ACADEMIC CATALOG
2020-2021

MNU
SCHOOL OF PROFESSIONAL
AND GRADUATE STUDIES

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

VOLUME LII
2020-2021 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.

UPDATED July 2020; October 2020

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

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

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

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

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

David J. Spittal
University President

General Information

MidAmerica Nazarene University
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; 800-621-7440; https://www.hlcommission.org/). The University is authorized to offer associate, baccalaureate, and certificate programs as well as master's degree programs in the fields of administration/leadership, business, counseling, education, nursing, and religion. Accreditation of the teacher education program has been achieved from the Kansas State Board of Education (Teacher Licensure, 900 SW Jackson, Topeka, KS 66612; 785- 296- 3201). Initial licensure programs are also accredited by the Council for Accreditation of Educator Preparation (CAEP). The baccalaureate nursing program is approved by the Kansas State Board of Nursing (Landon State Office Building, 900 SW Jackson, Suite 1051, Topeka, KS 66612-1230; 785-296-4929) and the baccalaureate and master's degree programs in nursing are accredited by the Commission on Collegiate Nursing Education (655 K Street, NW, Suite 750, NW, Washington, DC 20001; 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 (CAATE), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3184. 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). Business programs are accredited by The Accreditation Council for Business Schools and Programs (ACBSP) (11520 W. 119th Street, Overland Park, KS 66213; 913-339-9356).

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

THE POSITION STATEMENT

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

THE MISSION STATEMENT

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

THE VISION STATEMENT

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

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

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

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

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

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

INSTITUTIONAL GOALS

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

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

SERVICE TO GOD AND HUMANITY. The University promotes its ideal of service through emphases on social concerns, international and domestic travel and service opportunities, chapel programming, and special events.

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

UNDERSTANDING AMERICA'S HERITAGE. The goal of understanding America's heritage and an awareness of its distinctive opportunities and responsibilities in the world community is accomplished in several ways. These include participation in campus life, mission outreach, and a dynamic general education program.

EDUCATION AT MIDAMERICA NAZARENE UNIVERSITY

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

GENERAL EDUCATION PHILOSOPHY. MidAmerica Nazarene University is a liberal arts oriented institution with a general education program designed to give students a common experience, producing a well-rounded person who has had opportunities to explore the world through dynamic core, elective, and major courses. The general education core provides a solid foundation for a student's vocational calling in light of God's creation and the person of Jesus Christ.

THE COMPREHENSIVE FIELD OF STUDY. A major provides a program of study that enables students to investigate a subject area in considerable depth. The structure of the major is a reflection of the logic of the discipline it represents. Some majors call for study in special topic areas, while others require an internship experience.

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

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

OPTIONAL CERTIFICATES/MINORS/TRACKS. The University encourages students to add certificates, minors, tracks or secondary interest areas as a part of his/her comprehensive study plan to add credentials for the job search process, increase knowledge and skill sets, and provide more opportunities to serve.

STATEMENT OF BELIEF

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

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

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

theology.

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

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

FACILITIES

Osborne Hall houses the Department of Natural, Health and Mathematical Sciences 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 Arts and Humanities. Dobson Hall contains an art studio, graphic design computer lab, and the Offices of Marketing and Communications and Information Technology.

Cook Center houses Pre-licensure Nursing Education, and Post-licensure and Graduate Nursing Education, athletics, a basketball/volleyball arena, two practice gyms, nursing and health science programs, 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 Traditional Admissions Offices and the Department of Christian Ministry and Formation, as well as classrooms and support for student media. Metz Hall houses the Departments of Business Administration, Department of Professional and Graduate Studies in Business, Social and Behavioral Sciences, Teacher Education, Graduate Studies in Counselor Education, and Professional and Graduate Studies in Education. A computer lab is an integral part of the facility.

The Mur-Len Building is adjacent to the southeast corner of the campus and houses the Play Therapy Certification program, Campus Counseling Center, Community Counseling Center, and the Play Therapy Center.

The Office of Professional and Graduate Studies Admissions is housed in the Santa Fe Commons building located north of campus along Mur-Len Road.

Mabee Learning Commons is located on the south end of the Campus Green and holds a range of learning resources for undergraduate, graduate, and professional development programs including the library.

Weatherby Chapel offers a quiet setting for prayer and meditation and is located on the east side of the Campus green, north of Smith Hall.

The Campus Center houses the cafeteria and kitchen facilities. The east end of the building contains the MERC, post office and student mailboxes, and the offices of Student Development, Student Financial Aid Services, and Associate Student Government.

EDUCATIONAL RESOURCES

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

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.

THE MABEE LEARNING COMMONS

The Mabee Learning Commons provides creative and innovative services to enhance learning and scholarship of faculty and students. Additional Learning Commons service information can be found at https://www.mnu.edu/learning-commons. The Mabee Learning Commons houses the following services:

Library. The Library supports the informational and research needs of the MidAmerica Nazarene University community through a variety of collections, resources, and services. Students and faculty have access to interlibrary loan services, research instruction and assistance, electronic and print resources, and collaborative study spaces.

Academic Success Center. The Center is an academic support unit offering testing services, tutoring assistance, and special needs accommodation. Staff provide training in study and developmental skills. Tutoring is available in a variety of subject areas. Support for career services is provided in the Center as well, assisting students, writing resumes and cover letters, preparing for interviews, and transitioning to professional careers.

Computer Lab. The Computer Lab is open to university students, faculty, staff, and the community as a technological resource for learning, research, and teaching.
24/7 Study Room. Students may use their student ID card to gain access to the study room at times when the library is not open to the public. This room is located just inside the main entry to the facility and includes access to computers and a copier/printer.
Dewey's Book & Bean. Dewey's Book & Bean is a coffee shop and café that provides an informal setting for study and meetings. The café is located on the Learning Common's main floor.

Marge Smith Archives, Vennard College Archives, and the Donald S. Metz Rare Book Collection. The Marge Smith Archives is the official archival repository for MidAmerica Nazarene University. The archives were founded under the guidance and direction of Marge Smith, the wife of the first president of the University. The Marge Smith Archives houses 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.

MNU STUDENT DISABILITY ACCOMMODATION

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act prohibit discrimination against individuals with disabilities. The purpose of these laws is to remove barriers that prevent qualified individuals with disabilities from enjoying the same opportunities available to persons without disabilities. A student with a disability who wishes to request a reasonable accommodation must contact the Director of the Academic Success Center at 913-971-3387 or asc@mnu.edu. MNU's complete policy regarding student disability accommodations may be found at www.mnu.edu/ada.

EDUCATIONAL RIGHTS AND PRIVACY

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

ADDITIONAL INFORMATION

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

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

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

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 online degree, the Master of Education.

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

July 2011 James H. Diehl elected interim president.

January 17, 2012 David J. Spittal elected fifth president

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

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

2016-2017 MidAmerica Nazarene University celebrated the 50th anniversary of its founding.

Professional & Graduate Studies Admissions

OUR COMMITMENT

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

ADMISSION PROCEDURES

MidAmerica Nazarene University places a high value on moral character and personal integrity as well as intellectual ability and academic achievement. The University seeks to partner with students who also value these characteristics and who support the University's mission to serve as a distinctively Christian liberal arts institution of the Church of the Nazarene.

MidAmerica is selective in its admission, with enrollment being contingent on the student's ability to meet the admission requirements and guiding principles of the University. Prospective students who do not meet these standards will be denied admission. In order to be considered for admission, the prospective student must:

1. Complete and submit to the Office of Professional and Graduate Admissions an official online application form for the student's desired program of interest.

2. Request official transcripts from each college or university attended to be sent to the Office of Professional and Graduate Admissions (some exceptions apply).

3. Complete any additional program specific admissions requirements such as information meetings, admission essays, letters of reference, etc. These items are outlined in the following section. The designated enrollment specialist will then forward the application materials to the appropriate academic department for review.

4. If financial aid will be needed, complete the FAFSA and ask that your Institutional Student Information Record (ISIR) be shared with MNU. Our institutional number is 007032.

Conditional Admission

An individual who does not meet regular admission requirements, but who desires to pursue work leading to a professional or graduate degree at MidAmerica Nazarene University may, with the permission of the academic department, be permitted to enroll conditionally in a limited number of professional or 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.

Professional Admissions

MidAmerica Nazarene University students with less than 30 hours of transferable college credits may need to demonstrate proficiency on a university approved placement test or provide ACT scores with a minimum subscale score of 17 (or the SAT equivalent) for English/Reading

and a minimum subscale score of 19 (or the SAT equivalent) for Math. When requesting official testing scores, please be aware that **MNU's ACT code number is 1445 and MNU's SAT code number is 6437.**

Prospective professional undergraduate students who have less than 24 hours of transferable college credits and who have not finished high school can be admitted conditionally. MNU will accept the equivalency of high school completion. In addition, either ACT scores or demonstrated proficiency on a university approved placement test is required.

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

Graduate Studies Admissions

Students may register for graduate courses 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. Additional admissions information may be requested from the School of Professional and Graduate Studies Admissions Office at 913-971-3800.

INTERNATIONAL STUDENTS (PROFESSIONAL & GRADUATE)

MidAmerica Nazarene University welcomes international students and supports those who require an F1 visa to complete their studies in the United States. For the purposes of this section, 'International Students' is defined as students who are required to be on an F1 visa to attend school in the United States, OR who have coursework or degrees obtained outside the United States, OR who are currently residents of countries other than the United States. Upon request, students seeking admission into MNU programs will be sent an International Student Admissions Packet. Application for admission to the professional programs must be submitted at least 90 days prior to the beginning of the term.

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

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

1. A completed Application for Admission must be completed 90 days before the beginning of the term that the student wishes to begin professional work.
2. A minimum computer-based score of 214, or internet based TOEFL score minimum of 81 (MidAmerica's TOEFL code number is 6437) OR an IELTS score of 6 or higher.
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 or NACES approved transcript evaluation service), documenting all completed secondary and university academic work.

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

Contact: MNU International Student Advisor
       MidAmerica Nazarene University
       13563 S. Mur-Len Road
       Olathe, KS 66062-1899
       Phone 913-971-3380 or 1-800-800-8887 ext. 3877
       Fax 913-971-3008

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 for MNU 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/

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

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

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

PROGRAM EXTENSION FOR INTERNATIONAL STUDENTS

When is a Program Extension Needed?

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

Who is Eligible?

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

ONLINE CLASSES FOR INTERNATIONAL STUDENTS:

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

Full-time Status:

Eligibility:

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

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. 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. Initial difficulty with reading requirements within the first semester to one (1) year of study in the U.S.

1. Unfamiliarity with U.S. teaching methods within the first semester to one (1) year of study in the U.S.
2. Improper course level placement by recommendation of a MNU academic advisor.
3. Academic advisor and approved by the PDSO/DSO before the official 20th day of classes.

Limitations:
1. Students must be authorized for a reduced course load prior to dropping below a full course of study. Dropping enrollment below a full course of study before approval from the PDSO/DSO will place an F-1 student out of status.
2. The maximum duration of an authorization to drop below full course load for F-1 students for:
   - Academic difficulty is a maximum of one (1) semester at the associate program level.
   - Initial difficulty with English to complete a course of study within the current term as documented, recommended by a MNU language professor, is a maximum of one (1) semester.
3. The student must continue to attend classes toward his or her degree.
4. This option is only available during the first semester of attendance in the U.S.
   - Medical reasons are an aggregate of twelve (12) months per academic level of study.
5. Students may request a maximum of one (1) semester at a time by submitting this form.
6. If a student requires a second RCL, he/she must submit a second Request for Less Than Full-Time Enrollment form prior to payment deadline of the semester in which student is requesting the RCL.

7. "Imminent danger of failing a class" is not a permissible reason for authorizing a reduced course load.
8. Students authorized for medical leave of absence may not be eligible for employment while on medical leave if the problems they are experiencing severe enough to interfere with studies.

Form Completion Instructions and Processing

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

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

Academic Policies

STUDENT RESPONSIBILITY

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

ACADEMIC LOAD

Credits earned at MidAmerica Nazarene University are granted by the semester hour. Professional students must enroll in a minimum of 12 semester hours per term to be considered full-time students. Graduate Students must enroll in a minimum of 6 semester hours per term to be considered full time students.

GRADING SYSTEM

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

Grade	Grade Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0
P	0.0
NC	0.0
INC	0.0
CR	0.0
W	0.0
AU	0.0
Y	0.0
X	0.0
IP	0.0

Graduate students must maintain a minimum cumulative 3.0 GPA.

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

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

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

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

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

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

SPECIAL ACADEMIC FEATURES

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

DIRECTED STUDY

A directed study course is a regular course from the catalog designed by the instructor for the needs of a student who requests taking a regularly scheduled class when not offered and the student needs the course for graduation.

Requirements for enrollment in a directed study course:
1. Minimum cumulative GPA of 2.5 for professional students and 3.5 for graduate students.
2. Limitation: a maximum of six (6) semester hours in directed studies may be taken during a professional or graduate program. This limit does not include internship and

      travel credit.
3. A directed study course is open only to students who have successfully completed at least six (6) professional or graduate hours at MNU.
4. The student must be enrolled in a professional or graduate degree program at MidAmerica Nazarene University.
5. Registration: Enrollment in a directed study course requires a completed and approved application, a syllabus, and must be submitted during the regular pre-registration or registration period to the Office of the Registrar.

ADVANCED STANDING

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

THE COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

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

CLEP Test	Passing Score	MNU Credit/ Equivalent	Hours Earned
Introductory Psychology	50	PSYC 1103 General Psychology	3
Human Growth & Development	50	PSYC 2513 Lifespan Development	3
College Mathematics	50	MATH 1103 Intermediate Algebra	3
College Algebra	50	MATH 1223 College Algebra	3
Precalculus	50	MATH 1355 Precalculus	3
College Composition	50	ENGL 1503 English Composition I	3
Spanish Level I	50	General Elective	8
Spanish Level I	66 or higher	General Elective	8
Introductory to Sociology	50	SOCI 1003 Introduction to Sociology	3
History of the US I	50	HIST 1203 US History to 1877	3
History of the US II	50	HIST 1303 US History from 1877	3

CLEP Test	Passing Score	MNU Credit/ Equivalent	Hours Earned
General Chemistry	50	CHEM 1104 General Chemistry I	4
General Biology	50	GNSC 1203 Principles of Biology	3
Analyzing & Interpreting	50	ENGL 2003 Introduction to Literature	3
Principles of Management	50	MGMT 3303 Introduction to Management	3
Introductory Business Law	50	MGMT 3103 & 3203 Business Law I and II	6
Principles of Marketing	50	General Elective	3
American Literature	50	ENGL 2103 American Lit. to 1860 & ENGL 2203 American Lit. from 1860	6
English Literature	50	ENGL 2303 British Lit. to 1800 & ENGL 2403 British Lit. from 1800	6
Social Sciences & History	50	General Elective	3
Calculus	50	MATH 1405 Calculus I	5
Info Systems & Computer Apps	50	INSY 2103 Information Technology Fundamentals	3
Intro to Educational Psychology	50	General Elective	3
Principles of Macroeconomics	50	ECON 2503 Principles of Macroeconomics	3
Principles of Microeconomics	50	ECON 2703 Principles of Microeconomics	3
American Government	50	POLS 1103 Introduction to Politics	3
Western Civilization I	50	Upper division History	3
Western Civilization II	50	Upper division History	3
French Language	50	General Elective	8
French Language	62 or higher	General Elective	8
German Language	50	General Elective	8
German Language	62 or higher	General Elective	8 3 (12 total)

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

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

ADVANCED PLACEMENT

Students who have participated in the Advanced Placement Program, sponsored by the College Entrance Examination Board will receive college credit if they earn a score of 3, 4 or 5. **MidAmerica Nazarene University's CEEB Code Number is 6437.**

AP Examination	MNU Credit/Equivalent	Hours Earned
Art, History of	General Elective	6
Art, Studio: Drawing	General Elective	6
Art, Studio: General Portfolio	General Elective	6
Biology	GNSC 1203 Principles of Biology & BIOL 1114 Biology I	6
Calculus AB	MATH 1405 Calculus I	3
Calculus BC	General Elective	5
Chemistry	CHEM 1104 General Chemistry I	4
Computer Science AB	General Elective	3
Computer Science A	General Elective	3
Economics-Macro	ECON 2503 Principles of Macroeconomics	3
Economics-Micro	ECON 2703 Principles of Microeconomics	3
English Language and Composition	ENGL 1503 Composition I: Writing and Rhetoric	3
English Literature and Composition	ENGL 1503 Composition I: Writing and Rhetoric & ENGL 2003 Intro. to Lit.	6
Environmental Science	GNSC 3903 Environmental Biology	3
French Language	General Elective	8
French Literature	General Elective	6
German Language	General Elective	8
Government & Politics, American	POLS 1103 Introduction to Politics	3
Government & Politics, Comparative	General Elective	3
History, US	HIST 1203 US History to 1877 OR HIST 1303 US History Since 1877	3
History, American	General Elective	6
History, European	General Elective	6
World History	General Elective	3
Latin: Vergil	General Elective	6
Latin: Catullus & Horace	General Elective	6
Music Listening & Lit.	General Elective	6
Music Theory	General Elective	6

AP Examination	MNU Credit/Equivalent	Hours Earned
Psychology	PSYC 1103 General Psych.	3
Physics B	General Elective	6
Physics C: Mechanics	General Elective	6
Physics C: E & M	General Elective	6
Spanish Language	General Elective	8
Spanish Literature	General Elective	6
Statistics	MATH 2503 Applied Math with Statistics	3

INTERNATIONAL BACCALAUREATE DEGREE

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

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

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

PRIOR-LEARNING ASSESSMENT

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

MILITARY CREDIT POLICY

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

ASSIGNMENT OF CREDIT HOURS

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

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

(1) one-hour of classroom or direct faculty instruction for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; OR

(2) at least an equivalent amount of work as required in paragraph (1) of this definition for other instructional activities as established by MNU faculty, including laboratory work, internships, practicums, studio work, directed studies, and other academic work leading toward the award of credit hours; OR

(3) at least an equivalent amount of work as required in paragraph (1) of this definition for out-of-class instructional activities such as those listed in the Instructional Activities Inventory approved by MNU faculty; OR

(4) when feasible, passing scores on standardized testing instruments that will document equivalent student learning across similar programs or courses with differing credit hour allocations.

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

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

requires adjustment to either the intended learning outcomes or the amount of credit to be awarded until the credit assignment is appropriate to the intended learning outcomes and the anticipated instructional activities.

PROFESSIONAL UNDERGRADUATE TRANSFER CREDIT

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

If a matriculated student sits out 45 days, that student must be readmitted to the University under the Readmission Process. If academic work was completed at another institution, the student will be considered a transfer student and the policy for transfer students will apply to their academic work.

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

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

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

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

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

1. Transfer courses are accepted from two- and four-year institutions accredited by a regional association or from non-regionally accredited institutions on a case-by-case basis.
2. To be accepted for credit, each course must be judged comparable in terms of content and quality to a course in the curriculum at MNU or it must be judged to be consistent with the liberal arts and science curriculum and of a quality comparable to that expected of courses at MNU.
3. All course work taken at other institutions for which MNU receives a transcript will be evaluated for transfer credit, and if acceptable, will be posted to the student's record. Transfer courses will be posted at the same level they were taken at. MidAmerica Nazarene University only accepts courses equivalent or comparable to those offered at

MNU. Students may, in some cases, be permitted to pass a competency exam to demonstrate that a lower-division course that they are transferring to MNU was comparable in rigor to an upper-division course offered at MNU. Passing the competency exam entitles the student to enroll in another upper-division course to earn sufficient upper-division credits.

4. MNU does not generally award credit for courses deemed to have a significantly vocational slant; personal orientation or learning skills; or courses which it deems to be developmental or remedial. Credits earned at vocational or technical schools that are not regionally accredited generally do not transfer. A student may request that the content of their coursework from this type of school be reviewed and, if the credit is determined to be college-level, credit may be awarded or a specific program course requirement may   be waived. The determination of the award will be decided by the content area expert in consultation with the Registrar.

5. Grades are transferred along with courses and count in the cumulative GPA.

6. Courses taken at institutions operating under a system other than semester or quarter credits will be accepted according to the conversion formula provided by those institutions. Quarter credits are converted by dividing by 1.5. Semester credits taken elsewhere transfer to MNU as semester credits, equivalent to MNU semester hours.

7. If the student does not agree with an evaluation decision, the student is responsible to submit a request for review of the decision. An explanation of the requested change, a rationale for the request, a course description from the transfer college and a copy of the syllabus MUST accompany the request for review. A student who desires a review must have the work evaluated by the appropriate area coordinator and department chair, the student's advisor, and the Registrar at MNU.

8. If the student wants a transfer course to apply towards a specific course requirement in general education or the major, the student must submit a request to the MNU Registrar. This form can be obtained by the advisor, or in the Registrar's office, or on the MNU portal. The request should include a copy of the course description from the transfer college catalog and a syllabus. The request will be reviewed by the appropriate area coordinator and department chair, the student's advisor, and the Registrar at MNU.

9. MNU maintains several articulation agreements with area colleges and universities. These agreements allow student to automatically transfer courses from participating institutions once an official transcript is received in the Registrar's Office. Transfer students should consult these agreements which can be found online through the campus website www.mnu.edu prior to completing paperwork.

GRADUATE TRANSFER CREDIT

Students from regionally accredited graduate programs are welcome to apply as transfer students. A maximum of twelve graduate credit hours may be accepted toward a graduate degree. Please note: Some graduate programs at MNU will accept fewer than twelve graduate courses--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. Requests for transfer credit are reviewed following the appropriate program process.

PREGNANCY DISCLOSURE POLICY

A student who foresees any educational issues related to pregnancy is strongly encouraged to notify the program director/department chair as soon as possible. By doing so, the student and the program director/department chair can collaborate and develop an appropriate plan for the continuation of the student's education. In light of the unique nature of each program, as well as particular challenges the student may face while pregnant or when recovering from childbirth

(e.g., missed classes, make-up work, etc.), these options will vary. The choice to declare a pregnancy is voluntary, and a student is not required to disclose this information to the university.

Options after disclosure – Once a student has voluntarily decided to disclose a pregnancy to the university, the student will have several options, as described below.

1. Continue in the program
   - If a student decides to continue in the program and desires to have any adjustments to her academic program due to the pregnancy, the student should contact the program director/department chair to discuss any reasonable adjustments that may be necessary to continue in the program. Such adjustments, if any, will be documented in the form in Addendum A which will be signed by both the student and a university representative.

2. Request a leave of absence
   - A leave of absence due to pregnancy may be for various amounts of time depending on a student's particular circumstances. Such a leave may be extended if deemed medically necessary by the student's doctor.
   - Due to the structure of some programs, the timing and/or length of a student's leave of absence may result in the student being required to re-take or finish course(s) in a future term.
   - If taking a leave of absence due to a pregnancy, the Education Plan in Addemdum B will be discussed and signed by the student and a university representative.

3. Withdraw from the university
   - The student may, in the student's sole discretion, determine that student must withdraw from the university for an indefinite period of time or permanently due to pregnancy. Normal university withdrawal procedures, and readmission procedures (if applicable), apply.

Questions or Concerns – A student who has questions about this policy or who is concerned about its implementation, should contact the Title IX Coordinator.

ACADEMIC INTEGRITY

MidAmerica Nazarene University expects its students, faculty, and staff to be honest and to have the highest personal integrity. This standard should govern relationships and behavior in the residence living areas, classrooms, chapel, and other campus entities. As a Christian community, faculty, staff, and students have a moral and ethical responsibility to uphold the principle of honesty, and to refrain from any activity or behavior that would suggest academic dishonesty and lack of personal integrity. Dishonesty is defined as a misrepresentation of facts to slant consequences in one's favor, minimize one's workload, or make untruthful claims to benefit oneself or others. Failures in academic integrity may occur in attendance fraud, cheating, plagiarism, and fabrication. The following sections list examples of dishonesty related to academic integrity. However, the list is not exhaustive.

DEFINITIONS AND EXAMPLES
1. Attendance Fraud
Based upon the University's view of integrity, a misrepresentation of one's attendance at a required campus event (e.g., class, chapel, etc.) is a breach of academic integrity and is considered attendance fraud. Specifically, attendance fraud includes:

   a. Writing another student's name or I.D. number on an attendance sheet;

b. Asking or permitting another student to write one's own name or I.D. number on an attendance sheet;

c. Writing one's own name or I.D. number on an attendance sheet and leaving the activity before it is formally dismissed;

d. Making a false or misleading statement to an instructor as an excuse for missing class;

f. Altering or forging a document submitted to an instructor from a physician, nurse, or University official as an excuse for missing class; or

g. Providing false information on a time record about the amount of time worked.

2. Cheating

Students who cheat misrepresent their own legitimate effort on an assignment (including but not limited to projects, papers, tests, labs, recitals, reading requirements, practice hours, practica, etc.). Cheating is also the representation of someone else's work as one's own. Specifically, cheating includes the unauthorized:

a. Entry of a faculty or secretarial office in search of examination-related material;

b. Use of materials from a faculty or secretarial office to prepare for an examination;

c. Discussion of any part of an examination by a person who has not completed the exam with any person who has already completed the examination;

d. Presentation of a fraudulent excuse to seek permission to take an examination at a different time than the scheduled time;

e. Possession of a copy of an examination;

f. Assistance to or from another student during an examination;

g. Looking at or attempting to look at another student's paper during an examination;

h. Use of unauthorized written materials during an examination;

i. Use of any electronic device, pre-programmed or otherwise, during an exam; or

j. Collaboration with another person to complete a project or homework assignment.

The operating principle for a student is this: when in doubt, the student should assume that no questionable activity is permitted unless the faculty member explicitly approves it. It is the student's responsibility to ask the faculty member which activities are authorized and permitted in each course.

3. Plagiarism

Academic integrity requires that one acknowledge ideas and expressions borrowed from others. Plagiarism is a special form of academic dishonesty in which writers or speakers fail to acknowledge the source of ideas, or portray someone else's work as one's own. Plagiarism includes:

a. Copying another student's work on an assignment (e.g., daily written work, a speech, term paper, workbook, etc.);

b. Unauthorized accessing and/or copying another person's computer file(s);

c. Submitting written work or oral work purchased from commercial sources (e.g., "mail order" or online term papers) or submitting work based upon information purchased from such sources;

d. Submitting written or oral work as one's own when prepared by another person, whether for money or favor; or

e. Unacknowledged quotation from a published work.

In the academic community, there is variation in how often and to what degree the sources of ideas need to be cited. Faculty members can provide guidelines within academic disciplines. When the work depends upon the contributions of others, the basic principle to be following is to acknowledge one's indebtedness to them.

ACADEMIC REGULATIONS

APPLICABLE CATALOG

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

AUDITING CLASSES

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

CLASS ATTENDANCE

Students are expected to attend all class sessions except for serious illness or because of other unavoidable circumstances. Students are responsible to the instructor to see that course requirements are met. Instructors are required to include any requirements for attendance in the course syllabus; excessive absences under instructor policies may result in grade reduction. Students needing to miss classes should follow instructor policies regarding notifying instructors of absences and related arrangements.

REGISTRATION AND CHANGES IN REGISTRATION

Students enrolled in cohort programs may be required to complete with their advisor annually a DCP (Degree Completion Program) form outlining how their coursework will be personalized given their previous learning experiences in order to complete a program/degree. 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. Accuracy of the DCP is essential as it informs financial aid decisions.

LATE REGISTRATION

All students are expected to complete the enrollment process with all offices, including the Student Account Office, by the first day of class.

TRANSCRIPTS

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

WITHDRAWAL FROM THE UNIVERSITY

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

aid.

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

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

ADMINISTRATIVE WITHDRAWAL

If a student leaves the institution without notification, the institution may administratively withdraw the student from school. An administrative withdrawal may occur when a student has failed to attend any classes for the specified amount of time found in the appropriate professional and graduate program handbook. Professors will notify the appropriate program staff of the absences. The program advisor/ staff will fill out the withdrawal form and the form will be sent to the Office of the Registrar, the Financial Aid Office and the Cashier's Office

WITHDRAWAL FROM A COURSE

Students may withdraw from a course with a "W" provided they withdraw prior to the date specified in the appropriate professional and graduate program handbook, not to extend beyond the last date of the course. Students who find it necessary to withdraw from a course must contact their appropriate program advisor/staff in writing to withdraw from a course.

ACADEMIC PROBATION AND INELIGIBILITY

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

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

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

GRADE CHANGES AND GRADE APPEALS*

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

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

If these consultations fail to resolve the problem, the student may file a formal petition with the Vice-President for Strategic Expansion or the SPGS Academic Dean, who will appoint an

Appeals Committee for each individual case. The Committee, which consists of two (2) faculty members and one (1) student, is empowered to summon evidence pertinent to the appeal and to question persons involved. The Appeals Committee guarantees the right of both the student and the faculty member to hear all evidence and receive copies of all written statements submitted as part of the appeal. In appeals of grades the burden of proof lies with the student filing the appeal to demonstrate that the grade is clearly unfair in the context of the course. See information below for deadlines related to this process.

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

IMPORTANT DEADLINES*

Written appeals at the academic school level must be initiated with the Department Chair no later than 6 weeks after final course grades have been posted. Written appeals to the School Dean must be made within 7 working days after the final decision of the Program Director and/or Department Chair. Petitions to the Vice President for Strategic Expansion must be made within 7 working days after the final decision of the School Dean. The entire grievance process, including the work of any appointed Appeals Committee, must be completed no later than 12 weeks after final course grades have been issued. Untimely grade grievances will not be considered.

ACADEMIC (NON-GRADE) GRIEVANCE*

If a professional or graduate student deems it appropriate to appeal an academic decision (for example - probation from an academic program, dismissal from an academic program, academic integrity decision, etc.), the student must communicate and seek to resolve the situation with the professor concerned. If the student does not accept the resolution proposed by the professor, an appeal may be made in writing to the Department Chair. Grievance forms are available in the individual departments and the Registrar's Office The written appeal must specify both the complaint and the action requested.

If the student does not accept the resolution proposed by the Department Chair, the student may advance their grievance to the School Dean within seven (7) working days who will review the petition and discuss the matter with the Department Chair. The Dean will then make a recommendation. If the student does not accept the recommendation, the student may advance his or her appeal within seven (7) working days to the Vice President for Strategic Expansion who will convene a university appeals committee.

The Committee, appointed by the Vice President for Strategic Expansion, 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 Dean and the Vice President for Academic Affairs/Chief Academic Officer.

These guidelines apply to only School of Professional and Graduate Studies programs. School of Nursing students are referred to their respective program's handbook for information regarding grade changes, appeals and associated deadlines.

ACADEMIC EXCEPTIONS COMMITTEE

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

GRADUATION CLEARANCE

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

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

1. All degree requirements for specific programs as listed in the Professional & Graduate Catalog must be met.
2. All financial obligations must be satisfied in the Student Accounts/Cashiers Office.
3. Clearance must be obtained by each prospective graduate by the administrative offices, including the library, and the Office of the Registrar.
4. Any "incompletes" in courses to be counted toward graduation requirements must be cleared one month prior to graduation.
5. Participation in commencement is open to candidates who are completing, have, or will have completed all requirements prior to the end of the summer term or who meet the academic department's criteria for participating in graduation.
6. To ensure participation in commencement all candidates must submit a graduation application to the Registrar's Office by November 1 and pay a graduation fee.

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.

PROFESSIONAL UNDERGRADUATE GRADUATION HONORS

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

Finances

FINANCIAL ARRANGEMENTS

The Vice President for Finance seeks the cooperation of students in working out the necessary financial arrangements for keeping current in the responsibilities for their student account.

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

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

Other policies are also in effect:

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

TUITION AND FEES

Costs for professional & graduate programs are determined each year and include tuition and fees. The university, however, reserves the right to make additional changes to tuition and fees without notice as it deems necessary. Please examine the SPGS Tuition and Fees schedule on the university's website for current costs. You can also contact the Professional and Graduate Studies Admissions office at 913-971-3877

RETURN OF TUITION AND FEE CHARGES

If a student withdraws from a professional or graduate course at the university, they may receive a return of tuition and/or fees based upon the following schedule. The return shall be calculated using the official date of formal notification in writing from the student. Academic Departments are expected to complete the SPGS withdrawal form in a timely manner. A student who withdraws from classes after the tuition and/or fee credit return period does not qualify for a refund or return of tuition.

CHANGES IN REGISTRATION

% Of Course Lapsed	Tuition Refund	Fee Refund
0%	100%	100%
1% to 15%	75%	0%
16% to 29%	50%	0%
30% and above	0%	0%

The following information also applies to this policy:
1. This policy applies to all Professional and Graduate Studies programs.
2. Any student who withdraws before the course start will receive 100% return tuition.
3. This policy does not apply to continuing education classes.

FEDERAL TITLE IV REFUND POLICY

These refund policies conform to the requirements of the Higher Education Act Amendments of 1998. Based on the federal calculation (Return to Title IV), the unearned percentage of aid received for the semester must be returned if the student withdrawal is prior to the 60% completion time of the payment period. The federal refund is calculated using the last date of academic activity, when available.

STUDENT FINANCIAL AID SERVICES

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

For families not eligible for grants 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 theyexperience financial difficulty.

QUALIFYING FOR FINANCIAL AID

Most students attending MNU qualify for some form of financial aid. The majority of financial aid at MidAmerica is awarded based on a student's financial need. Financial need is the student's cost of education minus the family contribution. Family contribution is derived from the financial figures declared on the Free Application for Federal Student Aid (FAFSA). Based on the financial figures and a formula set by the Department of Education, an Expected Family Contribution (EFC) is assigned to each family. The student's financial need determines whether he/she will be eligible for grants or loans or a combination of both.

APPLYING FOR FINANCIAL AID

The process for making application for financial aid is as follows:
1. Complete the Free Application for Federal Aid (FAFSA) information for the appropriate year at https://studentaid.ed.gov/sa/fafsa. Contact Student Financial Aid Services to determine which FAFSA year to use. It will be based on the date your program begins. If you have not created a new FAFSA ID (replaces the Federal PIN system), you can select "Create an FSA ID" from the FAFSA page to electronically sign your FAFSA.
2. Send FAFSA results to MNU by entering the MNU Federal School Code 007032 on

your FAFSA.

3. Respond to instructional emails sent to the email address on your FAFSA.
4. You must be admitted to MidAmerica Nazarene University as a degree-seeking student in order to receive a financial aid award.
5. Accept/Decline/Modify each individual offered award online and complete all requirements listed on your Self-Service Banner account. Instructions will be in the email sent to you.
6. All financial aid forms and requirements must be complete prior to starting your program. If not, you may be required to make a down payment at convocation or the first night of class, whichever is earlier.
7. Contact Student Financial Aid Services at 913-971-3298, or finaid@mnu.edu with your anticipated program start date if you have not applied for admission when completing the FAFSA.

General Information for all Professional and Graduate Studies Students:

- The FAFSA applies to the fall, spring, and summer terms for an aid year. Typically, the student will be required to complete two or more different aid year FAFSAs during the course of a program.
- Graduate students must be enrolled for a minimum of 3 hours per term to be eligible for financial aid.
- Undergraduate students must be enrolled for a minimum of 6 hours per term to be eligible for financial aid. These classes need not be in the same module, but must be within the same term.
- MNU is a member of the National Student Loan Clearinghouse, to which enrollment information is reported on the 10th of each month. In most cases, the student will not need to complete a student deferment form.
- After the first term of enrollment, both undergraduate and graduate students must maintain Satisfactory Academic Progress (SAP), which is explained later in this section.
- All records are held in strict confidence. No file is available for public use unless authorization is received in writing from the student.

FINANCIAL AID PROGRAM AVAILABLE

Federal Aid

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

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

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

Federal Direct Unsubsidized Stafford Loan – Available to students regardless of need. A student must be enrolled at least half-time to be eligible. Interest accrues and is calculated only on paid disbursements. Interest payments while enrolled as a half-time or greater student are optional. Maximum award amounts vary by dependency status, any Federal Subsidized Stafford Loan received during the aid year, and grade level maximums set to federal regulations. Repayment begins six months after a student graduates or ceases to be enrolled at least half-time. A minimum payment of $50 per month is required but payments are based on the amount of loan borrowed and are generally higher. Standard repayment terms are based on a 10-year repayment plan.

Federal PLUS – Available to graduate students and parents of dependent undergraduate students regardless of income. A parent or graduate/professional student with an adverse credit history is prohibited from borrowing. Borrowing is limited to the difference of the cost of education minus the student's financial aid for the aid year. Repayment is generally required once the loan is fully disbursed, but borrowers may request in-school forbearance to delay the start of payments. To receive a Federal PLUS, the student must be enrolled at least half-time. Minimum payments start at $50 and may be higher based on the outstanding amount owed. Interest accrues on any amounts disbursed and continues until the loan is paid in full.

Federal TEACH Grant – 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 from low-income families. Professional/Graduate students may be eligible for a maximum of $8,000 lifetime limit. Undergraduate students may be eligible for a maximum lifetime limit of $16,000.
To receive a Federal 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 admission test(s): ACT, SAT or GRE or
    2. Graduate from high school (or transfer to MNU) with a cumulative GPA of at least 3.25 on a 4.0 scale. This cumulative GPA must be maintained throughout the academic program for which you are awarded the Federal TEACH Grant.
    3. Professional/Graduate students must have a 3.25 GPA from their undergraduate program. This cumulative GPA (both graduate and undergraduate), must be maintained throughout the academic program for which you are awarded the Federal TEACH Grant.
- Complete TEACH Grant counseling for each aid year found at studentaid.ed.gov/types/grants-scholarships/teach.
- Sign a TEACH Grant Agreement to Serve each year.

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. 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. The directory may be found at studentloans.gov/myDirectLoan/tcli.action.

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.

Mid America Nazarene University Designated Programs
Graduate:
- MS in Educational Technology
- MED with Emphasis in Reading Specialist
- M.S. in Elementary Education Unified

Undergraduate:
- B.S. in Elementary Education Unified

Disbursement of Funds

All financial aid is placed on the student's account in two disbursements (this includes the Federal PLUS). The estimated disbursement dates are set to begin approximately three (3) weeks for graduate and two (2) weeks for undergraduates after the start of each payment period or term. First-time MNU students will not receive a financial aid disbursement until all financial aid and admissions requirements are satisfied.

SATISFACTORY ACADEMIC PROGRESS (SAP)

In order to receive federal and state financial aid, students must demonstrate clear progress towards a degree, known as "Satisfactory Academic Progress." The University measures this progress, in compliance with federal regulations, by monitoring students' GPAs, the pace at which they successfully complete courses, and the length of time they take to complete their degrees. Students who fail to satisfy Satisfactory Academic Progress requirements may lose eligibility for federal and state financial aid.

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

Degree Programs

MidAmerica Nazarene University offers degrees in Associate of Arts, Associate of Applied Science, Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Master of Arts, Master of Business Administration, Master of Education, Master of Science, and Master of Science in Nursing degree programs. Licensure, certificates and post-master's certificate programs are also offered in a variety of fields. See specific programs below.

