001-

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

LIDDELL HOBIN, Adjunct Instructor, 2003-

B.S., University of Southern Mississippi, M.E.T., MidAmerica Nazarene University

NICOLE HODGE, Adjunct Instructor, 2014-

B.S., University of Nebraska-Lincoln; M.S., University of Nebraska-Omaha; Ed.S, University
of Missouri-Kansas City

SUE JACOBS, Adjunct Instructor, 2014-

B.S., Ft. Hays State University; M.S., Ft. Hays University; Ph.D. Kansas State University

JUDY MARTIN, Adjunct Instructor, 2014-

B.S., Pittsburgh State University; M.S., Pittsburgh State University; Ed.D, Baker University

CLAUDIA MCVICKER, Professor of Education, 2009-

B.S., Kansas State University; M.S., Ft. Hays University; Ph.D. Kansas State University

SCOTT R. POPPLEWELL, Adjunct Professor of Reading, 2012-

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

LETICIA A. PORTER, Adjunct Professor of Reading, 2012-

B.S., Kansas State University; M.S., Fort Hays State University; Ph.D., Kansas State
University

MICHAEL RAMIREZ, Assistant Professor of Education, 2010-

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

MARSHA RATZEL, Adjunct Instructor, 2008-

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

GRETCHEN SHERK, Adjunct Instructor, 2014-

B.A., University of Kansas; M.S., University of Kansas; Ed.D, University of Kansas

RAMONA STOWE, Assistant Professor of Education, 2008-

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

ANNA STUBBLEFIELD,

B.S., University of Kansas; M.S., University of Kansas; Ph.D., St. Louis University

RUTH WAGGONER, Adjunct Professor, 2010-

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

MASTER OF EDUCATION

Objectives:

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

The three components in the Master of Education are:

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

Minimum Technology Requirements:

All courses are offered in a paperless environment. Students are expected to have a laptop computer, and all courses are taught using the online Learning Management System, Moodle. To take advantage of the interactivity of courses, the following minimum system profiles are **REQUIRED**:

- Macintosh OS Mac OS X (Preferred)
 - 4 GB RAM
 - Broadband Internet access
 - Browser with Java enabled:
 - Most current Firefox (recommended browser)
 - PC XP, Vista or Windows 8
 - 2 GB RAM
 - Broadband Internet access
 - Sound card and speakers
- The following browser with Java enabled is recommended:
Most current Firefox (recommended browser)

REQUIREMENTS FOR THE M.ED. DEGREE

For the ESOL and Technology-Enhanced Teaching tracks, students complete five core courses and then an additional 15 hours in a desired emphasis area. All programs are approved by the Kansas Department of Education, NCATE, and the Higher Learning Commission.

EDUC 7023	Comparing World Views	3
EDUC 7093	Serving Through Servant Leadership	3
EDUC 7063	Action Research I	3
EDUC 7083	Action Research II Emphasis	3 <u>15 hours</u>
Total		30 hours

EDUC 7013: ETHICAL AND LEGAL ISSUES FOR THE PROFESSIONAL EDUCATOR

This course examines the roles ethics and education law play in informing and shaping professional teaching practice. Ethics and education law will be applied to vexing professional decisions to help the candidate acquire and cultivate knowledge, skill and dispositions which reflect consistent command of ethical, lawful practice. The course explores the ethical and legal dimensions of schools and how ethics and school law are incorporated into decision-making processes in educational settings.

EDUC 7023: COMPARING WORLD VIEWS

A worldview provides people with their basic assumptions about reality. Religion provides them with the specific content of their reality. Culture is best understood by a study of the dynamic themes that provide it with identifiable values, most of which are reinforced by religious beliefs and practice. This course provides an overview of some of the major world regions, comparing them with Christianity. Candidates will review biblical responses to divergent belief systems and learn how to interact with people who embrace them.

EDUC 7093: SERVING THROUGH SERVANT LEADERSHIP

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

EDUC 7063: ACTION RESEARCH I

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

EDUC 7083: ACTION RESEARCH II

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

TECHNOLOGY-ENHANCED TEACHING EMPHASIS

The five, three-hour courses are aligned with the International Society for Technology in Education's (ISTE) National Educational Technology Standards for Teachers (NETS•T). The standards express the fundamental concepts and skills for teachers in the evolving field of educational technology, the necessary conditions for the appropriate use of technology in teacher education and K-12 schools, and the assessment tools for measuring technological competence. This program prepares teachers to use technology to enhance student learning and to become active participants in professional development related to the use of technology in K-12 schools.

EDUC 7103: TECHNOLOGY-ENHANCED TEACHING SEMINAR

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

EDUC 7203: TECHNOLOGY FOR PRODUCTIVITY AND PROFESSIONAL PRACTICE

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

EDUC 7303: TECHNOLOGY-ENHANCED LEARNING ENVIRONMENTS

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

EDUC 7403: TEACHING AND LEARNING WITH TECHNOLOGY

This course assists candidates in understanding the role of educational technology in the teaching and learning process. Initially, course content presents the relationship of technology to key learning theories, learner characteristics, and teaching styles. The course then presents

development tools, such as multimedia tools and web-based construction, and instructional software to enhance conceptual understanding and demonstrate understanding of academic content. Candidates study learner-centered strategies that place students at the center of considerations in planning for authentic learning experiences.

EDUC 7503: TECHNOLOGY-FACILITATED ASSESSMENT

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

ESOL EMPHASIS

The graduate ESOL coursework includes 15 credit hours of ESOL and 15 credit hours of our core and research courses. The ESOL courses reflect up-to-date knowledge from research and effective practice. They are aligned with the TESOL/NCATE teacher preparation standards and the K-12 state standards and assessments, including English language proficiency standards and content standards. Successful completion of this coursework will meet Kansas K-12 ESOL endorsement and Highly Qualified Teacher requirements. Candidates wishing to compete their Master of Education with emphasis in ESOL at MNU, may transfer up to 15 hours of ESOL courses from other accredited institutions upon approval by Graduate Studies in Education.

ESOL 6003: METHODS AND INSTRUCTIONAL MATERIALS FOR THE ELL

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

ESOL 6203: MULTI-CULTURAL AWARENESS IN EDUCATION

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

ESOL 6303: LINGUISTICS FOR ESOL

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

ESOL 6403: ASSESSMENT AND EVALUATION FOR THE ENGLISH LANGUAGE LEARNER

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

ESOL 6503: PRACTICUM WITH ENGLISH LANGUAGE LEARNERS

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

ESOL ENDORSEMENT

Candidates may obtain an ESOL endorsement by completing 18 credit hours which includes the above ESOL coursework with the addition of the following course and receiving a passing grade on the PRAXIS:

ESOL 6103: LANGUAGE ACQUISITION FOR ENGLISH LANGUAGE LEARNERS

This course will review the theory and research of second language acquisition.

**KSDE APPROVED CERTIFICATION
PROGRAMS**

MASTER OF EDUCATION READING SPECIALIST

The Graduate Studies in Education, Master of Education, READING SPECIALIST degree was approved in 2013 to provide classroom teachers with advanced study in the field of literacy, specifically reading instruction, assessment and literacy leadership to prepared K-12 teachers to become state certified Reading Specialists. Program graduates will hold a new level of professional expertise in research-based reading instruction, on-going classroom assessment of reading, knowledge of newly published children's and adolescent literature for improving their teaching, professional development leadership for K-12 schools. In addition to the Master of Education Reading Specialist core courses, Action Research I and II that all students must take to earn a Master of Education advanced degree, students who select the Reading Specialist program must also complete the following courses and requirements.

