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# Graduate and Professional Studies (GPS) Catalog 2020-2021

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## Disclaimers

This catalog does not constitute a contract between Mount Vernon Nazarene University and its students. Among other things, this catalog is intended to represent current academic regulations, procedures, and programs. Schools and/or departments may have student handbooks/guides, which contain additional details. Schools and/or departments may set standards that are higher than University standards, but they may not lower them.

The University reserves the right to change any provision, program, policy, regulation, or requirement in this catalog or any handbook/guide at any time, without prior notice or obligation. If there is a conflict between the *Catalog* and any handbook/guide, the *Catalog* will take precedence.

It is important that students familiarize themselves with all of the academic requirements related to their particular program. While advisors, department chairs, and deans are available to assist students in understanding these requirements, students are responsible for completing all academic requirements before a degree can be conferred.

Admission to and retention by the University are not guaranteed and are solely within the discretion of the University. Attendance at MVNU is a privilege and not a right. This privilege may be forfeited by any student who does not conform to the standards and regulations of the University.

## Mount Vernon Nazarene University

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Mount Vernon, Ohio 43050-9500

Switchboard (740) 392-6868  
Telephone: Automated Extensions (740) 397-9000  
FAX (740) 397-2769  
<http://www.mvnu.edu>

# Notice of Non-discrimination

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## **Notice of Non-discrimination**

Mount Vernon Nazarene University prohibits discrimination on the basis of race, gender, age, color, national origin, disability, marital status, or military service in the recruitment and admission of students and in the operation of all University programs, activities, and services.

## **Affirmative Action Policy**

Mount Vernon Nazarene University complies with all laws regarding nondiscrimination in employment, including those with respect to race, color, age, sex, national origin, marital status, military service, and disability. As a religious educational institution operating under the auspices of the Church of the Nazarene, Mount Vernon Nazarene University is permitted to consider religious beliefs and practices in making employment decisions, and the University does so to achieve its mission.

## **Non-discriminatory Policy**

Mount Vernon Nazarene University admits students to all the rights, privileges, programs, and activities accorded or made available to students at the University without regard to race, color, national origin, ancestry, sex, age, disability, or socioeconomic status. It does not discriminate on any of the above factors in admission of its educational policies, admission policies, scholarship and loan program, athletics, or other University-administered programs. Any concerns regarding discrimination should be addressed to the Office of Human Resources, 740-397-9000 ext. 4403 or [humanresources@mvnu.edu](mailto:humanresources@mvnu.edu).

## **Title IX Discrimination Disclosure**

Mount Vernon Nazarene University does not discriminate on the basis of sex in our education programs or activities, which includes employment and admissions. Discrimination based on sex, including sexual harassment, is prohibited under Title IX. The University's grievance procedure adopted under Title IX can be found at [www.mvnu.edu/titleix](http://www.mvnu.edu/titleix). Complaints against a person in the United States can be made to the Title IX Coordinator and/or the Office for Civil Rights.

## Greetings from the President

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This catalog will introduce you to Mount Vernon Nazarene University. It is also an invitation to a world full of light and wisdom. Proverbs reads, "Hear instruction and be wise, and do not neglect it. Happy is the one who listens to me . . ." (8:33-34a). The writer captures much of the meaning of what will be found in the pages of this catalog. It is both an invitation and counsel concerning what matters. Hopefully you will see the intentionality contained herein as you examine the programs, policies, and resources offered by MVNU. Faculty and staff await to assist you in this journey. I am excited for you as we order our steps toward the sort of education that has the capacity to change the world in the name of Christ.

Mount Vernon Nazarene University is an intentionally Christian community framed by the Wesleyan-Holiness tradition seeking to fulfill its educational mission as defined by the following core convictions:

- A rigorous holistic education that integrates the liberal arts and professional excellence
- Character as an expression of the moral formation inherent in our educational mission
- Vital faith that permeates the life of the University
- Vigorous partnership with the Church of the Nazarene
- Active engagement with the broader Christian community
- Responsible stewardship of the resources entrusted to the University

These convictions give us the direction and courage to invite you to walk boldly, believe fully, and embody the values of a warm heart and discerning mind.

We are serious about the work we do. We think it matters that heaven touches earth in our classes, in laboratories, in chapel, and on athletic fields. This is a special place because the best of education and the best of faith are knitted together to form the fabric of a mind enflamed with the Spirit.

Sincerely,

Henry W. Spaulding II  
President

# Memberships

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- Accredited by The Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413, telephone (800) 621-7440 or (312) 263-0456, FAX (312) 263-7462 or <http://www.ncahlc.org>
  - Since 1972; Reaffirmed in 2018
- All academic programs submitted for review and approval to the State of Ohio, Board of Regents, 30 East Broad Street, 36th Floor, Columbus, OH 43215-3414, telephone (614) 466-6000, FAX (614) 455-5866 or <http://www.ohiohighered.org>
  - Since 1969; affirmed until 2021
- Mount Vernon Nazarene University is authorized to offer online education to residents of West Virginia by the West Virginia Higher Education Policy Commission, 1018 Kanawha Boulevard East, Suite 700, Charleston, WV, 25301, [www.hepc.wvnet.edu](http://www.hepc.wvnet.edu)
  - Since September 2, 2015 by WICHE/NC-SARA (National State Articulation Reciprocity Agreement)
- Approved liberal arts and profession-oriented university for the East Central Educational Region of the Church of the Nazarene
- Approved by Nazarene General Assembly Legislation in 1964 and MVNU Articles of Incorporation in 1966
- Member of the Crossroads League
- Member of the Association of Christian Schools International
- Member of the Association of Independent Colleges and Universities of Ohio
- Member of the Council for Christian Colleges and Universities
- Member of the Council for Higher Education Accreditation
- Member of the Council of Independent Colleges
- Member of the National Association of Independent Colleges and Universities
- Member of the National Association of Intercollegiate Athletics
- Member of the National Christian College Athletic Association
- Member of the Ohio College Association
- Member of the Ohio Foundation of Independent Colleges
- Participant in the National Council's State Authorization Reciprocity Agreement
- Music programs are accredited by the National Association of Schools of Music (Associate Membership)
  - Re-affirmed in 2018
- Commission on Collegiate Nursing Education accreditation. The baccalaureate degree program in nursing at MVNU is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>)
  - Since 2009; affirmed through 2024

- Ohio Board of Nursing - Certificate of Full Approval
  - Since 2009
- Teaching licensure programs accredited by the National Council for the Accreditation of Teacher Education and/or approved by the Ohio Department of Education
  - Since 1975; affirmed through spring 2022
- Social work program accredited by the Council on Social Work Education
  - Since 2010
- School of Christian Ministry ordination preparation programs meet the outcomes-based ministerial education preparation requirement of the Church of the Nazarene's International Course of Study Advisory Committee (ICOSAC). The programs were validated by ICOSAC, adopted by the General Board of the Church of the Nazarene, and approved by the Board of General Superintendents as recognized ministerial education courses of study for ordination in the Church of the Nazarene.
- The following programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP): Bachelor of Arts (BA) in Business Administration; Bachelor of Science (BS) in Accounting with CPA and Forensic Accounting concentrations; Bachelor of Science (BS) in Finance; Bachelor of Science (BS) in Management; Bachelor of Science (BS) in Marketing; Bachelor of Business Administration (BBA) with concentrations in Executive Management, Human Resource Management, Management, and Marketing; Master of Business Administration (MBA) with concentrations in Finance, Human Resources, and Organizational Management; Master of Business Administration (MBA) Health Care Administration; and the Master of Science in Management (MSM).
  - Since 2005; affirmed through 2025

# The University

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## History of the University

Mount Vernon Nazarene College was founded by action of the General Assembly of the Church of the Nazarene in 1964 when the Assembly authorized the start of two new liberal arts colleges and a Bible college. The first Board of Trustees, organized in spring 1966, elected Stephen W. Nease as its first president in May 1966, and he served until 1972. In September 1966 the Trustees voted to locate the College in Mount Vernon, Ohio, on the Lakeholm Farm. The land was purchased with funds raised by public subscription in the Mount Vernon area and deeded to the Board of Trustees as the College site. A charter was received from the State of Ohio in December 1966. The first students, the Pioneer Class, arrived on campus October 12, 1968.

The first graduates received associate degrees in June 1970. Four succeeding two-year classes received associate degrees through May 1974. In 1972 the University was accredited as an associate degree-conferring institution by the Higher Learning Commission of the North Central Association of Colleges and Schools. Accreditation was extended in 1974 to include baccalaureate degree programs. In 1979, 1989, 1999, and 2009 the accreditation was reaffirmed by the Higher Learning Commission, a commission of the North Central Association. The first junior class enrolled in 1974, and the senior class was added in 1975. The first baccalaureate degree was awarded in May 1976. The graduate program began in 1991 with the first class of students in the Master of Ministry program. The first graduate students were graduated in May 1994.

The University began its degree completion program for adult learners in fall 1993. Its first graduates received the Bachelor of Business Administration in spring 1995. The transition to university status was completed in August 2002 when Mount Vernon Nazarene College became Mount Vernon Nazarene University. Today, MVNU offers Graduate and Professional programs in Mansfield, Mount Vernon, Newark, New Albany, as well as online. Many people have realized the lifelong dream of a college education and/or a graduate degree through these programs.

The Master of Science in Management program began in 2003 and expanded to a Sharonville site in early 2005. The Master of Business Administration (MBA) degree program was approved by the Ohio Board of Regents and the

Higher Learning Commission. The first MBA degrees were awarded in December 2006.

The University received a Certificate of Authorization from the Ohio Board of Regents in 1969. The current certificate is effective through 2021. The University was elected to membership in the Ohio College Association in 1971. In 1975 the University received accreditation of the Teacher Education Program. The Master of Arts in Education program received approval from the State of Ohio and the North Central Association of Colleges and Schools, and began in fall 1995. The first graduates completed the program in spring 1997.

Dr. John Allan Knight, the second president, served from August 1972 until June 1975. Dr. L. Guy Nees, the third president, served from June 1975 until November 1980. In November 1980 Dr. William J. Prince was elected as the fourth president; he served through July 1989. In July 1989 Dr. E. LeBron Fairbanks was elected as the fifth president; he served through January 2007. Dr. Daniel J. Martin was elected as the University's sixth president in November 2006 and began his service in February 2007; he served through June 2012. Dr. Henry W. Spaulding, II was elected as the University's seventh president in November 2012.