Professional Degree Programs

Center for Accelerated and Professional Education (CAPE)
Degrees
Associate of Arts in Business (AAB)
Associate of Arts in Liberal Arts
Associate of Applied Science in Software Design & Development
Associate of Applied Science in Cyber Security
Certificates
Cyber Security
Informatics
Minors
Business Administration
Public Administration

Business
Degrees
Bachelor of Arts in Management and Leadership in Business (MLB)
Bachelor of Arts in Management and Leadership in Information Technology (MLIT)
Bachelor of Arts in Management and Leadership in Healthcare Administration (MLHCM)
Bachelor of Arts in Organizational Leadership (OL)
Bachelor of Business Administration (BBA)

Computer Information Systems
Degrees
Bachelor of Science in Computer Information Systems
Minors
Minor in Informatics
Minor in Cyber Security

Education
Degree
Bachelor of Science in Elementary Education Unified (EEU)
Certificate
Elementary Education
Special Education

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

Graduate Degree Programs

Counseling

Degrees and Certificates
Master of Arts in Counseling
Post-Master's Certificate in Play Therapy
Graduate Certificate in Sexual Addictions Therapy Provider

Business

Degrees
Master of Business Administration
Master of Business Administration in Healthcare Management
Master of Science in Management
Master of Science in Nursing & Master of Business Administration Dual Degree Program

Certificates
Post-Master's Certificate in Healthcare Management

Education

Degrees
Master of Education Reading Specialist
Master of Science in Educational Technology
Master of Science in Education Leadership
Master of Science in Elementary Education Unified

Certificates
Reading Certification Certificate

Nursing

Degree
Registered Nurse to Master of Science in Nursing (RN-MSN)
Master of Science in Nursing with tracks in:
Healthcare Administration
Nursing Education
Healthcare Quality Management
Adult Gerontology Primary Care Nurse Practitioner
Master of Science in Nursing & Master of Business Administration Dual Degree Program (MSN/MBA)

Post-Master's Certificates in:
Healthcare Administration
Nursing Education
Healthcare Quality Management

COURSE NUMBERING

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

ASSOCIATE DEGREES & MINORS

The following programs are offered through the Center for Accelerated and Professional Education (CAPE):

- Associate of Arts in Liberal Arts
- Associate of Arts in Business
- Business Administration Minor
- Public Administration Minor

The following programs are offered through the Department of Computer Information Systems (CIS):

- Associate of Applied Science in Cyber Security
- Associate of Applied Science in Software Development
- Cyber Security Minor or Certificate
- Informatics Minor or Certificate

Center for Accelerated & Professional Education (CAPE)

Statement of Mission

Our mission is to provide a quality educational opportunity for adult learners that develops spiritual, intellectual, personal, and professional growth in an atmosphere of care, service, and teamwork.

The Idea

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

CAPE Policies

Short-Term Course Registration

To register for a CAPE course, students need to complete a Short-Term Course Registration form. Students who are registering for their first CAPE course need to also complete a Short-term Course Promissory Note, which indicates payment information for the courses.

Registration may also be completed online (as detailed toward the back of this handbook). No phone registrations will be accepted. The registration deadline is 5:00 p.m. on the date shown in the Short-Term Course Schedule.

At the close of registration, students with holds on their student accounts will have 24 hours after the notification to clear the holds in order to remain eligible for registration.

Attendance

Students are expected to attend all class sessions except for serious illness or because of other unavoidable circumstances. Students are responsible to the instructor to see that course requirements are met. Instructors are required to include any requirements for attendance in the course syllabus; excessive absences under instructor policies may result in grade reduction. Students needing to miss classes should follow instructor policies regarding notifying instructors of absences and related arrangements.

Admission Requirements

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

Application Process

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

*If students have **24** hours of transferrable college credit, high school transcripts are waived. If students have **less than 24** hours of transferrable college credit, then high school transcripts (or GED results) will

be required as part of the admission process.

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

Course Number Information

Lower Division	1xxx OR 2xxx
Upper Division	3xxx OR 4xxx
3 credit hours	xxx3
2 credit hours	xxx2
1 credit hour	xxx1

CAPE GENERAL CORE

General Core Requirements

The General Education program at MidAmerica Nazarene University is designed to develop informed servant-leaders who think critically and are committed, caring citizens of the world. The diverse, integrative, liberal arts courses provide a solid foundation for a student's vocational calling in light of God's creation and the person of Jesus Christ. General Education is the first major of the student. It intends to develop further the broad base of understandings, attitudes and skills which students possess upon entrance into college.

The integrative language and content of the outcomes is intended to demonstrate the nature of knowledge and allow for multi-disciplinary liberal arts connections. These brief statements encapsulate the intent of the outcomes:

> Faith Integration: the critical **foundation** of General Education
>
> Interdisciplinary Learning: the academic **breadth** of General Education
>
> 21st Century Skills: the practical **relevance** of General Education
>
> Global Citizenship: the vocational **goal** of General Education

The focus of MNU's general education program is on the formation of the person through these themes and the application of knowledge through learning experiential, relational, and integrative learning experiences.

FAITH INTEGRATION

The faculty at MidAmerica believes a Christian worldview provides the most adequate perception of the universe. This worldview understands that rebellion against God is the fundamental problem of humanity. As a Christian, evangelical university we believe Jesus Christ is Lord and the final authority for our faith and our lives. Thus, every aspect of university activity, from instruction to student life to business practices, flow from this truth.

Faculty provide intentional instruction from a Biblical worldview within course assignments and discussions, examinations, and other learning experiences, with the goal of leading their students to develop their own Bible-based view of the nature of knowledge, learning, morals, value of each individual, and the purpose of life. This form of faith integration goes beyond mentoring students in spiritual formation through praying or devotional studies. Faith integration requires

students to think critically from a Christian perspective, connecting the content being learned to Biblical truths. In addition, faculty commit themselves to provide attractive models of Christlike thinking and behavior in their interaction with students within and outside the classroom. Godly professors who strive for personal and professional excellence, as well as a commitment to excellence in faith integration, are essential to the MNU mission.

MNU has an open enrollment, so it is important to consider that students of all different faiths or no faith may be enrolled in programs at MNU. We are intentional to acknowledge the diversity of faith in our classrooms. We consider carefully how all students can engage in faith integration learning activities from an academic perspective. As Christian educators, we craft course-relevant opportunities for Christian students to grow in their faith without requiring every student to be a Christian believer.

GENERAL EDUCATION OUTCOMES:

For associates and bachelor's degrees, the university faculty has identified five areas students need for success in a chosen major and to appropriately engage their world.

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

Faith Integration - Students gain knowledge through Scripture, tradition, reason, and experience, in order to know the triune God—Father, Son, Spirit—and deepen their faith journey.

Formational Thinking - Students exercise intellectual curiosity, creative problem-solving, and precision of thinking by locating, analyzing, organizing, and applying knowledge for meaningful solutions.

Discovering Creation - Students learn and interpret information from creation, both as one who is created and one capable of creatively engaging their world.

Communication & Self-Expression – Students integrate knowledge, creativity, and ethical practice by understanding, producing, and evaluating messages in and for multiple contexts.

Global Citizenship – Students apply historical and cultural knowledge to the development of self and demonstrate sensitivity across cultures, ethnicities, beliefs, and life experiences.

The Committee requires two areas of emphasis be a part of all courses approved for General Education: application and creativity. These "cross-cutting themes" distinguish MNU's General Education as experiential, integrative, and relational.

General Education courses build on and participate in God's mission of reconciliation, restoration, and renewal of the person as a servant-leader in their vocational calling. The following overarching areas of emphasis found in all General Education courses' instructional approaches help to achieve this. These "cross-cutting themes" are partially derived from the elements of 21st Century Skills with a strong connection to the academic identity of the institution. The themes focus on the formation of the person through creativity and application opportunities. Formation is a by-product of application and creativity. When thinking processes are deepened and skills strengthened, students become creators and life-long learners. Embedding application and creativity rekindle curiosity of the mind and spark the generative power of thought. While all general education courses embed these themes, departments are encouraged to apply the themes throughout a student's major, within content specific instructional methods.

APPLICATION represents the content relevance embedded in all general education courses so students can use what is learned in new situations. Students solve problems by applying acquired knowledge, techniques, and processes in different ways. Experiential learning opportunities such as laboratory experiences, simulations, internships, performances, compositions, practicums, and other hands-on applications both inside and outside the classroom provide environments for

application. In this way, application provides opportunities for creativity.

CREATIVITY is generated from an ability to question and look for opportunities beyond the obvious. Students engage, plan, construct, invent, design, and perform. Creativity requirements included in the learning experience provide limitations, forcing a thinker to see possibilities and new solutions through interdisciplinary connections. This may include considering diverse perspectives across the liberal arts curriculum through the humanities, mathematics, hard sciences, social sciences, and health sciences to identify connections, departures, and conflicts. In doing so, creative learning experiences are both integrative and relational.

These themes prioritize both the vocational and formational goals of General Education. In general, 21st Century Skills are not unique to this century. However, their relevance and priority are increased through the outcomes and cross-cutting themes. Since content is more easily obtained in this information age, the skills to effectively select and strategically apply that knowledge present an urgent need. Students must be conversant with content knowledge and gain experience by putting that knowledge into action.

CORE COURSES

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

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

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

Students who transfer to MNU with three credit hours of English Composition I from a community college, a four-year institution, or have received dual credit (through a high school) need not take this course. Students may also fulfill this requirement by testing out with a CLEP score of 50 or higher, an AP test score of 3 or higher, or an ACT score of 26 or higher. Students may qualify to take MATH 1223 College Algebra by earning a "C-" or higher in MATH 1103 Intermediate Algebra, or an ACT Math score of 22 or higher. Students may demonstrate proficiency in College Algebra by earning an ACT Math score of 28 or higher, a College Algebra CLEP score of 50 or higher.

Outcome 1: Faith Integration (6 credit hours total)

Bible (3 hours)
- GNBL 2353: Discovering the Old Testament
- NURS 3803: Biblical Perspectives
- GNBL 2253: Discovering the New Testament
- BLIT 1102: Discovering the Bible
- LEAD 3693: Biblical Leadership Perspectives

Christian Theology/Worldview (3 hours)
- GNBS 2163: True North: Discovering Your Moral Compass
- GNPH 3053: World Religions
- GNPH 1053: Postmodern Times: Philosophy of Life and Meaning in the 21st Century
- GNPH 2153: Critical Thinking
- THEO 2003: Christian Beliefs
- LEAD 4493: Ethical Leadership
- MGMT 3503: Business Ethics
- NURS 4304: Ethical Issues in Healthcare

Outcome 2: Formational Thinking (3 credit hours total)

Foundational Math (3 hours)
- GNMA 1163: Intermediate Algebra
- MATH 1223: College Algebra

Outcome 3: Discovering Creation (9 credit hours total)

General Science (3 hours)
- GNSI 3073: CSI: The Science Behind Discovering the Truth
- GNSC 2703: Human Nutrition
- NURS 3303: Pathophysiology
- NURS 3103: Pharmacology

Psychology (3 hours)
- GNPY 4703: The Helping Relationship

- GNPY 4803**:** Creativity & Innovation
- GNPY 2513**:** Lifespan Development

Fine Arts (3 hours)
- GNAT 1053**:** Art Concepts & Applications
- GNEN 215**3:** Studies in Theory of American Humor
- GNEN 2353**:** Heroes in Early British Literature
- GNEN 2453**:** Early American Literature
- FNAR 1503**:** Exploring Music

Outcome 4: Communication/Self-Expression (6 credit hours total)
Foundational Writing (3 hours)
- GNEN 1253**:** English Composition 1 or proficiency
- GNEN 1503**:** Online English Composition 1

Self-Expression (3 hours)
- GNCO 1153: Public Speaking
- GNCO 2203: Introducton to Communication
- MGMT 4393: Communication & Conflict Management
- NURS 2113: Effective Communication in Healthcare

Outcome 5: Global Citizenship (6 credit hours total)
Social Awareness (3 hours)
- GNCJ 1053: Crime & Community
- ECON 2503: Principles of Macroeconomics
- ECON 2703: Principles of Microeconomics
- GNEC 1553: Personal Finance
- GNPS 2053: American Government & Politics

Responsible Citizenship (3 hours)
- GNPS 2053: American Government & Politics
- GNHI 2253: A House Divided: The American Civil War
- GNHI 2353: American Freedom: The 1960's
- GNHI 3013: Ancient Rome: Rise & Fall of an Empire
- GNHI 3023: Epitome of Evil: Hitler & the Holocaust
- GNHI 3213: Give Me Liberty!: The American Revolution
- GNHI 1303: U.S. History Since 1877

ASSOCIATE OF ARTS IN LIBERAL ARTS

REQUIREMENTS

1. 60 hours earned.
   a. Completion of 30 hours of general core courses as specified above.
   b. Completion of 18 hours of liberal arts electives.
   c. Completion of 12 hours of general electives.
2. A cumulative GPA of 2.0 and a GPA of 2.0 in the associate's degree program.
3. Students may earn no lower than a C– in each of the emphasis courses. A grade of D or lower in an emphasis course must be repeated at the student's expense.

COURSE DESCRIPTIONS

BLIT 1013: DISCOVERING THE BIBLE
(Online; 3 credit hours)
A general education course introducing the literature of the Old and New Testaments in order to discover the biblical basis for Christian beliefs and their demands on contemporary ethics, culture, and religion.

FNAR 1503: EXPLORING MUSIC
(Online; 3 credit hours)
This course provides the student insight into basic elements of music from Western civilization, which are fundamental to analysis and creation of musical compositions. The course will cover tonality, rhythm, intervals, triads, composition of melodies, harmonic progressions, and lead sheets. This course will enrich the student who performs, sings, composes, and enjoys listening to music.

GNAE 3103: LIVING AND LEARNING: DOCUMENTING LIFE EXPERIENCES FOR COLLEGE CREDIT (Online; 3 credit hours)
Learning takes place in a variety of settings including life experiences. This learning can be documented in many formats, one of which is a life learning paper. The objective of this course is to instruct the bachelor's degree completion student in the process of earning college credit for learning from life experiences by utilizing the Kolb model. The student will complete one life learning paper while in the class that can be submitted for evaluation to earn additional college credit. Prerequisites: Approval by Academic Advisor and enrollment in a bachelor's degree-completion program (e.g., Organizational Leadership).

GNAT 1053: ART CONCEPTS AND APPLICATIONS
(Accelerated Morning or Weekend; 3 credit hours)
A "hands on" introduction to drawing and painting for the beginner includes some instruction and critiques to the class along with individual guidance and evaluation as work is in process. There will be required work between class sessions; some assignments may be on an individual basis to suit your ability and interest. No experience is required, just a desire to learn and create to the best of your ability.

GNBL 2253: DISCOVERING THE NEW TESTAMENT
(Accelerated Evening; 3 credit hours)
This course is an introductory study of the New Testament. It examines the literary character of the New Testament books, as well as the history surrounding them, and reflects upon the impact of their messages for contemporary society.

GNBL 2353: DISCOVERING THE OLD TESTAMENT
(Accelerated Evening; 3 credit hours)
A general education course to introduce the development of religion in ancient Israel, to show the roots of the Christian faith and to show the relevance of the Bible to contemporary life, and to examine the place of the Bible in American culture.

GNBS 3011/3012: BUSINESS ETIQUETTE
(Weekend; 1 or 2 credit hours)
This course will cover issues such as meals, business travel, meetings, greetings, business attire, and much more. Knowing that you are handling yourself in the proper way in a variety of situations gives you an air of confidence that is necessary for success in the business world.

GNBS 3021/3022: MANAGING TIME AND MULTIPLE PROJECTS
(Weekend; 1 or 2 credit hours)
Focus is on comprehension and application of time management concepts such as organizing, prioritizing, and goal setting. The project management concepts of organization, visualization, delegation, and forecasting will also be studied. Emphasis will be on application in real-life situations at work, school, and home

GNBS 3031/3032: ENTREPRENEURSHIP IN THE 21ST CENTURY
(Weekend; 1 or 2 credit hours)
Nearly one million individuals start their own business every year. This course focuses on exploring specific issues involved in self-employment and assessing whether self-employment may be an appropriate choice. Opportunities for starting one's own business, buying an existing business, or becoming a consultant will be explored.

GNBS 3032: ORGANIZATIONAL STRESS MANAGEMENT
(Weekend; 2 credit hours)
This course will provide a broad overview of organizational stress management and will invite students to study the role and management of stress in the workplace. Topics covered include psychological and physical effects of stress, management of distress, methods of stress reduction, and individual and organizational strategies for preventing high levels of stress in the workplace.

GNBS 3043: ETHICS IN BUSINESS MANAGEMENT
(Accelerated Evening; 3 credit hours)
This course is intended to explore and provide an introduction to the law and its relation to business and business transactions. It will explore the various types of business relationships and organizations, with a brief coverage given to factors bearing on the choice of organization, including partnership attributes, process of corporate formation and corporate privileges.

GNBS 3053: LEADERSHIP: DISCOVERING YOUR PURPOSE
(Weekend; 3 credit hours)
This activity-enriched course teaches the basic of effective leadership, focusing on personal awareness and growth, working relationships, influence skills, and conflict resolution. A foundation for understanding the challenges facing a new manager and for helping the individual improve leadership skills and behaviors will be created.

GNBS 3063: OUTRAGEOUS CUSTOMER SERVICE
(Accelerated Evenings or Weekend; 3 credit hours)
This course will motivate students from all backgrounds to discover the difference between good and excellent customer service. Students will learn basic concepts that turn customers into company supporters. The course will equip students with the skills, knowledge, and behaviors necessary to recognize and provide extraordinary service.

GNBS 3071: BEYOND AFFIRMATIVE ACTION: MANAGING DIVERSITY IN THE WORKFORCE
(Weekend; 1 credit hour)

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

GNBS 3092: PRINCIPLES OF SUPERVISION
(Weekend; 2 credit hours)

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

GNBS 3153: SOCIOLOGY OF BUSINESS
(Weekend; 3 credit hours)

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

GNBS 3143: ANCHORED LEADERSHIP IN THE FACE OF CHAOS
(Online; 3 credit hours)

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

GNBS 3163: TRUE NORTH: IDENTIFYING YOUR MORAL COMPASS
(Online; 3 credit hours)

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

GNBS 3263: LEADERSHIP MESSAGES: COMMUNICATION, CONFLICT AND COLLABORATION (Online or Accelerated Evening; 3 credit hours)

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

GNBS 3353: CONFLICT RESOLUTION
(Accelerated Evening; 3 credit hours)

Conflict is a reality of daily life, whether in personal relationships or in the business setting. Learning how to deal with these conflicts can have an impact on the quality of life. This course will provide the student with a foundation of how to deal with and resolve conflicts.

GNBS 4031: BEHAVIORAL INTERVIEWING
(Weekend; 1 credit hour)
Ever wonder why interviewers ask questions they do? This course will explain how successful organizations select the right employees. Students will learn techniques involved in behavioral interviewing. The course is enlightening for both interviewer and interviewee.

GNBS 4063: STRATEGIC DECISION MAKING
(Online; 3 credit hours)
Making good decisions is critical to success in every area of life. Few people realize there are tools and strategies that will enable better decision-making. This course introduces the student to the fundamental skills and knowledge needed for making good decisions. Topics include understanding the various types of decisions, how to structure decisions, dealing with risk, and the psychological traps associated with decision-making.

GNCJ 1053: CRIME AND COMMUNITY
(Accelerated Evening or Weekend; 3 credit hours)
Crime is part of the world in which we live. Many people have been or know someone who has been a victim of crime. This course will explore the impact of crime on the community by providing an overview of crime, community policing, the courts, corrections, and juvenile justice. Students will encounter learning through readings, classroom discussions, and actual field experience.

GNCO 1053: PUBLIC SPEAKING: COLLEGE AND CAREER
(Accelerated Evening; 3 credit hours)
This course focuses on the skills a student must develop to communicate a message to an audience both through informative and persuasive means.

GNCO 2203: INTRODUCTION TO COMMUNICATION
(Online; 3 credit hours)
Communication is a broad concept that impacts every aspect of our lives. Communication might best be understood by examining the variety of messages we create and send; how others might interpret those messages; and how we interpret others' messages. Included throughout the course are methods and activities that will help you improve the messages you send. This study of messages includes: the process of communication (verbal/nonverbal); analyzing communication; mass & social media; culture; interpersonal; group/team; and public contexts.

GNCO 4403: EFFECTIVE ORGANIZATIONAL COMMUNICATION
(Weekend; 3 credit hours)
This course will focus on the practical implementation of communication for the following organizational challenges: managing information, selecting appropriate communication channels, establishing effective performance feedback systems, implementing organizational change, providing for interdepartmental communication, creating innovative spirits, and ethical communication practices. If you are a manager, this course will help you build a department where employees communicate effectively with one another. If you are an employee, you will learn how to benefit from a manager's feedback.

GNEC 1553: PERSONAL FINANCE
(Online or Accelerated Evening; 3 credit hours)
This course is designed to aid students in defining their role in preparing and understanding personal financial information. The topics to be covered are basic financial planning, budgeting procedures, calculating principal and interest, defining different types of consumer credit, and developing a general knowledge of home buying and various types of insurance.

GNEN 1253: ENGLISH COMPOSITION I
(Accelerated Evening; 3 credit hours)
A study of the principles of the writing process with practical application. Assignments emphasize the purpose of writing and essay organization. A research paper is required.

GNEN 1503: ONLINE ENGLISH COMPOSITION I
(Online; 3 credit hours)
This course focuses on writing non-fiction prose and provides students the opportunity to expand and improve on the different stages involved in the writing process: brainstorming, gathering information, organizing and developing paragraphs, revising and editing. You will also learn about the elements of language and grammar.

GNEN 2153: STUDIES IN THE THEORY OF AMERICAN HUMOR
(Online or Accelerated Evening; 3 credit hours)
A study of the scholarly theory behind the types of American humor, the history of humor in the United States, its facets that lend themselves to democracy, the characteristic that make it differ from British humor, and an overview of the most important humorists in our history.

GNEN 2353: HEROES IN EARLY BRITISH LITERATURE
(Online; 3 credit hours)
What were people's lives like in early British history? What were their values? These questions will be explored through the reading of early British literature. This course will provide an overview of the elements, background to the works, and perspectives of scholars today.

GNEN 2453: EARLY AMERICAN LITERATURE: LITTLE KNOWN GEMS
(Online; 3 credit hours)
This course will examine the works of best-selling authors in the 1800s and why they were not recognized by the critics of the 20th century. The class will examine the meanings of these works, the impact to the society in the 1800s, and how what these authors wrote over 100 years ago is still relative today.

GNHI 1303: US HISTORY SINCE 1877
(Online; 3 credit hours)
This survey course will explore the development of American society from the end of the Reconstruction period to the present. Topics include the industrialization era, Immigration, Reform Movements, Populism, Progressivism, the cultural trends of the 20th century and foreign policy.

GNHI 2253: A HOUSE DIVIDED: THE AMERICAN CIVIL WAR
(Accelerated Evening or Online; 3 credit hours)
This course will take a unique look into the American Civil War by offering the opportunity to appraise the national war on a local level. Students will briefly explore the history of the South, investigate the practices of the North, and focus on the developments of Kansas and Missouri. The foundation of the war will be studied along with distinguishing guerrilla activity in Missouri from contraband fighting in Kansas. The establishment of the state of Kansas will also be analyzed.

GNHI 2353: AMERICAN FREEDOM: THE 1960s
(Accelerated Evening; 3 credit hours)
The 1960s have been increasingly regarded as a surreal decade in American history. This course will engage the biographies, politics, and culture that typified the 1960s. The learner will encounter JFK, RFK, MLK, the move from liberalism to conservatism, and the Vietnam War. The full continuum of events from the U-2 incident to Woodstock will be addressed.

GNHI 3013: ANCIENT ROME: THE RISE AND FALL OF AN EMPIRE
(Weekend or Online; 3 credit hours)
This course will provide students with an overview of the historical background during which Rome ruled the ancient world. Students will be able to identify the factors that influenced the transition from republic to empire, as well as the events that led to Rome's eventual decline. In addition, students will be able to draw parallels between ancient Rome and modern America. This course will be enlightening for those who lack an understanding of how events in the

ancient Roman Empire have helped to shape the course of human history for the past 2000 years.

GNHI 3213: GIVE ME LIBERTY! – THE AMERICAN REVOLUTION
(Online; 3 credit hours)
This course engages a central text that studies the colonies of North America through the Revolutionary War. The class will discover the peopling of America, the migration of distinct religious groups, American colonies, the early establishment of democracy in America, and events leading towards, during, and immediately following the Revolutionary War. A detailed look at the Founding Fathers will also be explored.

GNMA 1163: INTERMEDIATE ALGEBRA
(Online; 3 credit hours)
A short review of the fundamental laws of algebra followed by a study of exponents, radicals, linear and quadratic equation, inequalities, polynomials, functions, graphs, and systems of equations.

GNPE 2153: COACHING/SPORTSMANSHIP
(Accelerated Evening or Weekend; 3 credit hours)
The focus of this course is on people and the values that make relationships and organizations excel. Designed for those who are sports-minded as well as those who are not. We will look at developing good character traits, learn good sportsmanship, understand what it takes to become a winner, and define what makes coaches become great leaders.

GNPH 1053: POSTMODERN TIMES: PHILOSOPHY OF LIFE AND MEANING IN THE 21ST CENTURY **(Online; 2 credit hours)**
This course will explore today's fast-paced, constantly changing society as the learner seeks to grasp important Christian insight into contemporary thought and culture. A comprehensive understanding of the evolution of philosophy as it relates to time, place, life, and meaning will be pursued.

GNPH 2153: CRITICAL THINKING
(Weekend; 3 credit hours)
Understanding critical thinking is a life-long strategy. The purpose of this course is not only to familiarize students with the fundamental concepts of critical thinking, but to also provide a systematic approach to its processes and components. Through readings, discussions, and written assignments, emphasis will be placed on application in the context of traditional values, personal non-conformity, and cultural diversity.

GNPH 3053: WORLD RELIGIONS
(Weekend; 3 credit hours)
This course will explore the major religions of the world as they exist today and the universal search for God that is a part of the human perspective. Emphasis will be given to historical background, key tenets of faith, symbols, practice, and impact on the world today. Each religion will be analyzed objectively, but primary emphasis will be given to Christianity and how other world religions relate to it. The key religions of the East, Near East, and West will be examined. As well, primal religions, cults and sects, and religious philosophies will be encountered.

GNPS 2053: AMERICAN GOVERNMENT AND POLITICS
(Online; 3 credit hours)
This course will include an examination and overview of the major aspects of the United States government, a basic history of how the government was formed, and an understanding of basic concepts used to interpret United States politics.

GNPY 2703: FOUNDATIONS OF PSYCHOLOGY
(Weekend; 3 credit hours)

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

GNPY 3502: EMOTIONAL INTELLIGENCE IN THE WORKPLACE
(Weekend; 2 credit hours)

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

GNPY 4703: THE HELPING RELATIONSHIP
(Accelerated Evening or Weekend; 3 credit hours)

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

GNPY 4803: CREATIVITY AND INNOVATION
(Accelerated Evening or Weekend; 3 credit hours)

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

GNSC 2703: HUMAN NUTRITION
(Online; 3 credit hours)

Human Nutrition provides an integrated overview of the physiological requirements and functions of protein, energy, and the major vitamins and minerals that are determinants of health and diseases in human populations.

GNSI 3073: CSI: THE SCIENCE OF DISCOVERING TRUTH
(Accelerated Evening or Weekend; 3 credit hours)

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

GNSO 1053: INTRODUCTION TO SOCIOLOGY
(Weekend; 3 credit hours)

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

GNSO 2053: MARRIAGE AND FAMILY
(Weekend; 3 credit hours)

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

GNSO 3103: CONSUMERISM AND SOCIETY
(Online; 3 credit hours)
How is the consumer being programmed in society today? What has created the mentality of "self-service"? When did the automation developed by the McDonald's industry become a way of life? These questions and others will be discussed and developed in this course based on the best-selling book by George Ritzer. Efficiency, calculability, predictability, control, and the irrationality of rationality are some of the topics that will lead up to what consumers can do to either embrace or fight against the McDonaldization of the society in which they live and spend their monies.

GNST 1153: PROJECT S.U.R.E.
(Accelerated Evening; 3 credit hours)
In this orientation course you will gain insight and self-discovery, while focusing on how to maintain academic success in your college experience. You will review MNU's history and become familiar with the MNU campus. Students will identify their unique learning style and become familiar with adult learning theory and develop time management and study skills strategies.

GNST 2153: MAKING INFORMATION WORK FOR YOU
(Accelerated Evening & Online; 3 credit hours)
Do you ever feel overwhelmed by the amount of information that you encounter? Do you struggle with where to look to find accurate information for school assignments? You are not alone. This course will focus on how information is organized, how to evaluate it, and how to apply it to school, life, and work. It will also lay the foundation for future research projects. Note: The online format of this course may require students to be available for online chat sessions and/or complete some assignments at designated/specific times during the week.

GNST 3042: BUILDING STRENGTH-BASED TEAMS
(Weekend; 2 credit hours)
The best teams leverage the talents of their members to accomplish team's goals and objectives. Effective and productive teams meet their goals and achieve meaningful outcomes by engaging team members and capitalizing on their diverse talents. In this course, students will learn about engagement, roles and relationships, and strengths dynamics. Students will use a Team Talent Map and the Gallup Organization's Strengths-Finder assessment to identify, understand, and cultivate their top five strengths. Students can expect to validate their own personal strengths and discover the strengths of others to help accomplish organizational goals.

GNST 4701/4702: PERSONALITY TYPES IN THE WORKPLACE
(Weekend; 1 or 2 credit hours)
In this course four personality pairs will be described in depth using Myers-Briggs. Team-building concepts, conflict resolution, negotiation and problem solving will be addressed with emphasis on communication between personality types.

MATH 1223: COLLEGE ALGEBRA
(Online; 3 credit hours)
This course includes the topics of linear equations, inequalities, functions and graphs, the exponential and logarithmic functions, finance, linear equations and matrices, linear inequalities and programming concepts.

THEO 2003: CHRISTIAN BELIEFS
(Online; 3 credit hours)
A general course which helps the student in understanding the historic beliefs of the Christian faith, as well as the role of these traditional beliefs in contemporary society.
Prerequisite: BLIT 1012 Discovering the Bible.

ASSOCIATE OF ARTS IN BUSINESS (OAAB)

The Online Associate of Arts in Business (OAAB) at MNU is the perfect starting point for anyone interested in a career in business. The program is appropriate for students desiring to earn an associate's degree to gain an edge in the competitive corporate world or professionals interested in advancing their career in the field with a college degree.

The OAAB program is 100% online, consists of 60 credit hours, and can be completed in as little as two years. The program also includes all general education courses required to successfully earn an associate's degree.

Developed by credentialed business faculty with extensive academic and professional experience, MNU's OAAB program is fully-accredited by the Higher Learning Commission (HLC) and is a candidate for specialized accreditation through the prestigious Accreditation Council for Business Schools and Programs (ACBSP). Upon successful completion, OAAB students may transition seamlessly into the Online Bachelor of Business (OBBA) at MNU, a program that builds on the core business concepts and general education curriculum of the OAAB program.

Degree Requirements

1. A total of 60 semester hours
   - Completion of 30 hours of general core courses as specified above (see pp. 44-45) which must include MATH 1223: College Algebra.
   - Completion of 30 hours of Business courses as follows:

OAAB Required Business Courses

Subject & Number	Credit	Course Title
	0	Essential Online Study Skills
MGMT 1803	3	Intro to Business
MGMT 2303	3	Principles of Management
MKTG 2303	3	Principles of Marketing
ACCT 2803	3	Principles of Accounting 1
MGMT 2103	3	Business Communication
ACCT 2903	3	Principles of Accounting II
MGMT 2603	3	Computer Aps in Business
GNEC 1553	3	Personal Finance
ECON 2703	3	Principles of Microeconomics
ECON 2503	3	Principles of Macroeconomics
	30	

- A minimum of 30 hours (15 hours in the major) in residence;
- A cumulative GPA of 2.0

COURSE DESCRIPTIONS

ACCT 2803: PRINCIPLES OF ACCOUNTING I
A study of the language of business and how accounting communicates useful information through general-purpose financial statements to people outside the business entity. Prerequisite: MATH 1223 or Accuplacer.

ACCT 2903: PRINCIPLES OF ACCOUNTING II
The continued study of basic accounting concepts with emphasis placed on specific accounting information needed by management to support day-to-day and long-term operations. Prerequisite: ACCT 2803 Principles of Accounting I.

BLIT 1012: DISCOVERING THE BIBLE
A general education course introducing the literature of the Old and New Testaments in order to discover the biblical basis for Christian beliefs and their demands on contemporary ethics, culture, and religion.

ECON 2503: PRINCIPLES OF MACROECONOMICS
A course that studies the allocation of scarce resources in a competitive free enterprise environment. Emphasis is placed on the ways economic problems should be solved by society. Prerequisite: MATH 1223 or Accuplacer.

ECON 2703: PRINICPLES OF MICROECONOMICS
The continuation of Principles of Macroeconomics with emphasis placed on the study of the ways economic problems should be solved by individual economic units such as farms, consumers, and industries. Prerequisite: MATH 1223 or Accuplacer.

GNEC 1553: PERSONAL FINANCE
This course is designed to aid students in defining their role in preparing and understanding personal financial information. The topics to be covered are basic financial planning, budgeting procedures, calculating principal and interest, defining different types of consumer credit, and developing a general knowledge of home buying and various types of insurance.

MGMT 1803: INTRODUCTION TO BUSINESS
This survey course will provide an economic background to evaluate the nature and scope of today's business environment. Special emphasis is placed on social responsibility, ethical decisions, human relations and other issues in economic situations.

MGMT 2603: COMPUTER APPLICATIONS IN BUSINESS
An introduction to computers as a tool for business that includes fundamental concepts of information literacy and technology literacy are included. Particular attention will be paid to the use of business application software including word processing, spreadsheets, database, graphics, presentation and electronic communication.

MGMT 3003: BUSINESS COMMUNICATION
A study of written and oral communication skills necessary in the business world. Emphasis is placed on writing skills including letters, memos and reports; in addition, oral presentations using Word and PowerPoint will be presented.

MGMT 3303: PRINCIPLES OF MANAGEMENT
This course studies the human relations and adjustments in the business organization. You will discuss the proper placement of individuals on the job, methods of motivation, supervision, discipline and promotion.

MKTG 3303: PRINCIPLES OF MARKETING
This course is a middle-management (supervisory) approach to the study of marketing as it relates to the concepts of product, place, promotion and price.

BUSINESS ADMINISTRATION MINOR

COURSE OVERVIEW

Students may earn a minor in Business Administration by completing each of the six BA courses. Each course is three credit hours and offered in an eight-week, online format. All BA courses are lower-division credit hours.

Course Descriptions

ACCT 2803: PRINCIPLES OF ACCOUNTING I
A study of the language of business and how accounting communicates useful information through general-purpose financial statements to people outside the business entity.
Prerequisite: MATH 1223 or successful completion of an algebra placement exam.

ECON 1503: PERSONAL FINANCE
This course is designed to aid students in defining their role in preparing and understanding personal financial information. The topics to be covered are basic financial planning, budgeting procedures, calculating principal and interest, defining different types of consumer credit, and developing a general knowledge of home buying and various types of insurance.

ECON 2503: PRINCIPLE OF MACROECONOMICS
A course that studies the allocation of scarce resources in a competitive free enterprise environment. Emphasis is placed on the ways economic problems should be solved by society.
Prerequisite: MATH 1223 or successful completion of an algebra placement exam.

MGMT 2103: BUSINESS COMMUNICATION
A study of written and oral communication skills necessary in the business world. Emphasis is placed on writing skills including letters, memos and reports; in addition, oral presentations using Word and PowerPoint will be presented.

MGMT 2303: PRINCIPLES OF MANAGEMENT
This course studies the human relations and adjustments in the business organization. You will discuss the proper placement of individuals on the job, methods of motivation, supervision, discipline and promotion.

MKTG 2303: PRINCIPLES OF MARKETING
This course is a middle-management (supervisory) approach to the study of marketing as it relates to the concepts of product, place, promotion and price.

PUBLIC ADMINISTRATION MINOR

COURSE OVERVIEW

Students may earn a minor in Public Administration by completing each of the six PA courses. Each course is three credit hours and offered in a seven-week, online format. All PA courses are upper-division credit hours.

COURSE DESCRIPTIONS

PADM 4003: PUBLIC ADMINISTRATION
A study of current topics in public administration related to the student's area of interest and expertise. The students will gain an introductory understanding of public administration to serve as the foundation. The students will develop a basic knowledge of public administration through literature, lecture, class discussion and field observations.

PADM 4013: ADMINISTRATIVE LAW
This course reviews the law and its application to administrative agencies and governments, focusing on regulatory activities, due process and administrative rule-making. Students will learn about the Freedom of Information Act (FOIA) and the process for enforcing FOIA rights.

PADM 4023: PUBLIC PERSONNEL ADMINISTRATION
This course focuses on the study and practice of public personnel administration. Essentially it is an in-depth analysis of the literature and the direction of public personnel issues. Students will understand the dynamic political environment and the effect the statutory and Constitutional restrictions have of public personnel management.

PADM 4033: REGIONAL PLANNING
This course explores the purpose, practice and theories of modern regional and urban community planning. Students will understand the nature of planning and land management. The students will also review the history of planning, its legal basis, the planning tools and practices.

PADM 4043: PUBLIC BUDGETING
Students will gain an introductory understanding of public budgeting; including planning, financing, and managing governmental budgets. Students will review and discuss public budgeting and the relationships between national, state and local levels of government.

PADM 4063: NON-PROFIT MANAGEMENT
This course explores how nonprofit management is different from for profit businesses; examines the historical development of American's nonprofit organizations, analyzes the methods for measuring performance in a nonprofit while identifying legal and functional responsibilities of nonprofit governing boards.

UNDERGRADUATE BUSINESS & LEADERSHIP

- Associate of Arts in Business (See CAPE)
- Bachelor of Arts in Organizational Leadership
- Bachelor of Arts in Management and Leadership in Business
- Bachelor of Arts in Management and Leadership in Technology
- Bachelor of Arts in Management and Leadership in Healthcare Administration
- Bachelor of Business Administration

Department of Professional and Graduate Studies in Business

Professional Studies in Management

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

Statement of Mission:

The mission of the Department of Professional Studies in Business at MidAmerica Nazarene University is to help students identify life's call and to equip them to become leaders who can transform the marketplace through the application of Christian values. The department's programs are designed with the following goals in mind:

1. To support the Christian mission of MidAmerica Nazarene University by fostering the development of sound Christian ethical practices and leadership skills which students can integrate into their professional and personal lives, by honoring the dignity and worth of all individuals and by encouraging diversity within our faculty and student body;
2. To support the general education program of MidAmerica Nazarene University and thereby further develop all MNU students through class offerings in the field of Economics;
3. To support the educational mission of MidAmerica Nazarene University by offering academically challenging fields of preparation in Accounting, Business Administration, Leadership, Marketing, Management, and Information Technology;
4. To facilitate the development of broadly educated individuals with specific skills in: problem solving, the use of business technology, delivering business presentations, business writing, teamwork, leadership, working in multicultural environments, critical thinking and adapting to change; and
5. To meet the needs of our stakeholders by encouraging student and faculty involvement with the church, employers, and community.