**REQUIREMENTS FOR THE M.ED. READING SPECIALIST
DEGREE**

For the Reading Specialist degree, students will complete these courses as well as comply with requirements and testing that prepare them to be certified reading specialists. The Kansas Department of Education and the Higher Learning Commission have approved this program.

<u>Reading Content Courses</u> (Completed with a 3.00 or above)	
EDUC 7813 Theories of Reading	3
EDUC 7823 Emergent Literacy (PreK-2)	3
EDUC 7833 Advanced Study of Reading Methods (3-6)	3
EDUC 7873 Reading-Writing Connection	3
EDUC 7843 Content Area Reading (7-12)	3
EDUC 7803 Advanced Children’s & Adolescent Literature	3
<u>Assessment & Practicum Courses</u> (Completed with a 3.00 or above)	
EDUC 7853 Corrective Reading	3
EDUC 7801 Diagnostic Literacy Practicum: Elementary Level	1
EDUC 7811 Diagnostic Literacy Practicum: Middle/Secondary Level	1
<u>Reading Specialist Capstone Courses</u> (Completed with a 3.00 or above)	
EDUC 7063 Action Research I	3
EDUC 7083 Action Research II	3
EDUC 7863 Servant Leadership in Literacy	<u>3 hours</u>
Total	32 hours

Other requirements include:

- Teaching Certificate
- 2 years teaching experience
- International Reading Association (IRA) member
- Participate in MNU Summer Literacy Institutes
- Passing score on Praxis II Reading Specialist Exam
- TaskStream Account
- Focus Account (Practicum observation)

EDUC 7813: THEORIES OF READING

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

EDUC 7823: EMERGENT LITERACY (PreK-2)

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

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

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

children's literature chapter book and apply strategies to it for the preparation of a final project.

EDUC 7873: READING-WRITING CONNECTION

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

EDUC 7843: CONTENT AREA READING (7-12)

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

EDUC 7803: ADVANCED CHILDREN'S AND ADOLESCENT LITERATURE

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

EDUC 7853: CORRECTIVE READING

This course practices the assessment, diagnosis and correction of reading problems for students K-12. A supervised case study practicum in planning and implementing diagnostic lessons, based on an analysis of assessments that enhance the literacy development of grade K-12 students will be completed to provide teachers with guided practical experiences in informal diagnostic procedures, prescription, and treatment of common reading difficulties, which can be handled by the classroom teacher within the classroom setting. The course promotes application of knowledge and competencies in the use of teaching methods and materials in the treatment of specifically identified reading needs of individual students. (Pre-Requisites: All Reading Content courses; Concurrent enrollment with EDUC 7853a & b)

EDUC 7801: DIAGNOSTIC LITERACY PRACTICUM: Elementary Level

Supervised case study practicum in planning and implementing diagnostic lessons, based on an analysis of assessments that enhance the literacy development of grade K-6 students. This advanced course is one of two practicum courses in the Reading Specialist program designed to prepare graduate students to teach and support elementary remedial reading and writing. The concurrently enrolled course, EDUC 7853 Corrective Reading, examines the selection, administration, and analysis of literacy assessments. EDUC 7833 Advanced Study of Reading Methods addresses planning and implementing instruction for elementary level students.

The course content is based on the latest theory, research, and pedagogy related to the development and remediation of reading and writing. (Pre-Requisites: All Reading Content courses; Concurrent enrollment with EDUC 7853 Corrective Reading)

EDUC 7811: DIAGNOSTIC LITERACY PRACTICUM: Secondary Level

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

EDUC 7863: SERVANT LEADERSHIP IN LITERACY

Prepares reading specialist as a school leader and expands knowledge of literacy gained in prerequisite to become a literacy leader. This course addresses the main themes of literacy leadership and focuses on the roles of literacy leaders, leading and mentoring teachers in effective literacy practices, designing effective school-wide professional development, advocating for literacy both in school contexts and community settings, promoting change for 21st century learning, participating in professional organizations and conferences.

EDUC 7063: ACTION RESEARCH I

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

EDUC 7083: ACTION RESEARCH II

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

**MASTER OF EDUCATION IN
ADAPTIVE SPECIAL EDUCATION**

Objectives:

The graduate SPED coursework includes 36-39 credit hours (13-15 courses) and reflects up-to-date knowledge from research and effective practice. Courses are aligned with the

KSDE and Council of Exceptional Children initial special education standards. Successful completion of this coursework will meet Kansas K-6, 5-8, 7-12, or K-12 Adaptive SPED endorsement and Highly Qualified Teacher requirements, depending on choice of program. Students will complete the following courses:

Note: Because of the licensure requirements, the ASPED program does not have common courses associated with the Graduate Studies Department at MNU, however the areas of the core of GSE are assessed with in the ASPED courses.

REQUIREMENTS FOR THE M.ED. IN ADAPTIVE SPECIAL EDUCATION DEGREE

SPED 7013	Introduction and Characteristics	3
SPED 7033/7133	Adaptive Instructional Methods	3
SPED 7043	Adaptive Practicum I	3
SPED 7023	Educating Students with Social and Behavioral Needs	3
SPED 7053	Adaptive Reading Language Arts Instructional Methods and Strategies	3
SPED 7113	Assessment of Students with Adaptive Learning Needs	3
SPED 7093	Communication and Collaboration in SPED	3
SPED 7073	Methods of Transition into Adulthood	3
SPED 7123	Creating Optimal Learning Environments in SPED	3
SPED 7063	Ethical and Legal Issues in SPED	3
SPED 7083	Negotiation and Conflict Resolution in SPED	3
SPED 7103	Inquiry Data Collection and Research	3
SPED 7133	Advanced Adaptive Special Education II	3
Total		36-39 hours

SPED 7103: INTRODUCTION AND 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.

SPED 7033/7133: ADAPTIVE INSTRUCTIONAL METHODS

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.

SPED 7043: ADAPTIVE PRACTICUM I

The teacher in this field-based practicum demonstrates knowledge and skill in planning and implementing effective instruction, which is built on standards-based goals for content, students, and community. The teacher promotes a supportive learning environment that encourages student participation.

SPED 7023: EDUCATING STUDENTS WITH SOCIAL AND BEHAVIORAL NEEDS

This course instructs the teacher in understanding the characteristics of adaptive learners with

significant behavioral and social needs in assessing and developing effective strategies to address those needs.

SPED 7053: ADAPTIVE READING LANGUAGE ARTS INSTRUCTIONAL METHODS AND STRATEGIES

This course prepares the teacher to screen, assess, and identify the needs of adaptive learners in the areas of reading and language arts and to then effectively link the information gathered to intervention strategies and methods. Prerequisite SPED 7013.

SPED 7113: ASSESSMENTS OF STUDENTS WITH ADAPTIVE LEARNING NEEDS

This course will focus upon the administration and interpretation of data, derived from screening, formal and informal measures, normed and criterion referenced tests and other diagnostic measures. Individual assessment of developmental milestones, academic achievement, adaptive behavior and processes will be included.

SPED 7093: COMMUNICATION AND COLLABORATION IN SPED

The focus of this course is the understanding, development and refinement of communication and collaboration skills in order to work effectively with various building level stakeholders as outlined in Special Educator.

SPED 7073: METHODS OF TRANSITION INTO ADULTHOOD

This course prepares the teacher to assess the skills, interests, and preferences of students as they plan for their future, to help adaptive learners understand their needs, and to know how to articulate those needs in public school settings and beyond.