## Denominational Relationship and Control

A coeducational university of the arts and sciences, MVNU is the official university of the East Central Educational Region of the Church of the Nazarene. Primary responsibility for sponsorship and support of the University is charged to the Nazarene congregations in Ohio, West Virginia, and the eastern half of Kentucky, with control delegated to the Board of Trustees elected by the annual assemblies of the Central Ohio, East Kentucky, East Ohio, North Central Ohio, Northwestern Ohio, Southwestern Ohio, West Virginia North, and West Virginia South districts. Many students come from this church constituency. However, the University is not narrowly sectarian; students of like ideals are welcome to the University community.

As an institution of the Church of the Nazarene, MVNU stands in the Wesleyan evangelical tradition, as summarized in the "Articles of Faith" in the *Manual, Church of the Nazarene*. According to this "Agreed Statement of Belief," we believe:

- In one God – the Father, Son, and Holy Spirit.

- The Old and New Testament Scriptures, given by plenary inspiration, contain all truth necessary to faith and Christian living.
- Human beings are born with a fallen nature and are, therefore, inclined to evil, and that continually.
- The finally impenitent are hopelessly and eternally lost.
- The atonement through Jesus Christ is for the whole human race; and that whosoever repents and believes on the Lord Jesus Christ is justified and regenerated and saved from the dominion of sin.
- Believers are to be sanctified wholly, subsequent to regeneration, through faith in the Lord Jesus Christ.
- The Holy Spirit bears witness to the new birth, and also to the entire sanctification of believers.
- Our Lord will return, the dead will be raised, and the final judgment will take place.

To these ends, the MVNU curriculum follows a liberal arts pattern, which encompasses career preparation at the college level in selected professional and pre-professional areas of study.

## Mission Statement

*Mount Vernon Nazarene University exists to shape lives through educating the whole person and cultivating Christ-likeness for lifelong learning and service.*

## Mission Context

MVNU's educational philosophy and purpose are shaped by its Wesleyan-Arminian holiness theological roots, informed by the Bible, focused on Christ-likeness in every aspect of life, and defined by an emphasis on loving God with all of one's heart, mind, soul, and strength, as well as one's neighbors as one's self. Students are nurtured and empowered through caring relationships with faculty, staff, and administrators; challenged to be devoted disciples of Christ; drawn toward discovery of wisdom and truth in every discipline of study; prepared for leadership in various professions; equipped to be lifelong learners; and sent into the world to live out their faith by offering their hearts and lives in service to God and others.

The University is characterized by an engaging environment where diversity is celebrated and differences in ethnicity, denomination, gender, economic level, and stage of spiritual development are embraced. A spirit of worship unifies the academic, social, and spiritual life of the

student body; and the community is shaped through shared commitments, values, and experiences that provide the context for transformation in Christ, individually and collectively. Excellence in vocational pursuits and in character development are viewed as an expression of faithful stewardship, and a lifestyle of compassion is demonstrated as the most effective witness to others of God's love. As students become graduates, the character of Mount Vernon Nazarene University continues to identify them as devoted disciples, servant leaders, learning professionals, and loyal alumni.

## Vision Statement

*Mount Vernon Nazarene University: To Change the World with the Love of Christ.*

The University's aspiration is that academic and student life activities be integrated in a Wesleyan evangelical tradition to facilitate character, value, and cultural development to improve the quality of life for all through the love of Jesus Christ. The University seeks to enable students to model the attitude expressed in its motto "To seek to learn is to seek to serve." As students experience the educational process, the University strives to enable students to function as competent Christians, citizens, and professionals.

## Facilities

The main campus of Mount Vernon Nazarene University is located at 800 Martinsburg Road about two miles south of the Public Square of Mount Vernon, Ohio. As the county seat of Knox County, Mount Vernon is an attractive city of approximately 17,000, with a balance of industrial, residential, commercial, agricultural, cultural, and spiritual interests.

The campus consists of 340 acres on the historic Lakeholm Farm. Adjacent to the campus (to the north) are the Knox County Career Center, the Mount Vernon Senior High School, the Mount Vernon Middle School, and the Kokosing River. MVNU buildings are of Williamsburg colonial design, complementing Mount Vernon's reputation as "Ohio's Colonial City."

The Thorne Library/Learning Resource Center (1996) houses more than 122,000 print and non-print items, 410 print periodicals, and 17,000 electronic journals. Renovated in 2011, the lower level includes a curriculum materials laboratory, a video laboratory, the technology help desk, two computer labs, one general purpose classroom, a video conferencing facility, a recording studio and offices for the Computer Science



Department. The main floor houses the Center for Student Success, which opened in 2016, and includes the Office of Career Development. The Center for Innovative Education is also on the main floor, and offers a number of services, including a one-button video studio. The Student Test Center is found on the second floor.

The Hyson Campus Center (1969) is a three-story facility with an external design patterned after the historic Wren Building in Williamsburg. A Dining Commons that seats 540 is found on the ground floor, which also contains the offices for the Student Government Association, the President's Dining Room (PDR), and the campus post office. The Student Life Office and the Counseling Center are housed on the second floor and were fully renovated in 2011. The Bailey Conference room, Alumni Relations, and offices for the School of Christian Ministry and the Education Department are also found on the second floor. Classrooms and common areas comprise the remainder of the second and all of the third floors.

Faculty Hall (1970), named in honor of the University's original faculty and staff, houses the Biology Department, as well as the History offices. A lecture auditorium is located on the main level. Classrooms, several biology laboratories, and a chemistry laboratory are housed in Faculty Hall as well.

Regents Hall (1985), a three-story classroom building, was named in honor of the Board of Trustees. The main level houses the English and History, Mathematics, Psychology and Criminal Justice, and Physics departments. The upper level houses the Chemistry Department and chemistry, biology, electronics, and research laboratories. Classrooms and a general purpose physics laboratory are located in the lower level.

Founders Hall (1969) was named in honor of those who contributed to the University's first financial campaign. On the second floor are faculty offices for the Communication Department, staff offices for Dual Enrollment, one sound/video studio classroom, a computer (MAC) laboratory, and the WNZR FM radio station. On the ground floor are the Admissions/Enrollment Management offices and Student Financial Services.

The R. R. Hodges Chapel-Auditorium and Fine Arts Center (1990) was named for the father of a founding trustee. The auditorium seats over 1,800 and is equipped with state-of-the-art sound and presentation equipment along with a 3-manual, 50-rank Schantz pipe organ. Thorne Performance Hall is a smaller auditorium for theatre and musical presentations. The chapel facility also includes music

practice rooms, the development office, faculty offices, classrooms, and the David H. Nease Rehearsal Hall.

Jetter Hall (1990) was named for the late Dr. George Jetter, a founding Trustee and major donor to the University. Jetter Hall houses the Business Department and includes faculty offices, a computer laboratory, classrooms, and a lecture hall.

The Jennie K. Moore Family and Consumer Science Center opened in 2000 with a second floor expansion completed in 2004. The name of the building was changed to the Clarence and Jennie Moore Center in April 2016. The first floor contains offices and classrooms, and houses the Esther Jetter Pre-school, which operates during the academic year. The second floor houses classrooms and offices for the Social Work Department.

The Gymnasium (1975) houses indoor practice facilities for athletics, and was formerly used as the intercollegiate basketball and volleyball court. In 1983, athletic training, weight lifting, and exercise facilities were added. Office facilities for the Physical Education Department and coaches were added in 1986. The Donoho Recreation Center (1969 and remodeled in 1991) is named in honor of Drs. John and Lora Donoho, who served respectively as Dean of Students and Director of Athletics from 1975 to their joint retirement in 1990.

The William J. and Evelyn Prince Student Union (PSU) was added to the gymnasium complex in 2004 in honor of the third MVNU president and his wife. The PSU provides additional recreational and leisure activities, including the "586" grille, a fitness room, and the Esports room.

The Ariel Arena (2014) building, named for the Ariel Corporation, houses a state-of-the-art athletic arena, which is home to the intercollegiate basketball and volleyball teams. The lower-level houses a weight training room, a physical therapy office, a classroom, and offices for the Athletic Department. Foster Hall, a sizable multipurpose room used for campus and community events, encompasses much of the upper-level of the Arena.

The Ramser Tennis Courts opened for play in 2016 as the home of the men's and women's intercollegiate tennis teams. Named for donors Mark and Denise Ramser, the facility features eight full-size, outdoor, lighted courts.

Other outdoor recreational facilities include athletic fields for baseball, lacrosse, soccer, softball, and sand volleyball.

The University maintains academic facilities in downtown Mount Vernon in addition to the campus at 800 Martinsburg

Road. Student transportation between the two locations is provided by the University.

The Buchwald Center (2009) is located in a fully-renovated former department store in downtown Mount Vernon and is named for Jim and Maureen Buchwald, founders of the Ariel Corporation. Within its three main floors and 32,000-square feet is housed the University's visual arts program, including the Schnormeier Gallery; classrooms; faculty offices; conference rooms; an atrium that was original to the building; and studios for printmaking, ceramics, design, photography, sculpture, woodworking, painting, drawing, and senior art students.

Hunter Hall (2011) is located adjacent to the Buchwald Center in another fully renovated building in downtown Mount Vernon. It houses the School of Nursing and Health Sciences and includes various laboratories, classrooms and offices; Happy Bean, a contemporary cafe; and state-of-the-art conference and computer facilities. The building was named in recognition of Richard and Theresa Hunter and Maureen Hunter Buchwald.

The Stephen W. Nease Center (2018), named in honor of the first president of the university, is located about a block north of Hunter Hall and the Buchwald Center in what was formerly the J.C. Penney Co. department store. The nearly 11,000-square foot building is home to the Engineering Department, and includes classrooms, engineering labs, and faculty offices. In partnership with Knox Labs, the building is also intended to be a public makerspace, servicing the Mount Vernon community.

Other Ohio sites include facilities dedicated to GPS instruction in Mansfield, Newark, and New Albany.

Four residence halls provide spacious and well-maintained living quarters for resident students: Pioneer Hall (1968), named to commemorate the inaugural class of students; Oakwood Hall (1969); Galloway Hall (1972), named in honor of Dr. Harvey S. Galloway, the first chairman of the Board of Trustees; and Redwood Hall (1998).

Pioneer, Oakwood, Galloway, and Redwood halls each have a center section comprised of a common area lobby and an apartment for the resident director.