FACULTY

Carol Best, (2008-) Adjunct Faculty
B.A., MidAmerica Nazarene University; M.A., MidAmerica Nazarene University.
Pete Brumbaugh, (2014-) Adjunct Faculty
B.A., MidAmerica Nazarene University; M.B.A., MidAmerica Nazarene University.
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B.A., MidAmerica Nazarene University; M.A.O.A, MidAmerica Nazarene University, Ph.D., University of the Rockies.
Yorton Clark, (2001-) Professor, Dean, School of Professional and Graduate Studies; Chair, Professional and Graduate Studies in Business.
B.S., Oklahoma Wesleyan University; M.P.A., University of Missouri - Kansas City; Ed.D., Saint Louis University.
Doug Copeland, (2014-) Adjunct Faculty
B.A., University of Missouri Kansas City; M.A., University of Missouri Kansas City.
Marty D. Crossland, (2011-) Professor; Associate Vice President for Instructional Technology and Online Learning
B.S., Texas Tech University; M.B.A., Oklahoma City University; Ph.D., Indiana University

Jonathan E. Downs, (2000-) Associate Professor, CAPE Program Director
B.A., MidAmerica Nazarene University; M.A. Emporia State University; M.B.A., MidAmerica Nazarene University; Ed. D., Northcentral University.

Mark C. Ford, (1991-) Professor; Vice President for Strategic Expansion
B.A., MidAmerica Nazarene University; M.B.A., University of Kansas; J.D., University of Missouri-Kansas City; Ed.D., University of Pennsylvania.

Jeanette Downs Pettitt, (1994-) Adjunct Faculty
B.A., Olivet Nazarene College; M.S., University of Kansas.

Don Dunn, (2012-) Assistant Professor
B.A., MidAmerica Nazarene University; M.L.S, Fort Hays State University; Ph.D., Capella University.

Lynne M. Erickson, (1993-) Associate Professor
B.A., Olivet Nazarene University; M.A.S., University of Illinois at Urbana-Champaign; C.P.A.

Anthony Rex Gabbert, (2013-) Adjunct Faculty
B.A. University of Missouri-Kansas City; J.D. Mississippi College School of Law.

Larry Haffey, (1986-) Professor Emeritus
B.S., University of California at Los Angeles; M.S.E.E., University of California at Santa Barbara; M.Div., Nazarene Theological Seminary; D.Min., Bethel Seminary.

Vicki Harris, (2014-) Adjunct Faculty
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Brenda Hook, (2008-) Adjunct Faculty
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Bob Humphrey, (1995-) Professor, Program Director, Professional Studies in Business
A.A., Nazarene Bible College; B.A., MidAmerica Nazarene University; M.B.A, MidAmerica Nazarene University; Ed.D., Saint Louis University.

John Tony Juve, (2010-) Adjunct Faculty
B.S.W., University of Wyoming; M.S., Emporia State University; Ph.D., University of Missouri.

James C. Leininger, (2003-) Assistant Professor
B.A., Houghton College; M.S., South Dakota State University

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

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Andrea Olitsky, (2013-) Adjunct Faculty
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Jonathan Purcell, (2012-) Adjunct Faculty
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James Reeves, (2004-) Adjunct Faculty
B.A., MidAmerica Nazarene University; M.A., Nazarene Theological Seminary.

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

Daniel Smith, (2010-) Adjunct Faculty
B.S., Florida International University; M.A., Midwestern Baptist Theological Seminary, D.Min., Nazarene Theological Seminary.

Kelli J. Schutte, (2005-) Adjunct Faculty
B.A., Calvin College; M.B.A., Western Michigan University; Ph.D., Michigan State University.
George Vega, (2004-) Adjunct Faculty
B.S., Washburn University; M.S., Baker University.
Lisa Wallentine, (2003-) Professor
B.A., MidAmerica Nazarene University; M.B.A., Wright State University; Ed.D., Olivet Nazarene University.
Dave Wegley, (1989-) Professor
B.A., MidAmerica Nazarene University; M.B.A., University of Kansas; Ed.D., Saint Louis University.
Leann J. Yantis, (2008-) Associate Professor
B.A., MidAmerica Nazarene University; M.B.A., MidAmerica Nazarene University, Ed.D, Grand Canyon University.

BACHELOR OF ARTS IN
MANAGEMENT AND LEADERSHIP IN BUSINESS

For students who wish to complete their bachelor's degree in Business Management and Leadership and who have previously earned 45 transferable academic credits, this program offers a unique, blended curriculum covering the common professional core of Business and leads to a Bachelor of Arts in Management and Leadership in Business degree from MidAmerica Nazarene University.

Admission Requirements:
- Minimum 2.0 GPA (cumulative).*
- 45 transferable hours* of college credit from a regionally accredited college or university.

  Applicants with less than 45 hours or less than a 2.0 GPA may enroll in accelerated general education course to help meet these program requirements

Application Process:
- Complete online application
- Attend an informational meeting with an enrollment specialist
- Submit official transcripts from all colleges and universities attended
- Attend an academic advising consultation with a Student Success Advisor.

Degree Requirements:
1. A total of 126 semester hours;
2. A minimum of 30 hours (15 hours in the major) in residence;
3. A cumulative GPA above 2.0
4. Only a course grade that's at or above a "C-" will be accepted toward the major. Courses in the major are defined as any course required or accepted to meet a requirement of the major.
5. Satisfactory achievement in an approved major;
6. Thirty-six (36) semester hours in upper division courses (3000 and 4000 level courses); and;
7. Completion of 30 hours of general core courses as specified above (see pp. 44-45).

COURSE DESCRIPTIONS

MGMT 4293 (OL): ORGANIZATIONAL BEHAVIOR
This module is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on making decisions and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are best handled by groups or individuals. 3 semester hours

MGMT 4703 (OBBA): ORGANIZATIONAL BEHAVIOR
Students focus on the knowledge and application of behavioral science theories and concepts useful in organizations with special emphasis on group functions. Specifically, the mechanisms that organizations and managers use to respond to and initiate change in internal and external environments. Students will examine specific business processes from the perspective of problem solving, intervention theory, decision making, organizational culture and power strategies. Alternate Scheduling Option to MGMT 4293 Organizational Behavior (OL) Online, 3 credit hours.

MGMT 4393 (OL): COMMUNICATIONS AND CONFLICT MANAGEMENT

An investigation of the role of communication and relationships in creating a productive work environment. Effectiveness in personal and social relationships is also covered through readings and exercises concerning such topics as nonverbal communication, constructive feedback, and conflict management. Students develop a model for effective relationships. 3 credit hours.

MGMT 4493 (OL): ORGANIZATIONAL DEVELOPMENT

This module focuses on understanding organizational development as a means to increase an organization's effectiveness and viability. Components include basic behavioral science techniques for facilitating individual, small group, and organizational change, problem solving, system improvement, and changing beliefs and values within an organization. 3 credit hours.

LEAD 3693 (OL): BIBLICAL LEADERSHIP PERSPECTIVES

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

MGMT 3593 (OL): RESEARCH METHODS AND STATISTICAL APPLICATIONS

Integration of research methods and statistics is a key to a better understanding how the research process requires the combination of both elements. In this course you will discover how the collection, description, analysis, interpretation, and presentation of data will help you make better informed decisions. Statistics can be used to describe a particular data set (termed descriptive statistics) as well as to draw conclusions about the population from a particular data set (termed inferential statistics). This course applies statistical applications in a business context in order to address business related questions and help make evidence-based decisions. In Research Methods and Statistical Applications, you will learn to apply commonly used statistical methods in business contexts and how to interpret analyses performed by others. 3 credit hours.

MGMT 4593 (OL): MANAGING HUMAN RESOURCES

Students explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices regarding recruitment, selection, training, development, and compensation of employees. Special attention is given to human resource trends, effects of globalization, workforce diversity, staffing, training & development, compensation and benefits, motivating employees, and labor relations. 3 credit hours.

LEAD 4593 (OL): LEADERSHIP CHALLENGES AND BEST PRACTICES

Students examine motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed. Negotiation is covered through readings and class practice, with an analysis of the effect on productivity. 3 credit hours.

MGMT 2303 (CAPE): PRINCIPLES OF MANAGEMENT

This course studies the human relations and adjustments in the business organization. You will discuss the proper placement of individuals on the job, methods of motivation, supervision, discipline and promotion. Online, 3 credit hours.

LEAD 4493 (OL): ETHICAL LEADERSHIP

Students formulate a philosophy of life, providing the base for such concerns as ethics in business, accountability in government, respect for human rights, and a responsible life style

in our contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace, and classroom discussion. 3 credit hours.

MGMT 3503 (BBA): BUSINESS ETHICS

This course develops conceptual models for improving the clarity and consistency of ethical judgement in business settings. A portion of the course will consider decision making skills and integrate them with ethical frameworks utilizing case analysis. Online, 3 credit hours. Alternate Course to LEAD 4493 (OL) Ethical Leadership.

INSY 2103 (CIS): INFORMATION TECHNOLOGY FUNDAMENTALS

A study of computer hardware and operating system software as it relates to the CIS professional. Systems networking is introduced. Rudimentary programming concepts are introduced using Python or a similar interpreted programming language. Online, 3 credit hours.

MGMT 4303 (OBBA): PRODUCTION & OPERATIONS

This course focuses on decision making and controlling the allocations of personnel, materials, and machine utilization in a manufacturing/ service environment. Handling of materials, inventory, purchasing and quality control are addressed. Students are exposed to procedures used to set standards and develop skills in estimating and forecasting. Online, 3 credit hours.

INSY 4303 (CIS): MANAGEMENT INFORMATION SYSTEMS

This course is an introduction to information systems and how it is used to create value and to better achieve an organization's objectives. This course is designed to cover foundational concepts and terms as well as new developments in the field of information systems. It also examines the ethical and social issues triggered by the use of computer information systems in a global society. This course develops an understanding the increased concern over information security and privacy. Online, 3 credit hours.

MGMT 4103 (OBBA): PROJECT MANAGEMENT

This course focuses on the project management principles and tools essential for today's managers. Topics include managing project costs, schedule and scope. Project management software which aides in planning, tracking and variance analysis will also be explored. Online, 3 credit hours.

MGMT 4613 (OBBA): INTERNATIONAL BUSINESS

This course focuses on different aspects of business in the global environment. The complexities of operating in an interconnected economic environment will be examined. The challenges of multinational and international business issues will be discussed, as will the impact of uncontrollable environmental factors on the various functional areas of the firm. Online, 3 credit hours.

MGMT 3103 (OBBA): BUSINESS LAW

The legal environment of business will be the focus with an overview of the general nature of law, the legal system, and the collection of laws that influence the behavior and conduct of commercial activity. Emphasis is placed on contract law. Online, 3 credit hours.

BACHELOR OF ARTS IN MANAGEMENT AND LEADERSHIP IN INFORMATION TECHNOLOGY

For students who wish to complete their bachelor's degree in Business Management and Leadership and who have previously earned 45 transferable academic credits, this program offers a unique, blended curriculum covering the common professional core of Business and leads to a Bachelor of Arts in Management and Leadership in Information Technology degree from MidAmerica Nazarene University.

Admission Requirements:
- Minimum 2.0 GPA (cumulative).*
- 45 transferable hours* of college credit from a regionally accredited college or university.

Applicants with less than 45 hours or less than a 2.0 GPA may enroll in accelerated general education course to help meet these program requirements

Application Process:
- Complete online application
- Attend an informational meeting with an enrollment specialist
- Submit official transcripts from all colleges and universities attended
- Attend an academic advising consultation with a Student Success Advisor.

Degree Requirements:
1. A total of 126 semester hours;
2. A minimum of 30 hours (15 hours in the major) in residence;
3. A cumulative GPA above 2.0
4. Only a course grade that's at or above a "C-" will be accepted toward the major. Courses in the major are defined as any course required or accepted to meet a requirement of the major.
5. Satisfactory achievement in an approved major;
6. Thirty-six (36) semester hours in upper division courses (3000 and 4000 level courses); and;
7. Completion of 30 hours of general core courses as specified above (see pp. 44-45).

COURSE DESCRIPTIONS

MGMT 4293 (OL): ORGANIZATIONAL BEHAVIOR
This module is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on making decisions and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are best handled by groups or individuals. 3 credit hours.

MGMT 4703 (OBBA): ORGANIZATIONAL BEHAVIOR
Students focus on the knowledge and application of behavioral science theories and concepts useful in organizations with special emphasis on group functions. Specifically, the mechanisms that organizations and managers use to respond to and initiate change in internal and external environments. Students will examine specific business processes from the perspective of problem solving, intervention theory, decision making, organizational culture and power strategies. Alternate Course for MGMT 4293 Organizational Behavior (OL), Online, 3 credit hours.

MGMT 4393 (OL): COMMUNICATIONS AND CONFLICT MANAGEMENT

An investigation of the role of communication and relationships in creating a productive work environment. Effectiveness in personal and social relationships is also covered through readings and exercises concerning such topics as nonverbal communication, constructive feedback, and conflict management. Students develop a model for effective relationships. 3 credit hours.

MGMT 4493 (OL): ORGANIZATIONAL DEVELOPMENT

This module focuses on understanding organizational development as a means to increase an organization's effectiveness and viability. Components include basic behavioral science techniques for facilitating individual, small group, and organizational change, problem solving, system improvement, and changing beliefs and values within an organization. 3 credit hours.

LEAD 3693 (OL): BIBLICAL LEADERSHIP PERSPECTIVES

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

MGMT 4593 (OL): MANAGING HUMAN RESOURCES

Students explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices regarding recruitment, selection, training, development, and compensation of employees. Special attention is given to human resource trends, effects of globalization, workforce diversity, staffing, training & development, compensation and benefits, motivating employees, and labor relations. 3 credit hours.

LEAD 4593 (OL): LEADERSHIP CHALLENGES AND BEST PRACTICES

Students examine motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed. Negotiation is covered through readings and class practice, with an analysis of the effect on productivity. 3 credit hours.

MGMT 2303 (CAPE): PRINCIPLES OF MANAGEMENT

This course studies the human relations and adjustments in the business organization. You will discuss the proper placement of individuals on the job, methods of motivation, supervision, discipline and promotion. Online, 3 credit hours.

LEAD 4493 (OL): ETHICAL LEADERSHIP

Students formulate a philosophy of life, providing the base for such concerns as ethics in business, accountability in government, respect for human rights, and a responsible life style in our contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace, and classroom discussion. 3 credit hours.

MGMT 3503 (OBBA): BUSINESS ETHICS

This course develops conceptual models for improving the clarity and consistency of ethical judgement in business settings. A portion of the course will consider decision making skills and integrate them with ethical frameworks utilizing case analysis. Alternate Course for LEAD 4493 (OL) Online, 3 credit hours.

INSY 2103 (CIS): INFORMATION TECHNOLOGY FUNDAMENTALS

A study of computer hardware and operating system software as it relates to the CIS professional. Systems networking is introduced. Rudimentary programming concepts are introduced using Python or a similar interpreted programming language. Online, 3 credit hours.

INSY 4103 (CIS): INFORMATION ASSURANCE AND RISK MANAGMENT
The course is an introduction to managerial and organizational issues impacted by information systems security. The emphasis is on management and protection of all information management resources and data within the organization. Concepts of risk assessment and risk management are introduced and emphasized. While technical in nature, this course is introductory in its approach and managerial in its focus, such that the student is not required to have an extensive background in programming or technical applications. Online, 3 credit hours. Prerequisite: INSY 2103 Information Technology Fundamentals or permission of CIS Program Director

INSY 4303 (CIS): MANAGEMENT INFORMATION SYSTEMS
This course is an introduction to information systems and how it is used to create value and to better achieve an organization's objectives. This course is designed to cover foundational concepts and terms as well as new developments in the field of information systems. It also examines the ethical and social issues triggered by the use of computer information systems in a global society. This course develops an understanding the increased concern over information security and privacy. Online, 3 credit hours.

INSY 3103 (CIS): INFORMATION SYSTEMS ANALYSIS AND DESIGN
A study of the analysis and design of computer information systems, with emphasis on software design using UML and agile development. Prerequisite: INSY 2103 Information Technology Fundamentals or permission of CIS Program Director, Online, 3 credit hours.

INSY 3303 (CIS): DATABASE MANAGEMENT SYSTEMS
Study of database management concepts and techniques. Emphasis on data modeling using relational data models. Discussion and application of SQL to develop and query databases. Additional topics include database administration on common database platforms such as Oracle, SQL Server, and MySQL. Remote data access and management using client-server, distributed, and Internet-hosted databases. Prerequisite: INSY 2103 Computer Hardware, Software, Operating Systems, and Networking or permission of CIS Program Director
Online, 3 credit hours

MGMT 4103 (CIS): PROJECT MANAGEMENT
This course focuses on the project management principles and tools essential for today's managers. Topics include managing project costs, schedule and scope. Project management software which aides in planning, tracking and variance analysis will also be explored. Online, 3 credit hours.

INSY 2303 (CIS): INTRODUCTION TO COMPUTER APPLICATIONS DEVELOPMENT
An introduction to development of computer applications using rapid developmental tools such as Visual Basic. Emphasis on designing and managing graphical user interfaces, procedures, file management, debugging, and testing. Online, 3 credit hours. Prerequisite: INSY 2103 Information Technology Fundamentals or permission of CIS Program Director

BA, Management and Leadership in Information Technology (MLIT)

Course Code	Course Title	Parent Program
MGMT 4293 MGMT 4703	Organizational Behavior OR Organizational Behavior (use best one for scheduling)	OL BBA
MGMT 4393	Communications/Conflict Management	OL
MGMT 4493	Organizational Development	OL
LEAD 3693	Biblical Leadership Perspectives	OL
MGMT 4593	Managing Human Resources	OL
LEAD 4593	Leadership Challenges and Best Practices	OL
MGMT 2303	Principles in Management	CAPE
MGMT 3503 LEAD 4493	Business Ethics OR Ethical Leadership (use best one for scheduling)	BBA OL
INSY 2103	I.T. Fundamentals	CIS
INSY 4103	Information Assurance and Risk Management (Prerequisite: INSY 2103)	CIS
INSY 4303	Management Information Systems	CIS
INSY 3103	Information Systems & Analysis Design (Prerequisite: INSY 2103)	CIS
INSY 3303	Data Management Sytems (Prerequisite: INSY 2103)	CIS
MGMT 4103	Project Management	CIS
INSY 2303	Intro to Computer APS Development	CIS
		45 hours

Courses are not outlined in a specific order of sequence.

BACHELOR OF ARTS IN MANAGEMENT AND LEADERSHIP IN HEALTHCARE ADMINISTRATION

For students who wish to complete their bachelor's degree in Business Management and Leadership and who have previously earned 45 transferable academic credits, this program offers a unique, blended curriculum covering the common professional core of Business and leads to a Bachelor of Arts in Management and Leadership in Healthcare Administration degree from MidAmerica Nazarene University.

Admission Requirements:
- Minimum 2.0 GPA (cumulative).*
- 45 transferable hours* of college credit from a regionally accredited college or university.

Applicants with less than 45 hours or less than a 2.0 GPA may enroll in accelerated general education course to help meet these program requirements

Application Process:
- Complete online application

- Attend an informational meeting with an enrollment specialist
- Submit official transcripts from all colleges and universities attended
- Attend an academic advising consultation with a Student Success Advisor.

Degree Requirements:
1. A total of 126 semester hours;
2. A minimum of 30 hours (15 hours in the major) in residence;
3. A cumulative GPA above 2.0
4. Only a course grade that's at or above a "C-" will be accepted toward the major. Courses in the major are defined as any course required or accepted to meet a requirement of the major.
5. Satisfactory achievement in an approved major;
6. Thirty-six (36) semester hours in upper division courses (3000 and 4000 level courses); and;
7. Completion of 30 hours of general core courses as specified above (see pp. 44-45).

COURSE DESCRIPTIONS

MGMT 4293 (OL): ORGANIZATIONAL BEHAVIOR
This module is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on making decisions and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are best handled by groups or individuals. 3 credit hours.

MGMT 4703 (OBBA): ORGANIZATIONAL BEHAVIOR
Students focus on the knowledge and application of behavioral science theories and concepts useful in organizations with special emphasis on group functions. Specifically, the mechanisms that organizations and managers use to respond to and initiate change in internal and external environments. Students will examine specific business processes from the perspective of problem solving, intervention theory, decision making, organizational culture and power strategies. Alternate Scheduling Option to MGMT 4293 Organizational Behavior (OL), Online, 3 credit hours.

LEAD 4493 (OL): ETHICAL LEADERSHIP
Students formulate a philosophy of life, providing the base for such concerns as ethics in business, accountability in government, respect for human rights, and a responsible life style in our contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace, and classroom discussion. 3 credit hours.

MGMT 3503 (OBBA): BUSINESS ETHICS
This course develops conceptual models for improving the clarity and consistency of ethical judgement in business settings. A portion of the course will consider decision making skills and integrate them with ethical frameworks utilizing case analysis. 3 credit hours. Alternate Course for LEAD 4493 (OL)

MGMT 3503 (BBA): BUSINESS ETHICS
This course develops conceptual models for improving the clarity and consistency of ethical judgement in business settings. A portion of the course will consider decision making skills and integrate them with ethical frameworks utilizing case analysis. Online, 3 credit hours. Alternate Scheduling Option to LEAD 4493

MGMT 4493 (OL): ORGANIZATIONAL DEVELOPMENT
This module focuses on understanding organizational development as a means to increase an organization's effectiveness and viability. Components include basic behavioral science techniques for facilitating individual, small group, and organizational change, problem solving, system improvement, and changing beliefs and values within an organization. 3 credit hours.

NURS 3803 (RNBSN): BIBLICAL PERSPECTIVES
Reflects MidAmerica Nazarene University's commitment, as a Christian liberal arts university, to appreciate the rich resources of the Scriptures. Five major biblical themes are explored to promote the integration of faith, learning, and living. Online, 3 credit hours.

MGMT 3593 (OL): RESEARCH METHODS AND STATISTICAL APPLICATIONS
Integration of research methods and statistics is a key to a better understanding how the research process requires the combination of both elements. In this course you will discover how the collection, description, analysis, interpretation, and presentation of data will help you make better informed decisions. Statistics can be used to describe a particular data set (termed descriptive statistics) as well as to draw conclusions about the population from a particular data set (termed inferential statistics). This course applies statistical applications in a business context in order to address business related questions and help make evidence-based decisions. In Research Methods and Statistical Applications, you will learn to apply commonly used statistical methods in business contexts and how to interpret analyses performed by others. 3 credit hours.

MGMT 4593 (OL): MANAGING HUMAN RESOURCES
Students explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices regarding recruitment, selection, training, development, and compensation of employees. Special attention is given to human resource trends, effects of globalization, workforce diversity, staffing, training & development, compensation and benefits, motivating employees, and labor relations. 3 credit hours.

LEAD 4593 (OL): LEADERSHIP CHALLENGES AND BEST PRACTICES
Students examine motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed. Negotiation is covered through readings and class practice, with an analysis of the effect on productivity. 3 credit hours.

MGMT 2303 (CAPE): PRINCIPLES OF MANAGEMENT
This course studies the human relations and adjustments in the business organization. You will discuss the proper placement of individuals on the job, methods of motivation, supervision, discipline and promotion. Online, 3 credit hours.

HCMG 6133 (MBA-HCA): 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. Online, 3 credit hours.

HCMG 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. Online, 3 credit hours.

HCMG 6653: HEALTHCARE PRACTICE MANAGEMENT
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. Explores the interpretation and evaluation of quality indicators within databases to maximize reimbursement in a variety of settings. Investigates human resource management concepts including interviewing, hiring, orienting, and competency verification, while the guidelines and statutes governing these 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. Online, 3 credit hours.

INSY 2103 (CIS): INFORMATION TECHNOLOGY FUNDAMENTALS
A study of computer hardware and operating system software as it relates to the CIS professional. Systems networking is introduced. Rudimentary programming concepts are introduced using Python or a similar interpreted programming language. Online, 3 credit hours.

MGMT 2303 (CAPE) PRINCIPLES OF MANAGEMENT
This course studies the human relations and adjustments in the business organization. You will discuss the proper placement of individuals on the job, methods of motivation, supervision, discipline and promotion. Online, 3 credit hours.

NURS 2113 (RNBSN): EFFECTIVE COMMUNICATION IN HEALTHCARE
Examines various effective communication strategies to optimize safe patient care. This includes communication with, and amongst, all levels of care providers, patients, and their families. Therapeutic communication and the adaption of communication to meet the needs of the culturally diverse and elderly are articulated. Techniques for communication include those recommended in the Joint Commission's National Patient Safety Goals (NPSG) and by the Quality and Safety Education in Nursing (QSEN) guidelines. Methods for written and electronic professional communication will also be addressed. Online, 3 credit hours.

INSY 4303 (CIS): MANAGEMENT INFORMATION SYSTEMS
This course is an introduction to information systems and how it is used to create value and to better achieve an organization's objectives. This course is designed to cover foundational concepts and terms as well as new developments in the field of information systems. It also examines the ethical and social issues triggered by the use of computer information systems in a global society. This course develops an understanding the increased concern over information security and privacy. Online, 3 credit hours.

MGMT 4103 (OBBA): PROJECT MANAGEMENT
This course focuses on the project management principles and tools essential for today's managers. Topics include managing project costs, schedule and scope. Project management software which aides in planning, tracking and variance analysis will also be explored. Online, 3 credit hours.

MGMT 3103 (OBBA): BUSINESS LAW
The legal environment of business will be the focus with an overview of the general nature of law, the legal system, and the collection of laws that influence the behavior and conduct of commercial activity. Emphasis is placed on contract law. Online, 3 credit hours.

NURS 4203 (RNBSN): HEALTHCARE ECONOMICS
Provides a foundation for the economic analysis of healthcare organizations, financing, and delivery of services. Examines national and global healthcare needs and social justice in relation to healthcare systems and policies. Addresses informatics use and management to communicate data for healthcare delivery. Online, 3 credit hours.

BA, Management and Leadership in Healthcare Administration (MLHCM)
**Designed as a bridge program to MBA-HCM*

Course Code	Course Title	Parent Program
MGMT 4293	Organizational Behavior OR	OL
MGMT 4703	Organizational Behavior (use best one for scheduling)	BBA
MGMT 3503	Business Ethics OR	BBA
LEAD 4493	Ethical Leadership (use best one for scheduling)	OL
MGMT 4493	Organizational Development	OL
NURS 3803	Biblical Perspectives	RNBSN
MGMT 3593	Research Methods/Statistical Applications	OL
MGMT 4593	Managing Human Resources	OL
LEAD 4593	Leadership Challenges and Best Practices	OL
MGMT 2303	Principles in Management	CAPE
INSY 2103	I.T. Fundamentals	CIS
NURS 2113	Effective Communication in Healthcare	RNBSN
INSY 4303	Management Information Systems	CIS
MGMT 4103	Project Management	CIS
NURS 4203	Healthcare Economics	RNBSN
MGMT 3103	Business Law	BBA
**HCMG Elective*	*Bridge Elective : HCMG 6133, HCMG 6143, OR HCMG 6653*	*MBAHCM***
		45 hours

Courses are not outlined in a specific order of sequence.
***HCMG Elective must be completed in the last fall of the student's degree plan.*

BACHELOR OF ARTS IN ORGANIZATIONAL LEADERSHIP

For students who wish to earn a bachelor's degree while pursuing professional obligations. Admission to the program requires at least 60 semester hours of transferable academic credits. Classes are taught in a seminar style and focus on organizational behavior, leadership, interpersonal skills, management problems, and a values-oriented management approach.

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

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

Application Process:
- Complete online application
- Attend an informational meeting with an enrollment specialist
- Submit official transcripts from all colleges and universities attended
- Attend an academic advising consultation with a Student Success Advisor.

Degree Requirements:
1. A total of 126 semester hours;
2. A minimum of 30 hours (15 hours in the major) in residence;
3. A cumulative GPA of 2.0;
4. No course with a grade lower than "C-" will be accepted toward the major. Courses in the major are defined as any course required or accepted to meet a requirement of the major. Some majors require a higher minimum GPA in the major and higher minimum grades in courses in the major.
5. Satisfactory achievement in an approved major;
6. Thirty-six (36) semester hours in upper division courses (3000 and 4000 level courses); and
7. Completion of 30 hours of general core courses above (see pp. 44-45).

COURSE DESCRIPTIONS

SEMESTER I

Module 1
MGMT 4293: ORGANIZATIONAL BEHAVIOR
This module is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on making decisions and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are best handled by groups or individuals. 3 semester hours

Module 2
MGMT 4193: STRATEGIC CAREER MANAGEMENT
This module will focus on understanding adult learning and developmental theory and the career management and planning process. Self-assessment and analysis of the resulting information will be key components to the learning process. Each student will develop a professional growth plan to assess his or her strengths and weaknesses, identify knowledge and skills acquired, and assemble evidence of those knowledge and skills. 3 semester hours.

Module 3
MGMT 3593: RESEARCH METHODS AND STATISTICAL APPLICATIONS
Integration of research methods and statistics is a key to a better understanding how the research process requires the combination of both elements. In this course you will discover how the collection, description, analysis, interpretation, and presentation of data will help you make better informed decisions. Statistics can be used to describe a particular data set (termed descriptive statistics) as well as to draw conclusions about the population from a particular data set (termed inferential statistics). This course applies statistical applications in a business context in order to address business related questions and help make evidence based decisions. In Research Methods and Statistical Applications, you will learn to apply commonly used statistical methods in business contexts and how to interpret analyses performed by others. 3 semester hours.

Module 4
LEAD 4493: ETHICAL LEADERSHIP
Students formulate a philosophy of life, providing the base for such concerns as ethics in business, accountability in government, respect for human rights, and a responsible life style in our contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace, and classroom discussion. 3 semester hours.

Module 5
MGMT 4393: COMMUNICATIONS AND CONFLICT MANAGEMENT
An investigation of the role of communication and relationships in creating a productive work

environment. Effectiveness in personal and social relationships is also covered through readings and exercises concerning such topics as nonverbal communication, constructive feedback, and conflict management. Students develop a model for effective relationships. 3 semester hours.

SEMESTER II

Module 6
MGMT 4493: ORGANIZATIONAL DEVELOPMENT
This module focuses on understanding organizational development as a means to increase an organization's effectiveness and viability. Components include basic behavioral science techniques for facilitating individual, small group, and organizational change, problem solving, system improvement, and changing beliefs and values within an organization. 3 semester hours.

Module 7
LEAD 3693: BIBLICAL LEADERSHIP PERSPECTIVES
The course reflects MNU's commitment, as a Christian liberal arts university, to nurturing an appreciation for the rich resources of the Scriptures. A course which explores the elements of leadership, connects or relates key elements of leadership to biblical characters, analyzes the degree of effectiveness of biblical leaders, applies Christian leadership elements to current business practice, and identifies some contemporary Christian business leaders. 3 semester hours.

Module 8
MGMT 4593: MANAGING HUMAN RESOURCES
Students explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices regarding recruitment, selection, training, development, and compensation of employees. Special attention is given to human resource trends, effects of globalization, workforce diversity, staffing, training & development, compensation and benefits, motivating employees, and labor relations. 3 semester hours.

Module 9
LEAD 4593: LEADERSHIP CHALLENGES AND BEST PRACTICES
Students examine motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed. Negotiation is covered through readings and class practice, with an analysis of the effect on productivity. 3 semester hours.

MGMT 4253: CAPSTONE CASE STUDY
Students will have the opportunity to demonstrate an integrated understanding of sound principles, biblical and ethical standards, and best practices in organizational leadership. Students will complete a previously approved case study that focuses on resolving a problem or capitalizing on an opportunity. Working in close consultation with the course instructor, students will formulate and defend a plan of action for the identified problem or opportunity and prepare a formal presentation of the completed case study.

Semester I

	Weeks		Credit	
Module 1	5	MGMT 4293	3	Organizational Behavior
Module 2	5	MGMT 4193	3	Strategic Career Management
Module 3	5	MGMT 3593	3	Research Methods & Statistical Applications
Module 4	5	MGMT 4493	3	Ethical Leadership
Module 5	5	MGMT 4393	3	Communications and Conflict Management
	25		15	

Semester II

	Weeks		Credit	
Module 6	5	MGMT 4493	3	Organizational Development
Module 7	5	LEAD 3693	3	Biblical Leadership Perspectives
Module 8	5	MGMT 4593	3	Managing Human Resources
Module 9	5	LEAD 4593	3	Leadership Challenges and Best Practices
Module 10	6	MGMT 4253	3	Capstone Case Study
	22		15	
Total --51 weeks		30 semester hours		

BACHELOR OF BUSINESS ADMINISTRATION (OBBA)

For students who wish to complete their bachelor's degree in Business and who have previously earned 45 transferable academic credits, this program offers a unique, fully online curriculum covering the common professional core of Business and leads to a Bachelor of Business Administration degree from MidAmerica Nazarene University.

Admission Requirements:
- Minimum 2.0 GPA (cumulative).*
- 45 transferable hours* of college credit from a regionally accredited college or university.
- College Algebra, Principles of Accounting I, and Macroeconomics are prerequisites for some BBA courses.

Applicants with less than 45 hours or less than a 2.0 GPA may enroll in accelerated general education course to help meet these program requirements

Application Process:
- Complete online application
- Attend an informational meeting with an enrollment specialist
- Submit official transcripts from all colleges and universities attended
- Attend an academic advising consultation with a Student Success Advisor.

Degree Requirements:
1. A total of 126 semester hours;
2. A minimum of 30 hours (15 hours in the major) in residence;
3. A cumulative GPA above 2.0
4. Only a course grade that's at or above a "C-" will be accepted toward the major. Courses in the major are defined as any course required or accepted to meet a requirement of the major.
5. Satisfactory achievement in an approved major;
6. Thirty-six (36) semester hours in upper division courses (3000 and 4000 level courses); and;
7. Completion of 30 hours of general core courses as specified above (see pp. 44-45) which must include Math 1223: College Algebra.

COURSE DESCRIPTIONS

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

MGMT 2303: PRINCIPLES OF MANAGEMENT
The study of human relations and adjustments in the business organization. This course deal with issues such as proper placement of individuals on the job, methods of motivation, supervision, discipline, promotion to ensure efficiency and effectiveness.

ACCT 2903: PRINCIPLES OF ACCOUNTING II
The continued study of basic accounting concepts with emphasis placed on specific accounting information needed by management to support day-to-day and long-term operations.

MKTG 2303: PRINCIPLES OF MARKETING
A middle-management (supervisory) approach to the study of marketing as it relates to the concepts of product, place, promotion, and price.

ECON 2703: PRINCIPLES OF MICROECONOMICS
This course, in conjunction with Principles of Macroeconomics, places emphasis on the study of the ways economic problems should be resolved by individual economic units including consumers and industry. It includes supply and demand, consumer choice, firm behavior, types of market structure, and pricing.

MGMT 3503: BUSINESS ETHICS
This course develops conceptual models for improving the clarity and consistency of ethical judgement in business settings. A portion of the course will consider decision making skills and integrate them with ethical frameworks utilizing case analysis.

MGMT 3103: BUSINESS LAW
The legal environment of business will be the focus with an overview of the general nature of law, the legal system, and the collection of laws that influence the behavior and conduct of commercial activity. Emphasis is placed on contract law.

MGMT 4703: ORGANIZATIONAL BEHAVIOR
Students focus on the knowledge and application of behavioral science theories and concepts useful in organizations with special emphasis on group functions. Specifically, the mechanisms that organizations and managers use to respond to and initiate change in internal and external environments. Students will examine specific business processes from the perspective of problem solving, intervention theory, decision making, organizational culture and power strategies.

MGMT 4403: BUSINESS FINANCE
The course examines managerial finance and the environment in which financial decisions are required. This course emphasizes theories, concepts tools, and techniques that assist managers to make reasonable decisions and how decisions can affect short-term vs. long-term organizational health. This course also reviews how decisions can impact the various stakeholders of organizations.

INSY 4303: MANAGEMENT INFORMATION SYSTEMS
This course is an introduction to information systems and how it is used to create value and to better achieve an organization's objectives. This course is designed to cover foundational concepts and terms as well as new developments in the field of information systems. It also examines the ethical and social issues triggered by the use of computer information systems in a global society. This course develops an understanding the increased concern over information security and privacy.

MGMT 3903: BUSINESS STATISTICS
This course introduces the development of analytical and quantitative concepts needed for management applications. This course is designed to prepare students to understand and communicate quantitative and statistical applications in a business environment.

MGMT 4613: INTERNATIONAL BUSINESS
This course focuses on different aspects of business in the global environment. The complexities of operating in an interconnected economic environment will be examined. The challenges of multinational and international business issues will be discussed, as will the impact of

uncontrollable environmental factors on the various functional areas of the firm.

MGMT 4303: PRODUCTION & OPERATIONS

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

MGMT 4803: STRATEGIC MANAGEMENT

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

MGMT 4903: APPLIED STRATEGIC MANAGMENT

Building on information presented and mastered throughout the program, students will apply, through case study and business simulation, the theories of effective strategic and tactical management of a company.*Strategy courses must be taken in sequence at the end of the program as a capstone experience.

ONLINE BACHELOR OF BUSINESS ADMINISTRATION (OBBA)
Program Overview

Online		New Student Orientation	0
ECON	2703	Principles of Microeconomics	3
MKTG	2303	Principles of Marketing	3
ACCT	2903	Principles of Accounting 2^	3
MGMT	2303	Principles of Management	3
MGMT	3503	Business Ethics	3
INSY	4303	Management Information Systems	3
MGMT	3103	Business Law I	3
MGMT	3903	Business Statistics*	3
MGMT	4703	Organizational Behavior	3
MGMT	4303	Production & Operations	3
MGMT	4613	International Business	3
MGMT	4403	Business Finance^^	3
MGMT	4803	Strategic Management~	3
MGMT	4903	Applied Strategic Management	3
			42 hours

Major Prerequisite:

MATH 1223: College Algebra (3 credit hours)

Course Prerequisites Symbol Key:

*College Algebra is a prerequisite   ^ Accounting 1 is a prerequisite

^^ Accounting 2 is a prerequisite   ~ Macroeconomics is a prerequisite

Note: Strategy courses must be taken in sequence at the end of the program as a capstone experience.

UNDERGRADUATE COMPUTER INFORMATION SYSTEMS

- Bachelor of Science in Computer Information Systems
  - ➢ Cyber Security emphasis
  - ➢ Software Engineering emphasis
- Associate of Applied Science in Cyber Security
- Associate of Applied Science in Software Dev.
- Cyber Security Minor or Certificate
- Informatics Minor or Certificate

Department of Computer Information Systems

Statement of Mission

The CIS Department mission is to provide a quality educational opportunity for adult learners that develops spiritual, intellectual, personal, and professional growth in professional career concentrations of modern computer and information technologies.