SPED 7123: CREATING OPTIMAL LEARNING ENVIRONMENTS IN SPED

This course prepares the teacher to develop the knowledge and skills needed to establish a planned orderly classroom where participation is encouraged, to facilitate the inclusion of students in the least restrictive environments, and to develop effective classroom modifications for students in both general and special education settings.

SPED 7063: ETHICAL AND LEGAL ISSUES IN SPED

This course examines the concepts of ethics and school law with applications to decision-making regarding current educational and personal practices. It explores the ethical dimension of educational organizations and how values and ethics are incorporated into the decision-making process. Ethical and legal topics regarding technology, character education, and the role of both the sacred and secular in a democratic society will be among key topics addressed throughout the course.

SPED 7083: NEGOTIATION AND CONFLICT RESOLUTION IN SPED

This course examines the processes of effective communication, collaboration/consultation, negotiation and conflict resolution, and prepares the teacher to develop problem-solving strategies with parents, educators, para-educators, and other community professionals. A variety of effective strategies and techniques will be presented through simulation, role-playing, readings, reflections, lectures, and discussions.

SPED 7103: INQUIRY DATA COLLECTION AND RESEARCH

This course is designed to assist teachers in developing knowledge of data collection and research techniques that will enable her to design a research project that addresses a specific educational practice in a classroom setting with students with adaptive learning needs.

Emphasis will be made regarding ethical considerations when working with adaptive special education populations. The action research plan will be implemented in Advanced Practicum 2.

SPED 7133: ADVANCED ADAPTIVE SPED PRACTICUM II

This advanced field-based practicum focuses on the teacher as a facilitator of effective instruction, developer of supportive learning environments, and a promoter of social skills; demonstrating professional, ethical, collaborative and effective communication skills. Emphasis will be placed on the following strands or focus areas:

1. Completion of the action research project designed in SPED 7014.
2. The demonstration in a practicum setting of competency in areas covered under the eight standards established by the Kansas Department of Education.



SCHOOL OF NURSING AND HEALTH SCIENCE

Susan Larson, Ph.D.
Dean

- Department of Traditional BSN Studies
See Traditional Undergrad Catalog for information
- Department of Accelerated BSN Studies
- Department of Accelerated RN-BSN Studies
See Professional Studies Catalog for information
- 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*See Traditional Undergrad Catalog for information*

SCHOOL OF NURSING AND HEALTH SCIENCE

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

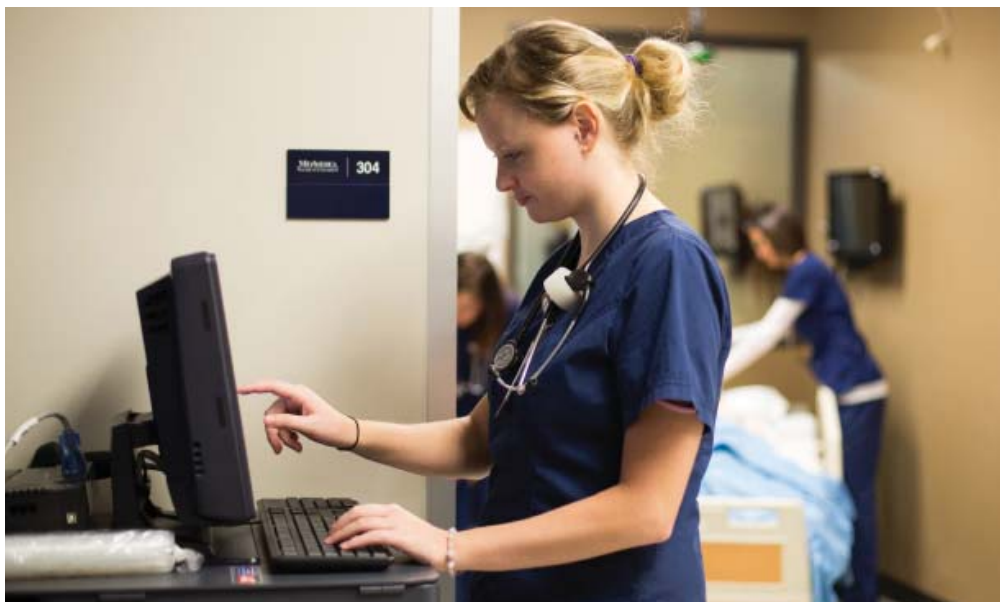
The **Department of Traditional BSN Studies** offers traditional pre-licensure baccalaureate nursing education, i.e., the Bachelor of Science in Nursing (BSN) degree. The traditional BSN Program (TBSN) is the university's original offering of BSN education and is the track of study used by students wishing 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 (K-6, 6-12, P-12 licensure). The Bachelor of Science in Recreation and Leisure Studies (RCLS) prepares students to enter professional positions in the parks and recreation industry. Students are provided skills to lead and create community-based programs that impact the health and wellness of community members, by serving non-profit and community-based organizations.



Department of Graduate Studies in Nursing

Track Offerings: Healthcare Administration, Nursing, Nursing Education, Healthcare Quality Management, Public Health with emphasis in School Nursing, Occupational Health and Infectious Disease Control

Purpose and Goals:

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

FACULTY

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

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

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

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

DOUGLAS COPELAND, Adjunct Instructor, 2006-

B.A., University of Missouri-Kansas City; M.A., University of Missouri-Kansas City.

ASHLEY HIGHFILL, Adjunct Instructor, 2013-

B.S., Missouri State University; M.S., Saint Louis University.

KATHERINE McCALLISTER, Adjunct Instructor, 2013-

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

JOANNE McDERMOTT, Associate Professor of Nursing, 2012-

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

ADAM MEIER, Adjunct Instructor, 2012-

B.S.N., William Jewell College; M.S.N, MidAmerica Nazarene University.

MICHAEL RAMIREZ, Assistant Professor of Education, 2010-

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

VICKI ROSS, Adjunct Instructor, 2012-

B.S.N., Webster University; M.S.N, University of Missouri-Kansas City; Ph.D., University of

Kansas.

CAROL SCHMER, Adjunct Instructor, 2011-

B.S.N., University of Missouri-Kansas City; Ph.D., University of Missouri-Kansas City..

SHAWNNA JACKSON, Adjunct Instructor, 2011-

B.S.N., Graceland University; M.S.N, University of Missouri.

ROXANNE JONES, Adjunct Instructor, 2013-

B.S.N., MidAmerica Nazarene University; M.A., Webster University.

GWENYTH G. WAGNER, Adjunct Instructor, 2008-

B.S.N., McMaster University; M.S.N., University of Kansas.

PEGGY WARD-SMITH, Adjunct Instructor, 2013-

B.S.N, Rush University; M.S.N, St. Xavier University; M.S., Avila University; Ph.D., University of Missouri-Kansas City.

CATHERINE WIENS, Adjunct Instructor, 2013-

B.A., MidAmerica Nazarene University; M.S., Central Michigan University.

ALLYSON YOUNG, Associate Professor of Nursing, 2008-

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

MASTER OF SCIENCE IN NURSING

Objectives:

The MSN program at MidAmerica Nazarene University prepares nurse leaders for advanced roles in Healthcare Administration, Nursing Education, Healthcare Quality Management, and Public Health with emphasis in School Nursing, Occupational Health or Infectious Disease Control. Students complete direct core care and functional content area courses. A total of 39 hours is required to complete the degree program. The professors all have practical experience and significant academic achievement. The MSN program at MNU is available at Olathe, and Liberty locations, and online.