Eight apartment complexes provide housing for upper division students. Cedar, Maplewood, and Elmwood apartments were completed between 1975 and 1977, while Birch, Spruce, Rosewood, and Cypress apartments, were added between 1988 and 2002. Each unit has three bedrooms, two baths, a kitchenette, and a living room--all sufficient to house six students, or a married couple. The residence facilities can accommodate 1,116 students.

The Lakeholm Mansion, an original building on the Lakeholm Farm, was built by Columbus Delano, Secretary of the Interior under President Ulysses S. Grant. The home dates to the post-Civil War era and still contains many of its original rooms. In 1966 the land became property of Mount Vernon Nazarene College, with the mansion serving as offices, meeting rooms, and even classrooms in the early days of the institution. Today, Mount Vernon Nazarene University uses the Lakeholm Building to house administrative offices. University guests often admire the building's beauty, inside and out, and the University takes great pride in keeping the original mansion looking like the historical gem it is. In November 2004, MVNU was honored to receive an Ohio Historical Marker from the Ohio Historical Society to commemorate the importance of this structure to the University and to the local community. It is placed along State Route 586 in front of the stone gates that flank the house.

The Parry building is adjacent to Lakeholm and was originally constructed in 1976, with additional offices added in 1996. Offices for accounting, auxiliary services, finance, and human resources are housed there.

Cougar Corner Bookstore (1984), a colonial-style brick building houses the bookstore on its first floor. A renovation in 2011 created space for the University Information Technology Services (ITS) offices on the ground floor.

The Academic Services Building was renovated in 2010 and houses the Registrar's Office and Graduate and Professional Studies staff.

The Barn is one of the original Lakeholm Farm buildings and, over the years, has been used as a cafeteria, gymnasium, chapel, classrooms, and recreational area. Renovated and refurbished in 2008, it includes a large, open space for receptions, dinners, and alumni activities, and it currently serves as the Commuter Lounge. The upper-level meeting room is named in honor of Chet Foraker, MVNU's first athletic coach. The lower level houses MVNU Marketing.

Morrison Facilities Services Building (2011) houses Campus Safety, Facilities Services, Groundskeeping, shipping/receiving, purchasing, campus transportation, and housekeeping. The 12,000-square foot facility is named for the founding superintendent of buildings and grounds.

The Couchenour House, formerly used as the University president's home, offers guest housing. Located on Glen Road, the facility is named for Dr. James Couchenour, long-time friend of MVNU and former Board of Trustees chair.

Campus development purposely blends the new with the old, reflecting how the wisdom of the past is confronted by the opportunities and challenges of the present. Similarly the University colors, blue and green, speak of the familiar sky and land, marks of security and beauty from the past and hope for the future.

## Right-to-Know

The Clery Act regarding campus safety requires all colleges and universities participating in the Federal Student Aid Program to disclose the following information to all students and employees:

<https://www.mvnu.edu/studentlife/campussservices/campusssafety>

Additional information may also be viewed about Institutional Research and Reporting at the following link:

<https://www.mvnu.edu/factsandfigures/institutionaleffectivenessoffice>

## Discrimination, Harassment and Violence

In keeping with its religious heritage, ethical convictions, and legislation, the University values a teaching, learning, and working environment that is free from discrimination, harassment, and violence. This includes Title IX, viewable at:

<https://mvnu.edu/currentstudents/titleix>

Discrimination: Discrimination is based on inequitable

treatment of individuals. The University prohibits discrimination of its employees or students that is related to the individual's race, color, sex, national origin, age, disability, or military service. Title IX covers sexual discrimination at the link above.

Harassment: Harassment includes, but is not limited to, any conduct that a recipient feels is offensive, unwelcome, demeaning, rude, or threatening. This conduct can:

- take the form of slurs, jokes, bullying, cyber bullying, or stalking;
- be verbal, graphic, or physical;
- be directed at employees or students;
- occur in peer-to-peer or hierarchical relationships; and/or
- be perpetrated by employees, students or non-employees.

Violence: The University prohibits violence of any sort against any of its members.

When discrimination, harassment, or violence is reported, the University will take prompt and remedial action. Violation of this policy by any of its members shall subject the individual to disciplinary action, up to and including discharge. Any student who wishes to submit a non-Title IX claim that involves discrimination, harassment, and/or violence will follow the procedures in the Academic Policy Decision Appeals policy that appears elsewhere in the *Catalog*.

## Which Catalog?

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Admissions requirements, financial information, academic regulations/procedures, and curriculum/degree requirements change with each catalog edition. The following apply to all students:

- Admissions: the applicable requirements and policies are determined by the Catalog in effect at the time the students seeks admission to MVNU.
- Financial Information: the applicable requirements and policies are determined by the current Catalog.
- Academic Regulations and Procedures: The applicable requirements and policies are determined by the current Catalog (exceptions may be made, as deemed necessary).
- Curriculum and Degree Program Requirements: The applicable General Education and Major requirements are determined by the Catalog in effect at the time that student files the *Official Declaration of Degree Form*.
- *Exception:* Some majors (e.g., Nursing, Social Work, and Education) require a separate admissions and progressions processes. In such cases, students are held to the major requirements at the time of admission into that major.

# School of Graduate and Professional Studies

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The following sections of the Catalog are intended to serve as a resource to students enrolled in any of the programs offered through Mount Vernon Nazarene University's School of Graduate and Professional Studies. For any inquiries about MVNU's degree programs offered in the traditional format, please refer to the 2020-2021 Traditional Catalog.

## Introductory Information

### GPS VISION

The School of Graduate and Professional Studies is committed to providing students with convenient and flexible learning opportunities to obtain a quality education in an environment that emphasizes both Christian values and ethical standards. Within this context, the School of GPS is dedicated to teaching students within a Christ-centered climate that inspires lifelong learning and service, and provides resources for students striving to enhance their personal and professional lives in a constantly changing world.

### HISTORY

In 1993, the University responded to the needs of adult learners by creating the EXCELL (Executive Center for Lifelong Learning) program. EXCELL would ultimately be renamed "Adult and Graduate Studies" (AGS) in 2004 due to the enrollment, program, and location growth that the University experienced during its first decade of offering cohort-based graduate and undergraduate programs throughout central Ohio. In 2010, AGS would ultimately be renamed "Graduate and Professional Studies" in response to the continued growth of MVNU's program offerings, which now included both on-site and online degree options, as well as a number of certification programs in both education and ministry. In 2015, the School of Graduate and Professional Studies was formed.

Programs currently offered through the School of Graduate and Professional Studies include:

- Associate of Arts in General Studies
- Bachelor of Arts in Christian Ministry
- Bachelor of Arts in Elementary Education (P-5)
- Bachelor of Arts in Leadership
- Bachelor of Arts in Public Administration

- Bachelor of Business Administration (multiple majors)
- Bachelor of Science in Nursing
- Bachelor of Social Work
- Master of Arts in Education (Intervention Specialist: Initial License)
- Master of Arts in Education (Intervention Specialist: Licensed Teachers)
- Master of Arts in Education (Professional Educator's License)
- Master of Business Administration (multiple specializations)
- Master of Business Administration (Health Care Administration)
- Master of Ministry Master of Ministry/Master of Business Administration (dual degree)
- Master of Science in Management
- Master of Science in Nursing

A wide variety of General Studies courses are also available. These courses—offered exclusively online—have been designed for students who want to complete their college degree but do not have a sufficient number of credits to enroll in an undergraduate degree program or have enough total credits to graduate.

### CURRICULUM

The School of Graduate and Professional Studies is committed to providing students with a quality education and curriculum developed by experts with a vast amount of relevant, professional experiences. In addition, every program utilizes a learning model that not only encourages academic support, but also fosters personal friendships and networking relationships among students that last well beyond graduation.

### INSTRUCTORS

GPS instructors engage the latest practices and theory in the classes they teach in order to equip students to manage their personal, professional, and academic decisions and activities with both confidence and skill. Their combined use

of curriculum and technology ensures that students are prepared to function effectively within their current (or anticipated) individual work environments. Our caring, professional instructors also mentor and encourage students towards personal and professional growth, all within a stimulating and supportive learning environment.

## **RESOURCES**

Thorne Library provides the major bibliographic and information services and resources for the entire MVNU community. It provides a high-quality collection of materials in many formats (includes more than 123,000 print and non-print items) and maintains subscriptions to approximately 550 print periodicals and 8,300 electronic journals. Thorne Library also provides MVNU students, faculty, and staff with access to more than 180 research databases, as well as access to an additional 40 million items through its membership in OhioLINK (a statewide library consortium through which patron-initiated borrowing allows materials to be delivered to a library of choice within 3-5 working days).

## **General Provisions**

The purposes of this section of the Catalog include disseminating information about policies and procedures relevant to the programs offered through the School of Graduate and Professional Studies, setting forth the authority and responsibility of the School of Graduate and Professional Studies to establish guidelines that facilitate a just and civil campus community and maintain social discipline, and outlining the administrative processes for determining responsibility for violations of School of GPS regulations.

School of GPS policies have been designed to protect individuals and the campus community, as well as create a learning environment conducive to achieving the academic mission of Mount Vernon Nazarene University. At the sole discretion of the School of Graduate and Professional Studies, proceedings under the GPS guidelines set forth here may be suspended whenever acts or conduct involving possible violations of the standards contained herein are also the subject of criminal or civil enforcement proceedings, so long as suspension will serve the best interests of MVNU or better facilitate the administration of justice. MVNU reserves the right to place a hold on the student's records and/or registration, pending the resolution of proceedings in this Catalog.

## **The Learning Environment**

We believe a strong ethical foundation is one of the most important aspects of your education. Through the integration of faith and learning, we promote the values and principles of the Christian faith upon which MVNU was founded. Learning in this context teaches students how to succeed in the workplace without compromising those qualities. When combined with the curriculum, students can feel confident that they are earning a degree that can be life changing.

MVNU seeks to provide rigorous academic programs that encourage scholarship, critical reflection, and problem-solving; promote a distinctively Christian lifestyle within the Wesleyan evangelical tradition; and offer a supportive environment that inspires students to achieve their highest potential spiritually, intellectually, socially, and physically as they prepare for careers and for meaningful service to God and humankind.

MVNU supports the intellectual, personal, social, and ethical development of its members. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. MVNU students are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship.

GPS students are members of the MVNU academic community committed to basic and broadly shared Christian and ethical principles and concepts of civility. Integrity, autonomy, justice, respect, responsibility, and Biblical interpretation represent the basis for the rights and responsibilities that follow. Participation in the MVNU community obligates each member to follow a code of civilized behavior while attending MVNU.