FACULTY

Marty Crossland, (2011-) Professor, Chair, Department of Computer Information Systems
B.S., Texas Tech University; M.B.A., Oklahoma City University; Ph.D., Indiana University – Bloomington.
Phillip Davis, (2018-) Adjunct Faculty
B.S., Texas A&M University; M.S., Texas A&M University; Ed.D., Nova-Southeastern University.
Michael Fetting, (2020-) Adjunct Faculty
B.S., NC Wesleyan College; M.B.A, MidAmerica Nazarene University.
Curtis George, (2018-) Adjunct Faculty
B.S., Nova Southeastern University; M.S., Nova Southeastern University.
Rob Hammann, (2019-) Adjunct Faculty
B.A. MidAmerica Nazarene College; M.B.A., MidAmerica Nazarene University.
Douglas Heitner, (2019-) Adjunct Faculty
B.S., Clarks Summit University; M.S., University of Phoenix; M.S., Regis University.
Daniel Horner, (2018-) Adjunct Faculty
A.S., West Coast University; B.S., West Coast University; M.S., Azusa Pacific University.
Brian Roehm, (2020-) Adjunct Faculty
B.S., MidAmerica Nazarene University; M.B.A., MidAmerica Nazarene University.
Samuel Tabi, (2018-) Adjunct Faculty
B.S., University of Buea; M.S., Southern University of New Orleans.
Bola Tilghman, (2018-) Adjunct Faculty
B.S., Morris Brown College; M.S., Clark Atlanta University; Ed.D., Clark Atlanta University.
Charles Troppito, (2018-) Adjunct Faculty
B.A., University of Missouri; M.P.A., University of Missouri; M.S., Missouri State University.

BACHELOR OF SCIENCE IN COMPUTER INFORMATION SYSTEMS

Degree Requirements:
1. 120 hours earned with 36 hours of Upper Division requirement.
2. Completion of 30 hours of general core courses as specified above (see pp. 42-43) which must include Math 1223: College Algebra.
3. A cumulative GPA of 2.0 and a GPA of 2.0 in the major.
4. Students must earn a grade of at least C– or higher in each of the core courses and emphasis courses.

CORE 1, INFORMATICS (18 HOURS)
>   INSY 2103 Information Technology Fundamentals
>   INSY 2303 Introduction to Computer Applications Development
>   INSY 3103 Information Systems Analysis and Design
>   INSY 3303 Database Management Systems
>   INSY 4103 Information Assurance and Risk Management
>   INSY 4303 Management Information Systems

CORE 2, SYSTEMS DESIGN AND DEVELOPMENT (15 HOURS)
>   INSY 2203 Networking Fundamentals
>   INSY 2403 Introduction to Computer Programming
>   INSY 2503 Advanced and Object-Oriented Computer Programming
>   INSY 2413 Web Interface Design
>   INSY 2213 Introduction to Mobile Device Programming

QUANTITATIVE (6 HOURS)
>   MATH 1223 College Algebra
>   MGMT 3903 Business Statistics

BUSINESS ADMINISTRATION (6 HOURS)
>   MGMT 3503 Business Ethics
>   MGMT 4103 Project Management

The student must complete 15 hours of courses from either or both of the following emphases in Software Engineering and/or Cyber Security. Completion of all courses in any emphasis will result in a notation of that emphasis on the student's transcript.

SOFTWARE ENGINEERING EMPHASIS (15 HOURS)
>   INSY 3503 Software Engineering I
>   INSY 3513 Web Application Development
>   INSY 3403 Data Structures and Algorithms
>   INSY 4433 Emerging Trends in Technology
>   INSY 4503 Software Engineering II

CYBER SECURITY EMPHASIS (15 HOURS)
>   INSY 4113 Telecommunications and Network Security
>   INSY 4123 Hacker Techniques, Protections, and Incident Responses
>   INSY 4133 Cyber Forensics
>   INSY 4143 Legal Issues in Information Technology
>   INSY 4153 Cyber Security Capstone

ASSOCIATE OF APPLIED SCIENCE
IN CYBER SECURITY

Degree Requirements:
1. 60 hours earned.
2. A cumulative GPA of 2.0.
3. Students must earn a grade of at least C– or higher in each of the core and emphasis courses.

CORE 1, INFORMATICS (18 HOURS)
> INSY 2103 Information Technology Fundamentals
> INSY 2303 Introduction to Computer Applications Development
> INSY 3103 Information Systems Analysis and Design
> INSY 3303 Database Management Systems
> INSY 4103 Information Assurance and Risk Management
> INSY 4303 Management Information Systems

CORE 2, SYSTEMS DESIGN AND DEVELOPMENT (15 HOURS)
> INSY 2203 Networking Fundamentals
> INSY 2403 Introduction to Computer Programming
> INSY 2503 Advanced and Object-Oriented Computer Programming
> INSY 2413 Web Interface Design
> INSY 2213 Introduction to Mobile Device Programming

CYBER SECURITY EMPHASIS (15 HOURS)
> INSY 4113 Telecommunications and Network Security
> INSY 4123 Hacker Techniques, Protections, and Incident Responses
> INSY 4133 Cyber Forensics
> INSY 4143 Legal Issues in Information Technology
> INSY 4153 Cyber Security Capstone

QUANTITATIVE (6 HOURS)
> MATH 1223 College Algebra
> MGMT 3903 Business Statistics

BUSINESS ADMINISTRATION (6 HOURS)
> MGMT 3503 Business Ethics
> MGMT 4103 Project Management

ASSOCIATE OF APPLIED SCIENCE IN SOFTWARE DEVELOPMENT

Degree Requirements:
1. 60 hours earned.
2. A cumulative GPA of 2.0.
3. Students must earn a grade of at least C– or higher in each of the core and emphasis courses.

CORE 1, INFORMATICS (18 HOURS)
INSY 2103 Information Technology Fundamentals
INSY 2303 Introduction to Computer Applications Development
INSY 3103 Information Systems Analysis and Design
INSY 3303 Database Management Systems
INSY 4103 Information Assurance and Risk Management
INSY 4303 Management Information Systems

CORE 2, SYSTEMS DESIGN AND DEVELOPMENT (15 HOURS)
INSY 2203 Networking Fundamentals
INSY 2403 Introduction to Computer Programming
INSY 2503 Advanced and Object-Oriented Computer Programming
INSY 2413 Web Interface Design
INSY 2213 Introduction to Mobile Device Programming

SOFTWARE ENGINEERING EMPHASIS (15 HOURS)
INSY 3503 Software Engineering I
INSY 3513 Web Application Development
INSY 3403 Data Structures and Algorithms
INSY 4433 Emerging Trends in Technology
INSY 4503 Software Engineering II

QUANTITATIVE (6 HOURS)
MATH 1223 College Algebra
MGMT 3903 Business Statistics

BUSINESS ADMINISTRATION (6 HOURS)
MGMT 3503 Business Ethics
MGMT 4103 Project Management

CERTIFICATE OR MINOR
IN CYBER SECURITY[1]

Degree Requirements:
1. 24 hours earned.
2. A cumulative GPA of 2.0.
3. Students must earn a grade of at least C– or higher in each of these courses.

INFORMATICS (6 HOURS)
INSY 2103 Information Technology Fundamentals
INSY 4103 Information Assurance and Risk Management

CYBER SECURITY (15 HOURS)
INSY 4103 Information Assurance and Risk Management
INSY 4113 Telecommunications and Network Security
INSY 4123 Hacker Techniques, Protections, and Incident Responses
INSY 4133 Cyber Forensics
INSY 4143 Legal Issues in Information Technology
INSY 4153 Cyber Security Capstone

[1]Certificate if earned separately; minor if earned while completing a bachelor's degree other than the B.S. in Computer Information Systems.

CERTIFICATE OR MINOR
IN INFORMATICS[1]

Degree Requirements:
1. 18 hours earned.
2. A cumulative GPA of 2.0.
3. Students must earn a grade of at least C– or higher in each of these courses.

INFORMATICS (18 HOURS)
INSY 2103 Information Technology Fundamentals
INSY 2303 Introduction to Computer Applications Development
INSY 3103 Information Systems Analysis and Design
INSY 3303 Database Management Systems
INSY 4103 Information Assurance and Risk Management
INSY 4303 Management Information Systems

[1]Certificate if earned separately; minor if earned while completing a bachelor's degree other than the B.S. in Computer Information Systems.

COURSE DESCRIPTIONS

INSY 2103: INFORMATION TECHNOLOGY FUNDAMENTALS
(Online; 3 credit hours)
A study of computer hardware and operating system software as it relates to the CIS professional. Systems networking is introduced. Rudimentary programming concepts are introduced using Python or a similar interpreted programming language.

INSY 2203: NETWORKING FUNDAMENTALS
(Online; 3 credit hours)
This course covers fundamentals of data communication and computer networking, including the Open Systems Interconnection (OSI) model. Network architecture and configurations such as local area networks (LANs) and wide area networks (WANs) are addressed. Basics of network authentication and security are introduced.
Prerequisite: INSY 2103 Information Technology Fundamentals or permission of CIS Program Director

INSY 2213: INTRODUCTION TO MOBILE DEVICE PROGRAMMING
(Online; 3 credit hours)
This course introduces mobile operating systems programming. Students explore the Android and the iOS operating systems with the goal of creating an application for one of these systems. Topics include menu systems, user interfaces, 2D graphics, and audio.
Prerequisite: INSY 2103 Information Technology Fundamentals or permission of CIS Program Director

INSY 2303: INTRODUCTION TO COMPUTER APPLICATIONS DEVELOPMENT
(Online; 3 credit hours)
An introduction to development of computer applications using rapid developmental tools such as Visual Basic. Emphasis on designing and managing graphical user interfaces, procedures, file management, debugging, and testing.
Prerequisite: INSY 2103 Information Technology Fundamentals or permission of CIS Program Director

INSY 2403: INTRODUCTION TO COMPUTER PROGRAMMING
(Online; 3 credit hours)
This course introduces basics of coding programs from program specifications, including use of an integrated development environment (IDE), language syntax, as well as debugger tools and techniques. Students also learn to develop programs that manipulate simple data structures such as arrays, as well as different types of files.
Prerequisite: INSY 2303 Introduction to Computer Applications Development

INSY 2413: WEB INTERFACE DESIGN
(Online; 3 credit hours)
This course introduces web design and basic programming techniques for developing effective and useful websites. Coursework emphasizes website structure and navigational models, practical and legal usability considerations, and performance factors related to using various types of media and tools such as hypertext markup language (HTML), cascading style sheets (CSS), dynamic HTML (DHTML) and scripting. Prerequisite: INSY 2103 Information Technology Fundamentals or permission of CIS Program Director

INSY 2503: ADVANCED AND OBJECT-ORIENTED COMPUTER PROGRAMMING (Online; 3 credit hours)
Introduction to advanced techniques in a high-level language. Includes memory management, code optimization, and comparison of coding languages. This course introduces object-oriented programming concepts including objects, classes, encapsulation, polymorphism, and inheritance. Using an object-oriented programming language, students design, code, test, and

document business-oriented programs.
Prerequisite: INSY 2403 Introduction to Computer Programming

INSY 3103: INFORMATION SYSTEMS ANALYSIS AND DESIGN
(Online; 3 credit hours)
A study of the analysis and design of computer information systems, with emphasis on software design using UML and agile development.
Prerequisite: INSY 2103 Information Technology Fundamentals or permission of CIS Program Director

INSY 3303: DATABASE MANAGMENT SYSTEMS
(Online; 3 credit hours)
Study of database management concepts and techniques. Emphasis on data modeling using relational data models. Discussion and application of SQL to develop and query databases. Additional topics include database administration on common database platforms such as Oracle, SQL Server, and MySQL. Remote data access and management using client-server, distributed, and Internet-hosted databases.
Prerequisite: INSY 2103 Information Technology Fundamentals or permission of CIS Program Director

INSY 3403: DATA STRUCTURES AND ALGORITHMS
(Online; 3 credit hours)
This course introduces structures that allow efficient organization and data retrieval, frequently used algorithms, and basic techniques for modeling, as well as understanding and solving algorithmic problems. Arrays and linked lists; hash tables and associative arrays; sorting and selection; priority queues; sorted sequences; trees; graph representation; graph traversal; and graph algorithms are covered.
Prerequisite: INSY 2403 Introduction to Computer Programming

INSY 3503: SOFTWARE ENGINEERING I
(Online; 3 credit hours)
This course applies tools that are typical of software engineering settings and explores requirements; design; testing; metrics; process improvement; quality assurance; software configuration management, maintenance, and release, as well as ethics.
Prerequisites: INSY 2303 Introduction to Computer Applications Development, INSY 3103 Information Systems Analysis and Design

INSY 3513: WEB APPLICATION DEVELOPMENT
(Online; 3 credit hours)
This course builds on analysis, interface design and programming skills learned in previous courses and introduces basics of design, coding and scripting, as well as database connectivity for web-based applications. A programming language such as Java, Visual Basic.Net, C++.Net or C#.Net is used to implement web-based applications.
Prerequisites: INSY 2403 Introduction to Computer Programming INSY 2413 Web Interface Design

INSY 4103: INFORMATION ASSURANCE AND RISK MANAGMENT
(Online; 3 credit hours)
The course is an introduction to managerial and organizational issues impacted by information systems security. The emphasis is on management and protection of all information management resources and data within the organization. Concepts of risk assessment and risk management are introduced and emphasized. While technical in nature, this course is introductory in its approach and managerial in its focus, such that the student is not required to have an extensive background in programming or technical applications.
Prerequisite: INSY 2103 Information Technology Fundamentals or permission of CIS Program Director

INSY 4113: TELECOMMUNICATIONS AND NETWORK SECURITY
(Online; 3 credit hours)
This course provides an introduction to tools and techniques used by security professionals to secure corporate networks. Topics include virtual private networks (VPNs), firewalls, and intrusion detection and prevention systems (IDS/IPS). Defense in depth will be taught through the installation and configuration of firewalls, VPNs, and IDS/IPS. Students will be able to recognize and prevent malicious attacks on corporate networks.
Prerequisite: INSY 2203 Networking Fundamentals or permission of CIS Program Director

INSY 4123: HACKER TECHNIQUES, PROTECTIONS, AND INCIDENT RESPONSES (Online; 3 credit hours)
This course provides an introduction to tools and techniques used by hackers to penetrate corporate networks, and methods used to guard against such attacks. Topics include vulnerabilities of operating systems, incident-handling methods, cryptography, and an overview of the process and methodologies used in penetration testing including ethical and legal implications.
Prerequisite: INSY 2103 Information Technology Fundamentals or permission of CIS Program Director

INSY 4133: CYBER FORENSICS
(Online; 3 credit hours)
This course addresses the fundamentals of computer system forensics. It will provide an overview of computer crimes, forensic methods, the role of computer forensics specialists, computer forensic evidence, and the application of forensic analysis skills. Emerging technology and future directions will be considered, along with forensics in systems such as email, mobile, Window, Mac, or Linux.
Prerequisite: INSY 2203 Networking Fundamentals or permission of CIS Program Director

INSY 4143: LEGAL ISSUES IN INFORMATION TECHNOLOGY
(Online; 3 credit hours)
Focus on the legal and ethical environment relevant to advances in technology. Issues include intellectual property, jurisdiction, defamation, invasion of privacy, electronic contracts, computer crime, censorship, unsolicited E-mail, antitrust issues, and encryption. Recent developments, court decisions, federal and state statutes, treaties and international agreements, administrative rulings, and legal literature regarding Internet law, will be explored and explained.

INSY 4153: CYBER SECURITY CAPSTONE
(Online; 3 credit hours)
A senior-level capstone course for the Cyber Security concentration. Students must plan an applied project in Cyber Security and perform necessary research, implementation, and presentation of results.
Prerequisite: INSY 2103 Information Technology Fundamentals or permission of CIS Program Director

INSY 4303: MANAGMENT INFORMATION SYSTEMS
(Online; 3 credit hours)
A capstone course that explores various computer information systems applications in accounting, management, marketing, finance, and business administration. Computer information systems analysis, design, and utilization including information as a resource, hardware/software concepts, data communications, database concepts, systems development and general systems concepts.

INSY 4433: EMERGING TRENDS IN TECHNOLOGY
(Online; 3 credit hours)
This course is the study of emerging technologies. It places focus on technology impact on

business and society in general. Topics include the relationship between emerging technologies and business opportunities, analysis of costs and savings of implementing particular technologies, legal and ethical issues affecting technology, challenges of adapting new technologies, and impacts of technology.

INSY 4503: SOFTWARE ENGINERRING II
(Online; 3 credit hours)
This course emphasizes best practices in the implementation phase of the software development life cycle (SDLC). Application software engineering techniques are reinforced using UML/OOAD and project management skills covered in Software Engineering I to an application-oriented project based on a business scenario. The project provides real-world experience by integrating software engineering practices focusing on programming, testing, and other implementation activities to deliver a product that meets approved specifications through lab assignments. Prerequisites: INSY 2303 Introduction to Computer Applications Development, INSY 3103 Information Systems Analysis and Design, INSY 3503 Software Engineering I

GRADUATE BUSINESS

- Master of Business Administration
- MBA in Healthcare Management
- Master of Science in Management
- Post-MBA Certificate in Healthcare Management

Department of Professional and Graduate Studies in Business

Graduate Studies in Management

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

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, 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.

FACULTY

Yorton Clark, (2001-) Professor, Dean, School of Professional and Graduate Studies; Chair, Department of Professional and Graduate Studies in Business
B.S., Oklahoma Wesleyan University; M.P.A., University of Missouri; Ed.D., Saint Louis University.
Pete Brumbaugh, (2014-) Adjunct Faculty
B.A., MidAmerica Nazarene University; M.B.A., MidAmerica Nazarene University.
Dennis (DJ) Crocker, (2017-) Adjunct Faculty
B.A., MidAmerica Nazarene University; M.B.A., Baker University.
Paula M. Daoust, (2003-) Adjunct Faculty
B.A., Atkinson College; M.A., Wilfrid Laurier University; Ph.D., University of Kansas.
R. Graydon Dawson, (2011-) Professor, Graduate Studies in Management
B.A., Southern Nazarene University; M.A., Southern Nazarene University; M.S.M, Southern Nazarene University; Ed.D., Oklahoma State University.
Don Dunn, (2012-) Adjunct Faculty
B.A., MidAmerica Nazarene University; M.L.S, Fort Hays State University; Ph.D., Capella University.
Lynne M. Erickson, (1993-) Associate Professor
B.A., Olivet Nazarene University; M.A.S., University of Illinois at Urbana-Champaign; C.P.A.

Anthony Rex Gabbert, (2013-) Adjunct Faculty
B.A. University of Missouri; J.D. Mississippi College School of Law.
Dan Goodwin, (2015-) Adjunct Faculty
B.A., MidAmerica Nazarene University; M.B.A., MidAmerica Nazarene University.
Scott Grant, (2015-) Adjunct Faculty
B.S.B.A., University of Tulsa; M.B.A., University of Kansas.
Gayle Hopkins, (2014-) Adjunct Faculty
B.S., University of Missouri; M.A., University of Missouri.
Robert (Bob) Humphrey, (2000-) Professor, Program Director, Professional Studies in Business
A.A., Nazarene Bible College, 1986; B.A., MidAmerica Nazarene University, 1994; M.B.A, MidAmerica Nazarene University, 1994; Ed.D., Saint Louis University, 2010.
John Juve, (2010-) Adjunct Faculty
B.S.W., University of Wyoming; M.S., Emporia State University; Ph.D., University of Missouri.
Judy Korb, (2017-) Adjunct Faculty
B.B.E., MidAmerica Nazarene University; M.B., Webster University; Ph.D., University of Kansas.
Stacy Mayo, (2015-) Adjunct Faculty
B.S., Iowa State University; M.S.M., Baker University.
Mary Murphy, (2013-) Professor
B.A., Western Michigan University; M.A., University of Rochester; Ph.D., University of Rochester.
Jamie S. Myrtle, (2000-) Associate Professor
B.A., MidAmerica Nazarene University; C.P.A.; M.B.A., University of Kansas; Ed.D., Olivet Nazarene University.
Charles (Chuck) Noah, (2018-) Adjunct Faculty
B.A., MidAmerica Nazarene University; M.B.A., MidAmerica Nazarene University.
Andrea Olitsky, (2013-) Adjunct Faculty
B.A., American University; M.B.A., American University; J.D., New England School of Law.
Craig Peterson, (2015-) Adjunct Faculty
B.Comm., Washburn University; M.H.R.M., Webster University.
Brian Roehm, (2018-) Adjunct Faculty
B.S., MidAmerica Nazarene University; M.B.A, MidAmerica Nazarene University.
Kelli Schutte, (2005-) Adjunct Faculty
B.A., Calvin College; M.B.A., Western Michigan University; Ph.D., Michigan State University.
Tricia Sinclair, (2017-) Adjunct Faculty
B.A., University of Kansas; M.B.A., MidAmerica Nazarene University.
Anthony (Tony) Taylor, (2015-) Adjunct Faculty
A.A., Longview Community College; B.S., Park University; M.B.A., MidAmerica Nazarene University.
David Wegley, (1989-) Professor
B.A., MidAmerica Nazarene University; M.B.A., University of Kansas; Ed.D., Saint Louis University.

GSM Global Learning Outcomes:

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

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

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

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

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

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

MASTER OF BUSINESS ADMINISTRATION

Objectives:

The Master of Business Administration program at MidAmerica Nazarene University is a two year, 36 credit-hour program designed to enhance the technical and relational skills, innovative instincts, and ethical sensibilities of working adults to enable them to serve their organizations and communities more effectively as servant leaders. The MBA program emphasizes the following objectives:
   1. Application – the ability to apply business tools, skills, and concepts in innovative ways to improve the probability of successful management decision making.
   2. Innovation – the ability to use business tools, skills, and concepts in innovative ways to improve the probability of successful management decision making.
   3. Ethical Leadership – the ability to critically analyze and question knowledge claims in the business setting and illustrate adherence to an ethical approach in decision making.

Admission Procedures and Requirements:

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

Regular Admission:

The requirements for admission to graduate study for the Master of Business Administration degree include:
- Bachelor's degree from a regionally accredited college or university.
- Completed application.
- 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 free Math Refresher course.

Applicants who have not taken one or more of the following courses: Micro-economics, Finance, or Accounting, may need to complete leveling equivalence in these subjects prior to taking these courses in the MBA program.
- Online Foundations of Microeconomics pre-test and possibly the tutorial ($35)
- Online Foundations of Accounting pre-test and possibly the tutorial ($35) Online
- Foundations of Finance pre-test and possibly the tutorial ($35).

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.

Application Process:
1. Complete online application.
2. Submit official transcripts from a regionally accredited college or university verifying earned bachelor's degree and additional transcripts if needed to reflect most recent 60 hours of college or university credit earned.

REQUIREMENTS FOR THE MBA DEGREE

MGMT	6001	Graduate Studies for Success	1
MGMT	6002	Personal and Corporate Ethics	2
MGMT	6233	Technology for Managers	3
MGMT	6103	Organizational Leadership	3
ECON	6003	Managerial Economics	3
PMGT	7003	Foundations of Project Management	3
		OR	
MGMT	7003	Global Business Immersion Experience	3
MKTG	6003	Marketing Management	3
MGMT	6603	Applied Quantitative Methods	3
MGMT	6403	Legal Environment of Business	3
ACCT	6003	Accounting Theory and Practice	3
ACCT	6103	Organizational Development	3
MGMT	6303	Financial Management	3
MGMT	6703	Strategic Management	3
			36 hours

COURSE DESCRIPTIONS

MGMT 6001: GRADUATE STUDIES FOR SUCCESS
This course will focus upon the factors that make graduate adult students successful when attempting to balance the time commitments and demands of work, family, church, and community obligations with weekly MBA course requirements. Students will master Moodle proficiencies in order to effectively navigate the learning management system and other MNU technologies. Students will also have a hands-on experience with various online library research tools and resources that they will need when completing projects and papers for course requirements. A portion of this course will also be devoted to building the cohort community as students will spend the next 20 months together on their MBA learning journey.

MGMT 6002: PERSONAL AND CORPORATE 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 6233: TECHNOLOGY FOR MANAGERS
This course examines how information systems and technology tools can be used to create value and to better achieve both organizational objectives and individual productivity. The course examines the disruptive nature of many of the new and developing technologies. It also considers conditions needed for technology to be accepted and utilized within organizations. The course looks at technology from both an internal and external communication perspective. From an internal perspective, students will learn some of the best practices of utilizing existing and developing technologies for internal communication, collaboration and productivity. From an external perspective, students will learn some of the best practices of utilizing the developing technologies for building stronger connections and relationships with customers.

MGMT 6103: ORGANIZATIONAL LEADERSHIP
This course focuses on the concept of leadership in organizations. The complexity of the structural, political, symbolic and human resource issues in applying a framework for analyzing leadership in organizations is analyzed. Emphasis is placed on building skills for modeling an authentic voice for leadership using effective presentation skills.

ECON 6003: MANAGERIAL ECONOMICS

This course provides an application of economic theory to problems of the organization. Applicable microeconomics 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.

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

Every day we are confronted with an enormous amount of information. Having knowledge of statistics and quantitative reasoning to evaluate and benefit from this information is invaluable. The field of statistics involves both the science and art of learning to collect, manage, analyze, and interpret data for the purpose of making sound business decisions. In this course you will learn to utilize the fundamental quantitative reasoning skills necessary to be competitive in this current and fast-paced data-driven world. The goal of this course is to provide you with essential quantitative reasoning tools that can immediately be applied to your work setting. To this end, you will become engaged in a real-life case study in testing various research hypotheses about what differentiates star performers in the workplace.

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.

MGMT 6303: ORGANIZATIONAL DEVELOPMENT

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

ACCT 6003: ACCOUTING THEORY AND PRACTICE

Students will approach accounting as the language of business and explore the information that is communicated by financial statements and other accounting reports. Both financial and managerial accounting concepts will be explored. Emphasis will be placed on the usefulness of accounting data for decision making.

ACCT 6103: FINANCIAL MANAGEMENT

This course is intended to provide 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, and working capital management.

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.

MGMT 7003: GLOBAL BUSINESS IMMERSION EXPERIENCE
This course consists of two parts: 1) an elective online course and 2) an overseas trip. This collective experience is designed to provide adult students, from multiple academic disciplines and academic levels, with global opportunities to see society in transformation. Each destination (e.g., China, United Arab Emirates, Czech Republic, India, Israel & South Africa) examines the impact of Social, Spiritual, Education and Economic influences on individuals and on society. This Transformation Model provides a framework to see God at work globally. The interdisciplinary nature of this learning experiences equips students to process transformation through multiple filters (e.g., a global business perspective). The course is designed to encourage participants to explore their calling while serving where God has called them to serve.

MASTER OF SCIENCE IN MANAGEMENT

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

1. Effective Leadership – Students will learn how to work with, and motivate, employees.
2. Project management skills
3. Organize successful teams.
4. Business planning - Students will build a business plan and then learn how to 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 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 Science in Management degree include:
- Bachelor's degree from a regionally accredited college or university.
- 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 MSM 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 MSM 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.

Application Process:

- Complete online application
- There is no application fee for this program.
- Submit official transcripts from a regionally accredited college or university verifying earned bachelor's degree and additional transcripts needed to reflect most recent 60 hours of college or university credit earned

REQUIREMENTS FOR THE MSM DEGREE

MGMT 6001	Graduate Studies for Success	1
MGMT 6002	Corporate and Personal Ethics	2
MGMT 6233	Technology for Managers	3
MGMT 6103	Organizational Leadership	3
PMGT 7003	Foundations of Project Management	3
	OR	
MGMT 7003	Global Business Immersion Experience	3
MGMT 6323	Emotional Intelligence, Mediation & Conflict Resolution	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 6303	Organizational Development	3
		30 hours

COURSE DESCRIPTIONS

MGMT 6001: GRADUATE STUDIES FOR SUCCESS

This course will focus upon the factors that make graduate adult students successful when attempting to balance 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 18 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.

MGMT 6233: TECHNOLOGY FOR MANAGERS

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

MGMT 6103: ORGANIZATIONAL LEADERSHIP

This course focuses on the concept of leadership in organizations. 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 using 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: EMOTIONAL INTELLIGENCE, MEDIATION, AND CONFLICT RESOLUTION

Research shows that emotional intelligence is much more powerful than IQ (and technical expertise) in determining who emerges as an effective manager/leader. IQ (and technical expertise) are threshold or baseline competencies that help you to get in the door, but alone they do not make you a star (performer). Emotional Intelligence can. Although most conflicts are best resolved at the lowest level, there are occasions when a good mediator can effectively intercede and minimize the chances of the conflict escalating or losing an otherwise good employee. And, there are times when—in order to resolve a conflict—you need to have a crucial conversation (e.g., where opinions vary, and emotions and stakes are high). How do you prepare for a crucial conversation? This course is a living laboratory where students can safely practice applying all of these concepts/skills.

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 6303: ORGANIZATIONAL DEVELOPMENT
This course examines the various factors that impact human and organizational performance as well as the structural and environmental forces influencing the change management process within the organizations. Issues studied include: root causes of performance problems, cost-effective interventions, strategies for the management of planned change, resistance to change, the role of change agents, intervention strategies and team development.

MGMT 7003: GLOBAL BUSINESS IMMERSION EXPERIENCE
This course consists of two parts: 1) an elective online course and 2) an overseas trip. This collective experience is designed to provide adult students, from multiple academic disciplines and academic levels, with global opportunities to see society in transformation. Each destination (e.g., China, United Arab Emirates, Czech Republic, India, Israel & South Africa) examines the impact of Social, Spiritual, Education and Economic influences on individuals and on society. This Transformation Model provides a framework to see God at work globally. The interdisciplinary nature of this learning experiences equips students to process transformation through multiple filters (e.g., a global business perspective). The course is designed to encourage participants to explore their calling while serving where God has called them to serve.

MASTER OF BUSINSESS ADMINISTRATION IN HEALTHCARE MANAGEMENT

The Master of Business Administration in Healthcare Management at MidAmerica Nazarene University is a three-year, 45 credit-hour program designed to accelerate the career of healthcare professionals. The MBA in Healthcare Management is a workforce-ready learning program designed for healthcare professionals, including physicians, who wish to move into

key leadership roles within their respective hospital or clinic where the focus is upon the business side of the healthcare enterprise. The MBA in Healthcare Management 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.
4. Healthcare – the ability to provide structure and oversight for quality care while optimizing patient outcomes and maximizing reimbursement.

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.
- 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 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, or finance known as the graduate leveling program.

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

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

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

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

The MBA in Healthcare Management program is offered online (Exception: Emotional

Intelligence, Mediation and Conflict Resolution and the Residency Practicum are on-ground/on-campus courses. For more information, contact the Professional and Graduate Studies Admissions office (913-971-3008).

Application Process:
1. Complete online application. There is no application fee for this program.
2. Submit official transcripts from a regionally accredited college or university verifying earned bachelor's degree and additional transcripts if needed to reflect most recent 60 hours of college or university credit earned.

REQUIREMENTS FOR THE MBA IN HEALTHCARE MANAGEMENT DEGREE

MGMT 6001	Graduate Studies for Success	1
MGMT 6002	Personal and Corporate Ethics	2
MGMT 6233	Technology for Managers	3
MGMT 6103	Organizational Leadership	3
ECON 6003	Managerial Economics	3
PMGT 7003	Foundations of Project Management or,	3
MGMT 7003	Global Business Immersion Experience	3
MKTG 6003	Marketing Management	3
MGMT 6603	Applied Quantitative Methods	3
HCMG 6143	Healthcare Law	3
ACCT 6003	Accounting Theory and Practice	3
MGMT 6303	Organizational Development	3
MGMT 6323	Emotional Intelligence, Mediation & Conflict Resolution	3
HCMG 6123	Strategic Planning and Financial Management	3
HCMG 6133	Quality and Regulation Management	3
HCMG 6653	Healthcare Practice Management	3
HCMG 7003	Residency Practicum	3
		45 hours

Many of the MBA in Healthcare Management courses are available in both on-site and online formats (Exceptions: MGMT 6323 & HCMG 7003 are only offered on-site. HCMG 6143, HCMG 6123, HCMG 6133 & HCMG 6653 are only offered online). Contact the MBA recruiter for more information.

COURSE DESCRIPTIONS

MGMT 6001: GRADUATE STUDIES FOR SUCCESS
This course will focus upon the factors that make graduate adult students successful when attempting to balance work, family, and church/community obligations/demands with weekly MBA course requirements. Students will master Moodle proficiencies to effectively navigate MNU's learning management system and other technologies. Students will have a hands-on experience with various online library research tools and sources that they will need when completing projects and papers for course requirements. A portion of this course will also be devoted to building the cohort community as students will spend the next 24 months together on their MBA learning journey.

MGMT 6002: PERSONAL AND CORPORATE ETHICS
This course will examine ethical theories as they relate to various contemporary issues in business. Conceptual models for improving the clarity and consistency of ethical judgment in business settings will be addressed. Special consideration will be given to the application of

Christian ethical principles to decision making.

MGMT 6233: TECHNOLOGY FOR MANAGERS

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

MGMT 6103: ORGANIZATIONAL LEADERSHIP

This course focuses on the concept of leadership in organizations. 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.

ECON 6003: MANAGERIAL ECONOMICS

This course provides an application of economic theory to problems of the organization. Applicable microeconomic topics are explored. Emphasis is on the use of economic information for 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 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 MBA candidate.

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 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.

HCMG 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.

ACCT 6003: ACCOUNTING THEORY AND PRACTICE

Students will approach accounting as the language of business and explore the information that is communicated by financial statements and other accounting reports. Both financial and managerial accounting concepts will be explored. Emphasis will be placed on the usefulness

of accounting data for decision making.

MGMT 6303: ORGANIZATIONAL DEVELOPMENT

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

MGMT 6323: EMOTIONAL INTELLIGENCE, MEDIATION & CONFLICT RESOLUTION

Research shows that emotional intelligence is much more powerful than IQ (and technical expertise) in determining who emerges as an effective manager/leader. IQ (and technical expertise) are threshold or baseline competencies that help you to get in the door, but alone they do not make you a star (performer). Emotional Intelligence can. Although most conflicts are best resolved at the lowest level, there are occasions when a good mediator can effectively intercede and minimize the chances of the conflict escalating or losing an otherwise good employee. And, there are times when—in order to resolve a conflict—you need to have a crucial conversation (e.g., where opinions vary and emotions and stakes are high). How do you prepare for a crucial conversation? This course is a living laboratory where students can safely practice applying all of these concepts/skills.

MGMT 7003: GLOBAL BUSINESS IMMERSION EXPERIENCE

This course consists of two parts: 1) an elective online course and 2) an overseas trip. This collective experience is designed to provide adult students, from multiple academic disciplines and academic levels, with global opportunities to see society in transformation. Each destination (e.g., China, United Arab Emirates, Czech Republic, India, Israel & South Africa) examines the impact of Social, Spiritual, Education and Economic influences on individuals and on society. This Transformation Model provides a framework to see God at work globally. The interdisciplinary nature of this learning experiences equips students to process transformation through multiple filters (e.g., a global business perspective). The course is designed to encourage participants to explore their calling while serving where God has called them to serve.

HCMG 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.

HCMG 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.

HCMG 6653: HEALTHCARE PRACTICE MANAGEMENT

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. Explores the interpretation and evaluation of quality indicators within databases to maximize reimbursement in a variety of settings. Investigates human resource management concepts including interviewing, hiring, orienting, and competency verification, while the guidelines and statutes governing these 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.

HCMG 7003: RESIDENCY PRACTICUM
Integrates the knowledge, skills, and expertise gained throughout the MBA in Healthcare Management course of study in a culminating project. Provides students with the opportunity to engage in a force-field analysis or action research project at their practicum site, which will help them gain a broader worldview and vision. This course includes a mentored practicum experience. The faculty advisor and practicum site mentor provide support and guidance to help plan and implement learning experiences. This is the final course taken in the MBA in Healthcare Management Program.

Post-MBA Certificate in Healthcare Management

For those healthcare professionals who have already earned an MBA from a regionally accredited college or university, the Post-MBA Certificate in Healthcare Management accelerates their careers in leadership positions by adding the following 18-credit hours that make up this certificate. The Post-MBA Certificate in Healthcare Management is a workforce-ready learning program designed for healthcare professionals who wish to move into key leadership roles within their respective hospital or clinic where the focus is upon the business side of the healthcare enterprise. The Post-MBA Certificate in Healthcare Management 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.
4. Healthcare – the ability to provide structure and oversight for quality care while optimizing patient outcomes and maximizing reimbursement.

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.
- Verification that they have earned an MBA 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 their MBA coursework.

Application Process:
1. Complete online application. There is no application fee for this program.

2. Submit official transcripts from a regionally accredited college or university verifying earned MBA degree and additional transcripts if needed to reflect most recent 60 hours of college or university credit earned.

REQUIREMENTS FOR THE POST-MBA CERTIFICATE IN HEALTHCARE MANAGEMENT

HCMG 6143	Healthcare Law	3
MGMT 6323	Emotional Intelligence, Mediation & Conflict Resolution	3
HCMG 6123	Strategic Planning and Financial Management	3
HCMG 6133	Quality and Regulation Management	3
HCMG 6653	Healthcare Practice Management	3
HCMG 7003	Residency Practicum	3
		18 hours

The Post-MBA Certificate in Healthcare Management Program is available in hybrid format. MGMT 6323 & HCMG 7003 are only offered on-site. HCMG 6143, HCMG 6123, HCMG 6133 & HCMG 6653 are only offered online. Contact the MBA recruiter for more information.

COURSE DESCRIPTIONS

HCMG 6143: HEALTHCARE LAW
Examines laws associated with healthcare facility operations in the 21st century including those that directly impact governing boards, physicians, directors/administrators, investors, and the public. Methods to assure compliance with corporate auditing accountability regulations, financial disclosures, investor protection statutes, anti-kickback laws, healthcare provider self-referral, and governing board legal responsibilities are explored. Investigates Omnibus Reconciliation Acts; their content and stipulations affecting the provision of healthcare.

MGMT 6323:   EMOTIONAL INTELLIGENCE, MEDIATION & CONFLICT RESOLUTION
Research shows that emotional intelligence is much more powerful than IQ (and technical expertise) in determining who emerges as an effective manager/leader. IQ (and technical expertise) are threshold or baseline competencies that help you to get in the door, but alone they do not make you a star (performer). Emotional Intelligence can. Although most conflicts are best resolved at the lowest level, there are occasions when a good mediator can effectively intercede and minimize the chances of the conflict escalating or losing an otherwise good employee. And, there are times when—in order to resolve a conflict—you need to have a crucial conversation (e.g., where opinions vary and emotions and stakes are high). How do you prepare for a crucial conversation? This course is a living laboratory where students can safely practice applying all of these concepts/skills.

HCMG 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.

HCMG 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.