The MSN program allows students to focus their nursing careers in one of several areas:

Healthcare Administration prepares nurse leaders to apply leadership and management skills within healthcare organizations. Students develop expertise in the management of human and fiscal resources, care delivery systems, quality and regulatory compliance, and strategic and financial planning.

Nursing Education prepares nurse leaders to excel as educators in healthcare facilities or as faculty members in schools of nursing. Students apply learning theories, curriculum development methods, clinical simulation experiences, and innovative assessment skills in the professional education environment.

Healthcare Quality Management track prepares nurse leaders to evaluate quality systems, implement evidence-based quality initiatives, and to maximize quality-based reimbursement.

Public Health track prepares nurse leaders to interpret contemporary public health principles and explore the history, philosophy, and scope of public health practice.

- The emphasis in **School Nursing** focuses on the K-12 academic environment. The curriculum places an emphasis on the current organization and administration of programs within educational systems and in communities, recent developments and trends, public health and educational law and regulations, and the interface of public, academic, and other health-related systems.
- The emphasis in **Occupational Health** focuses on the workplace environment. The curriculum places an emphasis on the organization, implementation, and administration of employee wellness which can be enhanced through ergonomics, work-life balance, and the implementation of lifestyle changes.
- The emphasis in **Infectious Disease Control** focuses on the prevention, management, and eradication of infectious diseases in healthcare facilities. The curriculum places an emphasis on the implementation of infection prevention techniques, surveillance, infectious disease reporting, and employee infection control education and compliance.

Admission Requirements:

- Transcripts documenting the successful completion of a Bachelor of Science in Nursing degree with a cumulative GPA of at least a 3.0 (on 4.0 scale)*. (Some students may be accepted on a provisional basis with a minimum GPA of 2.8.)
- Transcripts documenting the successful completion (C or better) of undergraduate statistics.
- An active, unencumbered RN license in the United States.

REQUIREMENTS FOR THE MSN DEGREE

CORE COURSES

NURS 6003	Theoretical Foundations of Nursing Practice	3
NURS 6013	Research in Nursing	3
NURS 6023	Emerging Trends in Healthcare Delivery: Systems, Ethics, Policy and Politics	3
NURS 6033	Health Promotion for a Global Society	3
NURS 6973	Applied Research in Nursing	3
NURS 6983	Evidence-Based Practice in Nursing Practicum	3
NURS	Functional Area Content Courses	<u>21</u>
		39 hours

MSN FUNCTIONAL CONTENT COURSES

**REQUIREMENTS FOR THE HEALTHCARE
ADMINISTRATION TRACK**

NURS 6103	Theoretical Foundations of Leadership	3
NURS 6113	Human Resources and Workforce Development	3
NURS 6123	Strategic Planning and Financial Management	3
NURS 6133	Quality and Regulation Management	3
NURS 6913	Healthcare Informatics, Database Management, and Financial Reimbursement	3
NURS 6143	Healthcare Law	3
ELECTIVE	Elective	<u>3</u>
		21 hours

**REQUIREMENTS FOR THE HEALTHCARE QUALITY
MANAGEMENT FUNCTIONAL TRACK**

NURS 6103	Theoretical Foundations of Leadership	3
NURS 6913	Healthcare Informatics, Database Management, and Financial Reimbursement	3
NURS 6133	Quality and Regulation Management	3
NURS 6523	Risk Management in Healthcare	3
NURS 6533	Building a Culture of Patient Safety	3
NURS 6143	Healthcare Law	3
ELECTIVE	Elective	<u>3</u>
		21 hours

**REQUIREMENTS FOR THE NURSING EDUCATION
FUNCTIONAL TRACK**

NURS 6313	Advanced Health Assessment	3
NURS 6323	Advanced Pathophysiology & Pharmacotherapeutics	3
NURS 6203	Theoretical Foundations of Learning and Teaching	3
NURS 6213	Curriculum Design, and Teaching Strategies	3
NURS 6223	Assessment of Student Learning	3
NURS 6233	Clinical Education, Simulation and Technology	3
ELECTIVE	Elective	<u>3</u>
		21 hours

REQUIREMENTS FOR THE PUBLIC HEALTH FUNCTIONAL TRACK

NURS 6313	Advanced Health Assessment	3
NURS 6323	Advanced Pathophysiology & Pharmacotherapeutics	3
MPHS 6403	Foundations of Public Health	3
MPHS 6413	Fundamentals of Epidemiology	3
NURS 6913	Healthcare Informatics, Database Management, and Financial Reimbursement	3
EMPHASIS	Public Health Emphasis Area Courses	<u>6</u>
		21 hours

PUBLIC HEALTH EMPHASIS AREAS

REQUIREMENTS FOR THE EMPHASIS IN SCHOOL NURSING

NURS 6433	Healthcare in the Academic Environment	3
NURS 6443	Theoretical Foundations of Childhood Education	<u>3</u>
		6 hours

REQUIREMENTS FOR THE EMPHASIS IN OCCUPATIONAL HEALTH

MPHS 6533	Occupational Safety and Health Management	3
MPHS 6543	Planning and Implementing Health Behavior Changes Across Populations	<u>3</u>
		6 hours

REQUIREMENTS FOR THE EMPHASIS IN DISEASE CONTROL

MPHS 6633	Food and Water Borne Illnesses	3
MPHS 6643	Control & Eradication of Global Infectious Diseases	<u>3</u>
		6 hours

MSN ELECTIVE COURSES

NURS 6333	Technology in Nursing Education	3
NURS 6343	Ethics in Healthcare	3
NURS 6353	Spirituality in Nursing	3
NURS 6363	Current Issues in Aging	3

MSN COURSE DESCRIPTIONS

NURS 6003: THEORETICAL FOUNDATIONS OF NURSING PRACTICE

Presents the study and application of theory as the foundational guide to scholarly nursing practice, while introducing the nesting relationships between theory, research and practice. A wide range of theories (nursing as well as others) are presented to encourage the development of a comprehensive and holistic Christian approach to health care. The nature of nursing's unique scientific body of knowledge will be emphasized.

NURS 6013: RESEARCH IN NURSING

Emphasizes the necessity of research as the basis of scholarly nursing inquiry which produces evidence-based practice. Compares qualitative and quantitative research methodology from the perspectives of purpose, design, method and analysis, focusing on quantitative design. Discusses informed consent and ethical issues related to research. Prepares students to evaluate research design, scientific merit, findings, and potential application to practice. Since an expectation of scholarship is to disseminate knowledge, the student will demonstrate the ability to effectively communicate the evaluation of research findings for the development of evidence-based practice.

NURS 6023: EMERGING TRENDS IN HEALTHCARE DELIVERY: SYSTEMS, ETHICS, POLICY AND POLITICS

Prepares graduates with the knowledge necessary to assume leadership roles in the management of human, fiscal, and physical health care resources. The organization of health care delivery systems and the resulting impacts are evaluated from historical, political, ethical, and economic viewpoints. Healthcare reimbursement and potential changes in payment structures are explored. The procedures and processes for policy development at the national through facility level are analyzed. The students are challenged to explore their personal value systems and to analyze how these values shape their professional practices.