## **Student Behavior and Rights**

As a Christian liberal arts university, MVNU is committed to moral and spiritual values. Where these values imply restrictions of conduct, they are in the interest of a richer experience of community life. Each member of the MVNU community is expected to behave honorably, considerately, and peacefully while enrolled at MVNU. The standards of behavior are those of the Church of the Nazarene, which is the sponsoring church and which provides substantial financial and moral support.

GPS students are expected to assume responsibility for unquestioned honesty and for choosing morally-enhancing forms of recreation, entertainment, and interpersonal relationships. GPS students are also encouraged to refrain

from the use of alcoholic beverages, tobacco, and other habituating drugs.

The Christian value system espoused by the School of Graduate and Professional Studies does not condone offensive pictures or literature, or other inappropriate materials; expressing lack of self-respect and respect for others in public display of affections, swearing and profane or obscene language; and all forms of gambling.

MVNU affirms the biblical teaching that sexual intimacies are to be shared as God's gift within the context of a committed marriage relationship between a man and a woman, and to do otherwise is to distort the holiness and beauty that God intended. As members of a Christian community, we are admonished to avoid certain sexual activities held to be incompatible with God's will for our sexual integrity, including, but not limited to, fornication, sexual promiscuity, adultery, homosexual acts, homosexual behavior, public expression and/or promotion of a homosexual lifestyle, and viewing/ participating in pornography.

Students who are admitted and who continue to be enrolled must give evidence of the ability to function in the total university environment, meeting financial, emotional, academic, and behavioral criteria. Inability to so function will call for review at various official levels for continuation of enrollment.

In the event of a behavioral offense, MVNU has various responses, including, but not limited to the following: withdrawal, suspension, dismissal, or expulsion. In each of these cases, the student is not permitted on any MVNU campus.

## **STUDENT RIGHTS**

It is important that students at MVNU understand the limits or parameters of their rights.

First, MVNU is a private church university. This indicates that MVNU students are in a different category than students at a public, state-supported university. Comparisons between both must take this into consideration.

Second, MVNU students are in a "contractual" relationship. As voluntary attendees, students agree to accept the responsibility to fulfill MVNU community rules, regulations, policies, and procedures.

Third, MVNU may dismiss a GPS student if it deems the student's behavior to be incompatible with its standards. Students may be suspended, dismissed, expelled, or withdrawn on either academic and/or behavioral grounds.

Fourth, MVNU subscribes to federal regulations protecting student privacy. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. It is codified at 20 U.S.C. section 1232g. The United States Department of Education has issued regulations to implement the law.

## **RIGHT TO PRIVACY (FERPA)**

In accord with the Family Educational Rights and Privacy Act (FERPA) of 1974, each student has these privacy rights:

- The right to inspect and review information contained in the student's educational records.
- The right to challenge the contents of the student's educational records.
- The right to a hearing if the outcome of the challenge is unsatisfactory.
- The right to submit an explanatory statement for inclusion in the educational record if the outcome of the hearing is unsatisfactory.
- The right to prevent disclosure, with certain exceptions, of personally identifiable information.

The University may release directory information without the student's consent unless the student requests that such information not be disclosed. With the exception of directory information, the University cannot release any information to third parties or non-University personnel (including academic information) about a student without an electronic waiver on file in the University Registrar's Office. When waivers are filed, they pertain to all terms of enrollment at the university until the student rescinds the permission.

Students will need to complete the Information Release Form. In the Information Release Form the student will be able to select the type of information to be released and which individuals are permitted to have access to that released information. The federal law may be accessed at: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>. The federal regulations may be accessed at: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/leg-history.html>.

## **Students with Special Needs**

Qualified students who have a physical and/or mental impairment that substantially limits one or more major life activities may receive assistance at MVNU as provided in Section 504 of the Rehabilitation Act of 1973 and in the applicable provisions of the Americans with Disabilities Act of 1990. More comprehensive information is available at

<http://mvnu.edu/undergraduate/academics/css/accessibility/services>.

Any qualified GPS student must meet the requisite academic and technical standards required for admission and participation due to the nature of our Graduate and Professional Studies programs. As such, GPS students who have questions about receiving appropriate accommodations for a documented disability should contact Amy Brown (Academic Success Coach for the School of Graduate and Professional Studies) as soon as possible via phone (877-431-9610, ext. 6009) and/or email at [GPS.AcademicSuccess@mvnu.edu](mailto:GPS.AcademicSuccess@mvnu.edu).

## **Discrimination, Harassment, and Violence**

In keeping with its religious heritage, ethical convictions, and legislation, the University values a teaching, learning, and working environment that is free from discrimination, harassment, and violence. This includes Title IX, viewable [here](#).

**Discrimination** is based on inequitable treatment of individuals. The University prohibits discrimination of its employees or students that is related to the individual's race, color, sex, national origin, age, disability, or military service. Title IX covers sexual discrimination at the link [above](#).

**Harassment** includes, but is not limited to, any conduct that a recipient feels is offensive, unwelcome, demeaning, rude, or threatening. This conduct can take the form of slurs, jokes, bullying, cyber bullying, or stalking; be verbal, graphic, or physical; be directed at employees or students; occur in peer-to-peer or hierarchical relationships; and/or be perpetrated by employees, students, or non-employees. Title IX addresses sexual harassment at the link [provided above](#).

**Violence**: The University prohibits violence of any sort against any of its members. Title IX addresses sexual violence at the link [provided above](#).

When discrimination, harassment, or violence is reported, the University will take prompt and remedial action. Violation of this policy by any of its members shall subject the individual to disciplinary action, up to and including discharge. Any GPS student who wishes to submit a non-Title IX claim that involves discrimination, harassment, and/or violence must follow the procedures outlined in the Academic Policy Decision Appeals (p. 32) portion of the "Academic Standing" section of this Catalog.

## **Credit Hour Policy**

### **ONSITE COURSES**

The basic definition of 1 credit hour = 13-14 hours of class time + 26-28 hours of independent work (117-126 hours total for a 3-credit hour course) when the course is offered in a traditional semester length calendar and in the face-to-face instructional modality. Assuming the standard 6:00-10:00 p.m. standard meeting time for onsite GPS courses, the reduced direct student-faculty contact time requires additional independent work by students as illustrated below.

#### **5-week course:**

- 20 hours total in-class contact time during the course
- 97-106 hours total in independent learning activity (19-22 hours per week)

#### **6-week course:**

- 24 hours total in-class contact time during the course
- 93-102 hours total in independent learning activity (16-17 hours per week)

#### **8-week course:**

- 32 hours total in-class contact time during the course
- 85-94 hours total in independent learning activity (11-12 hours per week)

### **ONLINE COURSES**

Online courses with all independent learning activity will operate within the following structure and guidelines:

#### **5-week course:**

- 23-25 hours per week of independent learning activity

#### **6-week course:**

- 19-21 hours per week of independent learning activity

#### **8-week course:**

- 15-16 hours per week of independent learning activity

Courses offered in a blended format will be evaluated once the amount of face-to-face contact time is identified.



## Campus Safety

Information regarding MVNU Campus Safety (including annual campus crime statistics as required by the Campus Crime Reporting Act, also referred to as the Clery Act) may be viewed at <http://mvnu.edu/studentlife/campuservices/campusafety>.

## Admissions Information

### Graduate Admissions

Admission requirements for graduate programs vary by program. Please refer to GPS program-specific sections of this Catalog for more information.

### Undergraduate Admissions

The minimum number of semester hours required for admission varies by program. Certain programs may have specific admissions requirements due to accreditation demands. Please refer to GPS program-specific sections of this Catalog for information. All semester hours earned in college-level courses must have been taken at a regionally accredited institution of higher learning in order for equivalent credit to be transferred. The following basic admissions requirements must also be met:

- confirmation of high school graduation or equivalency (i.e., official high school transcript, GED, or prior official college transcript);
- a GPA of 2.00 or higher on a 4.00 scale for any education completed during the past 5 years with an official college transcript from all colleges/universities attended; (Applicants to the Associate of Arts in General Studies program may be enrolled without submission of official transcripts from all colleges/universities attended. However, in order for a student to remain enrolled in the program, all official transcripts must be submitted by no later than the end of the student's second course. A minimum GPA of 2.00 for all prior coursework completed will also not apply to students admitted to the Associate of Arts in General Studies program.)
- completed online application and Registration Agreement Form.

Other expectations include the ability to:

- access the internet;
- access and regularly monitor your MVNU email account;

- sit through four hours of class, one night per week (onsite courses);
- abide by School of GPS attendance policies (online and onsite);
- attend each of the scheduled class sessions of a scheduled onsite course;
- complete each instructional week of a scheduled online course;
- arrive by the scheduled start time and stay until the scheduled finish time (onsite courses);
- operate computer hardware and software.

### Additional Policies and Procedures

In addition to the standard and program-specific admission requirements of GPS undergraduate and graduate programs, the following policies and procedures apply (as necessary) to any applicant to a GPS program.

#### ADMISSION ON ACADEMIC PROBATION

An applicant with a GPA of less than 2.00 may apply to be admitted on academic probation. Decisions to grant probationary admittance will be made by the appropriate GPS Program Coordinator in accordance with all policies and procedures as determined by the student's chosen GPS program.

#### TRANSFER CREDIT

Transfer credit is granted only for those courses for which a grade of C- or better was earned. Transfer credit policies may vary by degree program. Please refer to GPS program-specific sections of this Catalog for more information.

Students entering MVNU who have earned college credit after earning a high school diploma or equivalent are considered transfer students. Students earning college credit concurrently during high school from programs such as dual enrollment options are considered "first time in college" upon entry to MVNU. In either case, official transcripts must be sent directly to MVNU from all higher education institutions attended.

#### GUEST STUDENTS

Students admitted to a degree program at another institution may enroll at MVNU as a guest student by presenting a letter of authorization from the academic dean or registrar of the other University. Guest students may enroll in courses not leading to degrees by showing

evidence of ability to profit from the course and by accepting the ideals of MVNU. When a course the guest student wants to enroll in at MVNU has a prerequisite, the student must present an official transcript from any institution(s) showing the prerequisite is completed.

### **RIGHT OF REFUSAL**

Mount Vernon Nazarene University reserves the right to refuse admission to any applicant if there is evidence that the applicant's lifestyle or behavior is contrary to the University's culture and lifestyle expectations, or when an applicant's criminal record compromises the safety of the University's students or employees.