HCMG 6653: HEALTHCARE PRACTICE MANAGEMENT

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. Explores the interpretation and evaluation of quality indicators within databases to maximize reimbursement in a variety of settings. Investigates human resource management concepts including interviewing, hiring, orienting, and competency verification, while the guidelines and statutes governing these 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.

HCMG 7003: RESIDENCY PRACTICUM

Integrates the knowledge, skills, and expertise gained throughout the MBA in Healthcare Management course of study in a culminating project. Provides students with the opportunity to engage in a force-field analysis or action research project at their practicum site, which will help them gain a broader worldview and vision. This course includes a mentored practicum experience. The faculty advisor and practicum site mentor provide support and guidance to help plan and implement learning experiences. This is the final course taken in the MBA in Healthcare Management Program.

GRADUATE STUDIES IN COUNSELING

- Master of Arts in Counseling
- Post-Master's Certificate in Play Therapy Certification
- Graduate Certificate in Sexual Addictions Treatment Provider Certification

Department of Graduate Studies in Counseling

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

Statement of Mission:

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

FACULTY

Todd Frye, (2007-) Professor, Chair, Department of Graduate Studies in Counseling
B.S., Psychology, Northwest Nazarene University; M.Ed., Northwest Nazarene University; Ph.D., Idaho State University.
Amy Cain, (2012-) Assistant Professor
B.S., Missouri State University; M.A., MidAmerica Nazarene University.
Erin Augustine, (2019-) Assistant Professor of Counseling
B.A., MidAmerica Nazarene University; M.A., MidAmerica Nazarene University
Acha Goris, (2013-) Associate Professor
B.A., Wesley International Bible College; M.A., Theological College of Northern Nigeria; M.A., Cincinnati Christian University; Ed.D., University of Cincinnati.
Paul Hoard, (2018-) Assistant Professor
B.A., Grace College, M.A., Grace College Graduate School, Ph.D., Regent University
Taylor Johnson, (2015-) Assistant Professor
B.A. MidAmerica Nazarene University; M.A., MidAmerica Nazarene University, Ph.D., Regent University.
Andrew Secor, (2013-) Associate Professor
B.A., MidAmerica Nazarene University; M.A., MidAmerica Nazarene University.
Michael Vogel, (2018-) Assistant Professor Clinical Director, Community Counseling Center
B.A., University of Alaska, M.A.,George Fox University, Psy.D., George Fox University

The Counseling program at MidAmerica Nazarene University strives to train and equip graduate students to face the challenges of working with a hurting and vulnerable population. 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.

As our world shifts due to more technological connection, exposure to diverse people groups, and increased pace of change we emphasize the core attributes of:
- Strong critical thinking skills
- Excellence in writing and verbal communication
- Empathic engagement with human need and suffering
- Flexible knowledge base
- Engaged Christian worldview

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

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

An emphasis in Spiritual Formation and Counseling can be added to the curriculum for any of the three specialty tracks listed above. The graduate studies department also includes advanced training for those who wish to receive specialty instruction in the areas of sexual addictions and play therapy. Both established and recently graduated professionals can obtain the following designations:

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

MASTER OF ARTS IN COUNSELING

Objectives:

The Master of Arts in Counseling degree is part of MidAmerica Nazarene University's Counselor Education Department. The Master of Arts in Counseling program incorporates a high level of scholarship with real-world application, supervision of clinical work and a Christian worldview oriented toward integrating faith and practice. An overarching goal of our program is to first train you how to be a professional counselor and then to allow you to choose an area of emphasis. The three areas of concentration include marriage, couple and family counseling, clinical mental health counseling and school counseling. An emphasis of spiritual formation in counseling can be added to any of the concentration areas. 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 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).

Admission Requirements:
- Bachelor's degree from a regionally accredited college or university.
- Minimum cumulative GPA of 3.0 or higher of undergraduate coursework OR GPA of 3.2 or higher in the last 30 hours of undergraduate coursework.
- Completed and approved writing assessment, arranged with the Counseling Department.
- This program has a competitive selection process with limited enrollment.

Application Process:
- Complete online application.
- Submit official transcript from a regionally accredited college or university verifying earned bachelor's degree.
- Arrange and complete writing assessment, working with Counseling Department.
- Submit 3 professional and/or academic recommendations.
- Complete ½ day comprehensive interview session with graduate faculty upon successful completion of all other admission requirement.

REQUIREMENTS FOR THE MAC DEGREE

Core Courses

COUN 6193	Counselor Orientation & Ethics	3
COUN 6213	Lifespan Development	3
COUN 6223	Theories of Counseling	3
COUN 6313	Family Counseling	3
COUN 6323	Group Counseling	3
COUN 6413	Psychodiagnosis	3
COUN 6423	Multicultural Counseling	3
COUN 6433	Helping Skills For Counselors	3
COUN 6511	Childhood & Adolescent Counseling	1
COUN 6411	Trauma Counseling	1
COUN 6613	Individual & Family Assessment	3
COUN 7652, 7662, 7652, 7672, or 7682 Advanced Theories (Choose 1)		2
COUN 6623	Career Counseling	3
COUN 6713	Research for Counselors	3
COUN 6723	Addictions Counseling	3
	Specialty track coursework	<u>20</u>
		60 hours

COURSE DESCRIPTIONS

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 6421 MULTICULTURAL COUNSELING INTERNATIONAL I
This course is the theoretical 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 6422 MULTICULTURAL COUNSELING INTERNATIONAL II
This course is the immersion experience related to the 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. Students travel with faculty to an international destination.

COUN 6423: MULTICULTURAL COUNSELING
This course is an examination of philosophical assumptions of multiculturalism; ethical considerations related to multiculturalism; individual, family, and group strategies with diverse populations; multicultural and pluralistic trends; identity development models; and indigenous counseling approaches.

COUN 6433: HELPING SKILLS FOR COUNSELORS
This course introduces students to the development of essential listening skills for counseling effectiveness, including an in depth look at principles and procedures of individual counseling and process models. This course includes the use of required video recording counseling interviews and role-plays.

COUN 6511: CHILDHOOD & ADOLESCENT COUNSELING
This course introduces students to the knowledge and skills needed to work effectively with children and adolescents. Emphasis will be place on the role of play, art, and other creative forms of therapy to therapeutically enhance and match the needs of this distinct population.

COUN 6411: TRAUMA COUNSELING
This course introduces students to the fundamental principles of what defines an experience as traumatic and the effects of trauma on the brain, the body, and the emotions. An understanding of neurobiology to inform trauma assessment, diagnosis, and treatment will be utilized.

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

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 7652: 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 7662: ADVANCED THEORIES COGNITIVE BEHAVIORIAL
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 7672: 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 postmodern 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.

COUN 7682: 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.

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:

COURSE DESCRIPTIONS

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 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 6173: Elementary Field Experience* and *COUN 6183: 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:

COURSE DESCRIPTIONS

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 6593: SCHOOL COUNSELING ISSUES
This course covers basic issues that affect 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 30-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 30-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.

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:

COURSE DESCRIPTIONS

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 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 EMPHASIS

The spiritual formation and counseling emphasis is an additional 5 credit hours and can be taken in conjunction with any of the three specialty areas listed above. This emphasis 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:

COURSE DESCRIPTIONS

COUN 6913: 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 6922: SPIRITUAL ISSUES IN COUNSELING
This course will cover theoretical modality, confession of faith/traditioning and Christian integration as it relates to the counseling process. Students will apply theoretical modality to their own theory of persons and theory of change as a means of deepening their ability to effectively integrate faith into counseling.

POST-MASTER'S 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 12-hour post-graduate program designed to meet the post-master's **academic requirements** specified by APT to obtain Registered Play Therapists credentials.

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

Admission Requirements:
- Master's degree from a regionally accredited college or university.
- Current mental health license or actively working towards licensure.
- Current and active individual state licensure or certificate from their state's department of education.

Application Process:
- Complete online application.
- Submit official graduate transcripts.

Program Requirements:
Courses include:

PLTH 8102	Introduction to Play Therapy	2
PLTH 8202	Childhood Diagnosis & Treatment	2
PLTH 8302	Neurobiology of Play	2
PLTH 8402	Sandtray Therapy	2
PLTH 8502	Filial Play Therapy	2
PLTH 8702	Play Therapy Techniques	2
		12 hours

COURSE DESCRIPTIONS

PLTH 8102: INTRODUCTION TO PLAY THERAPY I (2 CREDITS) CAMPUS/ONLINE

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

PLTH 8202: CHILDHOOD DIAGNOSIS AND TREATMENT (2 CREDITS) CAMPUS/ONLINE

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

PLTH 8302: NEUROBIOLOGY OF PLAY (2 CREDITS) CAMPUS/ONLINE

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

PLTH 8402: SANDTRAY THERAPY (2 CREDITS) CAMPUS

This course will introduce the use of sand tray therapy as a therapeutic technique. It will explore the history and rationale of sandtray therapy and cover fundamental and sandtray techniques with individuals, families and groups. Students will have the opportunity to experience sandtray activities and will discuss application of the skills with children. Additional therapeutic techniques will be discussed as well.

PLTH 8502: FILIAL THERAPY (2 CREDITS) CAMPUS/ONLINE

This course will explore the use of filial therapy as a technique for caregivers / families who have an identified client as a child. Filial therapy is an approach that teaches parents how to use child-centered play sessions, which can be transferred to the home. Students will learn to model for the parents the same attitudes and skills that they wish the parents would use with their own children.

PLTH 8702: TECHNIQUES IN PLAY THERAPY (2 CREDITS) CAMPUS/ONLINE

This course will demonstrate the necessity for the play therapist 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.

GRADUATE CERTIFICATE IN SEXUAL ADDICTIONS TREATMENT PROVIDER

The MNU Sexual Addictions Treatment Provider Certification is a faith-based training program for therapists, pastors, and lay leaders. This 15-hour program provides education and treatment strategies for working with those who struggle with sexual acting out and addictions.

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. The SATP certification is a foundational step for all who feel called into the meaningful work of helping sexual addicts and those who love them experience healing.

Admission Requirements:
- Bachelor's degree (in mental health field or past courses in counseling, psychology, or sociology).
- History of strong academic performance.
- One professional letter of recommendation.
- Vita showing relevant professional or ministry experience.

Application Process:
- Complete online application.
- Submit official college or university transcripts.
- Submit three professional recommendations.

Program Requirements:

SATP 8013	Introduction to Sexual Addictions Treatment	3
SATP 8072	Neurobiology of Sexual Addictions	2
SATP 8022	Assessment & Diagnosis	2
	OR	
SATP 8012	The Role of the Pastoral Ministry in Recovery	2
SATP 8032	Couples' Work in Recovery	2
SATP 8042	Group Work in Recovery	2
SATP 8052	Spiritual Dimensions in Recovery	2
SATP 8062	Advanced Issues in Sexual Addiction Treatment	2
		15 hours

COURSE DESCRIPTIONS

SATP 8013: INTRODUCTION TO SEXUAL ADDICTIONS TREATMENT

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

SATP 8022: ASSESSMENT AND DIAGNOSIS

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

SATP 8012: THE ROLE OF THE PASTORAL MINISTRY IN RECOVERY

The course is designed to assist the local churches in their role of pastoral ministry to effectively meet the challenges of the sex addict, the marriage, and family impact during the addiction and recovery process.

SATP 8032: COUPLES' WORK IN RECOVERY

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

SATP 8042: GROUP WORK IN RECOVERY

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

SATP 8052: SPIRITUAL DIMENSIONS IN RECOVERY

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

SATP 8062: ADVANCED ISSUES IN SEXUAL ADDICTION TREATMENT

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

SATP 8072: NEUROBIOLOGY OF SEXUAL ADDICTIONS

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

UNDERGRADUATE & GRADUATE EDUCATION

- Bachelor of Science in Accelerated Elementary Education Unified
- Master of Science in Elementary Education Unified
- Master of Science in Education Leadership
    - Licensure for Building Level Administration Leadership
- Master of Science in Educational Technology
- Master of Education
    - Reading Specialist
        - Certificate in Reading Specialist

Department of Professional & Graduate Studies in Education

Statement of Mission:

The Education programs at MNU follow 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 Education programs at MNU develop servant leaders in the field of education who honor God by demonstrating excellence in reflective and innovative practices, facilitating the P-12 intellectual, emotional, and character growth of all learners. Professional and Graduate Education programs are comprised of the Teacher Education and Professional & Graduate Studies in Education (PGSE) departments as well as a thriving Continuing Education Program.

FACULTY

Martin H. Dunlap, (2007-) Associate Professor; Chair, Professional and Graduate Studies in Education
B.A., MidAmerica Nazarene University; M.M.E. University of Kansas; Ed.D., University of Kansas
Trevor Addis, (2018-) Adjunct Instructor
B.A., Pittsburg State; M.S., Pittsburg State; M.S., Emporia State; Sp.E., Pittsburg State
Pam Burrus, (2015-) Adjunct Instructor; Coordinator, Accelerated Elementary Education Program
B.S., MidAmerica Nazarene University; M.S., Emporia State University; M.S., Emporia State University
Ellen Beckley-Hoefer, (2009-) Adjunct Instructor
Ed.S., University of Missouri - Kansas City
Jill Bergerhofer, (2017-) Adjunct Instructor
M.Ed., MidAmerica Nazarene University; Ed.D., Baker University
Diane M. Bottomley, (2012-) Adjunct Instructor
B.S., Eastern Illinois University; M.S., University of Illinois; Ph.D., University of Illinois
Linda Dortch, (2016-) Adjunct Instructor
B.S.E., University of Central Arkansas; M.A., University of Kansas
Jenny Downs, (2015-) Adjunct Instructor
B.A., M.A., MidAmerica Nazarene University
Jill Gonzalez-Bravo, (2010-) Adjunct Instructor; Chair, Teacher Education Department
B.S., Kansas State University; M.A., Wichita State; Ed.D., Kansas State University
Brenda Harris, (2016-) Adjunct Instructor
Ph.D., University of Missouri-Kansas City
Lauren Hays, (2012-) – Adjunct Instructor
M.S., University of Central Missouri; Ph.D., Northwest Nazarene University
Kim Humerickhouse, (2012-) Professor,
B.S., University of Central Oklahoma; M.S., Fort Hays State University; Ph.D., University Nebraska-Lincoln

Brad King, (1998-) Adjunct Instructor
B.A., MidAmerica Nazarene University; M.Ed., Wichita State; ABD, University of Kansas
Timothy Murray, (2018-) Adjunct Instructor
B.A., ESL endorsement, MidAmerica Nazarene University; M.A., Avila University; Ed.D, Baker University
Michael Ramirez, (2010-) Adjunct Professor
B.S., Missouri State University; M.A., University of Missouri at Kansas City; M.E.T., MidAmerica Nazarene University
Marsha Ratzel, (2008-) Adjunct Instructor
B.A., Simmons College; M.A.T., Webster University.
Dyane Smokorowski, (2017-) Adjunct Instructor
B.A., Wichita State University; M.E.T., MidAmerica Nazarene University
Trent Stern, (2016-) Adjunct Instructor
B.S.E., University of Kansas; M.S., Emporia State University; Ed.D., Baker University
Ramona Stowe, (2008-) Adjunct Instructor
B.S.E., Northeast Missouri State University; M.A., Northeast Missouri State University; Ph.D., Kansas State University
Amy Sudduth, (2015-) Adjunct Instructor
M.Ed., Emporia State University
Ruth Waggoner, (2018-) Assistant Professor, Director of Clinical and Field Based Experiences B.A., MidAmerica Nazarene University; M.A., University of Kansas; Ed.D., Baker University
Brant Winn, (2015-) Adjunct Instructor
B.S., Missouri State University; M.S., University of Central Missouri; Ed.D., Columbia International University
Laurie Winter, (2015-) Adjunct Professor; Coordinator, Reading Specialist Program
M.S.E., University of Kansas; B.S.E., University of Kansas

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

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

The Professional & Graduate Studies in Education Department also offers advanced certificates and professional degree programs for elementary and secondary teachers. These online programs offer coherent, integrated coursework based on national teaching standards. The programs include:

> Bachelor of Science in Elementary Education Unified
> Master of Education in Reading Specialist
>> Reading Specialist Certificate
> Master of Science in Educational Technology
> Master of Science in Elementary Education Unified
> Master of Science in Education Leadership
>> Licensure in Building Level Administration

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 Education programs at MNU have an integrated approach to professional education programs based on a set of unifying outcomes designed to develop knowledge, skills, and dispositions needed for teaching. The unifying outcomes are the building blocks upon which candidates develop skills that will enable them to provide appropriate instruction for all students. The Education programs at MNU have identified the following goals for teacher candidates, in-service candidates, and other school professionals:

School of Education Commitments
Pioneering educational leaders committed to:

- Goal 1: Personalized Learning for Diverse Learners: To ensure each student learns new knowledge and skills, leaders must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.
- Goal 2: Conceptual Knowledge and Content Application: Leaders must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to **develop research, analyze data,** access information, apply knowledge in real-world settings, and address meaningful issues to assure learner mastery of content.
- Goal 3: Innovative Professional Practices: Developing an innovative professional practice requires leaders to research, integrate assessment, analyze data, and incorporate innovative strategies in intentional, coordinated, and engaging ways.
- Goal 4: Professional Integrity, Personal Responsibility, and Leadership: A leader's primary responsibility is to create supportive, safe, and productive learning environments that result in learners achieving at the highest levels. To accomplish this well, leaders must engage in meaningful and intensive professional learning, self-reflection, and collaboration with learners, families, colleagues, school professionals, and community members.
- Goal 5: Faith, Service and Calling: Being grounded in Christian faith and recognizing God's call on their lives, leaders pursue the ministry of teaching while serving the least, the last, and the lost.

Department of Professional and Graduate Studies in Education

STATEMENT OF PURPOSE:

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

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

FOCUS

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

Initial programs have earned CAEP accreditation and advanced programs are approved/accredited by KSDE.

ELEMENTARY EDUCATION
UNIFIED PROGRAM

Objectives:

The Elementary Education Unified (EEU) Program is an online program designed for the adult student with previous college experience. The student who comes to MNU with an associate of arts or associate of science degree or appropriate general education courses will complete their elementary education degree in 18 months. Those students who come to MNU with a bachelor's degree in another field may complete the elementary education degree or licensure courses in 18 months. The first year of the program consists of courses in 7 week-long modules with individualized field-based experiences. During the final semester of this program, students will be enrolled in student teaching.

Guidelines and Expectations:

Spending time in an actual elementary classroom is a vital part of becoming a teacher.

There are six courses with required practicum experiences required throughout the MSEEU program. All candidates should observe 10 hours for each of the six practicum courses. With additional time attached to student teaching, a possible 300 hours of practicum experience is available.

- Instructors will structure and evaluate what should be accomplished during these observation times.
- Larger projects as part of the practicum may be completed during student teaching, such as teaching a lesson.
- Candidates will have the flexibility of choosing observation places with guidance from instructors and PGSE.

Student teaching will be a fulltime position (7AM-5PM on average), during which working is not recommended.

- Six seminar sessions are required throughout the student teaching experience and are held on the MNU campus. Remote student teachers attend through Zoom.
- If a student desires to earn a Bachelor's degree from MNU, Biblical Perspectives, Old/New Testament, Discovering the Bible, or Christian Theology & Worldview is accepted.
- The program is a lock step program and no course changes are allowed unless transfer credit has been approved by the Licensure and Assessment Coordinator.
- The EEU program is an accelerated program and each program candidate must understand the intellectual strain and time commitment placed on him/her while in the program.

The following students will need to have completed all general education coursework associated with a Bachelor of Science degree in Elementary Education Unified prior to starting:
- Students who do not have an Associate of Art or an Associate of Science degree but meet the 60 credit hour requirement.
- Students who have a bachelor's degree but desire to earn a second degree in Elementary Education Unified.

Conditional Acceptance:

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

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

REQUIREMENTS FOR THE ACCELERATED UNIFIED B.S. DEGREE

Course Number	Course Name	Credit Hours
EDUC 2104	Introduction to Teaching	4
EDUC 5913	Introduction to SPED	3
EDUC 3603	Classroom Management	3
EDUC 3204	K-2 Integrated Literacy	4
MATH 2203	Modern Math for the Elementary Teacher	3
EDUC 5945	Reading in the Content Area	5
PHED 3102	Methods in Teaching Elementary P.E.	2
EDUC 5946	STEAM Methods	6
EDUC 5903	Technology in Teaching	3
EDUC 2903	Children's Literature	3
HLSC 3603	Core Concepts of Health	3
EDUC 3134	Teaching and Learning I	4
EDUC 3414	Teaching and Learning II - Exceptional Learner	5
THEO 2003	Spiritual Development Course – Christian Theology & Worldview	3
EDUC 4514	Teaching and Learning III	4
EDUC 4959	Student Teaching Part I, Student Teaching Part II, Student Teaching Part III	9-12
Total		64-67 hours

COURSE DESCRIPTIONS

EDUC 2104: INTRODUCTION TO TEACHING

This course offers two perspectives for the EEU program. The purpose of this course is to create an awareness of the teaching profession by reflecting about oneself, students, schools and classrooms as the foundations for becoming an educator. The course will also provide procedures and requirements for becoming a professional educator in three ways: 1) concerns and realities of entering the teaching profession, 2) the significance and value of student diversity, and 3) complex social, cultural, and academic realities of the classroom and school. This course is also designed to examine the institutional development of public education in the United States with an interpretation of political, philosophical, and social forces influencing general, special and inclusive education development including legal rights of students relative to special education. The scope of this course is to study the philosophical, historical and foundational roles of schools, teachers and American society, and to explore American educational systems and focus on the conflict of values and critical changes experienced in education. Additionally, the philosophical forces, roles, ethical standards and professional guidelines in education will be addressed.

MATH 2203: MODERN MATH FOR THE ELEMENTARY TEACHER

Covers topics of elementary mathematics to meet the needs of students preparing to teach in the elementary school. Topics include sets, logic, systems of numeration, whole numbers, integers, rational numbers, real numbers, and informal geometry.

EDUC 5913: INTRODUCTION TO SPED

This course provides an introduction to the terminology, identification, and issues commonly encountered when addressing the needs of diverse students with disabilities. Emphasis will be placed on diversity issues, federal and state legislative mandates pertinent to nondiscriminatory assessments, parental involvement and individualized educational plans; and professional practice and foundations in special education to include historical and philosophical foundations of general, special, and inclusive education, the development and characteristics of all learners including those with disabilities, the impacts of individual differences on education, and the legal parameters appropriate for each learner's educational needs. This course also addresses the collaborative roles of a multidisciplinary approach to supporting children and youth with disabilities in a diverse society.

EDUC 5946: STEAM METHODS

This course focuses on preparing educators regarding Next Generation Science Standards as specified by the National Science Teachers Association. The STEAM specialization provides educators with knowledge of multiple science areas and skills to instruct students in science through a variety of learning techniques. STEAM explores the natural connections between Science, Technology, Engineering, the ARTS, and Mathematics. Participants will discover how to integrate arts standards within the STEM content areas through Project-Based Learning frameworks to truly build an authentic STEAM teaching approach. This moves beyond simply using the design-process to truly being able to integrate ALL the arts in and through STEM. You will walk away with a series of strategies and sequences that will empower you to craft a STEAM initiative that works for you and your students. This course will provide an interdisciplinary approach to integrating STEAM into practice across the disciplines. The course will involve the participation in problem-based and project-based learning activities, mathematics and science inquiries learning tasks, and using technology to gain and display information. Students will practice backwards design to develop their own STEAM learning activity. Graduate students will develop a full STEAM unit, implement their activity in a classroom, and monitor student learning outcomes.

EDUC 5945: READING IN THE CONTENT AREA

This course enables teacher candidates to use the major concepts of social studies (the integrated study of history, geography, people and places, economics, civics and government) and English language arts as well as individual performance data to plan, implement, and assess learning experiences with the goal to engage all students in critical thinking, creativity, and collaborative problem solving. Personalized learning needs and supports are taken into consideration through the application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate. Activities related to teaching elementary students are embedded in a 3-6 grade field experience.

EDUC 2903: INTRODUCTION TO CHILDREN'S LITERATURE

Underpinned by the historical reader response to literature theory, this course will require students to read and create aesthetic responses to literature. It introduces and explores all genres of children's literature. Teacher candidates will be reading, discussing, aesthetically responding to, and evaluating a wide array outstanding children's literature. It examines contemporary children's literature as well as literature of the past, literature from a variety of cultures within the United States as well as from the global communities. Candidates also consider methods of selecting and evaluating children's books in terms of readability, interest level, and cultural sensitivity, and explore strategies that can be instrumental in bringing children and books together.

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

The teacher candidate analyzes the value and objectives of a program of physical education for the elementary school student. Various movements applicable to this age group, ranging from simple motor skills to more complex movement and sport skills are explored. Methodology regarding the teaching of fitness, various motor skills, and competitive experiences are emphasized. Candidates use this understanding to plan, implement and assess appropriate learning experiences.

EDUC 3134: TEACHING AND LEARNING I

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

EDUC 3204: K-2 INTEGRATED LITERACY AND ASSESSMENT

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

EDUC 5903: TECHNOLOGY IN TEACHING

Candidates in this course will be introduced to various educational technologies to improve their own technology knowledge and skills. Participants will learn how technology applications can be used to create learning environments that strengthen problem-solving skills, and encourage communication, collaboration and reflection for students. Candidates will also discover the role of technology has in assessment, accessibility and education information. an overview of educational technology used in various content areas and technology in general

used to meet the needs for varied exceptionalities such as mobility, prosthetics, orthotics, adaptive devices, visual technologies, hearing technologies as well as adaptive uses of computers. This course will also review the history of IDEA and focus on assistive technology in the law. They will use this knowledge to incorporate technology use throughout lesson plans in the remainder of the program.

EDUC 3414: TEACHING AND LEARNING II - EXCEPTIONAL LEARNER

Learning to diagnose and resource individual and learning differences in the classroom are the foci of this course. Special attention is given to the psychosocial and educational needs of exceptional individuals. Candidates understand the development, implementation and assessment of IEPs as well as the legal parameters appropriate for each learner's educational needs. Activities related to teaching special needs students are embedded in experiences.

EDUC 3603: CLASSROOM MANAGEMENT

This course is designed to assist students in developing strategies to effectively manage the classroom, build parent and community support, deal with school conflict and crises, and collaborate with other professionals. The course focuses on issues faced in classroom settings and helps candidates understand how to create a learning environment that fosters an inclusive setting for all students. This includes organization of physical space, establishment of classroom rules and routines and promoting self-determination skills in students. The candidate understands the use of Positive Behavior Supports and Interventions (PBIS) and the Functional Behavior Assessment

HLSC 3603: CORE CONCEPTS OF HEALTH

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

EDUC 4514: TEACHING AND LEARNING III

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

EDUC 4959: ELEMENTARY STUDENT TEACHING & SEMINAR

Supervised student teaching experience in an elementary school. Half of the experience will be in a general education K-6 classroom and half will be spent in a special education setting. Admission to student teaching is required.

THEO 2003: CHRISTIAN THEOLOGY AND WORLDVIEW

This course is a study of the religion of Christianity. It examines the basic historic beliefs and practices of Christians and considers their relation to the contemporary world.

ELEMENTARY EDUCATION SENIOR COMPREHENSIVE EXAM

A comprehensive examination (Teacher Work Sample) is **required** to be passed by all senior elementary education majors before graduation. This comprehensive examination is meant to assess the student's mastery of basic content areas of the curriculum. The examination is administered during the student teaching semester.

ADMISSIONS AND EXPECTATIONS OF EEU

Admission Requirements:
- Associate (AA/AS) degree OR 60+ credit hours* OR Bachelor's (BS/BA) degree from a regionally accredited college or university.
- Minimum 2.75 GPA (cumulative).
- Completion of the Praxis Core Exam. (Exam 5751 Math, Reading, and Writing) The Praxis is waived for candidates having earned a BA or BS within the last five years.
- Grade of B- or higher in college level public speaking course which must be completed before being accepted into Student Teaching.
- No disciplinary issues and no crimes against children.
- Child Development course.

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

Application Process:
- Complete online application.
- Submit official transcripts from all colleges and universities attended.
- Complete the Praxis Core Exam.
- Complete resume.

Guidelines and Expectations:
- Spending time in an actual elementary classroom is a vital part of becoming a teacher. There are six practica experiences in classrooms required during the EEU program. These experiences are tailored to meet the teacher candidate's situation. You will be expected to schedule six (6) ten-hour observations in approved classrooms, one ten-hour observation for each practica course. Final completion for each practicum experience may be accomplished during the student teaching experience, evaluated by the practicum instructor.
- Student teaching will be a fulltime position (7AM-5PM on average), during which working is not recommended.
- Six seminar sessions are required throughout the student teaching experience and are held on the MNU campus. Remote student teachers attend through Zoom.
- If a student desires to earn a Bachelor's degree from MNU, Biblical Perspectives, Old/New Testament, Discovering the Bible, Christian Theology & Worldview is accepted.
- The program is a lock step program and no course changes are allowed unless transfer credit has been approved by the Licensure and Assessment Coordinator.
- The EEU program is an accelerated program and each program candidate must understand the intellectual strain and time commitment placed on him/her while in the program.

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

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

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

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

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MASTER OF SCIENCE IN EDUCATION LEADERSHIP
_____

This graduate degree program is designed for teachers wishing to earn a Master's level degree in building level administration. Candidates will complete 34 credit hours of coursework and practicum experience in a 18 month period and successfully complete the necessary Administration Praxis exam to earn Kansas Building Level licensure.

Administrative Courses

Course	Hours
EDUC 8002 INNOVATIVE EDUCATIONAL LEADERSHIP SEMINAR	2
EDUC 8001 ADMINISTRATION PRACTICUM EXPERIENCE I	1
EDUC 8003 LEADERSHIP VISION and GOALS	3
EDUC 8013 MANAGING ORGANIZATIONAL SYSTEMS and SAFETY	3
EDUC 8011 ADMINISTRATION PRACTICUM EXPERIENCE II	1
EDUC 8023 ETHICS in PROFESSIONAL LEADERSHIP	3
EDUC 8033 LEADERSHIP in the EDUCATIONAL SYSTEM	3
EDUC 8043 LEADERSHIP as a COLLABORATOR	3
EUDC 8053 TEACHING and LEARNING	3
EDUC 7023 COMPARING WORLDVIEWS	3
EDUC 7063 ACTION RESEARCH I	3
EDUC 7083 ACTION RESEARCH II	3
EDUC 7093 SERVING THROUGH SERVANT LEADERSHIP	3
	34 hours

COURSE DESCRIPTIONS

EDUC 7023: COMPARING WORLDVIEWS

A world view 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 religions, comparing them with Christianity. Candidates will review biblical responses to the divergent belief systems and learn how to interact with people who embrace them.

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 t o showcase graduate students' professional dispositions and leadership skills.

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 8002: INNOVATIVE EDUCATIONAL LEADERSHIP SEMINAR

This Seminar focuses on various aspects of the administrative certificate/degree program. You will discuss and explore the Professional Leadership in Education Standards (PLES), ePortfolio, technology, practicum experiences, simulations, and research expectations.

EDUC 8001: ADMINISTRATION PRACTICUM EXPERIENCE I

This course is designed to provide advice and guidance for candidates as they participate in varied practicum experiences as requirements for the administration certificate program. Each required practicum experience is related to a standard. Candidates should refer to the Practicum handbook for guidance in fulfilling necessary requirements. (1-6)

EDUC 8003: LEADERSHIP VISION AND GOALS

(for teaching and learning; shared commitments to implement shared vision and goals, and continuous improvement towards vision and goals) This course contains an overview of research, theory and practice that relate to a school leader's responsibility to develop and maintain healthy organizations and create an organizational culture that promotes creativity and performance. Topics include major contemporary theorists, leadership and empowerment, leadership and diversity issues, leadership for change, schools as unique social systems and complex organizations, and issues related to the changing values and attitudes of professionals and the community about schools. (1.1.1, 4.3, 5.1, 6.1, 6.2, 6.3)

EDUC 8011: ADMINISTRATION PRACTICUM EXPERIENCE II
This course is designed to provide advice and guidance for candidates as they participate in varied practicum experiences as requirements for the administration certificate program. Each required practicum experience is related to a standard. Candidates should refer to the Practicum handbook for guidance in fulfilling necessary requirements. (1-6)

EDUC 8013: MANAGING ORGANIZATIONAL SYSTEMS AND SAFETY
managing the organizational system; aligning and obtaining fiscal and human resources; protecting the welfare and safety of students and staff) Explores systems thinking in schools, leadership and interpersonal skills in the context of budgeting processes, crisis and safety planning, and other building-level educational issues, examines theoretical concepts related to financial planning, reviews knowledge necessary to plan and organize teams, projects, and the resources necessary to carry out day-to-day functional activities of school, engages in simulated exercises to acquire interpersonal skills desirable for group collaboration and communication working effectively with school staff, home/school/community leading change process, and conducts action research in school settings.

EDUC 8023: ETHICS IN PROFESSIONAL LEADERSHIP
(Personal values and beliefs; high standards for self and others) There are very few issues that capture the interest of the US public more than the ethical integrity of leaders in the public sector. This course explores many aspects of ethical beliefs including works of important philosophers and how they arrived at the ethical principles, and the application of these principles to educational leadership.

EDUC 8033: LEADERSHIP IN THE EDUCATIONAL SYSTEM
(A professional influence; managing local decisions within the larger educational policy environment) As an educational leader it is important to provide guidance and direction the school community to include all teachers and students in the teaching and learning process. This course looks at the important topics of equity and cultural responsiveness when leading a community of diverse students preparing them to be part of an ever shrinking global community.

EDUC 8043: LEADERSHIP AS A COLLABORATOR
(Collaborating with families and other community members; community interests and needs; maximizing community resources) This course focuses on building relationships with the many key stakeholders that comprise the school community to include students, teachers, parents, community leaders, colleagues, and board members to help provide external resources and support for student learning.

EDUC 8053: TEACHING AND LEARNING
(Building a professional culture; rigorous curriculum and instruction; assessment and accountability; Focuses on curriculum, instruction, assessment and professional development through a framework of systems and organizational theory) Students examine theoretical concepts related to curriculum philosophies and developmental processes, review recent programs and proposals as well as curriculum development at the building level. Students will also explain and demonstrate in simulated settings processes for creating, implementing, and managing local academic programs in the context of reform initiatives. Students will be asked to apply instructional technology to the learning environment.

LICENSURE CERTIFICATE IN
BUILDING LEVEL LEADERSHIP

This certtificate program is designed for teachers with a Master's level degree seeking building level administration. Candidates will complete 22 credit hours of coursework and practicum experience in a 18 month period and successfully complete the necessary Administration Praxis exam to earn Kansas Building Level licensure.

Administrative Courses

EDUC 8002 INNOVATIVE EDUCATIONAL LEADERSHIP SEMINAR	2
EDUC 8001 ADMINISTRATION PRACTICUM EXPERIENCE I	1
EDUC 8003 LEADERSHIP VISION and GOALS	3
EDUC 8013 MANAGING ORGANIZATIONAL SYSTEMS and SAFETY	3
EDUC 8011 ADMINISTRATION PRACTICUM EXPERIENCE II	1
EDUC 8023 ETHICS in PROFESSIONAL LEADERSHIP	3
EDUC 8033 LEADERSHIP in the EDUCATIONAL SYSTEM	3
EDUC 8043 LEADERSHIP as a COLLABORATOR	3
EUDC 8053 TEACHING and LEARNING	3
	22 hours

COURSE DESCRIPTIONS

EDUC 8002: INNOVATIVE EDUCATIONAL LEADERSHIP SEMINAR
This Seminar focuses on various aspects of the administrative certificate/degree program. You will discuss and explore the Professional Leadership in Education Standards (PLES), ePortfolio, technology, practicum experiences, simulations, and research expectations.

EDUC 8001: ADMINISTRATION PRACTICUM EXPERIENCE I
This course is designed to provide advice and guidance for candidates as they participate in varied practicum experiences as requirements for the administration certificate program. Each required practicum experience is related to a standard. Candidates should refer to the Practicum handbook for guidance in fulfilling necessary requirements. (1-6)

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EDUC 8013: MANAGING ORGANIZATIONAL SYSTEMS AND SAFETY
managing the organizational system; aligning and obtaining fiscal and human resources; protecting the welfare and safety of students and staff) Explores systems thinking in schools, leadership and interpersonal skills in the context of budgeting processes, crisis and safety planning, and other building-level educational issues, examines theoretical concepts related to

financial planning, reviews knowledge necessary to plan and organize teams, projects, and the resources necessary to carry out day-to-day functional activities of school, engages in simulated exercises to acquire interpersonal skills desirable for group collaboration and communication working effectively with school staff, home/school/community leading change process, and conducts action research in school settings.

EDUC 8011: ADMINISTRATION PRACTICUM EXPERIENCE II
This course is designed to provide advice and guidance for candidates as they participate in varied practicum experiences as requirements for the administration certificate program. Each required practicum experience is related to a standard. Candidates should refer to the Practicum handbook for guidance in fulfilling necessary requirements. (1-6)

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EDUC 8033: LEADERSHIP IN THE EDUCATIONAL SYSTEM
(A professional influence; managing local decisions within the larger educational policy environment) As an educational leader it is important to provide guidance and direction the school community to include all teachers and students in the teaching and learning process. This course looks at the important topics of equity and cultural responsiveness when leading a community of diverse students preparing them to be part of an ever shrinking global community.

EDUC 8043: LEADERSHIP AS A COLLABORATOR
(Collaborating with families and other community members; community interests and needs; maximizing community resources) This course focuses on building relationships with the many key stakeholders that comprise the school community to include students, teachers, parents, community leaders, colleagues, and board members to help provide external resources and support for student learning.

EDUC 8053: TEACHING AND LEARNING
(Building a professional culture; rigorous curriculum and instruction; assessment and accountability; Focuses on curriculum, instruction, assessment and professional development through a framework of systems and organizational theory) Students examine theoretical concepts related to curriculum philosophies and developmental processes, review recent programs and proposals as well as curriculum development at the building level. Students will also explain and demonstrate in simulated settings processes for creating, implementing, and managing local academic programs in the context of reform initiatives. Students will be asked to apply instructional technology to the learning environment.

MASTER OF SCIENCE IN ELEMENTARY EDUCATION UNIFIED

The MS in Elementary Education Unified (MSEEU) Program is an online program designed for the adult student with a bachelor's degree from an accredited institution. The student who comes to MNU with an earned bachelor's degree from an accredited institution will complete their elementary education/special education degree in 18 months. The first year of the program consists of courses in 7 week-long modules with individualized field-based experiences. During the final semester of this program, students will be enrolled in student teaching.

ADMISSIONS AND EXPECTATIONS OF MSEEU

Admission Requirements:
- Acceptable, formal application to the MSEEU Program.
- At least a bachelor's degree from an accredited institution.
- A cumulative GPA of 2.75 (Provided the Cohort average GPA is 3.0 or higher which will be calculated after module 9).
- "B-" or better in a public speaking course which must be completed before entering student teaching.
- No record of being convicted of a felony or crime involving dishonesty, a controlled substance, or a crime against a child.
- Evidence of leadership and community service.
- The Teacher Education Department requires students seeking admittance to take the Praxis Core Academic Skills for Educators (Exam 5751 Math, Reading, and Writing).