NURS 6033: HEALTH PROMOTION FOR A GLOBAL SOCIETY

Identifies and explores the influence of biologic, environmental and societal factors on health and wellness of individuals, families and communities. Emphasizes the study of personal and community-based interventions and strategies to influence the goal of health promotion and disease prevention. Considers the use of theory, research, resources, social policies and regulatory requirements as avenues to promote health from a personal, community and global perspective. Included in this course is the role of spirituality as a component of health promotion and holistic nursing practice. Students are introduced to practical applications and

tools for spiritual formation, while exploring the idea of professional nursing as ministry through vocation. The student is encouraged to appreciate a multi-faceted workforce in health care organization and delivery to stimulate positive societal and global outcomes. Related issues associated with the rapidly expanding aging population, human diversity, cultural sensitivity and global awareness are also included

NURS 6973: APPLIED RESEARCH IN NURSING

Integrates the knowledge, skills, and expertise gained throughout the MSN course of study in a cumulative research project that examines evidence-based practice in the student's area of MSN specialization, documents how this best practice could be actualized in the practice setting, and how its implementation and results would be measured and analyzed. Provides students with the opportunity to evaluate this evidence-based practice to gain a broader worldview and vision within the area of specialization. This course is taken during the last semester of the MSN program and is a prerequisite for NURS 6983.

NURS 6983: EVIDENCE-BASED PRACTICE IN NURSING PRACTICUM

Integrates the knowledge, skills, and specialty expertise gained throughout the MSN course of study to culminate in the practice experience designed to further advance the graduate's role and skill set. The faculty and preceptor provide support and guidance to help plan and implement learning experiences, to gain a broader worldview within the specialty study area. Emphasis is on the implementation of evidence-based practice, effective communication, and the demonstration of the skills necessary to enter the specialty arena. Students negotiate a project to be completed during the practice experience. This course is completed during the student's final module of MSN matriculation.

NURS 6313: ADVANCED HEALTH ASSESSMENT

Provides a systematic and holistic approach of advanced assessment skills to evaluate physiological, psychological, sociocultural, developmental, and spiritual conditions of individuals across the lifespan. This course builds upon basic health assessment knowledge and skills, emphasizing advanced assessment skills, laboratory work interpretation, validation, documentation, and analysis of assessment findings.

NURS 6323: ADVANCED PATHOPHYSIOLOGY & PHARMACOTHERAPEUTICS

Focuses on the development of an in-depth scientific knowledge base relevant to selected pathophysiological conditions across the lifespan. Emphasis is placed on linking this advanced knowledge base to the formulation of clinical decisions needed in primary health care management as related to diagnostic tests, pharmacotherapeutics, and the initiation of therapeutic regimens.

NURS 6913: HEALTHCARE INFORMATICS, DATABASE MANAGEMENT AND FINANCIAL REIMBURSEMENT

Provides an overview of healthcare informatics and its current use by both public and private healthcare agencies. Teaches students to navigate and enter data into complex healthcare databases using the principles of database management including the ability to conduct population studies through the use of databases. Explores the interpretation and evaluation of quality indicators within databases to maximize reimbursement in a variety of settings.

NURS 6103: THEORETICAL FOUNDATIONS OF LEADERSHIP

Presents leadership concepts and theories, as well as an orientation to organizational structures and dynamics in health care delivery systems. Students examine theories and analyze environmental and societal determinants that influence an organization's capacity

for change and quality improvement. The complementary qualities of leadership and management are examined and their impact on organizational effectiveness and corporate success is analyzed. Interventions that advance and strengthen the organizational mission and vision are explored.

NURS 6113: HUMAN RESOURCES AND WORKFORCE DEVELOPMENT

Analyzes leadership roles in relation to decision-making with particular emphases on human resource management. Evidence-based staffing models are developed for the purpose of projecting and accurately documenting human resource requirements. Interviewing, hiring, orientation, and competency rubrics are examined and developed while the guidelines and statutes governing these human resource issues are explored. Conceptual aspects of control, problem solving/decision-making, effective communication, conflict resolution, progressive disciplinary action, delegation, and team building are applied to a variety of situational contexts.

NURS 6123: STRATEGIC PLANNING AND FINANCIAL MANAGEMENT

Introduces the concept of a strategic plan and the importance of linking this with an organization's mission and ethos. Basic principles associated with program, project, and service line fiscal management, price-setting, budget preparation, return on investment, cost-benefit analysis, managed care contracting, and value-based purchasing are discussed and applied. Emphasis is placed on acquiring a financial vocabulary to communicate with various stakeholders. Financial reports such as balance sheets, budget forms, and expense reports are studied and formulated

NURS 6133: QUALITY AND REGULATION MANAGEMENT

Integrates the concepts of outcomes management and research as the basis to improve the quality and effectiveness of health care organizations. Program evaluation, performance improvement, and other methods of measuring outcomes are examined for their utility within the health care setting. Systematic approaches for analyzing and evaluating processes of care delivery and their impact on client populations, organizational processes, and communities are considered. National quality data bases and national benchmarking is explored. Accreditation and/or regulatory requirements will be presented. Through readings, projects, and various interactions students develop an informed basis for leading quality improvement efforts in various healthcare settings.

NURS 6143: HEALTHCARE LAW

Examines laws associated with healthcare facility operations in the 21st century including those that directly impact governing boards, physicians, directors/administrators, investors, and the public. Methods to assure compliance with corporate auditing accountability regulations, financial disclosures, investor protection statutes, anti-kickback laws, healthcare provider self-referral, and governing board legal responsibilities are explored. Investigates Omnibus Reconciliation Acts; their content and stipulations affecting the provision of healthcare.

NURS 6203: THEORETICAL FOUNDATIONS OF TEACHING AND LEARNING

Explores the roles of both educator and student in the creation of an effective learning environment. Frameworks for analyzing pedagogical philosophies, adult learning theories, ethical/legal issues, research, and professional values related to nursing education are examined. The incorporation of Christian teachings into nursing education and various other teaching strategies are explored. Also presented are the influences of accreditation and/or certification requirements, as well as the implementation of innovations and technologies in nursing education.

NURS 6213: CURRICULUM DESIGN AND TEACHING STRATEGIES

Emphasizes curriculum development, outcomes, and competencies while focusing on effective teaching strategies. Evaluates the faculty role, the social responsibility of program curricular design, and pedagogies in meeting consumer and community needs, as well as professional nursing standards. Presents best practices and research-based strategies to promote various learning styles and encourage the creation of active learning environments that increase student retention and learning success for diverse student populations.

NURS 6223: ASSESSMENT OF STUDENT LEARNING

Provides students with an opportunity to compare, question, and analyze various assessment and evaluation concepts, models, and frameworks for their applicability in the quality assurance process of curriculum and program development. Explores techniques to evaluate learner knowledge and competence. Methods of curricula and program evaluation are explored. Students consider innovations in the area of evaluation based on current theories and practice.

NURS 6233: CLINICAL EDUCATION, SIMULATION & TECHNOLOGY IN THE LEARNING ENVIRONMENT

Explores the unique aspects of clinical teaching, as well as theories and trends that support the use of technology for the enhancement of learning. Focuses on developing the education specialist's skill set to be able to select and implement appropriate instructional technologies, including simulation and the electronic health record, to enhance learning in a variety of settings.

MPHS 6403: FOUNDATIONS OF PUBLIC HEALTH

Explores the history, philosophy, and evolution of current public health practices, including the organization of public health systems, organizations, and practices in the United States. Presents public health requirements and statutes, and laws that affect public health agencies. Identifies opportunities for public health growth and the development of interface between public health and other health-related systems.