### **INTERNATIONAL STUDENTS**

Prospective international students who are not citizens of the United States of America and desire admission to MVNU must complete the regular admission process with the following provisions:

- The prospective student must complete and return an application to the University's Admissions Office.
- International students must have their non-North American/non-English-speaking secondary school (or equivalent) and university transcripts evaluated by the following independent evaluation service (or equivalent evaluation organization) and request that all official transcripts and evaluation results be mailed directly to the School of GPS Admissions Office.

Website: <http://www.ece.org>

Email: [eval@ece.org](mailto:eval@ece.org)

Fax: 414-289-3411

Telephone: 414-289-3400

Milwaukee, WI 53203-3470 USA

PO Box 514070

Educational Credential Evaluators (ECE)

- If a prospective student has attended a secondary school and/or university in North America, official transcripts from each institution must be submitted to the School of GPS Admissions Office.
- Applicants from countries and US territories in which English is not the primary language must also provide recent evidence of proficiency in English by one of the following:

1. scoring of 80 or above on the Internet-based TOEFL (Test of English as a Foreign Language) with subscores in writing, reading, speaking and listening of at least 20, or
  2. scoring 550 or above on the written TOEFL with subscores in writing and reading of at least 50.
- All tests of English proficiency must have been taken in the last two years to be considered for acceptance. An official score report must be mailed directly to the School of GPS Admissions Office.

If a prospective student is already in the United States on a visa, copies of current immigration documents must be submitted to the School of GPS Admissions Office. These may include:

- current I-20
- current visa
- receipt/approval notice from United States Citizenship and Immigration Services (USCIS)
- any legal documents pertaining to immigration status

For those seeking an initial F-1 student visa, once the above steps have been completed and the student has been accepted, the University will issue an I-20 form for the students to use in obtaining an F-1 student visa. Students who are citizens of a country other than the United States of America (USA) must fold the F-1 visa in order to register for classes and enroll at the University. Persons who have entered the United States on a visitor's visa must convert it to an F-1 visa before the University will consider admission. A SEVIS fee of \$200 must be paid in addition to the visa application fee. International students on academic or disciplinary probation at another institution, or who have been dismissed from another institution, are not considered for admission.

### **Applicants with a Felony Record**

When an individual with a felony record applies for acceptance, the following procedure will be implemented:

The applicant will write an essay of petition to the Dean of the School of Graduate and Professional Studies, including:

- If probation is ongoing, the applicant must supply a certified copy of the sentencing entry of court from each court where convicted.

1. the incident, the date of the crime, what kind of crime was committed, and where (county and state) the crime was committed;
  2. whether or not the applicant is on probation and, if so, the name, address, and phone number of the probation officer(s);
  3. a summary of what the applicant believes has changed in his/her life since the conviction and how a degree will help accomplish any personal goals.
- After receipt of the above documents, an interview with the Dean of the School of Graduate and Professional Studies and appropriate GPS Program Coordinator may be required. If so, the Dean and Program Coordinator will confer with the Chief Academic Officer (CAO) for the final decision.

When an individual has been convicted of a violent crime (e.g. sexual offense, assault and battery, murder, etc.) the above procedures will be followed, along with these additional procedures:

- The applicant will be scheduled for a mandatory interview with the Dean of the School of Graduate and Professional Studies and appropriate GPS Program Coordinator.
- If probation is ongoing, the applicant must be recommended in writing by the probation officer responsible for the applicant's case.
- In consultation with the program leadership, the Dean of the School of Graduate and Professional Studies will meet with the CAO and legal counsel to review all information and documentation.
- All information and documentation, including any recommendation by legal counsel, will be considered in the admission decision.

## Financial Information

Student Financial Advisors are available to assist you with financial aid. You are encouraged to begin the process early. Please visit <http://mvnu.edu/gps/financialaid> for more information. For those who qualify, some financial assistance may be available. Students who wish to apply for federal or state financial assistance are required to complete a Free Application for Federal Student Aid (FAFSA). You may complete and submit the application

electronically at <http://www.fafsa.ed.gov>. MVNU's school code number is **007085**. Please enter this number when filing your FAFSA.

MVNU policies (including those that govern refunds) follow all Title IV regulations, which are subject to change as required by Federal law and regulation.

## Tuition Rates & Fees (School of GPS)

Tuition rates are per credit hour. All amounts listed below are effective as of July 1, 2020.

Associate of Arts in General Studies	\$265
Bachelor of Arts in Christian Ministry (1)	
1000- and 2000-level courses	\$265
3000- and 4000-level courses	\$398
Bachelor of Arts in Elementary Education (P-5)	
1000- and 2000-level courses	\$265
3000- and 4000-level courses	\$398
Course Fees (total)	\$2,350
Bachelor of Arts in Leadership	\$398
Bachelor of Arts in Ministry Leadership	\$398
Bachelor of Arts in Public Administration	\$398
Bachelor of Business Administration	\$398
Bachelor of Social Work	
1000- and 2000-level courses	\$265
3000- and 4000-level courses	\$350
Computer Fee (total)	\$1,200
Education Workshops	\$225
General Education Courses	\$265
Master of Arts in Education: Intervention Specialist (Initial License)	\$498
Course Fees (total)	\$2,025
Master of Arts in Education: Intervention Specialist (Licensed Teachers)	\$498
Course Fees (total)	\$665

Master of Arts in Education: Professional Educator's License	\$498
Course Fees (total)	\$1,725
Master of Business Administration (several specializations)	\$498
Master of Business Administration: Health Care Administration	\$498
Master of Ministry (2)	\$498
Master of Ministry/Master of Business Administration (dual degree)*	\$498
Master of Science in Management	\$498
Master of Science in Nursing	\$498
RN-Bachelor of Science in Nursing	\$398
Graduation Fee (3)	\$100

(1) Bachelor of Arts in Christian Ministry students receive a \$300 scholarship for each of the 12 courses in the BACM core curriculum (includes course retakes). All BACM students who are seeking ordination through their Church of the Nazarene districts and have enrolled in the COTN Ordination Concentration will receive an additional \$100 scholarship for each of the 12 courses in the BACM core curriculum, as well as all 5 courses in the Ordination Concentration (includes course retakes).

(2) Master of Ministry students enrolled in the Master of Ministry or Master of Ministry/Master of Business Administration (dual degree) program receive a \$500 scholarship for each course in the Master of Ministry core curriculum (10 courses total).

(3) Graduation Fee is charged to all students, regardless of degree type, when the Registrar's Office receives their Intent to Graduate Form.

## Payment Plan Options

The following payment plan options are available:

1. The student applies for financial aid. The student is responsible for satisfying any balance that remains after financial aid has been applied.
2. The Student Financial Services Office receives a voucher from the student's employer stating how much the employer will pay. The student will be responsible for paying any amount not covered by the employer by the first night of each course.

3. The Student Financial Services Office receives a letter from the student's employer that states how much the employer will pay, and that also provides both the student's name and student ID number. If the financial assistance provided by the employer is not grade dependent, payment must be made by the first night of each course. If the financial assistance provided by the employer is grade dependent, payment will be due no later than four (4) weeks after each course has been completed.
4. The student pays tuition for an entire payment period by the first night of class in that payment period.

**Note:** If payment is not received in a timely manner, the student will not be permitted to attend class and may be withdrawn from the institution. This policy will be strictly enforced.

## EMPLOYER TUITION REIMBURSEMENT

Some employers offer tuition assistance. Check with your Human Resources department to see what assistance is offered.

## Student Financial Responsibility

Prior to enrolling, students must complete the Student Financial Agreement via the MVNU portal. While a student may receive financial assistance from various sources that are unrelated to MVNU, the sole responsibility for satisfying amounts owed MVNU falls with the student. Should a student's account become delinquent at any time during or after enrollment at MVNU, the following actions may be taken at the discretion of MVNU:

1. enrollment in a current semester is terminated, requiring the student to leave MVNU immediately upon notice by MVNU;
2. registration for a future semester is suspended until the account is made current;
3. interest is assessed on any outstanding balances to the extent legally allowed;
4. a collection agency is engaged and the student charged any fees associated with the use of such an organization, including attorney fees and court costs;
5. MVNU withholds transcripts or diplomas;
6. MVNU requires the execution by the student of a promissory note for the amounts owed.

A student may appeal a delinquency classification to the Student Financial Services Office, whose judgment is considered final in such matters.

### **OTHER INFORMATION**

- Transcripts may be released when all financial obligations to the University have been met and institutional loans are paid current.
- Diplomas may be released when all account balances with the University have been paid. For students who have a Federal Perkins Loan, exit counseling must be completed for a diploma to be released.

For further information regarding payment of student accounts or financial holds, students may contact the Student Financial Services Office by email at [accounts@mvnu.edu](mailto:accounts@mvnu.edu) or by phone at (740) 397-9000, ext. 4540 or toll-free at (866) 686-8243 (option 1).

### **Additional Information**

#### **LEAVE OF ABSENCE**

Federal regulations require that a student not have a lapse in his/her attendance of more than 45 days. Any lapse in attendance that is 46 days or more requires the student to perform one of the following:

1. fill the break in attendance with another course;
2. be on an approved Leave of Absence (LOA);
3. withdraw from MVNU.

The Leave of Absence policy and application form are both available via the MVNU portal; they can also be obtained directly through the Student Financial Services Office.

### **Refund Policy for Students Withdrawing from the University**

Withdrawal from MVNU may affect the student's eligibility for financial aid. Once a student has completed the withdrawal process, the portion of student charges eligible to be refunded is based on a ratio of the number of days remaining in the term to the total number of days in the term. The official and unofficial withdrawal date is considered to be the earliest of (1) the last day of class attendance, (2) the last day of documented academically related activity, or (3) the date the student began the withdrawal process.

#### **TUITION REFUNDS**

A 100% refund will be given for any course that has not been attended. Any course that has been attended will be

billed at 100%. If documentation is received from the GPS Academic Success Coach that a grade for a course has been changed from "X" (non-passing) to "W" (withdrawal), a refund will be given for that course. Students who withdraw from the University will be billed through the course that was last attended.

### **Return of Title IV Funds**

If a student receives financial aid funds from any aid program and subsequently withdraws from MVNU before 60% of the term has elapsed, then a percentage of those funds must be returned to the appropriate federal, state, and/or institutional program(s). The calculation used to determine the return of funds is a ratio of the number of days remaining in the term to the total number of days in the term. The student who remains enrolled and attends class through the 60% point of the term is eligible to retain 100% of federal grant and loan funds. The return of state and MVNU funds follows a similar schedule. If the return of Title IV funds exceeds the school's portion and results in an amount to be returned by the student, the University will return those funds on the student's behalf and notify the student in writing of the balance they then owe to the University.