Application Process:
- Complete online application.
- Submit official transcripts from all colleges and universities attended.
- Complete the PRAXIS Core exam.
- Complete resume.

Guidelines and Expectations:

Spending time in an actual elementary classroom is a vital part of becoming a teacher.

There are six courses with required practicum experiences required throughout the MSEEU program. All candidates should observe 10 hours for each of six practicum courses. With additional time attached to student teaching, a possible 300 hours of practicum experience is available.

- Instructors will structure and evaluate what should be accomplished during these observation times.
- Larger projects as part of the practicum may be completed during student teaching, such as teaching a lesson.
- Candidates will have the flexibility of choosing observation places with guidance from instructors and PGSE.

Student teaching will be a fulltime position (7AM-5PM on average), during which working is not recommended.
- Six seminar sessions are required throughout the student teaching experience and are held on the MNU campus. Remote student teachers attend through Zoom.

- The program is a lock step program and no course changes are allowed unless transfer credit has been approved by the Licensure and Assessment Coordinator.
- The MSEEU program is an accelerated program and each program candidate must understand the intellectual strain and time commitment placed on him/her while in the program.

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

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

MSEEU Course List

Course Title	Credit Hours
EDUC 7114 INTRODUCTION TO TEACHING	4
EDUC 5913 INTRODUCTION TO SPED	3
EDUC 7183 CLASSROOM MANAGEMENT	3
EDUC 6424 K-2 INTEGRATED LITERACY AND ASSESSMENT	4
EDUC 6403 MODERN MATH FOR THE ELEMENTARY TEACHER	3
EDUC 7173 INTRODUCTION TO CHILDREN'S LITERATURE	3
EDUC 6414 TEACHING AND LEARNING I	4
EDUC 6445 TEACHING AND LEARNING II - EXCEPTIONAL LEARNER	5
EDUC 6444 TEACHING AND LEARNING III	4
EDUC 5946 STEAM METHODS AND PRACTICUM	6
EDUC 5945 READING IN THE CONTENT AREA	5
EDUC 5903 TECHNOLOGY IN TEACHING	3
EDUC 7133 ETHICAL WORLDVIEWS FOR EDUCATORS	3
EDUC 7413 RESEARCH IN EDUCATION	3
EDUC 7093 SERVING THROUGH SERVANT LEADERSHIP	3
EDUC 6459 ELEMENTARY STUDENT TEACHING & SEMINAR	9
Total	65

COURSE DESCRIPTIONS

EDUC 5903: TECHNOLOGY IN TEACHING
Candidates in this course will be introduced to various educational technologies to improve their own technology knowledge and skills. Participants will learn how technology applications can be used to create learning environments that strengthen problem-solving skills, and encourage communication, collaboration and reflection for students. Candidates will also discover the role of technology has in assessment, accessibility and education information. an overview of educational technology used in various content areas and technology in general used to meet the needs for varied exceptionalities such as mobility, prosthetics, orthotics, adaptive devices, visual technologies, hearing technologies as well as adaptive uses of computers. This course will also review the history of IDEA and focus on assistive technology in the law. They will use this

knowledge to incorporate technology use throughout lesson plans in the remainder of the program.

EDUC 5913: INTRODUCTION TO SPED

This course provides an introduction to terminology, identification, and issues commonly encountered when addressing the needs of diverse students with disabilities. Emphasis will be placed on diversity issues, federal and state legislative mandates pertinent to nondiscriminatory assessments, parental involvement and individualized educational plans; and professional practice and foundations in special education to include historical and philosophical foundations of general, special, and inclusive education, the development and characteristics of all learners including those with disabilities, the impacts of individual differences on education, and the legal parameters appropriate for each learner's educational needs. This course also addresses the collaborative roles of a multidisciplinary approach to supporting children and youth with disabilities in a diverse society.

EDUC 5945: READING IN THE CONTENT AREA

This course enables teacher candidates to use the major concepts of social studies (the integrated study of history, geography, people and places, economics, civics and government) and English language arts as well as individual performance data to plan, implement, and assess learning experiences with the goal to engage all students in critical thinking, creativity, and collaborative problem solving. Personalized learning needs and supports are taken into consideration through the application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate. Activities related to teaching elementary students are embedded in a 3-6 grade field experience.

EDUC 5946: STEAM METHODS AND PRACTICUM

This course focuses on preparing educators regarding Next Generation Science Standards as specified by the National Science Teachers Association. The STEAM specialization provides educators with knowledge of multiple science areas and skills to instruct students in science through a variety of learning techniques. STEAM explores the natural connections between Science, Technology, Engineering, the ARTS, and Mathematics. Participants will discover how to integrate arts standards within the STEM content areas through Project-Based Learning frameworks to truly build an authentic STEAM teaching approach. This moves beyond simply using the design-process to truly being able to integrate ALL the arts in and through STEM. You will walk away with a series of strategies and sequences that will empower you to craft a STEAM initiative that works for you and your students. This course will provide an interdisciplinary approach to integrating STEAM into practice across the disciplines. The course will involve the participation in problem-based and project-based learning activities, mathematics and science inquiries learning tasks, and using technology to gain and display information. Students will practice backwards design to develop their own STEAM learning activity. Graduate students will develop a full STEAM unit, implement their activity in a classroom, and monitor student learning outcomes.

EDUC 6414: TEACHING AND LEARNING I

Teaching and Learning I is the foundational course for the educational sequence courses for all School of Education licensure programs. In this course students will engage in curriculum planning and development of units of learning following the principles of Concept Based Instruction and principles of Understanding Design for Learning.

The focus of this course is to introduce teacher candidates to the following concepts:
1. Students as Learners,
2. Instructional Processes,
3. Assessment,
4. Analysis of Instructional Process, and
5. Professional Development, Leadership, and Community.

Teacher candidates will learn and employ effective curriculum planning through appropriate procedures (such as Universal Design for Learning), which take into consideration individual learner characteristics and apply effective instructional practices (including technology) to enhance the learning for all students. Elements including activities related to assessment, curriculum development and application of instructional practices are embedded in field experiences in a K-6 educational setting.

EDUC 6424: K-2 INTEGRATED LITERACY AND ASSESSMENT

K-2 Integrated Literacy and Assessment provides emergent literacy theory to foster language development, create literacy rich environments for young children, assess and evaluate children's literature and students' literacy learning, and provide differentiation and interventions for learners in the K-2 classroom. Based on the Kansas College and Career Readiness Standards and Universal Design for Learning (UDL), evidence-based primary literacy instruction using includes modeled, guided, and direct instruction; age-appropriate skills and strategies; integration of reading/writing, listening/speaking, and viewing/visual representation for the emergent reader and writer. Candidates consider methods of selecting and evaluating children's books in terms of readability, interest level, and cultural sensitivity, and explore strategies that can be instrumental in bringing children and books together. Methods and content are partially evaluated in class as well as during field experiences.

EDUC 6444: TEACHING AND LEARNING III

Candidates will build a unit of study infused with differentiation and emphasizing tiered instruction to promote the self-determination of students. In addition, candidates will learn to make instructional alterations and decision- making based on formative assessment results. To effectively construct and teach units to K-12 students, this course will emphasize brain-based teaching, 21st Century Skills, data analysis, reflection, understanding students' prior knowledge, curriculum mapping, Universal Design for Learning and backward design. Activities related to strategies for differentiation and assessment are embedded in field experiences. This course helps teacher candidates to identify and conduct themselves as members of the elementary education profession. They know and use ethical guidelines and other professional standards. They are continuous, collaborative learners who engage in reflective practice, demonstrate critical perspectives, and make informed and ethical decisions. They are informed advocates for sound educational practices and policies.

EDUC 6445: TEACHING AND LEARNING II - EXCEPTIONAL LEARNER

Learning to diagnose and resource individual and learning differences in the classroom are the foci of this course. Special attention is given to the psychosocial and educational needs of exceptional individuals. Candidates understand the development, implementation and assessment of IEPs as well as the legal parameters appropriate for each learner's educational needs. Activities related to teaching special needs students are embedded in field experiences.

EDUC 6459: ELEMENTARY STUDENT TEACHING & SEMINAR

Supervised student teaching experience in an elementary school. Half of the experience will be in a general education K-6 classroom and half will be spent in a special education setting. Admission to student teaching is required.

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 7114: INTRODUCTION TO TEACHING

This course offers two perspectives for the EEU program. The purpose of this course is to create

an awareness of the teaching profession by reflecting about oneself, students, schools and classrooms as the foundations for becoming an educator. The course will also provide procedures and requirements for becoming a professional educator in three ways: 1) concerns and realities of entering the teaching profession, 2) the significance and value of student diversity, and 3) complex social, cultural, and academic realities of the classroom and school. This course is also designed to examine the institutional development of public education in the United States with an interpretation of political, philosophical, and social forces influencing general, special and inclusive education development including legal rights of students relative to special education. The scope of this course is to study the philosophical, historical and foundational roles of schools, teachers and American society, and to explore American educational systems and focus on the conflict of values and critical changes experienced in education. Additionally, the philosophical forces, roles, ethical standards and professional guidelines in education will be addressed.

EDUC 7133: ETHICAL WORLDVIEWS FOR EDUCATORS
A worldview is a developed lens through which a person perceives the world in which they live. Ethical decisions are a part of the daily life of an educator. This course seeks to guide candidates through various ethical positions and worldviews that may affect the learning environment encountered in the 21st century classroom.

EDUC 7173: INTRODUCTION TO CHILDREN'S LITERATURE
This course introduces and explores all genres of children's literature. Teacher candidates will be reading, discussing, aesthetically responding to, and evaluating a wide array outstanding children's literature. It examines contemporary children's literature as well as literature of the past, literature from a variety of cultures within the United States as well as from the global communities. Candidates also consider methods of selecting and evaluating children's books in terms of readability, interest level, and cultural sensitivity, and explore artistic strategies that can be instrumental in bringing children and books together.

EDUC 7183: CLASSROOM MANAGEMENT
The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates knowledge and skill in the effective organization of physical space, the establishment of classroom rules and routines to manage student behavior, and the provision of an environment conducive to learning; the use of problem solving models, including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) framework; conducts Functional Behavioral Assessments (FBA), and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrates cultural sensitivity in the development and use of social skills curricula; and promotes the self-determination skills of learners. It is offered in an online format with periodic F2F meetings.

EDUC 7413: RESEARCH IN EDUCATION
The course Research Methods in Education is designed to orient Student Teachers to the concept and methods of research in education. In particular, the course focuses on action research, and it aims to equip Student Teachers with the necessary skills to plan and conduct action research in an educational setting. Action research is a form of research that can be used to improve professional practices in the classroom. It can help in both personal development and institutional improvement. This course will also help Student Teachers write research proposals and research reports and create presentations to discuss their work.

MATH 6403: MODERN MATH FOR THE ELEMENTARY TEACHER
This course covers topics of elementary mathematics to meet the needs of students preparing to teach in the elementary school, utilizing principles of universal design. Topics include sets, logic, systems of numeration, whole numbers, integers, rational numbers, real numbers, and informal geometry

MASTER OF EDUCATION/ MASTER OF SCIENCE

All of our Master's Degrees 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. All programs are approved by the Kansas Department of Education, the Council for the Accreditation of Educator Preparation (CAEP) and the Higher Learning Commission.

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 18-21 hours of degree or endorsement-specific coursework.
3) RESEARCH 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) 8 GB RAM
        Broadband Internet access Browser with Java enabled:
        Most current Firefox (recommended browser) PC Windows 10 Operating System (preferred)
        8 GB RAM
        Broadband Internet access Sound card and speakers
Most current Firefox (recommended browser)

Other requirements:
        • Adobe Acrobat Reader (free download)
        • Computers will need to have a microphone and speakers for synchronous learning
        • Taskstream Account
        • Latest version of Microsoft Office

Admission Requirements:
        • Bachelor's degree from a regionally accredited college or university
        • Minimum cumulative GPA of 3.0 or higher
        • Valid teaching license (preferred)

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

REQUIREMENTS FOR THE MASTERS DEGREE

For the M.S. in Educational Technology track, students complete four core courses and then an additional 21 hours in a desired emphasis area. All programs are approved by the Kansas

Department of Education, the Council for the Accreditation of Educator Preparation (CAEP) and the Higher Learning Commission.

EDUC 7133	Ethical World Views for Educators	3
EDUC 7093	Serving Through Servant Leadership	3
EDUC 7063	Action Research I	3
EDUC 7083	Action Research II	3
	Emphasis	21 hours
Total		33 hours

COURSE DESCRIPTIONS

EDUC 7133: ETHICAL WORLD VIEWS FOR EDUCATORS
A worldview is a developed lens through which a person perceives the world in which they live. Ethical decisions are a part of the daily life of an educator. This course seeks to guide candidates through various ethical positions and worldviews that may affect the learning environment encountered in the 21st century classroom.

EDUC 7063: ACTION RESEARCH I
The purpose of this course is to present the principles, historical, theory, rationale, and processes of the action research method. Aspects of this model are compared to traditional research methods. Graduate students learn that action research promotes professional practice. Through discussion and literature reviews, they determine an area of focus and prepare to conduct in-depth, specialized, classroom-based inquiry.

EDUC 7083: ACTION RESEARCH II
This purpose of this course is to facilitate professional growth through classroom-based action research. Course content covers methods of data analysis, interpretation of results, and promotes the benefits of sharing and reflection in learning communities. Graduate candidates learn how to represent their raw data, report the results, and develop action plans. They produce a professional report using APA style guidelines and the writing process approach. Action research projects are designed to showcase graduate students' professional dispositions and leadership skills.

EDUC 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.

MASTER OF SCIENCE IN
EDUCATIONAL TECHNOLOGY

The seven, three-hour courses are aligned with the International Society for Technology in Education's (ISTE) Technology Standards for Teachers (ISTE•T). The standards express the fundamental concepts and skills for teachers in the evolving field of educational technology, the necessary conditions for the appropriate use of technology in teacher education and K-12 schools, and the assessment tools for measuring technological competence. This program

prepares teachers to use technology to enhance student learning and to become active participants in professional development related to the use of technology in K-12 schools. Candidates will not only learn the latest technology and applications available but will develop an understanding of the use of social media as a collaborative tool for discussing and solving classroom issues related to Web 2.0 tools and other technology uses.

COURSE DESCRIPTIONS

EDUC 7103: INNOVATIVE LEARNING SEMINAR

This course is introductory to the MS in Educational Technology degree program which presents the International Society for Technology in Education Standards for Teachers (ISTE) as a framework for this degree program. It introduces candidates to the field of educational technology and academic writing. We will address ISTE Standard 4 for Teachers during this course. This Seminar course will introduce academic writing style and APA research paper format.

EDUC 7143: PRINCIPLES OF ONLINE DESIGN

This course prepares students for designing online courses that engage the learners. Students will learn how to create activities for student engagement, design pedagogically sound instruction, and think creatively about online learning. At the end of the course, students will have skills to be able to support and advise their own colleagues in online learning.

EDUC 7203: TECHNOLOGY FOR PRODUCTIVITY AND PROFESSIONAL PRACTICE

This course addresses productivity tools that teachers will use to increase efficiency in their classrooms and encourage professional development growth. These tools include, but are not limited to web tools, apps, and appropriate software. Candidates reflect on their own growth as teachers to use technology - enhanced instruction and collaborative learning. As part of their professional development, candidates will prepare a presentation of a project using a wiki.

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 to become 21st Century learners. Candidates develop skills to identify and integrate new technologies for their classrooms. They develop lesson plans using multiple strategies for locations and supporting their technology resources to meet the diverse and specialized needs of students. Candidates reflect and collaborate through blogging to further develop their understanding of weekly topics and share ideas on technology use in the classroom environment.

EDUC 7403: TEACHING AND LEARNING WITH TECHNOLOGY

This course assists candidates in understanding the role of educational technology in the teaching and learning process. To be relevant to students, teachers must embrace the potential of emerging technologies that rely on new professional development models and teacher leadership capabilities. The course utilizes case studies to track the most effective ways to incorporate a wide variety of digital tools including learning management systems, social media, digital storytelling, visual learning tools and collaboration/communication tools. Candidates investigate and learn about different kinds of hardware and software classroom configurations ranging from classrooms using one computer to Bring Your Own Device (BYOD) to 1:1 computers to cloud-based solutions. Tablet apps are fully integrated through all units with candidates producing multiple products that can be immediately applied within their own teaching context. Candidates will, through self-analysis and a guided-independent study, learn a professional development model where they define and map out professional learning needs and develop effective ways of blending the local (within their own school & district) learning

with the global environment (online communities of practice).

EDUC 7503: TECHNOLOGY-FACILITATED ASSESSMENT

This course assists candidates in understanding the role of educational technology in the teaching and learning process. To be relevant to students, teachers must embrace the potential of emerging technologies that rely on new professional development models and teacher leadership capabilities. The course utilizes case studies to track the most effective ways to incorporate a wide variety of digital tools including learning management systems, social media, digital storytelling, visual learning tools and collaboration/communication tools.

Candidates investigate and learn about different kinds of hardware and software classroom configurations ranging from classrooms using one computer to Bring Your Own Device (BYOD) to 1:1 computers to cloud-based solutions. Tablet apps are fully integrated through all units with candidates producing multiple products that can be immediately applied within their own teaching context. Candidates will, through self-analysis and a guided-independent study, learn a professional development model where they define and map out professional learning needs and develop effective ways of blending the local (within their own school & district) learning with the global environment (online communities of practice).

EDUC 7603: BLENDED LEARNING

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

KSDE APPROVED CERTIFICATION PROGRAMS
READING SPECIALIST EMPHASIS

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

Reading Content Courses (Completed with a 3.00 or above)

EDUC 7813 Theories of Reading	3
EDUC 7823 Emergent Literacy (PreK-2)	3
EDUC 7833 Advanced Study of Reading Methods (3-6)	3
EDUC 7873 Reading-Writing Connection	3
EDUC 7843 Content Area Reading (7-12)	3
EDUC 7803 Advanced Children's & Adolescent Literature	3
EDUC 7853 Corrective Reading	3
EDUC 7801 Diagnostic Literacy Practicum: Elementary Level	1
EDUC 7811 Diagnostic Literacy Practicum: Middle/Secondary Level	1

Core Learning Course

EDUC 7133 Ethical World Views for Educators	3
EDUC 7063 Action Research I	3
EDUC 7083 Action Research II	3
EDUC 7863 Servant Leadership in Literacy	3
Total	35 hours

REQUIREMENTS FOR THE M.ED. READING SPECIALIST

For the Reading Specialist track, students complete four core courses and then an additional 23.

Other requirements include:
- Teaching License
- 2 years teaching experience before Corrective Reading
- International Literacy Association (ILA) member
- Participate in MNU Literacy Institutes
- Passing score on Praxis II Reading Specialist Exam

COURSE DESCRIPTIONS

EDUC 7063: ACTION RESEARCH I
The purpose of this course is to present the principles, historical, theory, rationale, and processes of the action research method. Aspects of this model are compared to traditional research methods. Graduate students learn that action research promotes professional practice. Through discussion and literature reviews, they determine an area of focus and prepare to conduct in-depth, specialized, classroom-based inquiry.

EDUC 7083: ACTION RESEARCH II
This purpose of this course is to facilitate professional growth through classroom-based action research. Course content covers methods of data analysis, interpretation of results, and promotes the benefits of sharing and reflection in learning communities. Graduate candidates learn how to represent their raw data, report the results, and develop action plans. They produce a professional report using APA style guidelines and the writing process approach. Action research projects are designed to showcase graduate students' professional dispositions and leadership skills

EDUC 7133: ETHICAL WORLD VIEWS FOR EDUCATORS
A worldview is a developed lens through which a person perceives the world in which they live. Ethical decisions are a part of the daily life of an educator. This course seeks to guide candidates through various ethical positions and worldviews that may affect the learning environment encountered in the 21st century classroom.

EDUC 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 prerequisite 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-Requisite: EDUC 7853 Corrective Reading)

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 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 prerequisite 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-Requisite: EDUC 7853 Corrective Reading)

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. 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 2. 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.

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 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. (Prerequisites: All Reading Content courses; Concurrent enrollment with EDUC 7801 & 7811)

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 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.

READING SPECIALIST CERTIFICATION

Candidates who already have a master's degree may complete courses to qualify for the Kansas Reading Specialist License. For licensure only, students are required to complete three components of the program: coursework, two Literacy Perspectives Papers (LPP), and completion of PRAXIS II Reading Specialist Content Test. All courses are offered online.

Reading Specialist Certification Course

EDUC 7813 Theories of Reading	3
EDUC 7823 Emergent Literacy	3
EDUC 7873 Reading Writing Connections	3
EDUC 7843 Content Area Reading Strategies	3
EDUC 7853 Corrective Reading	3
EDUC 7801 Diagnostic Literacy Practicum – Elementary Level	1
EDUC 7811 Diagnostic Literacy Practicum – Middle/Secondary Level	1
EDUC 7863 Servant Leadership in Literacy	3
	20 hours

COURSE DESCRIPTIONS

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 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' 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 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 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 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 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.

UNDERGRADUATE & GRADUATE NURSING

- Accelerated Bachelor of Science in Nursing Program
- RN-BSN Program
- RN-MSN Program
- Master of Science in Nursing Program
  * MSN: Adult Gerontology Primary Care Nurse Practitioner
  * MSN: Healthcare Administration
  * MSN: Healthcare Quality Management
  * MSN: Nursing Education
- Post-Master's Certificate
  * Healthcare Administration
  * Nursing Education
  * Healthcare Quality Management

School of Nursing

Statement of Mission:

The mission of the School of Nursing (SON) is to educate and inspire servant leaders for ministry in professional nursing practice.

Professional Nursing Education (ABSN and RN-BSN)

Statement of Purpose:

The purpose of the Christian education offered by the professional and graduate Nursing programs is to:

1. prepare professional nurse generalists who are knowledgeable and skillful in the delivery of safe, competent, and creative nursing care;
2. integrate personal, empiric, aesthetic, and ethical ways of knowing (Carper, 1978) as a basis for promoting optimal health;
3. enhance spiritual sensitivity in personal growth and service to others;
4. develop life-long learners who strive for personal and professional growth as individuals who are responsible and accountable members of their profession and society.

Master of Science in Nursing Purpose and Goals:

The Master of Science in Nursing Program prepares nurse leaders for advanced roles in Adult Gerontology Primary Care Nurse Practitioner, Healthcare Administration, Healthcare Quality Management, and Nursing Education. MSN graduates guide, direct, and educate others on the provision of professional nursing care. These graduates evaluate education, administration, quality, and primary care 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

Nancy Damron, (2010 -) Professor, Interim Dean, School of Nursing
B.A., Secondary Education – Social Studies, MidAmerica Nazarene University; M.Ed., Education, MidAmerica Nazarene University; Ph.D., Curriculum and Instruction, University of Kansas

Crysti Danahy, (2017-) Associate Professor, Department Chair, Pre-Licensure Nursing Education
B.S., Biology, Missouri Southern State College; B.S.N., Research College of Nursing; M.S.N., Research College of Nursing; D.N.P., University of Missouri - Columbia.

Sarah M. Miller, (2013-) Associate Professor, Department Chair, Post-Licensure and Graduate Nursing Education
A.S., Kansas City Kansas Community College; B.S.N., MidAmerica Nazarene University; M.S.N., MidAmerica Nazarene University; Ed.D., Creighton University.

Amanda Addis, (2015-) Assistant Professor
A.D.N., Labette Community College; B.S.N., Pittsburg State University; M.S.N., University of Missouri – Kansas City.

Patricia E. Conejo, (2011-) Professor
A.S., Kansas City, Kansas Community College; B.S.N., University of Kansas; M.S., University of Kansas; Ph.D., University of Kansas.

Jennifer Ferguson, (2014-) Assistant Professor
B.S.N., Cox College of Nursing and Health Sciences; M.S.N., University of Missouri-Kansas City.

Susannah A. Hart, (2013-) Assistant Professor
   B.S.N., University of Kansas; M.S.N., MidAmerica Nazarene University.
Victoria Haynes, (2015-) Tenured Professor
   B.S.N., Avila University; M.S.N., Research College of Nursing; D.N.P., University of Missouri-Kansas City.
Ashley D. Hurt, (2019-) Assistant Professor
   B.S.N., Pittsburg State University; M.S.N., Pittsburg State University.
Susan G. Larson, (1989-) Tenured Professor
   B.S.N., MidAmerica Nazarene University; M.S., University of Kansas; Ph.D., University of Kansas.
Lauren A. Loyd, (2013-) Assistant Professor
   B.S.N., Carlow University; M.S.N., MidAmerica Nazarene University.
Joanne H. McDermott, (2012-) Professor
   B.S.N., State University of New York - Plattsburgh; M.A., New York University; Ph.D., University of Kansas.
Anne M. Mercer, (2016-) Assistant Professor
   B.S.N., Grandview College; M.S.N., University of Missouri- Kansas City.
Courtney E. Roseberry, (2020-) Assistant Professor
   B.S.N., M.S.N., Pittsburg State University.
Stacy D. Smith, (2019-) Assistant Professor
   B.S.N., MidAmerica Nazarene University; M.S.N., University of Central Missouri.
Gwenyth G. Wagner, (2019-) Associate Professor, Nurse Practitioner Program Coordinator
   B.S.N., McMaster University; M.S., D.N.P., University of Kansas.
Karen D. Wiegman, (2009-) Professor
   A.A.S., College of DuPage; B.S.N., University of Kansas; M.S., University of Kansas; Ph.D., University of Missouri - Kansas City.

Baccalaureate Program Outcomes

The baccalaureate nursing programs build upon the general education outcomes of the University to achieve their mission and purpose. Definitions of the outcomes as applied to the nursing programs are as follows:

New General Education Outcomes
1. Faith Integration – Using one's Christian faith to guide one's life and professional nursing practice.
2. Formational Thinking – Exercising intellectual curiosity, creative problem-solving, and precision of thinking by locating, analyzing, organizing, and applying knowledge for meaningful solutions for one's life and for professional nursing practice.
3. Discovering Creation – Learning and interpreting information from creation as a person and incorporating this information into one's personal life while engaging in professional nursing practice.
4. Communication & Self-Expression – Communicating effectively and engaging in therapeutic use of self when working with persons with diverse nursing care needs as a professional nurse.
5. Global Citizenship – Promote factors that create a culture of safety and caring for diverse populations.

General Education Outcomes

The outcomes of the undergraduate nursing programs are extensions of the outcomes of the general education core curriculum at MidAmerica. While the general education outcomes speak to the general, desired goals of the general education courses, the undergraduate nursing program outcomes speak to the specific desired goals of the baccalaureate nursing curriculum. In addition, both the general education and nursing outcomes are congruent with the AACN *Essentials* document.

Faith Integration – Using one's Christian faith to guide one's life and professional nursing practice.

Undergraduate Nursing Program Outcomes	AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008)
• Acknowledge and/or demonstrate an appreciation of the role of the Christian world view in promoting holistic health of self and others; • Support patients with differing moral-ethical and cultural values through mutual respect and shared decision-making; and, • Recognize and provide for the spiritual needs of patients, families, and interdisciplinary team members in a compassionate manner.	**The baccalaureate program prepares the graduate to:** • synthesize theories and concepts from liberal education to build an understanding of the human experience. • engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen. • demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system (p. 12, ¶ 3).

Formational Thinking – Exercising intellectual curiosity, creative problem-solving and precision of thinking by locating, analyzing, organizing, and applying knowledge for meaningful solutions for one's life and for professional nursing practice.

Undergraduate Nursing Program Outcomes	AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008)
• Identify credible, authoritative sources and cite relevant, essential information. • Integrate evidence-based practice with individual patient preferences, values to deliver safe and effective individualized care; • Monitor and evaluate the outcomes of care; • Identify necessary changes that will enhance the quality and safety of care; • Prioritize nursing care effectively using a flexible and adaptable approach; • Demonstrate a commitment to life-long learning and scholarship to heighten the quality of nursing practice; • Apply theoretical and scientific concepts to make clinical judgments and decisions.; and • Expand personal nursing knowledge and effectiveness by integrating nursing research and theory into clinical practice.	*The baccalaureate program prepares the graduate to:* • integrate knowledge, skills, and values from the arts and sciences to provide humanistic, safe quality care; to act as advocates for individuals, families, groups, communities, and/or populations; and to promote social justice (p. 12, ¶ 2). • integrate theories and concepts from liberal education into nursing practice. (p. 12, ¶ 1). • synthesize theories and concepts to build an understanding of human experience. • use skills of inquiry, analysis, and information literacy to address practice issues. • apply knowledge of social and cultural factors to the care of diverse populations. • integrate knowledge and methods of a variety of disciplines to inform decision making. • demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system. • value the ideal of lifelong learning to support excellence in nursing practice (p. 12, ¶ 3). • integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care (p. 16, ¶ 4). • explain the interrelationships among theory, practice, and research. • demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice. • participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes. • collaborate in the collection, documentation, and dissemination of evidence. • acquire an understanding of the process for how nursing and related healthcare quality and safety measures are developed, validated, and endorsed (p. 16, ¶ 4).

Discovering Creation – Learning and interpreting information from creation as a person and incorporating this information into one's personal life while engaging in professional nursing practice.

Undergraduate Nursing Program Outcomes	AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008)
• Support patients with differing moral-ethical and cultural values through mutual respect and shared decision-making; and, • Recognize and provide for the spiritual needs of patients, families, and interdisciplinary team members in a compassionate manner.	**The baccalaureate program prepares the graduate to:** • synthesize theories and concepts from liberal education to build an understanding of the human experience. • engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen. • demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system (p. 12, ¶ 3). • promote achievement of safe and quality outcomes of care for diverse populations (p. 14). • advocate for the protection of human subjects in the conduct of research (p. 16).

Communication & Self-Expression – Communicating effectively and engaging in therapeutic use of self when working with persons with diverse nursing care needs as a professional nurse

Undergraduate Nursing Program Outcomes	AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008)
• Collaborate effectively with members of the health care team to foster open communication, mutual respect, and shared decision-making to achieve quality patient care: • Utilize information technology to improve patient care outcomes and create a safe care environment; • Manage conflict and negotiate equitable solutions with others; and • Respect patients' rights to personal healthcare records while protecting confidentiality	**The baccalaureate program prepares the graduate to:** • use written, verbal, non-verbal, and emerging technology methods to communicate effectively. • demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system (p. 12, ¶ 3). • demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the interprofessional team (p. 14, ¶ 1). • use telecommunication technologies to assist in effective communication in a variety of healthcare settings (p. 18, ¶ 7). • recognize the role of information technology in improving patient care outcomes and creating a safe care environment (p. 19). • articulate, through a nursing perspective, issues concerning healthcare delivery to decisions makers within healthcare

	organizations and other policy arenas (p. 21).
	• use inter-and intra-professional communication and collaborative skills to deliver evidence-based, patient centered care (p. 22).
	• incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships (p. 22).
	• communicate to the healthcare team one's personal bias on difficult healthcare decisions that impacts one's ability to provide care (p. 28).

Global Citizenship – Promote factors that create a culture of safety and caring for diverse populations.

Undergraduate Nursing Program Outcomes	AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008)
• Exhibit personal responsibility for advancement of self as a professional nurse; and • Provide safe, effective, and holistic nursing care to developmentally and socio-culturally diverse populations. •	**The baccalaureate program prepares the graduate to:** • engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen. • demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system. • value the ideal of lifelong learning to support excellence in nursing practice (p. 12, ¶ 3). • promote factors that create a culture of safety and caring. • promote achievement of safe and quality outcomes of care for diverse populations (p. 14). • participate as a nursing professional in political processes and grassroots legislative efforts to influence healthcare policy. • advocate for consumers and the nursing profession (p. 21).

PROFESSIONAL NURSING PROGRAMS

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

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

The Accelerated RN-BSN Program is designed to integrate and build upon the nursing knowledge and experience of the Registered Nurse (RN). The curriculum provides educational experiences that enhance knowledge, increase competencies, and develop interpersonal interactions of the practicing RN. The Accelerated RN-BSN program offers both on-site and online course delivery options.

ACCELERATED BSN (ABSN) PROGRAM

The Accelerated BSN (ABSN) Program is designed for the adult student with previous college course work and/or with previous healthcare-related experiences, i.e., MICT and LPN. The ABSN curriculum provides educational experiences that enhance the knowledge, competencies, and professional behaviors of the adult learner. The program is organized into six distinct 7-week modules consisting of a total of 64-credit hours provided over a twelve-month period. Course work may be delivered onsite, online and/or hybrid instruction.

Students must complete all prerequisites prior to starting the program. All students must take all required nursing courses. The Biblical Perspectives course is considered a general education requirement and students may transfer previous coursework in Biblical studies if the course is approved by the Chair of the Christian Ministry and Formation Department. Upon successful program completion, students receive the Bachelor of Science in Nursing degree and are eligible to take the NCLEX-RN® examination.

ADMISSION TO THE ACCELERATED BSN NURSING PROGRAM

<u>**Admission requirements include**</u>:
- Eligible applicants for this program are those who:
    - have a BS or BA degree in another field from a regionally-accredited college or university, **OR**
    - are an LPN or MICT with 60 hours of college credit from a regionally-accredited college or university, **OR**
    - are HIGHLY motivated with at least 60 hours of credit from a regionally-accredited college or university.
    - have a program prerequisite GPA of at least 3.0 on a 4.0 grading scale, **AND**
    - have a cumulative undergraduate GPA* of at least 2.7 on a 4.0 grading scale.
    - submit **TEAS V computerized scholastic aptitude test** – a minimum adjusted **individual score of 68** must be achieved in a maximum of two attempts and test scores, must be sent to MNU's School of Professional and Graduate Studies by the agency.
- Students may qualify for expedited admission if they meet the following criteria:
    - A combined GPA score of 6.8 (Pre-req and Cum)
    - Pre-req courses may not be repeated
    - TEAS score >80% (may only be taken twice)
    - TEOFL (if needed)
    - Completed personal statement

- All prerequisite courses must be successfully completed prior to beginning the program and MNU must have final transcripts.
- English Language Requirements: All applicants to the MNU nursing major whose native language is not English must demonstrate an established level of English language proficiency through the TOEFL iBT exam. TOEFL (iBT) scores are required as follows:
  - 21 minimum on Reading, Listening and Writing sub-scores
  - 26 minimum on Speaking sub-score
- Functional Abilities: Nursing students at MNU must be able to think critically, interact with others, and perform skills essential to professional nursing practice. The Table of Functional Abilities identifies characteristics required of all persons seeking admission to, and desiring to progress in, the nursing program. If a student believes that he or she cannot meet one or more of the standards, faculty in the nursing program will determine whether a reasonable accommodation may be offered. The Nursing program reserves the right to deny program admission to any student who does not demonstrate competency, with or without reasonable accommodation, in these areas. In addition, any student who does not demonstrate continued competency in these areas may be dismissed from the program. The Table of Functional Abilities is available by request from the Pre-Licensure Nursing Department.
- No unsuccessful academic performance in another professional nursing program.
- This program has a highly competitive selection process with limited enrollment.

Application Process:
- Complete online application for MNU on the MNU website.
- Follow link from MNU application to apply to the program through NursingCAS.
- Submit the required application documents, NursingCAS application, and $45 application fee as directed through the NursingCAS website.
- Pay a $30 supplemental application fee to MNU.

Procedure to apply for admission to the Accelerated BSN program:
1. Application and acceptance to MidAmerica Nazarene University.
2. Completion of an application submitted through an online centralized admission service. Visit NursingCAS for the online application.
3. The online application process will include requests for:
   a. all official college/university transcripts. Note: foreign transcripts must be evaluated by an NACES agency before application deadline;
   b. two (2) professional references.
   c. personal statement (directions provided by NursingCAS).
4. Application deadline for spring start is January 31st and application deadline for fall start is July 31st.
5. A financial plan to pay for the program in place before courses start.

ABSN Program Prerequisites:
- 3 hrs. Human Growth and Development/Child Development
- 3 hrs. College Algebra, or higher level algebra course (or proficiency)
  *Proficiency examinations such as The College Level Examination Program (CLEP) may be used to receive credit.
- 3 hrs. Probability and Statistics
- 3 hrs. English Comp I: Writing and Rhetoric (or proficiency)
- 3 hrs. Public Speaking (will accept Interpersonal Communication)
- 8 hrs. Anatomy and Physiology (will consider 5 or 6 hour combined course in transfer, but highly recommend a supplemental physiology course as a science elective)
- 3 hrs. Human Nutrition - must be a science-based course (e.g. a biology or general science course). Other nutrition courses [health, PE] may/may not be accepted based on the course description and/or syllabus)
- 5-7 hrs. Health Science courses that relate to nursing. Recommended: physiology (if a

student has 5-6 hour combined course of A/P), chemistry, biology, genetics, microbiology, etc.) [Must have a minimum of 15 hours of science.]

CURRICULUM PLAN AND COURSE DESCRIPTIONS

Module	Course #	Course Title	Credit Hours	Class/ Lab Hours/ Week
		Module 1		
1	NURS 3011	Pathophysiology I	1.5	3
1	NURS 3703	Discipline & Practice of Professional Nursing	3	6
1	NURS 3183	Concepts of Nursing Care I	3	4+lab
1	NURS 3183	Concepts of Nursing Care I Lab		6
1	NURS 3402	Culture of Safety and Quality in Nursing Practice	2	4
1	NURS 3911	Pharmacotherapy I	1.5	3
		Module 2		
2	NURS 3012	Pathophysiology II	1.5	3
2	NURS 3602	Health Assessment for Nurses	2	3+lab
2	NURS 3602	Health Assessment for Nurses Lab		3
2	NURS 3902	Gerontological Nursing	2	4
2	NURS 3182	Concepts of Nursing Care II Lab/Clinical	2	12
2	NURS 3912	Pharmacotherapy II	1.5	3
		Module 3		
3	NURS 3502	Mental Health Nursing	2	4
3	NURS 3803	Biblical Perspectives	3	3
3	NURS 3068	Health Restoration I	8	8+clinical
3	NURS 3068	Health Restoration Clinical		16
		Module 4		
4	NURS 4313	Pediatric Nursing	3	4+clinical
4	NURS 4313	Pediatric Nursing Clinical		6
4	NURS 3178	Health Restoration II	8	8+clinical
4	NURS 3178	Health Restoration II Clinical		16
		Module 5		
5	NURS 4513	Population-Based Health Theory	3	4+clinical
5	NURS 4513	Population-Based Health Clinical		6
5	NURS 4113	Maternal & Women's Health Nursing	3	4+clinical
5	NURS 4113	Maternal & Women's Health Nursing Clinical		6
5	NURS 4213	Nursing Research and Evidence-Based Practice	3	6
5	NURS 4200	Senior Seminar I: Preparing for Professional Nursing Practice	.5	1
		Module 6		
6	NURS 4300	Senior Seminar II: Transition to Nursing Practice	.5	1
6	NURS 4304	Nursing Leadership & Professional Issues	4	8
6	NURS 4902	Acute Complex Nursing Care	2	4
6	NURS 4684	Nursing Internship (clinical course)	4	24

MODULE 1

NURS 3011: PATHOPHYSIOLOGY I
This is part one of a two-part course series designed to enhance student understanding of pathophysiological concepts and processes, as well as selected diseases. A systems approach is used to explore the pathophysiology, etiologies, risk factors, clinical presentation, and diagnostics of selected diseases. Basic prevention and/or treatment measures are also considered.