MPHS 6413: FUNDAMENTALS OF EPIDEMIOLOGY

Presents the foundations for understanding and applying the basic principles and methods used in epidemiology including disease measures, association and causation, bias, confounding and modification effects, and susceptibility. Explores effective methods to design and conduct epidemiologic studies used to address public health problems. Prepares students to become a critical reader of epidemiologic literature, by evaluating study design, data collection methods, study limitations and applicability to additional populations.

NURS 6433: HEALTHCARE IN THE ACADEMIC ENVIRONMENT

Topics are presented that are unique in the provision of healthcare to minors in the academic environment. These include care of the chronically ill child, care of the child with co-morbidities, and providing healthcare education to children in the academic environment. The nurse's role in the development of Individual Educational Plans for exceptional children is explored as is providing childhood education to children who are hospitalized, homebound, or otherwise unable to attend school in the classroom environment. Legal aspects of providing school nursing are addressed including principles of confidentiality and abuse or neglect reporting.

NURS 6443: THEORETICAL FOUNDATIONS OF CHILDHOOD EDUCATION

Explores contemporary philosophical and theoretical foundations of childhood education. Presents various age-specific teaching strategies that may be used to educate K-12 students with corresponding methods of learning evaluation. Alternative teaching strategies that may be used with educate children with special needs, (such as those with diagnoses of attention-deficit hyperactivity disorder, oppositional defiant disorder, autism, Asperger's syndrome, obsessive compulsive disorder, and various learning disabilities) are investigated as are best-practices in childhood education.

MPHS 6533: OCCUPATIONAL SAFETY AND HEALTH MANAGEMENT

The course builds on previous nursing courses and focuses on theory and skills to develop preventive health and occupational safety. Emphasis will be on understanding history as well as legal and regulatory issues outlined by OSHA and industry standards. Focus will be on understanding and applying safety principles through protective techniques, administrative practices, study of occupational diseases, industry hazard control and conducting audits in order to prevent or control occupational injury and promote wellness.

NURS 6543: PLANNING AND IMPLEMENTING HEALTH BEHAVIOR CHANGES ACROSS POPULATIONS

This course explores the theoretical and practical approach of changing health behaviors of individuals and communities across populations and the impact to public health and the medical community if change does or does not occur. Focus will be on utilizing evidence-based practice to develop interventions and applications for both the community and the individual. Theoretical concepts will be integrated with practical application such as screenings, counseling, behavioral change and immunizations. Methods of communicating to various types of communities and culturally specific to individuals will be explored.

MPHS 6633: FOOD AND WATER BORNE ILLNESSES

This course discusses and gives a broad overview of food and waterborne diseases. Focus is on, diseases, disease processes, manifestations, reservoirs, transmission, epidemiology of microorganisms and chemical agents responsible for food and water-transmitted diseases and how surveillance is utilized to develop or improve policy. The ability of public health programs to regulate food and waterborne illnesses and to organize safe food and water supplies will be examined for both industrialized and developing countries.

MPHS 6643: CONTROL AND ERADICATION OF GLOBAL INFECTIOUS DISEASES

Focus will be on the history of past and current eradication and or control campaigns of global infectious diseases. Epidemiological, sociological, political, cultural and ethical concerns of past and present eradication campaigns by both global entities and individual countries will be studied to determine barriers and advantages to these campaigns. Discussion will focus on current infectious disease candidates for eradication and possible campaign structure to accomplish eradication.

NURS 6523: RISK MANAGEMENT IN HEALTHCARE

Examines the history and trends of risk management in the United States. Provides education on achieving a risk-intelligent enterprise including oversight of regulatory requirements, compliance risk, understanding financial/business risk, advising organizational leaders on the management of new and existing risk, and assisting leaders with value protection and value creation. Presents methods of risk mitigation such as risk management, risk retention, risk modification, risk transfer, and error recovery to reduce risk. Incorporates the requirements

necessary for healthcare organizations to achieve high reliability status.

NURS 6533: BUILDING A CULTURE OF PATIENT SAFETY

Defines interventions, and their employment, to drive change to proactively maintain patient safety within healthcare organizations. Identifies themes and patterns while examining organizational systems and processes for potential points of failure. Presents plans to implement guidelines and goals from national organizations including the Agency for Healthcare Research and Quality (AHRQ), the National Quality Forum (NQF), and The Joint Commission (TJC) to enhance and assure patient safety throughout the care continuum

NURS 6333: TECHNOLOGY IN NURSING EDUCATION

Introduces students to the field of educational technology. Explores the historical and recent forces impacting educational technology and addresses the social and ethical issues surrounding acquiring, implementing, and evaluating technology in the learning environment. Best practices for distance education and alternative delivery modalities, which may be used in nursing education, are examined.

NURS 6343: ETHICS IN HEALTHCARE

Explores selected ethical theories related to health care and nursing practice. The history of ethical models in healthcare are examined as is the potential paradigm shift in ethical theory due to limited healthcare resources. Both institutional and broader health care policies related to ethical issues will be examined.

NURS 6353: SPIRITUALITY IN NURSING

Emphasizes the importance of providing spiritual care as a component of holistic advanced nursing practice. Nursing's historical foundation for the provision of spiritual care, as well as the vital and expansive role of spirituality/spiritual health promotion, will be explored. Students will be challenged to articulate their own spiritual philosophy, as well as identify the impact of and resources for personal spiritual renewal as a basic necessity in their current nursing practice. Practical applications and tools for spiritual formation will also be presented.

NURS 6363: CURRENT ISSUES RELATED TO AGING

Provides critical analysis of major social, economic, and political issues of growing old in America. Examines social policy in the public and private sectors including health, income, and social services and considers prospects for social change and political movements.

POST-MASTER'S CERTIFICATES

Students who have already earned a Masters in Nursing Degree and are licensed as RNs may take the following courses in either Healthcare Administration, Nursing Education, Quality Management, or Public Health with an emphasis in School Nursing, Occupational Health, or Infectious Disease Control to earn a post-master's certificate in that area of specialization. Master's prepared non-nurses may take certificate courses in Healthcare Administration or Healthcare Quality Management. Courses from universities other than MNU may be accepted in transfer, however, a minimum of 12 hours must be completed at MNU.

REQUIREMENTS FOR THE CERTIFICATE IN HEALTH-CARE ADMINISTRATION

NURS 6103	Theoretical Foundations of Healthcare Administration	3
NURS 6113	Human Resources and Workforce Development	3
NURS 6123	Strategic Planning and Financial Management	3
NURS 6133	Quality and Regulation Management	3
NURS 6913	Informatics, Database Management & Financial Reimbursement	3
NURS 6803	Healthcare Law	<u>3</u>

18 hours

REQUIREMENTS FOR THE CERTIFICATE IN NURSING EDUCATION

NURS 6203	Theoretical Foundations of Learning and Teaching	3
NURS 6213	Curriculum Design and Teaching Strategies	3
NURS 6223	Assessment of Student Learning	3
NURS 6233	Clinical Education, Simulation and Technology	3
NURS 6313	Advanced Health Assessment	3
NURS 6323	Advanced Pathophysiology & Pharmacotherapeutics	<u>3</u>

18 hours

REQUIREMENTS FOR THE CERTIFICATE IN QUALITY MANAGEMENT

NURS 6103	Theoretical Foundations of Leadership	3
NURS 6133	Quality and Regulation Management	3
NURS 6523	Risk Management in Healthcare	3
NURS 6533	Building a Culture of Patient Safety	3
NURS 6913	Informatics, Database Management & Financial Reimbursement	3
NURS 6803	Healthcare Law	<u>3</u>

18 hours

REQUIREMENTS FOR THE CERTIFICATE IN PUBLIC HEALTH

NURS 6313	Advanced Health Assessment	3
NURS 6323	Advanced Pathophysiology and Pharmacotherapeutics	3
MPHS 6403	Foundations of Public Health	3
NURS 6413	Foundations of Epidemiology	3
NURS 6913	Informatics, Database Management & Financial Reimbursement	3
EMPHASIS	Public Health Emphasis Area Classes	6
		<u>21 hours</u>



Personnel

MidAmerica Nazarene University is an institution of the Church of the Nazarene. The official organization of the University is composed of several groups of interrelated personnel: a board of trustees, the officers of administration, the committees of administration and faculty, the faculty of instruction, the staff, and the student body.