If a student receives Title IV program funds and a student in attendance earns more funds than disbursed, the school will include aid actually disbursed and aid that could have been disbursed in the R2T4 calculation. The school will then determine the amount of post withdraw disbursement funds earned by the student at the time of withdraw. The school then provides notification to the student or parent borrower before making a disbursement of post withdraw loan funds, allowing them 14 days to respond.

The school will return the Title IV funds as soon as possible after the determination date, but no later than 45 days. The order in which the Title IV program funds will be returned is as follows:

- Unsubsidized Direct Loans (other than Direct PLUS Loans)
- Subsidized Direct Loans
- Direct PLUS Loans (parent or graduate)
- Federal Pell Grants for which a return of Title IV funds is required
- FSEOG for which a return of Title IV funds is required
- Iraq and Afghanistan Service Grant, for which a return of Title IV funds is required

In MVNU's non-term credit hour programs, offered in modules, a student who successfully completed all modules

attempted up to the time the student withdrew, will have a completion date (and the corresponding number of days in the R2T4 calculation) equal to the number of days between the start of the first module and the originally scheduled end of the last module.

### **RETURNED CHECKS**

A processing fee will be assessed for any check or electronic payment that is returned as unpaid.

### **Satisfactory Academic Progress**

To participate in the Title IV Student Aid Program (Federal Perkins Loan, Federal Stafford Student Loans, Federal PLUS Loans, Federal PELL Grants, Federal Supplemental Educational Opportunity Grants, Federal TEACH Grants and Federal Work Study), MVNU must take steps to fulfill federal requirements to implement and make public the standards for satisfactory academic progress that students must meet to be eligible to receive Title IV financial assistance. These standards are for financial aid purposes only and do not replace or override the academic policies of MVNU. Satisfactory Academic Progress (SAP) is based on three components:

#### **1) Completion Rate**

A student must complete 67% of all hours attempted at MVNU and all other institutions, for financial aid eligibility. This is determined by dividing the total hours earned by the total hours attempted. Attempted hours will include grades of F, U, W, WF, WP, and I. These grades will NOT count as earned hours.

- Repeating courses will add to the total number of attempted hours but will only count once as earned hours.
- If a traditional student chooses to retake a course s/he has already passed at some point in the past, s/he can do this one time and receive financial aid for the course. Two or more attempts to take a course that has previously been passed cannot be funded with financial aid.

#### **2) Timeframe**

A student can only receive financial aid for a maximum of 1.5 times the total credit hours required for his/her degree program. For any major that requires 120 credit hours for graduation this equals a maximum of 180 hours that can be attempted. For any majors requiring more than 120 hours, the maximum allowed will be calculated accordingly. Any hours attempted, but not completed will count.

- Transfer credit hours must be included in the maximum of 180.
- Repeated courses, failed courses and withdrawals will also count towards the maximum.
- An appeal must be submitted by any student who has exceeded their maximum timeframe allowed due to transfer hours or change of major. Student Financial Services will review the credits attempted that apply towards the student's program of study in order to determine future financial aid eligibility. An academic plan signed by the student's academic advisor will be required.

#### **3) Grade Point Average**

A student must achieve a cumulative GPA of 2.0 (3.0 for all graduate programs) by the end of the fourth semester/payment period and maintain the 2.0 (3.0 for all graduate programs) for the duration of their eligibility. Repeated courses and failed courses will also count towards the cumulative GPA.

### **SAP REVIEW**

After each semester/payment period, Student Financial Services will review completion rate, timeframe and GPA for each student enrolled in that semester/payment period, regardless of whether or not the student received Title IV aid during that period. Depending on the student's status relative to these factors, the student's progress for financial aid purposes will be determined as follows:

1. Satisfactory Progress applies to any student who passed the appropriate number of earned hours to attempted hours, has not exceeded the maximum total attempted hours allowed for their program and his/her GPA meets the requirements listed above.
2. Financial Aid Warning applies to any student who fails to meet the requirements for completion, timeframe and GPA listed above for the semester. A warning letter will be sent at the end of the semester to the student to indicate why s/he is receiving a warning and what must be done within the next semester to be back in accordance with the SAP rules. If the student fails to meet these requirements, his/her federal, state and institutional financial aid will be suspended for future semesters. The student must bring his/her hours and/or GPA back into good standing or appeal to regain financial aid eligibility. A student cannot have two consecutive semesters on warning.

3. Financial Aid Probation applies only to a student who has failed to meet SAP requirements and has had an appeal approved by Student Financial Services. A student may be on probation for one semester only. If a student has not met the SAP requirements above, s/he should work with their Student Financial Advisor to understand what options exist to regain eligibility.
4. Unsatisfactory Progress applies to a student who has not met the requirements for completion rate, GPA and attempted hours after his/her warning period and is not on financial aid probation nor has an approved appeal. This student is not eligible for federal, state or institutional financial aid until s/he meets the requirements in each of the three areas listed above.
5. Academic Plan applies to any student who has submitted an academic plan as part of a SAP appeal and has successfully completed the goals for that semester as outlined by the plan. The student continues to remain eligible for federal and state financial aid, but does not meet the definition of a SAP eligible student.

### **SAP APPEAL PROCESS**

1. A student who wishes to appeal his/her unsatisfactory academic progress determination must submit a SAP Appeal Form to the Student Financial Services office. SAP appeals are reviewed based on the extenuating circumstances such as serious injury or illness involving the student, death of an immediate family member or other circumstances beyond the student's control that prevented him/her from achieving satisfactory progress. Each student's circumstance is reviewed on an individual basis. Students appealing may also be required to submit an academic plan that indicates exactly what the student must take to finish his/her academic program and details in what time frame this can be accomplished.
2. The Assistant Director for Financial Aid will review the appeal and determine whether the financial aid termination is justified. The student will be advised in writing and by MVNU e-mail of the decision and may be asked to meet with his/her Student Financial Advisor to plan for future semesters.
3. A student wishing to appeal the decision of the Assistant Director for Financial Aid may do so in writing to the Director of Student Financial Services.

### **THINGS TO CONSIDER REGARDING SAP POLICY**

**Changes in Major:** Students will be expected to maintain satisfactory academic progress standards even if they make a change in major. All hours attempted from prior majors will be included in the total hours attempted for maximum time frame requirements. A student may appeal for a longer time frame with rationale of the reasons for the extension.

**Second Degree:** Students who pursue a second degree must pass courses at 67% pass rate and maintain a cumulative grade point average of 2.0 or higher. They may not exceed 150% of the required courses for the new degree.

**Incomplete Coursework:** Incomplete course work will be included as all hours attempted but not in hours passed until the grade is complete. Once the course is graded, the satisfactory academic progress status process will be re-evaluated upon request of the student.

**Repeated Coursework:** A student who fails a required course may repeat the course and receive federal financial aid. A student may repeat a passing course only one time and receive federal financial aid. Repeated coursework will count towards the total hours attempted and total hours passed for satisfactory academic progress. Cumulative grade point average for repeated courses will be determined by the Registrar's Office.

**Non-credit/remedial Coursework:** Remedial coursework will be counted in determining financial aid eligibility, enrollment status, and satisfactory academic progress. These courses will be included in maximum timeframe calculations. Students will be limited to no more than thirty (30) remedial credits for financial aid eligibility.

### **SUMMARY**

Students are encouraged to review these standards and to be knowledgeable relative to their individual progress and financial assistance. The University recognizes that circumstances and conditions regarding these standards may require the discretionary judgment of the Student Financial Services Office. Examples of such conditions include changing majors or career objectives as well as various personal reasons. Any student with questions regarding SAP or these conditions should contact the Assistant Director for Financial Aid.

## Academic Regulations and Procedures

In order to ensure that the highest standards of academic performance are promoted and supported within the School of Graduate and Professional Studies, students must meet the academic requirements of each course, as well as those of the relevant discipline or program. Instructors are also qualified as professionals to observe and judge all aspects of a student's academic performance, including demonstrated knowledge, technical and interpersonal skills, attitudes, professional character, and ability to master the required curriculum.

### Continuous Enrollment

The School of Graduate and Professional Studies operates on a schedule of continuous student enrollment. As such, GPS students are expected to remain enrolled in courses throughout the entire calendar year. Any break of more than 45 days in a student's course schedule requires a Leave of Absence (LOA) approved by the Student Financial Services department. Additionally, GPS students are not allowed to be out of attendance more than 180 days in any 12-month period. Any student who is out of attendance for more than 45 days or more than 180 days in a 12-month period will be immediately withdrawn from his/her GPS program. This policy applies to all students enrolled in a Graduate and Professional Studies program, regardless of Financial Aid status.

### Online Course Attendance

The foundation of a quality, online educational experience is ongoing, active engagement with both fellow students and the facilitating instructor. Ideally, students are actively engaged in completing the stated learning objectives throughout the instructional week.

In order to be counted present for a specific instructional week of an online course, the student must make substantial contributions to the course **at least once** during the instructional week. A "substantial contribution" is defined as posting to an assigned discussion forum, submitting an assignment, completing a quiz/exam, or any other academic activity required for that specific instructional week of the course. If the student fails to meet this minimum requirement, s/he will be counted as absent for that instructional week.

A failing grade will automatically be awarded in an online course whenever a student is absent:

- once in a course that is 1-4 weeks long
- more than once in a course that is 5-6 weeks long
- more than twice in a course that is 7-12 weeks long

### Onsite Course Attendance

Absences may jeopardize student learning and success. Therefore, attendance in onsite GPS courses is considered mandatory and GPS instructors will comply with each of the policies outlined below. The student's program may contain policies regarding attendance, absences, and missed class time that vary from the general policies stated here. Please refer to GPS program-specific sections of this Catalog for more information.

### ABSENCES

A certain number of absences are allowed for each GPS course, depending upon the length of that course. Exceeding the number of allowed absences will result in the student being withdrawn from the course and being issued an "X" (non-passing) grade. Each student is responsible for communicating directly with the instructor regarding all absences, including expectations for any make-up work that may be assigned.

<u>Course Length</u>	<u>Number of Allowed Absences</u>
1-4 weeks	0
5-6 weeks	1
7-12 weeks	2
15 weeks	3
21 weeks	4

### MISSED CLASS TIME

Arriving late to class and/or leaving class early may also jeopardize student learning and success. Late arrivals and early departures can also be disruptive to both the instructor and other students, so arriving to class on time and remaining until the class session has ended is considered mandatory. GPS instructors will use the following scale when tracking missing portions of a class session(s) and converting that time into an absence(s) accordingly.