NURS 3183: CONCEPTS OF NURSING CARE I
A study of evidence-based practice regarding fundamental nursing interventions and the professional nursing role. The knowledge, skills, and attitudes that are necessary to perform procedures and assess healthcare outcomes related to therapeutic interventions are presented and student understanding is verified through testing and return-demonstrations. Special emphasis is given to the delivery of "relationship-centered care" within a holistic framework as it applies to proficient nursing knowledge and psychomotor skills. Competency with drug calculation and safe medication administration are also required proficiencies. Learning experiences occur through lecture/discussion, assignments (including online learning), and the simulated laboratory setting.

NURS 3402: CULTURE OF SAFETY AND QUALITY IN NURSING PRACTICE
Offers advanced study in the area of patient safety and quality. The importance of human interaction as the foundation of any therapeutic or healing activity is explored. Emphasized is the model of "just culture" as a conceptual framework that leads to improvement of patient safety outcomes through managing human behavior and system design. "Quality & Safety Education for Nurses" (QSEN) and the "Institute of Medicine" (IOM) reports are utilized. The application of informatics is explored as an avenue to enhance healthcare outcomes.

NURS 3703: DISCIPLINE AND PRACTICE OF PROFESSIONAL NURSING
Designed to provide insight into the vocation of professional nursing, as viewed through the paradigm of the program outcomes of the Department of Pre-licensure Nursing Education, including: aesthetic literacy, critical thinking, effective communication, scientific literacy, self-understanding, social responsibility, and spiritual development. "Relationship-centered care" is introduced as an essential requisite of professional nursing, as well as the inherent values of altruism, autonomy, human dignity, integrity, and social justice.

NURS 3911: PHARMACOTHERAPY I
This is part one of a two-part course series designed to introduce the clinical application of pharmacotherapy regarding health and illness. A systems approach is used to evaluate various drug classifications. The student is expected to assess, process, and apply drug-related information, including: generic/trade names and clinical uses, basic mechanisms of action(s), side effects, contraindications, interactions, parameters for safe administration, evaluation of drug effectiveness, and adverse/toxic effects.

MODULE 2

NURS 3012: PATHOPHYSIOLOGY II
This is part two of a two-part course series designed to further enhance student understanding of pathophysiological concepts and purposes, as well as selected diseases. A systems approach is used to explore the pathophysiology, etiologies, risk factors, clinical presentation, and diagnostics of selected diseases. Basic prevention and/or treatment measures are also considered.

NURS 3182: CONCEPTS OF NURSING CARE II
Designed to demonstrate knowledge and skills related to professional nursing practice, including: nursing process, informatics, patient-care technologies, therapeutic interventions,

and holistic assessment. Clinical experiences expose students to a range of technologies that facilitate health -promotion, -maintenance, and -restoration, including patient monitoring systems, medication administration systems, and other technologies to support patient care. Students gather and document care data as a foundation for decision making for the healthcare team. The overarching goal for this course is the delivery of safe and effective "relationship-centered care" to a diverse patient population. Learning experiences occur in the simulated laboratory setting as well as clinical healthcare facilities.

NURS 3602: HEALTH ASSESSMENT

Provides an opportunity for students to develop competence in comprehensive health assessment as viewed through the lens of "relationship-centered care". Students develop the necessary knowledge, skills, and attitudes regarding history-taking and holistic assessment, including assessment in the following domains: physical, role, development, psycho-social, spiritual, and risk, i.e. genetics, environment, nutrition, exercise, stress, economics, and abuse. Learning experiences occur in the simulated laboratory setting as well as clinical healthcare facilities.

NURS 3902: GERONTOLOGICAL NURSING

Evidence-based practice and "relationship-centered care" of older adults are the focus of this course. Major course concepts include: demographics of the aging population; common physiological, psychological, sociological, and spiritual issues affecting the health of older adults; health -promotion, -maintenance, -restoration concepts and interventions; options in the continuum of care; and death as a final developmental process.

NURS 3912: PHARMACOTHERAPY II

This is part two of a two-part course series designed to build upon the clinical application of pharmacotherapy regarding health and illness. A systems approach is used to evaluate various drug classifications. The student is expected to assess, process, and apply drug-related information, including: generic/trade names and clinical uses, basic mechanisms of action(s), side effects, contraindications, interactions, parameters for safe administration, evaluation of drug effectiveness, and adverse/toxic effects.

MODULE 3

NURS 3068: HEALTH RESTORATION I

Part one of a two-part course series focusing on "relationship-centered care" of adults experiencing acute illness, exacerbation of a chronic condition, and/or surgery. A systems approach is used and the role of the medical-surgical nurse in caring for patients with various diseases is presented. Course content emphasizes the development of knowledge and skills for patient problems related to: the perioperative experience, fluid and electrolyte imbalance, inflammation & immune dysfunction (including cancer), the respiratory, gastrointestinal and musculoskeletal systems, as well as concepts related to emergency nursing and mass casualty principles. In addition to caring for the physical needs of the patient, students are encouraged to consider the patient's spiritual, emotional, and learning needs. Students continue to develop testing skills based upon the structure and format of the most recently published NCLEX-RN® test plan. Clinical learning experiences occur in the acute-care clinical setting.

NURS 3502: MENTAL HEALTH NURSING

A study of evidence-based practice and nursing care of patients with mental illness. Developmental, sociocultural, psychological, and situational aspects of life that impact the mental health of individuals, families, and communities are explored. Special emphasis is given to the delivery of "relationship-centered care" within a holistic framework as it applies to mental health -promotion, -maintenance, and -restoration. Principles of communication as an intervention to develop therapeutic relationships are emphasized.

NURS 3803: BIBLICAL PERSPECTIVES

Reflects MidAmerica Nazarene University's commitment, as a Christian liberal arts university, to nurturing an appreciation for the rich resources of the Scriptures. Cultural, societal, and Biblical themes are explored through the study of the literature and history of the Bible. Students study the development of five major themes throughout the Bible and examine Biblical concepts as they relate to current professional issues and the integration of faith, learning, and living.

MODULE 4

NURS 3178: HEALTH RESTORATION II

Part two of a two-part course series, building upon knowledge gained in NURS 3068 Health Restoration I. Focuses on "relationship-centered care" of adults experiencing acute illness, exacerbation of a chronic condition, and/or surgery. A systems approach is used and the role of the medical-surgical nurse in caring for adults with various diseases is presented. Emphasis focuses on the development of knowledge and skills for patient problems related to the following systems: cardiovascular, hematologic, endocrine, genitourinary, and integumentary. In addition to caring for the physical needs of the patient, students are encouraged to consider the patient's spiritual, emotional, and learning needs. Students continue to develop testing skills based upon the structure and format of the most recently published NCLEX-RN® test plan. Builds upon knowledge gained in previous and concurrent courses to provide a comprehensive and overall understanding of how to care for adults in the acute-care clinical setting.

NURS 4313: PEDIATRIC NURSING

A study of evidence-based nursing care of children and their families. Special emphasis is given to the delivery of "relationship-centered care" within a holistic framework as it applies to health promotion, maintenance, and restoration. Cultural values and health needs specific to the pediatric patient are explored. Hospital and community-based settings provide theory to practice application. Simulation may be used adjunctively to enhance student's clinical learning experience.

MODULE 5

NURS 4113: MATERNAL AND WOMEN'S HEALTH NURSING

A study of evidence-based practice and nursing care of childbearing families, and women. Special emphasis is given to the delivery of "relationship-centered care" within a holistic framework as it applies to health -promotion, -maintenance, and -restoration of child-bearing families' and women. Cultural values and women's health needs specific to the lifespan are presented. Hospital and community-based settings provide theory to practice application. Simulation may be used adjunctively to enhance student's clinical learning experience.

NURS 4200: SENIOR SEMINAR I: PREPARING FOR PROFESSIONAL NURSING PRACTICE

This is part one of a two-part course series designed to prepare senior nursing students for the challenges of becoming a professional nurse. Students will prepare a high-quality nursing resume suitable for employment applications. Additionally, students will participate in mock interviews and receive feedback from qualified interviewers in preparation for interviews with potential employers. Students will begin to understand the process of NCLEX-RN® examination and state licensure.

NURS 4213: NURSING RESEARCH & EVIDENCE-BASED PRACTICE

Designed to develop students' knowledge of scholarship through the research process and the role of theory & evidence to inform nursing practice (and practice to theory, etc.); to develop skills to become astute consumers of nursing research; and to apply knowledge of the research process in nursing practice. Students are introduced to computer applications that facilitate the research process such as in literature reviews and data analysis. Ethical and legal precepts that

guide research in the protection of patient rights are emphasized. The student identifies standards of practice that impact patient outcomes. Additionally, students acquire an understanding of the process for how nursing and related healthcare quality and safety measures are developed, validated, and endorsed.

NURS 4513: POPULATION-BASED HEALTH

A study of evidence-based practice and nursing care of populations. Special emphasis is given to the delivery of "relationship-centered care" within a holistic framework as it applies to health -promotion, -maintenance, and -restoration of complex systems and aggregates in the community, state, nation, and world. Included are concepts of epidemiology, health promotion (primary, secondary, and tertiary levels), disease prevention, health policy, healthcare delivery systems, and the Healthy People Initiatives. Selected environmental components affecting community health to be explored include historical, political, economic, social, and cultural influences. The role of the healthcare provider in advocating for healthy communities is presented. Factors influencing access to care, as well the provision of care for chronically ill populations in integrated healthcare delivery systems consisting of ambulatory-and non-acute-care-based agencies, will be explored. Community-based settings, non-acute- care agencies, and/or ambulatory clinics provide theory to practice application. Simulation may be used adjunctively to enhance students' clinical learning experiences.

MODULE 6

NURS 4300: SENIOR SEMINAR II: TRANSISTION TO NURSING PRACTICE

This is part two of a two-part course series designed to prepare senior nursing students for the challenges of transition from pre-licensure nursing education to the practice of professional nursing. Students will gain understanding of their relationship with the State Board of Nursing and professional licensure requirements. Additionally, students will be challenged to prepare for the NCLEX-RN® examination with a content review based on the current NCLEX-RN® Test Plan. Classroom and/or online activities to develop critical thinking and successful test-taking skills will be presented.

NURS 4304: NURSING LEADERSHIP & PROFESSIONAL ISSUES

As viewed through the lens of "relationship-centered care", emphasizes the role of the professional nurse in creating a culture of advocacy, safety and quality through team performance. Also strives to develop student knowledge, skills and attitudes as leaders, designers/managers/coordinators of care and as members of the nursing profession. With knowledge of healthcare policy, finance, and regulatory environments, students are encouraged to envision and shape a preferred future for the nursing profession and healthcare in general.

NURS 4684: NURSING INTERNSHIP

This course uses a preceptor model of learning to provide students with an opportunity to synthesize and integrate all previous learning experiences. The ultimate goal of this course is for students to acclimate and transition to the professional role of a registered nurse. The setting of this course occurs in a clinical setting where students work with an assigned preceptor to deliver professional nursing care.

NURS 4902: ACUTE-COMPLEX NURSING CARE

A study of evidence-based practice and "relationship-centered care" of patients who are at high risk for actual or potential life-threatening health problems. Students apply knowledge of systems, dysfunction, pathophysiology, diagnostic data, pharmacology, and treatment protocols in the process of providing, analyzing, and evaluating care processes of the acute-complex and/or critically ill patient.

Additional Information:
- No grade lower than a C is acceptable in any of the prerequisite courses, and students with higher grades in the sciences will be better positioned for acceptance.
- All of the prerequisite courses do not have to be completed before program application; however, they must be completed, and official transcripts received by MNU's Registrar before the respective start dates of the ABSN program.
- Students with a previous bachelor degree from an accredited college/university are considered to have met additional MidAmerica Nazarene University general core requirements. Students without a previous bachelor degree may also need to complete other courses (to satisfy general education requirements) before starting the ABSN program.

Other requirements prior to beginning clinical courses (Module 2):
1. Health/hospitalization insurance
2. Documentation of immunization records.
3. Certified background checks.
4. Current Basic Life Support (BLS) for Healthcare Professional Certification from the American Heart Association.
5. Criminal background certification check. If a student does not pass the criminal background check, he/she may not be allowed access to clinical agencies. In this case, a student would not be able to meet course requirements, resulting in a failing grade for the course.
6. Negative urine drug screen.

RETENTION IN THE ACCELERATED BSN PROGRAM
Following completion of each nursing course, students are evaluated by nursing faculty in terms of both scholastic and clinical nursing performance.

1. The SON requires the attainment of an overall course grade of C (73%) or higher in all courses of the major with prefix NURS. A grade of less than C (73%) is considered a failing grade for any NURS course. Any lab or clinical portion of a course must receive a PASS to be successful. A FAIL will be transcribed as an F.
2. In addition, the SON requires the attainment of a grade of C (73%) or higher on the testing portion of the course grade for all nursing courses that include exams. The exam average will be calculated in one of two ways: (1) as an overall test average, or (2) a weighted test average, as determined by individual faculty and described in each course syllabus. The lower of (a) the overall course grade or, (b) the testing portion of the grade, or (c) the Pass/Fail portion of the course, will stand as the grade for the course.
3. Failure to meet the above requirements will result in failure of the course. Any course failure in the Accelerated BSN program will result in the immediate dismissal from the program. Students who are dismissed from the ASBN program may apply for acceptance into the Traditional BSN (TBSN) program according to the program application process. Prior acceptance into the ABSN program is not a guarantee of acceptance into the Traditional BSN program.

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

INFORMATION RELATED TO LICENSURE AND NCLEX-RN® EXAMINATION

Graduation from the Accelerated BSN program prepares individuals to take the NCLEX- RN® (RN licensure exam). Students taking the examination in Kansas will be notified about application procedures. Some states require additional or different courses than are required in Kansas, and it is the student's responsibility to assure the courses taken fulfill the requirements of the state in which licensure is desired. Additionally, students taking the NCLEX- RN® examination in other states must assume individual responsibility for contacting the appropriate state board of nursing for licensure application requirements and procedures.

Since individual state boards of nursing have different regulations, it is the student's responsibility to make sure he/she has met all eligibility requirements. For example, individuals who have been convicted of a felony or certain misdemeanors may or may not be eligible for RN licensure in a given state. Other reasons why a license to practice as an RN may be denied, revoked, limited, or suspended in the state of Kansas are also listed in the Kansas Nurse Practice Act. The entire Kansas Nurse Practice Act may be accessed at ksbn.kansas.gov/npa.

ACCELERATED RN-BSN PROGRAM

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

The nursing curriculum for the Accelerated RN-BSN Program includes similar General Education requirements as the traditional BSN program. The number of hours required varies depending on the number of hours transferred or the credits achieved through examination and/or validation of life-learning experiences. See admission criteria for a list of requirements. Flexibility in the sequence of courses is allowed.

ADMISSION TO THE ACCELERATED RN-BSN PROGRAM

Criteria for Admission Eligibility to the Accelerated RN-BSN Program
1. Acceptance to MidAmerica Nazarene University.
2. Official transcripts from all institutions previously attended.
3. An Associate of Applied Sciences, Associate of Science, Diploma in Nursing OR minimum number of transferable college credits which meet program specific requirements.
4. Transcripts must document a minimum cumulative grade point average (GPA) of 2.5 on a 0-4 scale, calculated on the courses required for the nursing major from the associate degree, or diploma, nursing program.
5. Active, unencumbered RN license in the United States.
6. Credits may be accepted in transfer from Regionally Accredited colleges and universities.

Application Process:
*   Complete online application.
*   Submit official transcripts from all colleges and universities attended.

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

RN-BSN CURRICULUM REQUIREMENTS

Nursing Outcomes	RN-BSN Requirement
Faith Integration (3 hours)	• Biblical Perspectives (3)
Formational Thinking (12 hours)	• Intermediate (or higher) Algebra (3) • Probability and Statistics (3) • Ethics in Healthcare (3) • Pathophysiology (3)
Discovering Creation (18 hours)	• Anatomy & Physiology (5) • Nutrition (3) • 4 more hours: • Microbiology • Genetics • Chemistry • Lifespan Dev. I or Human Dev. (3) • 3 more hours: • Psychology • Behavioral Science
Communication & Self-Expression (9 hours)	• English Comp I (3) • Research Writing in Healthcare or English Comp II (3) • Effective Communication in Healthcare or Public Speaking or Interpersonal Communication (3)
Global Citizenship (6 hours)	• Healthcare Economics (3) • 3 more hours: • History • Social Science
**Total RN-BSN Requirement (Listed Above) = 48**
**Total Other Hours = 43** Includes past transferred nursing courses
	RN-BSN Nursing Courses = 29 hours • Transition to Baccalaureate Nursing Practice (2) • Pharmacology*(3) • Nursing Theories and Concepts*(3) • Holistic Nursing*(3) • Community Health Nursing*(3) • Role Development*(3) • Health Assessment for Nurses*(3) • Nursing Research*(3) • Quality and Safety in Nursing*(3) • Future of Nursing (3)
**Total Hours Required for RN-BSN Program = 120** ***Indicates courses with a clinical component**

COURSE DESCRIPTIONS

NURS 2113: EFFECTIVE COMMUNICATION IN HEALTHCARE

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

NURS 2213: RESEARCH WRITING IN HEALTHCARE

Prepares healthcare professionals to write effectively as a method to communicate to the public and to other professionals in an accurate and scholarly way. Writing in this way can be counterintuitive to routine patient documentation, but serves a different purpose.

Research writing is the ability to write at a level appropriate for the audience, to communicate succinctly and clearly, to communicate in an organized and logical manner, and includes scientific accuracy and detail attention. Writing in this course will adhere to American Psychological Association Style.

NURS 3103: PHARMACOLOGY

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

NURS 3112: TRANSITION TO BACCALAURETTE NURSING PRACTICE

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

NURS 3203: NURSING THEORIES AND CONCEPTS

Explores the nursing theory, research, practice connection. Examines the concepts of professional nursing by integrating the five general education outcomes of the University as defined by the School of Nursing. These outcomes are faith integration, formational thinking, discovering creation, communication and self-expression, and global citizenship. A variety of experiences help students understand how these concepts and outcomes are integral to the baccalaureate level of nursing practice.

NURS 3303: PATHOPHYSIOLOGY

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

NURS 3403: HOLISTIC NURSING

Provides a foundation of holistic nursing knowledge, understanding and insight to promote patient- and family-centered holistic care. Explores methods to support self and patients through the holistic caring process with particular attention to wellness, varying cultural values, and spiritual needs.

NURS 3503: PROBABILITY AND STATISTICS

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

NURS 3803: BIBLICAL PERSPECTIVES

Reflects MidAmerica Nazarene University's commitment, as a Christian liberal arts

university, to appreciate the rich resources of the Scriptures. Five major biblical themes are explored to promote the integration of faith, learning, and living.

NURS 4193: COMMUNITY HEALTH NURSING

Incorporates community health nursing as an aspect of nursing care across the lifespan. Knowledge and skills are developed to help assist individuals, families, and communities make responsible decisions that promote optimal physical, psychosocial, cultural, and spiritual wellness. Community care in underdeveloped countries is examined.

NURS 4203: HEALTHCARE ECONOMICS

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

NURS 4293: ROLE DEVELOPMENT

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

NURS 4303: ETHICAL ISSUES IN HEALTHCARE

Explores the theories, models, and principles that serve as guides for ethically sound decision- making and behavior of the professional nurse. Discusses the role of values, belief systems, and moral awareness in bioethical decision-making.

NURS 4603: HEALTH ASSESSMENT FOR NURSES

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

NURS 4703: NURSING RESEARCH

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

NURS 4913: QUALITY AND SAFETY IN NURSING

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

NURS 4933: FUTURE OF NURSING

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

PROGRESSION, RETENTION, AND DISMISSAL POLICIES
Academic Progression and Remediation in the RN-BSN Major

1. Students must comply with all rules and regulations of the RN-BSN Program as outlined in the MidAmerica Nazarene University *RN-BSN Student Handbook* and the MidAmerica Nazarene University Professional and Graduate Catalog.
2. Students must complete the RN-BSN Program within five years, from the start of the first course to the end of the last course.
3. Students must complete each required MNU course with a grade of C- (70%) or better.
   a. In the event that a grade of C- (70%) or better is not achieved, the course must be repeated at the full tuition price.
   b. A maximum of two RN-BSN courses may be repeated at MNU.
   c. A student may repeat an RN-BSN course a maximum of one time. (If a student receives a third grade of less than C- (70%) the student will be dismissed from the RN-BSN program.)

PRIOR LEARNING ASSESSMENT FOR ALL PROFESSIONAL NURSING STUDENTS

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

CREDIT BY EXAMINATION (Limited to 34 hours) CLEP and Proficiency Examinations:
Information concerning which CLEP exams and/or proficiency exams may be used to meet General Core requirements is in the CLEP section of this Catalog.

Nursing Challenge Exams:
RN-BSN students may obtain credit by validation (via a challenge exam) for Pharmacology. Successful completion of an exam will result in placement of the appropriate credit hours on the transcript, after payment of a "Credit by Examination" fee has been paid. (Note: Credit by Examination for Pharmacology may not transfer to another institution). If the student is unsuccessful in passing the challenge the first time, a second attempt is provided. If the second attempt is unsuccessful, the student is required to take the course.

All challenges to the Pharmacology course should be completed prior to the semester and/or module where the course would normally be taken so that the student may enroll for the course, if necessary. Students should contact a nursing faculty advisor for information about fees and arrangements for taking challenge exams.

CREDIT BY VALIDATION

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

NURS 3183: CONCEPTS OF NURSING CARE I
LPN students will be awarded credit by validation for this course. Successful completion of the NCLEX-PN® exam demonstrates proficiency of this content.

RN - BSN Students

RN-BSN students have the opportunity to document prior learning and to receive a maximum of 34 credit hours as Advanced Standing Credit. Advanced Standing Credit includes Proficiency Examinations (e.g. DANTES, CLEP), Department-Specific Exams (i.e. the Pharmacology challenge exam), Prior Learning Assessment (credit for specific courses may be awarded to the student, e.g. Anatomy and Physiology and Human Growth and Development, because the R.N. has demonstrated competence by successful NCLEX-RN® completion), and for Prior Learning Experience (which is granted as nursing credit hours). Some Prior Learning Assessment credit has an associated fee. Prior Learning Assessment credit might not transfer to another university.

CLINICAL AFFILIATIONS

The School of Nursing has contractual agreements with numerous hospitals and healthcare agencies for the provision of clinical learning opportunities for nursing students. These agencies are located in the greater KC metropolitan area (~100-mile radius of the MNU campus). Students involved in direct patient care learning experiences will be under the supervision of MNU nursing faculty. Accelerated nursing students can expect to spend approximately two to three days per week in various clinical learning experiences, usually off campus. Examples of clinical affiliations include:

Advent Health (Shawnee Mission Medical Center), Shawnee Mission, KS
Ascend Hospice, Lee's Summit, MO
Blue Valley Unified School District, Overland Park, KS
Cass Regional Medical Center, Harrisonville, MO
Centerpoint Medical Center, Independence, MO
Children's Mercy Hospital, Kansas City, MO
Children's Mercy Hospital - South, Overland Park, KS
City Union Mission, Kansas City, MO
Cristo Rey School, Kansas City, MO
Delmar Gardens of Overland Park, Overland Park, KS
DeSoto School District USD232, DeSoto, KS
Good Samaritan Center, Overland Park, KS
Grace Hospice, Kansas City, MO
Healthcare Resort, Kansas City, KS
Healthcare Resort, Leawood, KS
Healthcare Resort, Meriam, KS
Interim Healthcare Hospice and Palliative Care, Overland Park, KS
Kansas City Hospice & Palliative Care, Kansas City, KS
Kansas City Rescue Mission, Kansas City, MO
Kansas City VA Medical Center, Kansas City, MO
Lakeview Village, Inc., Lenexa, KS
Lawrence Memorial Hospital, Lawrence, KS
Menorah Medical Center, OverlandPark, KS
Miami County Medical Center, Paola,KS
MidAmerica Rehabilitation Hospital, Overland Park, KS
Missouri Caris Healthcare, LLC, Independence, MO
New Birth, Overland Park, KS
North KC Hospital, North Kansas City, MO
Olathe Medical Center, Olathe, KS
Olathe Unified School District 233, Olathe, KS
Overland Park Regional Medical Center, Overland Park, KS
Prince of Peace Catholic School, Olathe, KS
Saint Luke's South Medical Center, Overland Park, KS
Saint Luke's Plaza, Kansas City, MO
Saint Mary's Medical Center, Blue Springs, MO
Salvation Army, Kansas City, MO
Santa Marta Senior Living Community, Olathe, KS
Shawnee Mission School District, Shawnee, KS
St. Joseph Health Center, Kansas City, MO
The University of Kansas Health System, Kansas City, KS
Truman Medical Center, Kansas City, MO
Villa St. Francis, Olathe, KS

Master of Science in Nursing Program

The Master of Science in Nursing (MSN) Program offers tracks in: Adult Gerontology Primary Care Nurse Practitioner, Healthcare Administration, Healthcare Quality Management and Nursing Education.

Objectives:

The MSN program at MidAmerica Nazarene University prepares nurse leaders for advanced roles in Adult Gerontology as a Primary Care Nurse Practitioner, Healthcare Administration, Healthcare Quality Management and Nursing Education. Students complete core direct care core, and functional content area courses. A total of 39 hours for Healthcare Administration and Quality Management, 43 hours for Nursing Education, and 48 hours for Adult Gerontology Primary Care Nurse Practitioner is required to complete the degree program. The professors all have practical experience and significant academic achievement. The MSN program at MNU is available online.

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

Adult Gerontology Primary Care Nurse Practitioner prepares advanced practice registered nurses to assess patients, make appropriate diagnoses, and collaborate with patients to create a plan of care for patients 13 years of age and older. Upon graduation, AGPCNP students will be academically prepared to take the A-GNP certification exam.

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.

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

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.

EDUCATION OUTCOMES:
The graduate nursing program builds upon the baccalaureate outcomes of the University to achieve their mission and purpose. Definitions of the outcomes as applied to the graduate nursing program are as follows:

The outcomes of the MSN program build upon the outcomes of the baccalaureate nursing program at MidAmerica.

Faith Integration – Students gain knowledge through Scripture, tradition, reason, and experience, in order to know the triune God—Father, Son, Spirit—and deepen their faith journey.

MSN Nursing Program Outcomes	The Essentials of Master's Education in Nursing (AACN, 2011)
Faith integration: Uses one's faith to guide advanced professional nursing practice. • Integrates a holistic approach to the provision of care for self and others. • Demonstrates respect for others with different moral, ethical, and/or culture values and empowers them to be a part of the shared decision-making process. • Provides leadership within the interdisciplinary team to design health promotion activities which incorporate care for the whole person.	The master's degree program prepares the graduate to: • Essential VIII: Clinical Prevention and Population Health for Improving Healthcare, #3: Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregate/clinical populations (AACN, 2011, p. 25). • Essential IX: Master's-Level Nursing Practice, #13: Establish therapeutic relationships to negotiate patient-centered, culturally appropriate, evidence-based goals and modalities of care (AACN, 2011, p. 28). • Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes, #3: Employ collaborative strategies in the design, coordination, and evaluation of patient-centered care; #6: Functions as an effective group leader or member based on an in-depth understanding of team dynamics and group processes (AACN, 2011, p. 23).

Formational Thinking – Students exercise intellectual curiosity, creative problem- solving, and precision of thinking by locating, analyzing, organizing, and applying knowledge for meaningful solutions.

MSN Nursing Program Outcomes	The Essentials of Master's Education in Nursing (AACN, 2011)
Formational Thinking: Exercises intellectual curiosity, creative problem solving, and reasoned thinking by locating, analyzing, organizing, and applying knowledge for improving outcomes of professional nursing practice. • Integrates findings from the sciences and the humanities, biopsychosocial fields, genetics, public health, quality improvement, health economics, translational science, and organizational sciences for the continual improvement of patient outcomes in all care delivery venues. • Applies a variety of theories and frameworks, including nursing and ethical theories, in the analysis of clinical problems, illness prevention, and health promotion strategies. • Engages in ethical translation of current evidence into practice, identifying gaps where evidence is lacking. • Applies research outcomes within the practice setting, resolving practice problems (individually or as a member of the healthcare team), and disseminates results both within the setting and in wider venues in order to advance clinical practice.	The master's-degree program prepares the graduate to: • Essential IV: Translating and Integrating Scholarship into Practice, #1: Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve practice and associated health outcomes for patient aggregates (AACN, 2011, p. 16) • Essential IV: Translating and Integrating Scholarship into Practice, #2: Advocate for the ethical conduct of research and translational scholarship (with particular attention to the protection of the patient as a research participant) (AACN, 2011, p. 16). • Essential IV: Translating and Integrating Scholarship into Practice, #3: Articulate to a variety of audiences the evidence base for practice decisions, including the credibility of sources of information and the relevance to the practice problem confronted (AACN, 2011, p. 16). • Essential IV: Translating and Integrating Scholarship into Practice, #4: Participate, leading when appropriate, in collaborative teams to improve care outcomes and support policy changes through knowledge generation, knowledge dissemination, and planning and evaluating knowledge implementation (AACN, 2011, p. 16). • Essential IV: Translating and Integrating Scholarship into Practice, #5: Apply practice guidelines to improve practice and the care environment (AACN, 2011, p. 16). • Essential IV: Translating and Integrating Scholarship into Practice, #6: Perform rigorous critique of evidence derived from databases to generate meaningful evidence for nursing practice (AACN, 2011, p. 16).

Discovering Creation – Students learn and interpret information from creation, both as one who is created and one capable of creatively engaging their world.

MSN Nursing Program Outcomes	The Essentials of Master's Education in Nursing (AACN, 2011)
Discovering Creation: Learning and interpreting information from creation as a person and incorporating this information into one's personal life while engaging in advanced professional nursing practice. • Provide advanced nursing care that regards others' ethnic, cultural, spiritual, and social backgrounds. • Demonstrate a commitment to life-long learning and continual self-assessment for self and others.	The master's-degree program prepares the graduate to: • Essential I: Background for Practice from Sciences and Humanities, #1: Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations (AACN, 2011, p. 10). • Essential I: Background for Practice from Sciences and Humanities, #5: Synthesize evidence for practice to determine appropriate application of interventions across diverse populations (AACN, 2011, p. 10). • Essential V: Informatics and Healthcare Technologies, #6: Use current and emerging technologies in the care environment to support lifelong learning for self and others (AACN, 2011, p. 19).

Communication & Self-Expression – Students integrate knowledge, creativity, and ethical practice by understanding, producing, and evaluating messages in and for multiple contexts.

MSN Nursing Program Outcomes	The Essentials of Master's Education in Nursing (AACN, 2011)
Communication & Self-Expression: Through professional, creative, and ethical self comportment, communicates effectively to lead change to improve quality outcomes across diverse settings and healthcare populations (i.e. individuals, families, populations, and organizations). • Apply principles of organizational leadership, including a deep understanding of complexity theory and systems thinking, to promote high quality and safe patient care in diverse settings with a multitude of patient populations. • Practice in an independent and collaborative manner with an interdisciplinary team to provide direct and indirect care services to a variety of healthcare environments. • Demonstrate effective use of information management/ systems/technologies to improve innovative and quality outcomes	The master's degree nursing program prepares the graduate to: • Essential I: Background for Practice from Science and Humanities, #6: Use quality processes and improvement science to evaluate care and ensure patient safety for individuals and communities (AACN, 2011, p. 10). • Essential I: Background for Practice from Science and Humanities, #7: Integrate organizational science and informatics to make changes in the care environment to improve health outcomes (AACN, 2011, p. 10). • Essential II: Organizational and Systems Leadership, #1: Apply leadership skills and decision making in the provision of culturally responsive, high-quality nursing care, healthcare team coordination, and the oversight and accountability for care

in an evolving and global healthcare system.

- Through effective, collaborative, and creative communication, work as a change agent to apply and disseminate EBP within the practice setting and the nursing profession.

delivery and outcomes (AACN, 2011, p. 12).

- Essential II: Organizational and Systems Leadership, #2: Assume a leadership role in effectively implementing patient safety and quality improvement initiatives within the context of the interprofessional team using effective communication (scholarly writing, speaking, and group interaction) skills (AACN, 2011, p. 12).
- Essential II: Organizational and Systems Leadership, #4: Demonstrate the ability to use complexity science and systems theory in the design, delivery, and evaluation of health care (AACN, 2011, p. 12).
- Essential III: Quality Improvement and Safety, #5: Promote a professional environment that includes accountability and high-level communication skills when involved in peer review, advocacy for patients and families, reporting of errors, and professional writing (AACN, 2011, p. 14).
- Essential IV: Translating and Integrating Scholarship into Practice, #4: Articulate to a variety of audiences the evidence base for practice decisions, including the credibility of sources of information and the relevance to the practice problem confronted (AACN, 2011, p. 16).
- Essential V: Informatics and Healthcare Technologies, #2: Evaluate outcome data using current communication technologies, information systems, and statistical principles to develop strategies to reduce risks and improve health outcomes (AACN, 2011, p. 19).
- Essential V: Informatics and Healthcare Technologies, #5: Use information and communication technologies, resources, and principles of learning to teach patients and others (AACN, 2011, p. 19).
- Essential VI: Health Policy and Advocacy, #3: Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes (AACN, 2011, p. 21).
- Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes, #4: Use effective communication strategies to develop, participate, and lead

	interprofessional teams and partnerships (AACN, 2011, p. 23).
	• Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes, #6: Function as an effective group leader or member based on an in-depth understanding of team dynamics and group processes (AACN, 2011, p. 23).
	• Essential IX: Master's Level-Nursing Practice, #3: Advocate for patients, families, caregivers, communities and members of the healthcare team (AACN, 2011, p. 27).
	• Essential IX: Master's Level-Nursing Practice, #4: Use information and communication technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes (AACN, 2011, p. 27).
	• Essential IX: Master's Level-Nursing Practice, #5: Use leadership skills to teach, coach, and mentor other members of the healthcare team (AACN, 2011, p. 27).
	• Essential IX: Master's Level-Nursing Practice, #13: Establish therapeutic relationships to negotiate patient-centered, culturally appropriate, evidence-based goals and modalities of care (AACN, 2011, p. 28).
	• Essential IX: Master's Level-Nursing Practice, #15: Integrate an evolving personal philosophy of nursing and healthcare into one's nursing practice (AACN, 2011, p. 28).

Global Citizenship – Students apply historical and cultural knowledge to the development of self and demonstrate sensitivity across cultures, ethnicities, beliefs and life experiences.

MSN Nursing Program Outcomes	The Essentials of Master's Education in Nursing (AACN, 2011)
Global Citizenship: Evaluate, design, & promote strategies that create a culture of safety and caring for diverse populations. • Exhibit personal responsibility for advancement of self as an advanced professional nurse. • Provide safe, effective, and holistic nursing care to developmentally and socio-culturally diverse populations.	The master's-degree program prepares the graduate to: • Essential VIII: Clinical Prevention and Population Health for Improving Health, # 1: Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence-based, culturally relevant clinical prevention interventions and strategies (AACN, 2011, p. 25). • Essential VIII: Clinical Prevention and Population Health for Improving Health, # 2: Evaluate the effectiveness of clinical prevention interventions that affect individual and population-based health outcomes using health information technology and data sources (AACN, 2011, p. 25). • Essential VIII: Clinical Prevention and Population Health for Improving Health, # 3: Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates/clinical populations (AACN, 2011, p. 25). • Essential VIII: Clinical Prevention and Population Health for Improving Health, # 4: Advance equitable and efficient prevention services, and promote effective population-based health policy through the application of nursing science and other scientific concepts (AACN, 2011, p. 25). • Essential VIII: Clinical Prevention and Population Health for Improving Health, # 5: Integrate clinical prevention and population health concepts in the development of culturally relevant and linguistically appropriate health education, communication strategies, and interventions (AACN, 2011, p. 25).

MSN ADMISSION REQUIREMENTS FOR HEALTHCARE ADMINISTRATION, HEALTHCARE QUALITY MANAGEMENT AND NURSING EDUCATION:

- Bachelor of Science in Nursing degree from a regionally accredited college or university 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.)
- Completion (C or better) of undergraduate statistics. Applicants who have not completed an undergraduate statistics course with a grade of "C" or better will be required to take an undergraduate statistics course at some point during their MSN program.
- An active, unencumbered RN license in the United States.
- Students are conditionally admitted until the completion of the MSN Online Orientation which must be completed by the beginning of the first module.

Application Process:

- Complete online application
- Submit official transcripts from a regionally accredited college or university verifying earned BSN degree
- Submit copy of active, unencumbered RN license in the U.S.

MSN ADMISSION REQUIREMENTS FOR ADULT GERONGOLOTY PRIMARY CARE NURSE PRACTIONER:

- Bachelor of Science in Nursing degree from a regionally accredited college or university with a cumulative GPA of at least a 3.0 (on 4.0 scale) *.
- Completion (C or better) of undergraduate statistics. Applicants who have not completed an undergraduate statistics course with a grade of "C" or better will be required to take an undergraduate statistics course at some point during their MSN program.
- An active, unencumbered RN license in the United States.
- Students are conditionally admitted until the completion of the MSN Online Orientation which must be completed by the beginning of the first module.
- Minimum of one-year RN experience.
- Successful admission interview conducted by faculty.

Application Process:

- Complete online application.
- Submit official transcripts from a regionally accredited college or university verifying earned BSN degree and all other universities attended.
- Submit copy of active, unencumbered RN license in the U.S.
- Submit a resume.
- Two professional references.
- Participate in an interview with the faculty.

RN-MSN ADMISSION REQUIREMENTS:

Requirements

- Minimum cumulative 3.0 GPA in original pre-licensure nursing program *
- All lower division general education requirements must be met prior to start of program *
- Associate degree from a regionally accredited college or university OR minimum number of transferable college credits which meet program specific requirements
- Active, unencumbered RN license in the U.S.

* Some exceptions may apply

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

REQUIREMENTS FOR THE MSN DEGREE
All MSN students take the core courses and the courses from one specialty area.