BOARD OF TRUSTEES

The permanent control of the University is vested in a board of trustees selected from the districts of the North Central Region of the Church of the Nazarene and at-large members. The Board meets twice a year and upon call by the University president or by the chairman of the Board.

Between the official sessions of the Board of Trustees, the Executive Committee, elected by the Trustees, acts as an advisory and procedural group.

OFFICERS

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

THE EXECUTIVE COMMITTEE

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Vice Chairman	Michael G. Palmer
Secretary	Terri Comfort
Treasurer	Daniel D. Rexroth
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	Darrel E. Johnson
	Rick Power
	Cathy Veach
	Phil Rhoades
At-Large Ministerial	Jeren Rowell
At-Large Layman	Eldon J. Meyers
University President	David Spittal

IOWA

Rev. M. Kim Smith
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West Des Moines, IA

Rev. Michael Lynch
Clergy
Iowa City, IA

Mr. Eldon J. Meyers
Businessman
Corwith, IA

JOPLIN

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District Superintendent
Carthage, MO

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Physician
Neosho, MO

Dr. Larry McIntire
Physician
Joplin, MO

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Wichita, KS

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Wichita, KS

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Attorney
Elkhart, KS

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Clergy
Wichita, KS

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Clergy
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Attorney
Overland Park, KS

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Educator
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Clergy
Olathe, KS

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St. Peters, MO

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Businesswoman
Bowling Green, MO

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Omaha, NE

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Registered Nurse
Farnam, NE

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Oakes, ND

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Maple Grove, MN

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Clergy
Valley City, ND

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Andover, KS

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Physician
Dodge City, KS

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Sterling, ND

Dr. Glenn Kell
Education Administration
Iowa City, IA

Mr. Daniel D. Rexroth
Businessman
Lenexa, KS

Rev. Phil Rhoades
Clergy
Garnett, KS

Dr. Tia Strait
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Carthage, MO

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Businessman
Olathe, KS

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INTERNATIONAL**

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Clergy
Nixa, MO

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Dr. David J. Spittal
Olathe, KS

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

ACADEMIC AFFAIRS

Lorie Beckum..... Director of Global Studies and Service Learning
Bruce Flanders Director of Mabee Library and MNU Learning Commons
Mark Ford, Ed.D., J.D. Associate Academic Vice President
James Garrison..... University Registrar
Mark Hayse, Ph.D. Director of the MNU Honors Program
Kevin Mokhtarian..... Asst. Director for Institutional Effectiveness

COMMUNITY FORMATION

Brady Braatz Director of Spiritual Formation
Todd Frye..... Director of Counseling Services
Ron Jackson Dean of Community Formation
Kristi Keeton..... Dean of Residential Life

ENROLLMENT DEVELOPMENT

Vacant Associate Vice President for Enrollment and Strategic Operations
Kimberly Campbell..... Director of Marketing
Paul Gordon Director of Financial Aid
Nicole Hodge Director of the Liberty, MO Site
Lisa Downs Director of Admissions
Dennis Troyer Director of Retention and Student Success
Vicki Troyer..... Director of the Santa Fe Commons Site

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
Marty Crossland..... Associate Vice President for Technology/CTO

UNIVERSITY ADVANCEMENT

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

INSTITUTIONAL ADMINISTRATORS

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

ACADEMIC PERSONNEL

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

Emeriti

James W. Ackerson, Sr., 1979-1983; 1987-1996, Associate Professor Emeritus of Business
Jack M. Barnell, 1986-2000, Professor Emeritus of Psychology
Sondra L. Cave, 2000-2011, Professor Emeritus
John W. Clark, 1972-1997, Professor Emeritus of Christian Education
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
Scott C. Laird, 1993-2011, Associate Professor Emeritus of Agriculture
Clarence W. Linsey, 1974-2007, Professor Emeritus of Chemistry
N. James Main, 1968-1997, Professor and Associate Academic Dean Emeritus
Karen L. McClellan, 1968-2011, Assistant Professor Emeritus of Music
Ronald K. McClellan, 1990-2011, Associate Professor Emeritus of Music
Michael E. McLane, 1991-2011, Assistant Professor Emeritus of Computer Science
L. Jeanne Millhuff, 1987-2011, Assistant Professor Emeritus of English
Gary Moore, 1969-1989, Assistant Professor Emeritus of Music
Robert E. Norton, 1981-2000, Professor Emeritus of Education
William D. Olin, 1999-2010, Professor Emeritus of Physical Education
Daniel L. Partrich, 1997-2011, Associate Professor Emeritus of Criminal Justice
Lois M. Perrigo, 1997-2011, Associate Professor of Adult Education
Verla R. Powers, 1986-2003, Professor Emeritus of Education
Paul L. "Roy" Rotz, 1995-2011, Professor Emeritus of Counseling
Harry D. Russell, 1975-1996, Professor Emeritus of Communication
Jerri L. Sapp, 1994-2008; Professor Emeritus of Adult Education
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; Vice President for Community Formation; 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

Earl D. Bland, (1999-) Professor of Psychology; Chair, Department of Behavioral Sciences; Dean, School of Behavioral Sciences and Counseling

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

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

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

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

Kathryn H. Czanderna, (2005-) Professor of Nursing

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

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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 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

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

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

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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

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

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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

Claudia J. McVicker, (2009-) Professor of Education

B.S., Kansas State University; M.S., Fort Hays State University; Ph.D., Kansas State University

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

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

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

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

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

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

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

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

Associate Professors

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

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

F. Lorie Beckum, (2008-) Associate Professor; Director, Center for Global Studies and Service Learning

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

Cayla S. Bland, (2003-) Associate Professor of Counseling

B.A., Oral Roberts University; M.A., Wheaton College; Ph.D., Regents University

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

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

Todd A. Bowman, (2008-) Associate Professor of Counseling

B.A., Mount Vernon Nazarene University; Ph.D., Oklahoma State University

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

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

David E. Colt, (2012-) Associate Professor of Athletic Training

B.S., West Virginia University; M.S.Ed., Northwest Missouri State; Ed.D., University of Missouri

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

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

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

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; Ph.D., Yale University

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

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

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

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

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 Teacher 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

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; Doctoral Candidate, Northcentral University

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

Kimberley D. Brownlee, (2011-) Assistant Professor of Nursing

B.S.N., M.S.N., William Carey University

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

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

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

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

Susan K. 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

Chris 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

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

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

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

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

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

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

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

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

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

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

Scott C. Koeneman, (2010-) Assistant Professor of Counseling

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

Deborah S. Petty, (2009-) Assistant 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 Kansas

Steven P. Pillow, (2009-) Assistant Professor of Education

B.S., Evangel University; M.L.A., Baker University

Michael Ramirez, (2010-) Assistant Professor of Education

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

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

B.A., MidAmerica Nazarene University

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

B.S.N., MidAmerica Nazarene University

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

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



THE ACADEMIC YEAR

IMPORTANT DATES	2014-2015
Labor Day Break (No Classes)	September 1
Fall Break (No Classes)	October 17
Thanksgiving Recess (No Classes)	November 26-28
Martin Luther King Day (No Classes)	January 19
Spring Break (No Classes)	March 16-20
Easter Break (No Classes)	April 3-6
Commencement/Prof. and Grad. (2pm)	May 2

(Please note that these dates are subject to change. See www.mnu.edu for updated calendar information.)