<u>Time Absent</u>	<u>Penalty</u>
121 minutes or more of accumulated time (>2 hours)	Counted as a first absence and will result in automatic withdrawal from a 1-4 week course.



361 minutes or more of accumulated time (>6 hours)	Counted as a second absence and will result in automatic withdrawal from a 5-6 week course.
601 minutes or more of accumulated time (>10 hours)	Counted as a third absence and will result in automatic withdrawal from a 7-12 week course.

This policy applies to any onsite course lasting no more than 12 weeks.

Arriving to class late and/or leaving class early may also result in loss of credit for any in-class activities that took place during the period in which the student was not present. Please also note that missing more than 120 minutes of a single class session will result in the student being counted absent for that week of class.

### **Adding/Dropping Courses**

#### **ADDING A COURSE**

A student who wishes to add a course must contact the appropriate GPS Academic Advisor **at least three (3)** weeks prior to the date of the first class session. A minimum cumulative GPA of 2.50 is required in order to take more than one course at a time.

#### **DROPPING A COURSE**

Whenever a student decides to drop a course, s/he must contact the GPS Academic Advisor as soon as possible in order to initiate the withdrawal process. Choosing to drop a course may affect the student's academic and/or financial aid status.

**Dropping a Course (before first class session):** A student who requests to drop a course before the date of the first class session, regardless of the reason(s), will receive a 100% refund of all applicable tuition and fees and will be charged for the course when it is rescheduled, using the appropriate tuition rate and fee schedule that is in effect at the time of registration.

**Dropping a Course (after first class session):** A student who requests to drop a course after the date of the first class session, regardless of the reason(s), will be withdrawn from the course and issued a grade of "W" (withdrawal). If the student has attended none of the scheduled class sessions, s/he will receive a 100% refund of all applicable tuition and fees and will be charged for the course when it is rescheduled, using the appropriate tuition rate that is in effect at the time of registration.

A student who requests to drop a course after the date of the first class session, regardless of the reason(s), and who has attended at least one of the scheduled class sessions, will be charged all applicable tuition and fees and issued an "X" (non-passing) grade.

Please note! Dropping a course may adversely affect a student's ability to satisfy any prerequisite requirements established by his/her chosen program, and thereby delay the student's completion of the program and ability to graduate in a timely manner.

### **Course Withdrawals**

#### **COURSE WITHDRAWAL DUE TO ABSENCES (first two class sessions)**

A student who has been absent the first two class sessions of a course—regardless of the length of the course and the reason(s) for the absences—will be automatically withdrawn from the course at the point of the second absence and issued a grade of "W" (withdrawal). The student will also receive a 100% refund of all applicable tuition and fees and will be charged for the course when it is rescheduled, using the appropriate tuition rate that is in effect at the point of registration.

#### **COURSE WITHDRAWAL DUE TO EXCESSIVE ABSENCES**

Exceeding the number of allowed absences for a particular course will be addressed in the following manner:

<u>Number of Absences</u>		<u>Resulting Action</u>
1 absence in a 1-4 week course	=	withdrawal from the course at point of 1st absence -AND- issuance of an "X" (non-passing) grade
2 absences in a 5-6 week course	=	withdrawal from the course at point of 2nd absence -AND- issuance of an "X" (non-passing) grade
3 absences in a 7-12 week course	=	withdrawal from the course at point of 3rd absence -AND- issuance of an "X" (non-passing) grade
4 absences in a 15 week course	=	withdrawal from the course at point of 4th absence -AND-

		issuance of an "X" (non-passing) grade
5 absences in a 21 week course	=	withdrawal from the course at point of 5th absence -AND- issuance of an "X" (non-passing) grade

Students should be advised that an "X" (non-passing) grade will only be issued in situations involving excessive absences as outlined above. Should this occur—and the course must be repeated in order to satisfy program requirements—the student will have to pay for the course again when it is rescheduled, using the appropriate tuition rate that is in effect at the time of the retake. A student who does not attend a course in its entirety, but within the parameters established for the total number of allowed absences, will receive a final letter grade (A-F) based upon the degree to which s/he has successfully completed the stated learning objectives for that course.

In order to appeal receipt of an "X" grade and request that it be changed to a "W" (withdrawal), a student must provide **at least one** of the following forms of documentation to the GPS Academic Advisor within **twenty** (20) days of receipt of the "X" grade:

- written verification from an accepted medical source (as determined by the Dean of the School of Graduate and Professional Studies) that a personal medical situation (e.g., hospitalization) was the cause of all absences
- written verification from an official military source that required military duty was the cause of all absences
- written verification from the student's employer that a work conflict was the cause of all absences

If the student's appeal is granted and the grade is changed from an "X" to a "W" (withdrawal), the student will receive a refund of all applicable tuition and fees, and will be charged for the course when it is rescheduled, using the appropriate tuition rate that is in effect at the time of registration. The student must also repeat the course in its entirety, in accordance with the attendance policies outlined above.

#### **RAMIFICATIONS OF COURSE WITHDRAWALS**

Because the awarding of financial aid may be adversely affected by withdrawal from a course, a student should contact Student Financial Services Office prior to dropping a course or as soon as possible after having been withdrawn from a course.

A student's GPA may also be adversely affected by withdrawal from a course. While a grade of "W" (withdrawal) has no impact when calculating a student's GPA, an "X" (non-passing) grade holds the same numeric value as an "F" (failure). In addition, an "X" grade remains permanently on a student's transcript, even though the student's GPA is recalculated after the "X" grade has been replaced by a different letter grade.

### **Prior Learning Assessment**

#### **GENERAL POLICY**

Mount Vernon Nazarene University recognizes that undergraduate students are afforded numerous educational opportunities outside of a structured classroom or online course. This extra-institutional learning may be achieved through courses sponsored by businesses, government, industry, the armed forces, professional schools, and other credible associations or agencies.

To provide equitable academic recognition for college-level learning, MVNU has established policies concerning credit awards for prior learning, which is defined as college-level learning obtained beyond the traditional college classroom and prior to any college coursework in that subject area. Prior experience, while important, will not necessarily be equivalent to prior learning. Undergraduate students enrolled in the School of GPS must articulate and demonstrate measurable college-level learning outcomes.

#### **WHAT CONSTITUTES PRIOR LEARNING?**

At MVNU, prior learning credit is awarded solely for learning that is measurable through an appropriate means of assessment, not simply demonstrated through experience alone. In addition, prior learning credit is awarded only for higher, college-level learning. This requires that the learning not only be measurable, but also demonstrate both depth and breadth relevant to the subject, combining theoretical concepts with practical application.

MVNU accepts the recommendations of courses by the American Council on Education (ACE) and the National College Credit Recommendation Service (NCCRS). As such, courses listed in the current "ACE National Guide to College Credit for Workforce Training" or the "ACE Guide to the Evaluation of Educational Experiences in the Armed Services" are accepted. MVNU reserves the right to not accept an ACE or NCCRS recommendation.

Recognizing that *learning* is the focus of a prior learning evaluation, how such learning is delivered, measured, and applied varies greatly. As a result, for those students seeking prior learning credit that is not validated by the

American Council on Education (ACE), and in keeping with common practice among institutions of higher education, thirty (30) clock hours of instruction will correlate to one (1) credit hour, unless a compelling case can be made in the application process that a different standard should apply.

### **DOCUMENTING PRIOR LEARNING**

Undergraduate students enrolled in the School of GPS who request prior learning credits must provide all training records, licenses, certificates, and/or letters from supervisors for evaluation. There is no guarantee of the number of prior learning credits that will be awarded. Upon approval, all prior learning credits that have been awarded will be added to the student's transcript.

Common forms of prior learning credits accepted by MVNU include:

- standardized examinations (CLEP/DSST)
- professional licensures (military, ACE)
- corporate and professional training

Students may earn a maximum of sixty (60) undergraduate prior learning credit hours, subject to the following limitations:

- no more than thirty (30) prior learning credit hours may be earned via CLEP/DSST
- no more than forty (40) prior learning credit hours may be earned via all other types of prior learning credit

### **CLEP/DANTES TESTS**

DSST (DANTES Subject Standardized Tests) and CLEP (College Level Examination Program) tests are available for students who need to complete the General Education Core or General Elective requirements. There is a fee for each test, plus an additional transcription fee per credit hour earned. The student should contact the appropriate academic advisor for specific information, academic advice, and restrictions.

Additional information about CLEP tests can be viewed at <https://clep.collegeboard.org/>.

Additional information about DANTES Subject Standardized Tests (DSST) can be viewed at <http://getcollegecredit.com/>.

### **Grading Information**

The only letter grades that an instructor may issue to a GPS student include: A, A-, B+, B, B-, C+, C, C-, D+, D, and F.

As outlined in the policies above, an "X" (non-passing) grade will only be issued as a result of the student's failure to meet the specified attendance requirements. Due to VA regulations, a grade of "I" will not be issued to students receiving Veterans' Administration benefits.

Because many GPS students are reimbursed on a course-by-course basis, a grade report will be issued by the Registrar's Office, upon request, within two (2) weeks of the completion of each course.

### **SYSTEM OF GRADING**

The University utilizes the following letter grade system.

A	4.0 grade points per credit hour: A superior grade earned by work consistently exceeding high standards as judged by both internal and external criteria.
A-	3.7 grade points per credit hour.
B+	3.3 grade points per credit hour.
B	3.0 grade points per credit hour: A good grade signifies accomplishment which is above average in quantity and quality.
B-	2.7 grade points per credit hour.
C+	2.3 grade points per credit hour.
C	2.0 grade points per credit hour: A satisfactory grade characterizes the performance of most studies as judged by both internal and external standards.
C-	1.7 grade points per credit hour.
D+	1.3 grade points per credit hour.
D	1.0 grade point per credit hour: A passing grade represents sufficient accomplishment to pass the course, but does not meet the average standard.
F	0.0 grade points per credit hour: Failure to pass the course; no credit is earned. Instructor must report the number of documented class absences and last date of attendance via web grading.
X	0.0 grade points per credit hour: A failure earned because the GPS course was not completed or the GPS official withdrawal procedure was not completed; no credit earned.
EM	Not computed: Credit by examination.