CORE COURSES

NURS 6003	Theory and Research in Nursing	3
NURS 6013	Research and Evidence-Based Practice	3
NURS 6023	Emerging Trends in Healthcare Delivery: Systems, Ethics, Policy and Politics	3
NURS 6033	Health Promotion for a Global Society	3

MSN FUNCTIONAL CONTENT COURSES

REQUIREMENTS FOR THE HEALTHCARE ADMINISTRATION TRACK

	Core Courses	12
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 6143	Healthcare Law	3
NURS 6913	Healthcare Informatics, Database Management, and Financial Reimbursement	3
ELECTIVE	Elective	3
NURS 6973	Evidence-Based Practice	3
NURS 6983	Applied Evidence Based Research Design	3
		39 hours

REQUIREMENTS FOR THE HEALTHCARE QUALITY MANAGEMENT TRACK

	Core Courses	12
NURS 6103	Theoretical Foundations of Leadership	3
NURS 6133	Quality and Regulation Management	3
NURS 6143	Healthcare Law	3
NURS 6523	Risk Management in Healthcare	3
NURS 6533	Building a Culture of Patient Safety	3
NURS 6913	Healthcare Informatics, Database Management, and Financial Reimbursement	3
ELECTIVE	Elective	3
NURS 6973	Evidence-Based Practice	3

| NURS 6983 | Applied Evidence-Based Design | 3 |

39 hours

REQUIREMENTS FOR THE NURSING EDUCATION TRACK

	Core Courses	12
NURS 6314	Advanced Health Assessment	4
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 6243	Advanced Clinical Concepts for Nurse Educators	3
NURS 6603	Advanced Physiology and Pathophysiology	3
NURS 6623	Advanced Pharmacology and Pharmacotherapeutics	3
NURS 6973	Evidence-Based Practice	3
NURS 6983	Applied Evidence-Based Research Design	3

43 hours

REQUIREMENTS FOR THE ADULT GERONTOLOGY PRIMARY CARE NURSE PRACTIONER

	Core Courses	12
NURS 6103	Theoretical Foundations of Leadership	3
NURS 6701	Role Transitions to NP Practice	1
NURS 6603	Advanced Physiology and Pathophysiology	3
NURS 6623	Advanced Pharmacology & Pharmacotherapeutics	3
NURS 6314	Advanced Health Assessment	4
NURS 6703	Primary Care I – Care of Adults & Special Populations	3
NURS 6702	Primary Care I – Clinical Practicum	2
NURS 6713	Primary Care II – Care of the Elderly	3
NURS 6712	Primary Care II – Clinical Practicum	2
NURS 6732	Legal, Ethical, and Practice Issues in Primary Care	2
NURS 6733	Informatics, Quality & Safety for the Advanced Practice Nurse	3
NURS 6793	Evidence-Based Nurse Practitioner Project	3
NURS 6794	Primary Care III – Advanced Nursing Synthesis Practicum	4

48 hours

COURSE DESCRIPTIONS

NURS 6003: THEORY AND RESEARCH IN NURSING:
Examines the historical and philosophical foundation of knowledge development and its influence on nursing science. Explores conceptual models and theories, those from nursing as well as multidisciplinary perspectives, that support advanced nursing science related to nursing education, healthcare administration, quality management, and advanced nursing practice. Examines research principles related to scientific paradigms, ethics, research design, and research methodologies.

NURS 6013: RESEARCH AND EVIDENCE-BASED PRACTICE IN NURSING:
Emphasizes the necessity of research as the basis of scholarly nursing inquiry, foundational to evidence-based practice. Evaluates research design, scientific merit, findings, and evidence-based practice guidelines. Identifies strategies for the translation of research into practice through data access, synthesis, and translating research into practice. Provides students a framework to guide advanced clinical inquiry.

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 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.

NURS 6243: ADVANCED CLINICAL CONCEPTS FOR NURSE EDUCATORS

Provides students the opportunity to develop in-depth knowledge and expertise in a particular area of nursing that includes graduate-level clinical practice content and experiences. This practicum encompasses the delivery of safe, quality nursing care to diverse populations in a variety of settings and incorporates engaging client and caregiver, managing symptoms, education and promoting self-management, and collaborating and coordinating care. Students advance their clinical knowledge in a selected specialty to prepare them to fulfill the roles of the nurse educator.

In consultation with course faculty, the practice hours focusing on advanced clinical concepts (90 hours) need to be arranged individually by the student with a preceptor or preceptors in appropriate Health Care roles.

NURS 6253: EDUCATION CERTIFICATE PRACTICUM

Integrates the knowledge, skills, and specialty expertise gained throughout the MSN education tract core courses to culminate in a practice experience designed to advance in the role of a Nurse Educator. Working in collaboration with a Faculty Capstone Advisor and Preceptor, students formulate individualized learning objectives, engaging in applying theory to better understand the nurse educator's role within the contexts of academia and staff development. Emphasis is on the implementation of evidence-based teaching practice, effective communication, and the demonstration of the skills necessary to enter the education field. The practicum includes a minimum of 90 hours that are reflected in a cumulative journal.

NURS 6314: 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, analysis of assessment findings and graduate-level practicum experiences.

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 6603: ADVANCED PHYSIOLOGY AND PATHOPHYSIOLOGY
Develops an in-depth scientific knowledge base of advanced physiology and pathophysiology conditions across the lifespan. Emphasis is placed on linking physiology to pathophysiology, at the micro to macro level, to formulate the clinical decisions needed in primary healthcare prevention, treatment, and maintenance management. Uses scientific knowledge to differentiate between normal and abnormal changes in physiological development and aging.

NURS 6623: ADVANCED PHARMACOLOGY AND PHARMACOTHERAPEUTICS
Builds on prior knowledge of medication classification, uses, actions, interactions, and adverse reactions. Emphasis is placed on linking the formulation of clinical decisions to the initiation of treatment regimens for commonly encountered primary care conditions. Focuses on the use of protocols, prescription writing, and the advanced practice nurse's role in prescribing and monitoring pharmacologic therapies in the primary care setting. Addresses dosages and dosage-dependent medication effects as well as adjusting medication dosages, monitoring patient compliance, problem identification, and physician consultation.

NURS 6701: ROLE TRANSITIONS TO NURSE PRACTITIONER PRACTICE
Explores the transitions necessary to assume the nurse practitioner role and to make independent decisions about the advanced nursing care needs of patients in primary care. Discusses the requirements for advanced practice in Kansas, and in anticipated practice states, and the authority vested in the advance practice nurse to make medical diagnoses and decisions and implement medical plans of care. Identifies the adjustments needed for the nurse to move from a care provider to a care director. Explores the possibilities of collaboration with multiple stakeholders to improve care in the adult-gerontology population.

NURS 6702: PRIMARY CARE I – CLINICAL PRACTICUM (120 practicum hours)
Offers students faculty-supervised clinical experiences with adolescent and adult patients in the primary care setting, including patient/family education, providing preventive healthcare, managing acute or episodic illness (including the ordering and interpretation of laboratory and other diagnostic procedures), differential diagnosis, and the prescription of therapeutic interventions. Students have the opportunity to apply knowledge learned in the didactic course to the clinical arena and to explore practice with a nurse practitioner or physician in primary care.

NURS 6703: PRIMARY CARE I – CARE OF ADULTS AND SPECIAL POPULATIONS
Provides the nurse practitioner student with the content necessary to provide holistic, compassionate care to culturally diverse adolescent through adult patients. Prepares students to provide patient and/or family education, preventive healthcare, manage common acute or episodic illnesses, and the provision of care for common chronic diseases in the primary care environment. Advanced assessment skills (including the ordering and interpretation of laboratory and other diagnostic procedures), differential diagnoses, and evidence-based

therapeutic interventions are used for anticipated optimal patient outcomes. Nurse practitioner standards of practice, and role competencies are emphasized.

NURS 6712: PRIMARY CARE II – CLINICAL PRACTICUM (120 practicum hours): Offers students faculty-supervised clinical experiences with elderly patients in the primary care setting, including patient/family education, providing preventive healthcare, managing acute or episodic illness (including the ordering and interpretation of laboratory and other diagnostic procedures), differential diagnosis, and the prescription of therapeutic interventions. Students have the opportunity to apply knowledge learned in the didactic course to the clinical arena and to explore practice with a nurse practitioner or physician preceptor in primary care.

NURS 6713: PRIMARY CARE II – CARE OF THE ELDERLY
Provides the nurse practitioner student with the content necessary to provide holistic, compassionate care to culturally diverse elderly patients. Prepares students to provide patient and/or family education, preventive healthcare, manage common acute or episodic illnesses, and the provision of care for common chronic diseases in the primary care environment. Advanced assessment skills (including the ordering and interpretation of laboratory and other diagnostic procedures), differential diagnoses, and evidence-based therapeutic interventions are used for anticipated optimal patient outcomes. Emphasis is placed on differentiating and treating morbidity and identifying the normal aging process.

NURS 6732: LEGAL, ETHICAL, AND PRACTICE ISSUES IN PRIMARY CARE
Examines legal, ethical, and practice issues of importance to the nurse practitioner including a review of the legal and regulatory landscape of establishing an NP practice, the ethical implications of providing care and the nurse practitioner's role in addressing health disparities. Leadership in the practice and policy arena will be explored through the identification of opportunities for the nurse practitioner to impact policy and make practice contributions that will benefit individuals and communities

NURS 6733: Informatics, Quality and Safety for the Advanced Practice Nurse
The role the advanced practice nurse in informatics is examined with an emphasis on the impact of the policy in the development of public health informatics and the potential of health information technology to enhance quality and safety, cost reduction and population health. Data management and quality improvement methodologies are analyzed that promote improvement in health care outcomes. Point-of-care technology and digital innovations that assist in the delivery of care are examined and analyzed for their benefit to the patient and health care consumer.

NURS 6793: EVIDENCE-BASED NURSE PRACTITIONER PROJECT
Facilitates student development of an evidence-based project designed to improve an identified issue, practice, procedure, or area in primary care. Project completion requires a formal written paper, oral presentation, and project dissemination.

NURS 6794: PRIMARY CARE III – ADVANCED NURSING SYNTHESIS PRACTICUM (240 practicum hours):
Focuses on the incorporation of previous knowledge, skills, and role behaviors in a concentrated, experiential, supervised clinical opportunity to function in the adult-gerontology primary care nurse practitioner role. Students apply advanced clinical decision-making skills, and evidence-based practice guidelines to the assessment, diagnosis, management, and evaluation of health care problems in the adult population (adolescent to elderly) under the guidance of a preceptor.

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 6973: EVIDENCE BASED PRACTICUM
Integrates the knowledge, skills, and specialty expertise gained throughout the MSN course of study in a cumulative practice experience designed to further advance the graduate's role and skill set at the Master's level. Working in collaboration with a Faculty Adviser and Preceptor, students formulate individualized learning objectives, engaging in applying theory to better understand a specialization role within the context of an organization. Emphasis is on the implementation of evidence-based practice, effective communication, and the demonstration of the skills necessary to enter the specialty practice field. The practicum includes a minimum of 90 hours that are reflected in a cumulative journal.

NURS 6983: APPLIED EVIDENCE-BASED RESEARCH DESIGN
Integrates the knowledge, skills, and specialty expertise gained throughout the MSN course of study to culminate in a theoretical application experience designed to further advance the graduate's role and skill set. Students are prepared to assess needs for practice change, critically appraise existing evidence, and develop a plan for implementation and evaluation of evidence-based practice interventions. Emphasis is on the understanding and value of evidence-based practice, effective communication, and the demonstration of the research-related skills necessary to enter the specialty area.

PROGRESSION, RETENTION, AND DISMISSAL POLICIES
Academic Progression and Remediation in the Master of Science in Nursing Program – Healthcare Administration, Healthcare Quality Management, and Nursing Education

1. Students must comply with all rules and regulations of the MSN Program as outlined in the MidAmerica Nazarene University *MSN Nursing Student Handbook* and the MidAmerica Nazarene University *Professional and Graduate Catalog.*
2. Students must complete the MSN Program within six years, from the start of the first course to the end of the last course.
3. Students must complete each required course with a grade of B- (80%) or better.
   a. In the event that a grade of B- (80%) or better is not achieved, in a single course, the student may progress. However, if the student does not achieve a second grade of B- (80%) or better one of the courses must be repeated at the full tuition price, according to the MSN Remediation Policy.
   b. In the event that a grade of C- (70%) or better is not achieved in a course, the course must be repeated at the full tuition price.
   c. A maximum of two MSN courses may be repeated at MNU
   d. A student may repeat a single MSN course a maximum of one time.
   e. In the event that a student achieves three grades below B- (80%), or two grades below C- (70%), the student is dismissed from the MSN program.

Academic Progression and Remediation in the Master of Science in Nursing Program – Adult Gerontology Primary Care Nurse Practitioner
1. Students must comply with all rules and regulations of the MSN Program as outlined in the MidAmerica Nazarene University *MSN Nursing Student Handbook* and the MidAmerica Nazarene University *Professional and Graduate Catalog.*
2. Students must complete the MSN Program within six years, from the start of the first course to the end of the last course.
3. Students must complete each required course with a grade of B- (80%) or better.

a. In the event that a grade of B- (80%) or better is not achieved, in a single course, this course that must be retaken at the full tuition rate, and a minimum grade of B- must be achieved to continue in the MSN program. A student, who receives a second grade of less than B- (80%), (even if the first course, in which a grade of less than B- was earned, was successfully repeated with a grade of at least B-), will be withdrawn from the MSN AG PCNP program.

b. A maximum of one MSN course may be repeated at MNU.

c. A student may repeat a single MSN course a maximum of one time.

POST-MASTER'S CERTIFICATES

Students who have already earned a Master of Science in Nursing Degree and are licensed as RNs may take the following courses in either Healthcare Administration, Nursing Education, Quality Management to earn a post-master's certificate in that area of specialization. Master's prepared non-nurses may take certificate courses in Healthcare Administration or Healthcare Quality Management. Courses from universities other than MNU may be accepted in transfer, however, a minimum of 12 hours must be completed at MNU (above those earned in the master's degree program).

REQUIREMENTS FOR THE CERTIFICATE IN HEALTHCARE ADMINIS- TRATION

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 6143	Healthcare Law	3
NURS 6913	Healthcare Informatics, Database Management & Financial Reimbursement	3
		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 6253	Education Certificate Practicum	3
		15 hours

REQUIREMENTS FOR THE CERTIFICATE IN HEALTHCARE QUALITY MANAGEMENT

NURS 6103	Theoretical Foundations of Leadership	3
NURS 6133	Quality and Regulation Management	3
NURS 6143	Healthcare Law	3
NURS 6523	Risk Management in Healthcare	3
NURS 6533	Building a Culture of Patient Safety	3
NURS 6913	Healthcare Informatics, Database Management & Financial Reimbursement	3

18 hours

Master of Science in Nursing and Master of Business Administration Dual Degree Program

Students earn both the Master of Science in Nursing (MSN) and the Master Business Administration (MBA) in the combined MSN/MBA Dual Degree Program.

Our MSN/MBA Program is designed for nurse leaders who are seeking advanced leadership roles in healthcare administration. Designed to prepare hospital administrators, chief nursing officers, chief financial officers, chief operating officers and those who oversee the operation of teams in a healthcare setting. For nurses who want to advance within the nursing and business professions, this program is a great fit. This 57-credit hour program can be completed in as little as two years and is less time-consuming and costly than each degree completed separately. Students in the MSN/MBA Dual Degree Program fulfill the requirements of, and meet the outcomes for, both the Master of Science in Nursing, Healthcare Administration Track, and the Master of Business Administration Programs. This dual degree program may be taken entirely online* or in a blended format with some courses at the Olathe campus and some courses online.

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

Application Process
- Complete online application
- Submit official transcripts from a regionally accredited college or university verifying earned BSN degree and additional transcripts if needed to reflect most recently completed 60 hours of university or college credit.

MBA COURSE REQUIREMENTS AND REQUIREMENT FULFILLMENT IN THE DUAL DEGREE PROGRAM:

Course Number	Course Name	How Completed or Fulfilled	Credit Hours
MGMT 6001	Graduate Studies for Success	In Class or Online	1
MGMT 6002	Corp. & Personal Ethics	In Class or Online	2
MGMT 6103	Organizational Leadership	In Class or Online	3
MGMT 6233	Technology for Managers	NURS 6913: Healthcare Informatics, Database Management and Reimbursement (MSN)	
ECON 6003	Managerial Economics	In Class or Online	3
PMGT 7003	Project Management	In Class or Online	3
MKTG 6003	Marketing Management	In Class or Online	3
MGMT 6603	Applied Quantitative Methods	NURS 6133: Quality & Regulation Management	
MGMT 6403	Legal Environment of Business	NURS 6143: Healthcare Law	
ACCT 6003	Accounting Theory and Practice	In Class or Online	3
ACCT 6103	Financial Management	In Class or Online	3
MGMT 6303	Organizational Development	In Class or Online	3
MGMT 6703	Strategic Management	In Class or Online	3
		Total MBA Credit Hours	**27**

MSN COURSE REQUIREMENTS (HEALTHCARE ADMINISTRATION TRACK) AND REQUIREMENT FULFILLMENT IN THE DUAL DEGREE PROGRAM:

Course Number	Course Name	How Completed or Fulfilled	Credit Hours
NURS 6003	Theory and Research in Nursing	Online	3
NURS 6013	Evidence-Based Practice	Online	3
NURS 6023	Emerging Trends in Healthcare Delivery	Online	3
NURS 6033	Health Promotion in a Global Society	Online	3
NURS 6003	Theoretical Foundations of Leadership	MGMT 6103: Organizational Leadership	
NURS 6113	Human Resources and Workforce Development	Online	3
NURS 6123	Strategic Planning and Financial Management	ACCT 6103: Financial Management AND MGMT 6703: Strategic Management	
NURS 6133	Quality and Regulation Management	Online	3
NURS 6143	Healthcare Law	Online	3
NURS 6913	Healthcare Informatics, Database Management, and Reimbursement	Online	3
NURS 6973	Evidence Based Practicum	Online	3
NURS 6983	Applied Evidence Based Research Design	Online	3
NURS	Elective	Fulfillment by MBA Course(s)	
		Total MSN Credit Hours	**30**

COURSE DESCRIPTIONS

NURS 6003: **THEORY AND RESEARCH IN NURSING:**
Examines the historical and philosophical foundation of knowledge development and its influence on nursing science. Explores conceptual models and theories, those from nursing as well as multidisciplinary perspectives, that support advanced nursing science related to nursing education, healthcare administration, quality management, and advanced nursing practice. Examines research principles related to scientific paradigms, ethics, research design, and research methodologies.

NURS 6013: RESEARCH AND EVIDENCE-BASED PRACTICE IN NURSING
Emphasizes the necessity of research as the basis of scholarly nursing inquiry, foundational to evidence-based practice. Evaluates research design, scientific merit, findings, and evidence-based practice guidelines. Identifies strategies for the translation of research into practice through data access, synthesis, and translating research into practice. Provides students a framework to guide advanced clinical inquiry.

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 6113: HUMAN RESOURCES AND WORKFORCE DEVELOPMENT
Analyzes leadership roles in relation to decision-making with particular emphases on human resource management. Evidence-based staffing models are developed for the purpose of projecting and accurately documenting human resource requirements. Interviewing, hiring, orientation, and competency rubrics are examined and developed while the guidelines and statutes governing these human resource issues are explored. Conceptual aspects of control, problem solving/decision-making, effective communication, conflict resolution, progressive disciplinary action, delegation, and team building are applied to a variety of situational contexts.

NURS 6133: QUALITY AND REGULATION MANAGEMENT
Integrates the concepts of outcomes management and research as the basis to improve the quality and effectiveness of health care organizations. Program evaluation, performance

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

NURS 6143: HEALTHCARE LAW

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

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 6973: EVIDENCE BASED PRACTICUM

Integrates the knowledge, skills, and specialty expertise gained throughout the MSN course of study in a cumulative practice experience designed to further advance the graduate's role and skill set at the Master's level. Working in collaboration with a Faculty Adviser and Preceptor, students formulate individualized learning objectives, engaging in applying theory to better understand a specialization role within the context of an organization. Emphasis is on the implementation of evidence-based practice, effective communication, and the demonstration of the skills necessary to enter the specialty practice field. The practicum includes a minimum of 90 hours that are reflected in a cumulative journal.

NURS 6983: APPLIED EVIDENCE-BASED RESEARCH DESIGN

Integrates the knowledge, skills, and specialty expertise gained throughout the MSN course of study to culminate in a theoretical application experience designed to further advance the graduate's role and skill set. Students are prepared to assess needs for practice change, critically appraise existing evidence, and develop a plan for implementation and evaluation of evidence-based practice interventions. Emphasis is on the understanding and value of evidence-based practice, effective communication, and the demonstration of the research-related skills necessary to enter the specialty area.

MGMT 6001: GRADUATE STUDIES FOR SUCCESS

This course will focus upon the factors that make graduate adult students successful when attempting to balance the time commitments and demands of work, family, church, and community obligations with weekly MBA course requirements. Students will master Moodle proficiencies in order to effectively navigate the learning management system and other MNU technologies. Students will also have a hands-on experience with various online library research tools and resources that they will need when completing projects and papers for course requirements. A portion of this course will also be devoted to building the cohort community as students will spend the next 24 months together on their MBA learning journey.

MGMT 6002: CORPORATE AND PERSONAL ETHICS
This course will examine ethical theories as they relate to various contemporary issues in business. Conceptual models for improving the clarity and consistency of ethical judgment in business settings will be addressed. Special consideration will be given to the application of Christian ethical principles to decision making.

MGMT 6103: ORGANIZATIONAL LEADERSHIP
This course focuses on the concept of leadership in organizations. Students will understand the complexity of the structural, political, symbolic and human resource issues in applying a framework for analyzing leadership in organizations. Emphasis is placed on building skills for modeling an authentic voice for leadership through the use of effective presentation skills.

MGMT 6303: ORGANIZATIONAL DEVELOPMENT
This course examines the structural and environmental forces influencing the management process within organizations. Issues presented include: resistance to change, the role of change agents, intervention strategies and team development

MGMT 6703: STRATEGIC MANAGEMENT
This capstone course focuses on the strategic decisions and planning processes that shape the future of the organization. Students will utilize techniques for defining the basic purpose and objectives of an enterprise, for analyzing competitors and industries, and for matching organizational strengths with environmental opportunities. Various perspectives to strategic thinking are explored and applications such as vision and mission are examined at both the organizational and personal levels.

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.

ECON 6003: MANAGERIAL ECONOMICS
This course provides an application of economic theory to problems of the organization. Applicable macroeconomics and microeconomics topics are explored. Emphasis is on the use of economic information in decision making.

PROGRESSION, RETENTION, AND DISMISSAL POLICIES
Academic Progression and Remediation in the MSN/MBA Dual Degree Program

1. Students must comply with all rules and regulations of the MSN and MBA Programs as outlined in the MidAmerica Nazarene University *MSN Nursing Student Handbook*, the MBA Student Handbook, and the MidAmerica Nazarene University *Professional and Graduate Catalog.*
2. Students must complete the MSN/MBA Dual Degree Program within six years, from the start of the first course to the end of the last course.
3. Students must complete each required course with a grade of B- (80%) or better.
   a. In the event that a grade of B- (80%) or better is not achieved, in a single course, the student may progress. However, if the student does not achieve a second grade of B- (80%) or better one of the course must be repeated at the full tuition price, according to the MSN Remediation Policy.
   b. In the event that a grade of C- (70%) or better is not achieved in a course, the course must be repeated at the full tuition price.

      c. A maximum of two MSN courses may be repeated at MNU.

      d. A student may repeat a single MSN course a maximum of one time.

      e. In the event that a student achieves three grades below B- (80%), or two grades below C- (70%), the student is dismissed from the MSN program.

4. If a student wishes to withdraw from one of the programs before dual degree completion, s/he may do so, but will be required to complete all of the program requirements for the degree to be completed. If, at a later time, the student wishes to complete the second degree within the dual degree program, s/he may do so, and the three courses not required in the second program (from the dual degree program) will be accepted in transfer. This will be an initial requirement of 36 (MBA) or 39 (MSN) credit hours, followed by 27 (MBA) or 30 (MSN) credit hours.

Personnel

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

BOARD OF TRUSTEES

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

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

OFFICERS

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VICE CHAIRMAN ....Dr. Tia Strait
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Carthage, MO

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Fergus Falls, MN

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Andover, KS

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Dodge City, KS

Mr. John Dahl
Businessman
Sterling, ND

Dr. Daniel D. Rexroth
Businessman
Lenexa, KS

Dr. Bob Sisson
Public Administration
Fairfax, VA

Dr. Tia Strait
Educator
Carthage, MO

Dr. N. Jeannie Williams
Physician
Lenexa, KS

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Attorney
Yorba Linda, CA

NAZARENE YOUTH INTERNATIONAL

Rev. Fred Toomey
Clergy
Nixa, MO

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Dr. David J. Spittal
Olathe, KS

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Darrel Anderson, BA, M.A..Vice President for Finance/CFO
Mark Ford, M.B.A., J.D., Ed.D………………….....Vice President for Strategic Expansion
Jon D. North, B.A., M.B.A., Ed.D......................Vice President for University Advancement

ACADEMIC AFFAIRS

Yorton Clark ....Dean, School of Professional and Graduate Studies
Marcelle Cooper.. Director of the Academic Success Center
Nancy Damron ....Interim Dean, School of Nursing
Mark Hayse.......................................Director of Mabee Library and MNU Honors Program
Jamie Myrtle...Dean, College of Arts and Sciences
Dennis Troyer ....Director of Retention and Student Success
Patricia Walsh ....Dean of Institutional Effectiveness and Registrar

STUDENT DEVELOPMENT

Lisa Downs .... Director of Student Life and Recruiting Events
Daniel Rincones...Director of Residential Life

ENROLLMENT DEVELOPMENT

Cathy Colapietro...Director of Financial Aid
Lisa Gaiche …………....................................Director of Professional and Graduate Enrollment
Drew Whipple………….........................Associate Vice President for Traditional Enrollment

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Arlene Fender...Controller
Nikos Kellepouris ....Director of Postal Services and The Merc
Jon Spence ....Director of Facility Services

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Pete Brumbaugh...Director of Alumni
Tim Keeton ....Associate Vice President for University Advancement

INSTITUTIONAL ADMINISTRATORS

Brady Braatz .... Director of Spiritual Formation and University Chaplain
Todd Garrett...Athletic Director

ACADEMIC PERSONNEL

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

Emeriti

Terry L. Baldridge, 1982-2016, Professor Emeritus of Music
Jack M. Barnell, 1986-2000, Professor Emeritus of Psychology
Sondra L. Cave, 2000-2011, Professor Emeritus
John W. Clark, 1972-1997, Professor Emeritus of Christian Education
Stephen L. Cole, 1969-2014, Professor Emeritus of Biology
James O. Edlin, 1989-2020, Professor Emeritus of Biblical Literature and Languages
Larry D. Fine, 1969-2018, Professor Emeritus of Practical Theology
Mary L. Fry, 2009-2019, Professor Emeritus of Counseling Education
Michael L. Gough, 1984-2018, Professor Emeritus of Business
Larry J. Haffey, 1986-2011, Professor Emeritus of Computer Science
Mark A. Hamilton, 1996-2020, Professor Emeritus of Communication
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
Scott C. Laird, 1993-2011, Associate Professor Emeritus of Agriculture
R. Joann Lamar, 2005-2018 Professor Emeritus of Education
Clarence W. Linsey, 1974-2007, Professor Emeritus of Chemistry
Karen L. McClellan, 1968-2011, Assistant Professor Emeritus of Music
Ronald K. McClellan, 1990-2011, Associate Professor Emeritus of Music
Michael E. McLane, 1991-2011, Assistant Professor Emeritus of Computer Science
L. Jeanne Millhuff, 1987-2011, Assistant Professor Emeritus of English
William W. Morrison, 1981-2018, Associate Professor Emeritus of Biology
Robert E. Norton, 1981-2000, Professor Emeritus of Education
Arvin F. Oke, 1987-2019, Professor Emeritus of Psychology
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
Cynthia L. Peterson, 1991-2020, Professor Emeritus of Communication
Verla R. Powers, 1986-2003, Professor Emeritus of Education
Paul L. "Roy" Rotz, 1995-2011, Professor Emeritus of Counseling
Harry D. Russell, 1975-1996, Professor Emeritus of Communication
Jerri L. Sapp, 1994-2008, Professor Emeritus of Adult Education
C. Barth Smith, 1974-2011, Professor Emeritus of Practical Theology
Katheryn J. Smith, 1972-2010, Assistant Professor Emeritus of Music
Palma L. Smith, 1978-2007, Professor Emeritus of Nursing
Richard L. Spindle, 1980-2005, President Emeritus
Kelvin St. John, 1998-2019, Professor Emeritus of Spiritual Formation
W. Lloyd Taylor, 1978-1993, Professor Emeritus of Chemistry
Eric S. Walser, 1984-1992; 1993-2008, Associate Professor Emeritus of Athletic Training
Willadee Wehmeyer, 1988-2008, Professor Emeritus of Business

Professors

Linda K. Alexander, (2004-) Professor of Education
B.A., MidAmerica Nazarene University; M.A., Ph.D., University of Kansas

J. Tyler Blake, (1991-2003, 2013-) Professor of English
B.A., MidAmerica Nazarene University; M.A., Ph.D., University of Missouri - Kansas City

Donna M. Bohn, (2013-) Professor of Music; Chair, Department of Arts and Humanities
B.S., University of Alabama; M.M., Wichita State University; D.M.A., University of Alabama

Mark A. Brown, (2002-) Professor of Mathematics
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Yorton Clark, (2001-) Professor of Business; Dean, School of Professional and Graduate Studies and Chair, Department of Professional and Graduate Studies in Business
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
B.A., M.A., Point Loma Nazarene University; M.Div., Nazarene Theological Seminary; Ph.D., University of Kansas

Patricia E. Conejo, (2011-) Professor of Nursing
A.S., Kansas City, Kansas Community College; B.S.N., M.S., Ph.D., University of Kansas

Marty D. Crossland, (2011-) Professor; Associate Vice President for Instructional Technology and Online Learning
B.S., Texas Tech University; M.B.A., Oklahoma City University; Ph.D., Indiana University

Dean E. Flemming, (1991-1993; 1999-2001; 2011-) Professor of New Testament and Missions
B.A., MidAmerica Nazarene University; M.Div., Nazarene Theological Seminary; Ph.D., University of Aberdeen

Mark C. Ford, (1991-) Professor of Business; Vice President for Strategic Expansion
B.A., MidAmerica Nazarene University; M.B.A., University of Kansas; J.D., University of Missouri-Kansas City; Ed.D., University of Pennsylvania

Neil O. Friesland, (2001-) Professor of Education
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Todd M. Frye, (2007-) Professor of Counseling; Chair, Department of Graduate Studies in Counselor Education
B.S., M.Ed., Northwest Nazarene University; Ph.D., Idaho State University

Richard Hanson, (2019-) Professor of Psychology; Chair, Department of Social and Behavioral Sciences
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Victoria M. Haynes, (2015-) Tenured Professor of Nursing
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Mark A. Hayse, (2003-) Professor of Christian Education and Philosophy; Director of Mabee Library and MNU 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

Abby M. Hodges, (2014-) Tenured Professor of Chemistry, Chair, Department of Natural, Health and Mathematical Sciences
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Susan G. Larson, (1989-) Tenured Professor of Nursing
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Jordan H. Mantha (2011-) Tenured Professor of Chemistry
  B.A., University of Montana Western; Ph.D., University of Nevada-Reno

Joanne H. McDermott, (2012-) Professor of Nursing
  B.S.N., State University of New York - Plattsburg; M.A., New York University: Ph.D., University of Kansas

Andrew C. Overholt, (2010-) Tenured Professor of Physics
  B.S., Southern Nazarene University; M.S., Ph.D., University of Kansas

Rion G. Taylor, (2010-) Professor of Biology
  B.S., Augusta State University; Ph.D., Syracuse University

Lisa Wallentine, (2003-) Professor of Business Administration
  B.A., MidAmerica Nazarene University; M.B.A., Wright State University; Ed.D., Olivet Nazarene University

David L. Wegley, (1989-) Professor of Business
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Karen D. Wiegman, (2009-) Professor of Nursing
  A.A.S., College of DuPage; B.S.N., M.S., University of Kansas; Ph.D., University of Missouri-Kansas City

Alan B. Young, (2019-) Professor of Sociology
  B.A., University of Illinos at Urbanan-Champaign, M.Div, Trinity Evangelical Divinity; M.A., University of Illinois at Urbana-Champaign; M.B.A, Southern Nazarene University; Ph.D., University of Illinois at Urbana-Champaing

Associate Professors

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

Crysti E. Danahy, (2017-) Associate Professor of Nursing, Chair, Department of Pre-Licensure Nursing Education
B.S., Missouri Southern State College; B.S.N., M.S.N., Research College of Nursing; D.N.P, University of Missouri-Columbia

Jonathan E. Downs, (2010-) Associate Professor of Business; Program Director, Center for Accelerated and Professional Education
B.A., MidAmerica Nazarene University; M.A., Emporia State University; M.B.A., MidAmerica Nazarene University; Ed.D., Northcentral University

Martin H. Dunlap, (2007-) Associate Professor of Education, Chair, Department of Professional and Graduate Studies in Education
B.A., MidAmerica Nazarene University; M.MEd., Ed.D., University of Kansas

Lynne M. Erickson, (1993-2000, 2013-) Associate Professor of Accounting
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Jill E. Gonzalez-Bravo, (2015-) Associate Professor of Education, Chair and Unit Head, Department of Teacher Education
B.S., Kansas State University; M.A., Wichita State University; Ed.D., Kansas State University

Acha G. Goris, (2013-) Associate Professor of Counseling
B.A., Wesley International Bible College; M.A., Theological College of Northern Nigeria; M.A., Cincinnati Christian University; Ed.D., University of Cincinnati

Luke D. Johnson, (2014-) Associate Professor of Music
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Brad D. King, (1995-) Associate Professor of Physical Education
B.A., MidAmerica Nazarene University; M.Ed., Wichita State University

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B.A., MidAmerica Nazarene University; M.A., Ph.D., University of Manchester, Nazarene Theological College

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B.A., Ball State University; M.S., Simmons College

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Jamie S. Myrtle, (2000-) Associate Professor of Business, Dean, College of Arts and Sciences
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Christopher M. Smith, (2016-) Associate Professor of Music
B.M., East Carolina University; M.M., East Carolina University; D.M.A., University of Kansas

Gwenyth G. Wagner, (2019-) Associate Professor, Nurse Practitioner Program Coordinator
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Patricia J. Walsh, (1996-2009; 2015-) Associate Professor; Dean, Institutional Effectiveness and Registrar
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LeAnn J. Yantis, (2008-) Associate Professor of Business
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Assistant Professors

Amanda S. Addis, (2015-) Assistant Professor of Nursing, Clinical Education Coordinator
  A.D.N., Labette Community College; B.S.N., Pittsburg State University; M.S.N., University of Missouri-Kansas City

Erin Augustine, (2019-) Assistant Professor of Counseling
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  B.A. Ohio State University; M.A., Asbury University; M.F.A, Asbury University

Christina L. Bohn, (2020-) Assistant Professor of Biblical Studies
  B.A., Mount Vernon Nazarene University; M.A., Ashbury Theological Seminary; Ph.D. Candidate, University of Manchester

Amy E. Cain, (2012-) Assistant Professor of Counseling
  B.S., Missouri State University; M.A.C., MidAmerica Nazarene University

Marcelle T. Cooper, (2013-) Assistant Professor; Director of the Academic Success Center
  B.S., Friends University; M.O.D., Friends University; Ed.D., Olivet Nazarene University

Christopher P. Crawford, (2013-) Assistant Professor of Athletic Training
  B.A., MidAmerica Nazarene University; M.S.E., University of Kansas

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

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Ronald R. Jackson (2015-) Assistant Professor of Youth Ministry; Director, Youth Theology Institute
  B.A., Trevecca Nazarene University; B.A., The University of Alabama; M.A., Nazarene Theological Seminary, Ed.D., Olivet Nazarene University

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Jack C. Jones, (2005-) Assistant Professor of Sports Management
  B.S., College of the Ozarks; M.Ed., Arkansas Technical University
Leigh A. Kreshel, (2019-) Assistant Professor of Health and Exercise Science
  B.S., Wayne State College; M.S., Wake Forest University
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  B.A., Houghton College; M.S., South Dakota State University
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  B.S.N., Carlow University; M.S.N., MidAmerica Nazarene University
Anne M. Mercer (2016-) Assistant Professor of Nursing
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Brian B. Merriman, (2005-) Assistant Professor of Graphic Design
  B.F.A., M.A., Emporia State University
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Jill R. Speicher, (2018-) Assistant Professor of Biology
  B.A., MidAmerica Nazarene University; D.V.M., Iowa State University
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  B.A., Washburn University; M.A., Kansas State University; Ph.D., University of Missouri
Michael J. Vogel, (2018-) Assistant Professor of Counseling
  B.A., University of Alaska; M.A., Ph.D., George Fox University
Ruth Waggoner, (2018-) Assistant Professor of Education
  B.A., MidAmerica Nazarene University; M.A., University of Kansas; Ph.D., Baker University

CAMPUS VISIT INFORMATION

The Office of Admissions for Professional and Graduate Studies is open Monday through Friday. For Admissions information or to schedule a campus visit, contact:

  Office of Admissions – Professional and Graduate Studies
  MidAmerica Nazarene University
  13563 South Mur-Len Road
  Olathe, KS 66062-1620
  Phone: 913-971-3800
  Email: pgadmissions@mnu.edu
  Website: www.mnu.edu

  Please visit MNU's Professional and Graduate - Admissions Overview page at mnu.edu/graduate/admissions.

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

Sheridan/143rd St.

Lindenwood Drive

South Mur-Len Road

Indian Creek Trail

College Way

Pioneer Blvd.

Willow Drive

Indian Creek Trail

To 35 & 36

N
S
E
W

E Cedar St.

E Crossroads Ln.

South Mur-Len Road

Santa Fe/135th

COLLEGE CHURCH OF THE NAZARENE

31 College Church Sanctuary
32 Cunningham Family Life Center
33 Uphaus Hall
34 Garrett Chapel

MIDAMERICA NAZARENE UNIVERSITY

2030 East College Way
Olathe, Kansas 66062-1899
(913) 782-3750
www.mnu.edu

ATHLETICS

22 Land Gymnasium
23 Soccer Practice Field
24 Williams Softball Field
25 Outdoor Tennis
   & Basketball Courts
26 Cook Center
27 Football Practice Field
   & Field House
28 Soccer Game Field
29 Robbie Jones
   Football Field & Track
30 Baseball Field

RESIDENCE HALLS

13 Uphaus
14 Spindle
15 Draper
16 Ramsey
17 Rice
18 Stockton
19 Snowbarger
20 Lanpher
21 Colony West

ACADEMICS & ADMINISTRATION

1 Campus Center
  - Financial Aid
2 Gilliland Facility Services
3 Dobson Hall
4 Bell Cultural Events Center
5 Lunn Hall
6 Weatherby Chapel

7 Harvest Prayer Statue
  & Campus Mall
8 Smith Hall
  - Admissions Office*
  - Welcome Center
9 Metz Hall
10 Mur-Len Office Building
11 Mabee Learning Commons
12 Osborne Hall

- Registrar & Cashier

36 Faculty Offices

PROFESSIONAL & GRADUATE STUDIES

35 Admissions – 13563 South Mur-Len Rd.