2014

AUGUST

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31						

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28	29	30				

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DECEMBER

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2015

JANUARY

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JUNE

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JULY

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CAMPUS VISIT INFORMATION

The Office of Graduate Admissions is open Monday through Friday. Students who prefer to visit the campus on weekends should contact the Office of Admissions and make special arrangements based on the availability of the Graduate Admissions Counselors. Prospective students are encouraged to come to the campus to visit classes.

For Graduate Admissions information or to schedule a campus visit, contact:

Olathe, Kansas Site

Office of Graduate Admissions
MidAmerica Nazarene University
13563 South Mur-Len Rd.
Olathe, KS 66062
Phone 913-971-3877

Liberty, Missouri Site

Office of Graduate Admissions
MidAmerica Nazarene University
105 N. Steward Ct., Suite 210
Liberty, MO 64068
Phone 913-971-3877

Email: pgadmissions@mnu.edu

DEGREE AND ENROLLMENT STATISTICS

Degrees Granted

	2009	2010	2011	2012	2013
Associate of Arts	2	8	10	15	19
Bachelor of Arts	271	304	307	252	310
Bachelor of Music Education	0	1	1	4	4
Bachelor of Science	-	-	-	2	3
Bachelor of Science in Nursing	64	95	104	145	150
Master of Arts (Business)	38	37	38	29	18
Master of Arts in Counseling	12	26	25	32	36
Master of Arts in Special Education	11	3	2	-	-
Master of Business Administration	43	33	37	36	57
Master of Education	2	69	65	59	39
Master of Educational Technology	2	-	-	-	-
Master of Science in Nursing	-	-	5	25	27
Certificate in Play Therapy	13	8	14	19	8
Certificate in Sexual Addictions Treatment Prov.	-	-	-	-	10
	458	584	608	618	681

Fall Enrollment Statistics

	2009	2010	2011	2012	2013
Freshmen	278	281	256	285	309
Sophomores	249	239	260	264	225
Juniors	320	333	294	355	310
Seniors	361	502	530	575	549
Graduate-Level - degree seeking	463	326	471	396	368
Graduate, other	80	86	109	103	68
Unclassified	0	0	37	28	33
	1751	1767	1957	2006	1862

Freshman Enhanced ACT Composites

	2009	2010	2011	2012	2013
MidAmerica Nazarene University	22.9	22.7	22.2	22.4	21.6
National Composite	21.1	21.0	21.1	21.1	20.9

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ALMA MATER

I.

On a Kansas hill were planted
Dreams of hope from Heaven's Light;
Pioneers' undaunted spirits
Kept the vision burning bright.

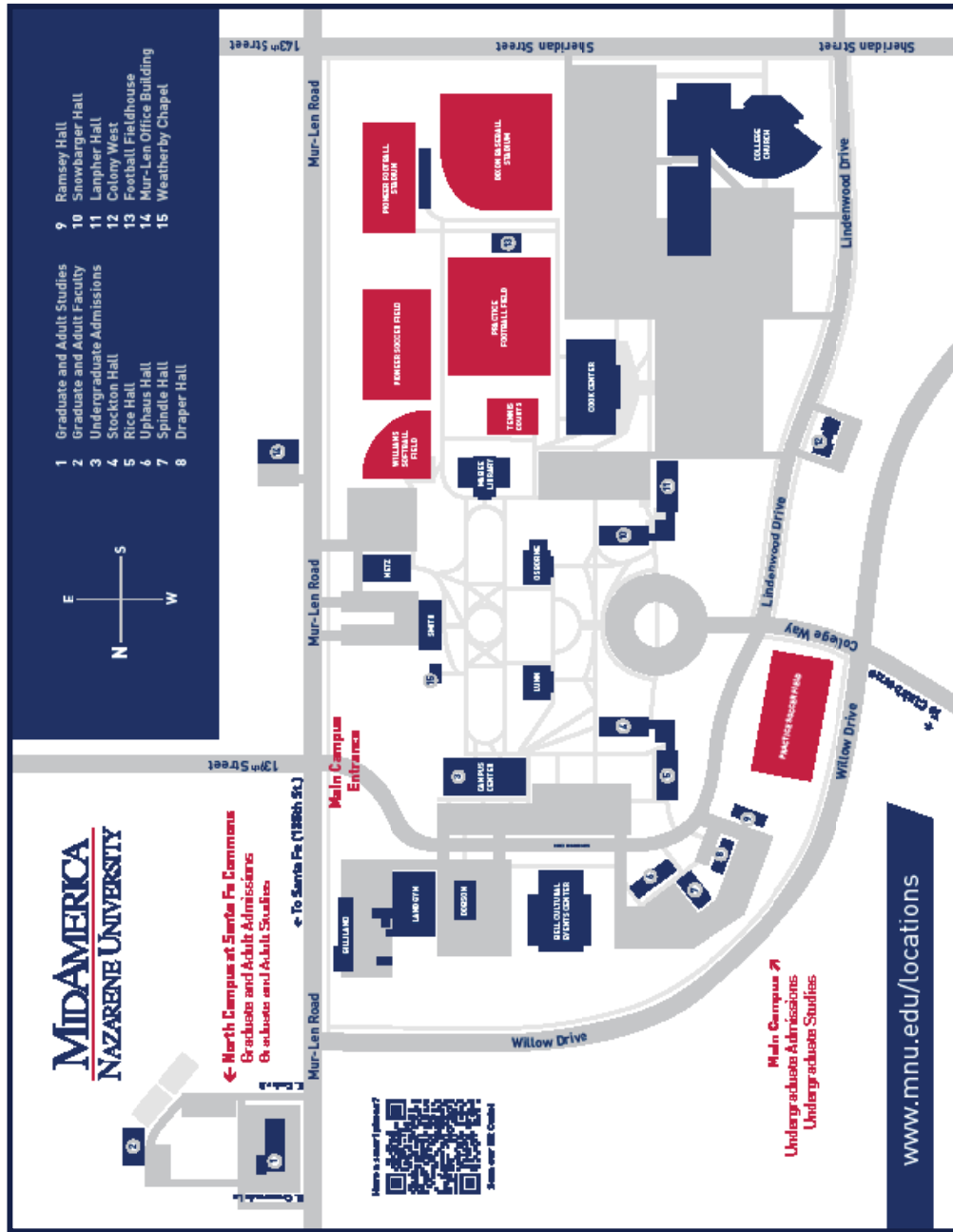
Now it stands with sure foundation.
God directs its destiny
Like the eagle soaring higher:
Ever stronger, ever free.

II.

MidAmerica we laud you,
Lift our praise to Heav'n above.
Stately pillars oft remind us
Of the hallowed halls we love.

Keep the torch for freedom burning,
Fuel'd with passion for the right!
Grant us faith that ever reaches
To the Source of Truth and Light.

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



MIDAMERICA

NAZARENE UNIVERSITY