S	Not computed: Satisfactory work has met prescribed standards for the course.
U	Not computed: Unsatisfactory work has not met prescribed standards for the course.
W	Not computed: Withdrawal within the specified date, or after the specified date with Academic Affairs Office permission.
WF	Not computed: Withdrawal failing when a student withdraws from the University after the last day to withdraw from a course deadline.
WP	Not computed: Withdrawal passing when a student withdraws from the University after the last day to withdraw from a course deadline.
I	Not computed: Incomplete work necessitated by a case of serious illness or other emergency. The student and instructor must request and receive written permission for the incomplete grade.

### **COMPUTATION OF GRADE POINT AVERAGE**

The number of grade points earned in a course is obtained by multiplying the number of semester hours for the course by the number of grade points per credit hour for the grade received in the course. The cumulative GPA is computed by dividing the total number of grade points received by the total number of semester hours in courses in which grades have been received.

Note: For additional information about grades that are earned in courses that are taken elsewhere and transferred back to MVNU, see the Transfer Student Admission Procedures section of this Catalog.

### **INCOMPLETE GRADES**

When necessary, the instructor may administer a grade of incomplete (I). As a final grade, an incomplete grade (I) may be administered only if permission is granted by the appropriate GPS Program Coordinator. To accomplish this, the student and the instructor must submit a written request for an incomplete grade (I) prior to the final instructional week for that particular course to the Program Coordinator. If permission is granted, the final grade must be submitted to the Assistant University Registrar for GPS within thirty (30) calendar days of the last date of the course. If not, the final grade will automatically be changed to F and the student will not receive credit for the course. Alternatively, when permission for an "I" grade is given, the instructor may, at his/her option, specify a final grade other than "F" that the student should receive if the completion deadline is not met.

The student and Program Coordinator may petition in writing for extended time to the Dean of the School of Graduate and Professional Studies. If the petition is granted, the deadline for the final grade submission will be set and communicated in writing to the student, instructor, Program Coordinator, and Assistant University Registrar for GPS. MVNU email is an approved means for all communication.

Note: A grade of Incomplete (I) may not be appropriate for certain courses, particularly those for which student attendance is necessary. Examples include (but are not limited to) internships, clinicals, directed studies, and independent studies. Whether the course is suitable for a grade of Incomplete (I) is solely within the instructor's discretion. If the instructor decides that the course is not suitable, then the Withdrawal policy will be in effect.

### **GRADE APPEALS**

1. When a student has a question about a course grade, s/he must first seek resolution with the course instructor.
2. If a satisfactory resolution cannot be reached, the student may request that the matter be reviewed by the appropriate GPS Program Coordinator, no later than thirty (30) days from the issuance of the grade. To accomplish this, the student must submit an appeal, along with all required supporting documentation, including a course syllabus (or equivalent) and the assignments in question. The GPS Program Coordinator reserves the right to question any individual and/or obtain additional information from any other source. If the student files the request outside the 30-day period, s/he forfeits any further right to appeal. The Program Coordinator's review is limited to whether the student was treated fairly and stated protocols were followed. The Program Coordinator will either uphold the appeal or deny the appeal. If the appeal is upheld, the Program Coordinator may impose conditions. The Program Coordinator will notify the student of the decision in writing within ten (10) business days of receipt of the appeal.
3. If the student is not satisfied with the decision of the GPS Program Coordinator, s/he may request that the matter be reviewed by the Dean of the School of Graduate and Professional Studies. To accomplish this, the student must inform the Program Coordinator (in person or via e-mail) within ten (10) business days of the Program Coordinator's decision. If the student files the request outside this

period, s/he forfeits any right to proceed. The Program Coordinator will send the appeal file to the Dean; thus, the student may not include additional information. The Dean reserves the right to question any individual and/or obtain additional information from any other source. The Dean's review is limited to whether the student was treated fairly and stated protocols were followed. The Dean will either uphold the appeal or deny the appeal. If the appeal is upheld, the Dean may impose conditions. The Dean will notify the student of the decision in writing within ten (10) business days of receipt of the appeal.

4. If the student is not satisfied with the decision of the Dean, s/he may request that the matter be reviewed by the Chief Academic Office (CAO). To accomplish this, the student must inform the Dean (in person or via e-mail) within ten (10) business days of the Dean's decision. If the student files the request outside this period, s/he forfeits any right to proceed. The Dean will send the appeal file to the CAO (or designee); thus, the student may not include additional information. The review will be limited to whether the student was treated fairly and that stated protocols were followed. The appeal will either be upheld or denied. If the appeal is upheld, conditions may be imposed. The student will be notified of the decision in writing within ten (10) business days. The decision is final and non-appealable.

At no point in the process is legal counsel or representation permitted.

### **Academic Integrity**

MVNU encourages personal integrity and maturity in its students. To that end, the University adheres to the principle of unquestioned honesty in its expectations of students, faculty and staff. This standard should govern relationships and behavior in our residence halls, 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 unquestioned honesty, and refrain from any activities or behaviors that would suggest academic dishonesty and lack of personal integrity. Academic dishonesty may involve attendance fraud, cheating, plagiarism, laboratory fraud, fabrication or electronic media fraud.

### **ATTENDANCE FRAUD**

The University strives to provide curricular and spiritual opportunities for students to develop and mature. In this process it is essential for the student to be in attendance

and to report that attendance honestly. Attendance fraud is misrepresentation of one's attendance at a required campus event. Specifically, attendance fraud includes, but is not limited to, the following:

1. writing another student's name on an attendance sheet;
2. asking or permitting another student to write one's own name on an attendance sheet;
3. writing one's own name on an attendance sheet and leaving the activity before it is formally dismissed;
4. making a false or misleading statement to an instructor as an excuse for missing class;
5. altering or forging a document submitted to an instructor from a physician, nurse, or university official as an excuse for missing class; or
6. providing false information about the amount of time worked on a time record.

### **CHEATING**

Cheating is the representation of someone else's work as one's own. In each course, the student is responsible for asking the faculty member which activities are authorized and permitted. Policies must be stated in the course syllabus. Cheating includes, but is not limited to, the following:

1. unauthorized entry to a faculty or secretarial office in search for examination-related material;
2. unauthorized use of materials from a faculty or secretarial office to prepare for an examination;
3. unauthorized use of a previously given examination to prepare for a present exam;
4. discussing any part of an exam that has not yet been completed with any person who has already completed the exam;
5. presenting a fraudulent excuse to seek permission to take an exam at a different time than the scheduled time, or submit work at a different time than due;
6. unauthorized possession of a copy of an exam;
7. giving assistance to or receiving assistance from another student during an exam;
8. looking at or attempting to look at another student's paper during an exam;

9. unauthorized use of published materials, notes, or "cheat sheets" during an exam;
10. unauthorized use of computing devices during an exam;
11. unauthorized use of tape recorders or other electronic devices during an exam;
12. unauthorized storage of information on an electronic calculator, computer or other media for use during an exam;
13. unauthorized use of pre-programmed computers or calculators during an exam;
14. unauthorized collaborating with or consulting another person to complete a project or homework assignment;
15. accessing an instructor's edition of a textbook or a test bank; or
16. the use of any electronic communication during an examination.

### **PLAGIARISM**

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, students are expected to acknowledge their indebtedness to them.

Plagiarism is a special form of academic dishonesty that involves the failure to acknowledge the source of ideas or portray someone else's work as one's own. Academic integrity requires that a student acknowledge ideas and expressions borrowed from others. Plagiarism includes, but is not limited to, the following:

1. looking at or copying another student's work on an assignment (e.g., written work, term paper, workbook, etc.);
2. unauthorized accessing and/or copying another person's computer file(s);
3. submitting written work obtained from commercial sources (e.g., on-line or Internet term papers) or submitting work based upon information from such sources;
4. submitting work prepared by another person whether for money or favor; or
5. unacknowledged quotation of a published work.

### **LABORATORY FRAUD**

Students who misrepresent their own work on laboratory projects commit laboratory fraud. Examples include, but are not limited to, the following:

1. submitting one's laboratory project to an outside laboratory for analysis;
2. submitting one's laboratory project to another student for analysis;
3. submitting a laboratory report of an experiment performed by other persons;
4. misrepresenting the date or amount of time spent on an experiment or other laboratory activities;
5. submitting a copy of another person's computer program or project as one's own work; or
6. submitting a copy of a commercially available computer program as one's own work.

### **FABRICATION**

Students who commit academic fraud fabricate fictitious data for experiments and report them as real. Examples include, but are not limited to, the following:

1. submitting a report on an experiment or project that was not actually performed;
2. listing works that were not actually consulted in a bibliography; or
3. listing fictitious works in a bibliography.

### **ELECTRONIC MEDIA FRAUD**

Computers and other electronic information technologies function as instruments to facilitate student learning. They can also be employed as means to bypass the discipline of personal learning and mastery, as well as other non-academic improprieties. Examples of electronic media fraud include, but are not limited to, the following:

1. use of digital cameras, cell phones or similar devices to capture, store and transmit part or whole examinations;
2. capturing another person's login and password information to gain unauthorized access;
3. unauthorized access to and altering of student grade information stored on the University's learning management system (Moodle), servers and/or computers;

4. unauthorized capture and distribution (e.g., peer-to-peer file sharing) of copyrighted materials, including music, videos, publisher text banks, and/or electronic textbooks, without permission of the publisher.
5. sending and/or accessing electronic messages or digital images of course-related materials during examinations;
6. malicious attacks on the University's computer system and/or network;
7. unauthorized or illegal data mining of University-owned records.
8. using electronic technology to misrepresent one's identity to others (i.e., electronic aliases); or
9. circumventing University network security systems to gain unauthorized access (e.g. hacking) to information records and/or websites.

## **POLICIES**

MVNU endeavors to communicate clearly its positive expectations about the principle of academic integrity and to educate its members, and handle academic integrity violations in a fair and consistent manner.

1. The penalty for any first offense shall be a zero on that particular assignment. No makeup examination or extra credit project will be permitted. If a faculty member uses a lowest grade dropped policy, then the zero may not count as the lowest grade to be dropped.
2. The penalty for any second offense shall be failure of the applicable course.
3. The penalty for any third offense shall be failure of the applicable course and immediate dismissal from MVNU. All other courses in the given term of attendance shall have the WP (Withdrawal Passing) or WF (Withdrawal Failure) grade administered.
4. More severe penalties may be levied (a) when the integrity offense is an organized group action, (b) when criminal actions result (e.g., unauthorized use of a master key or breaking and entering), or (c) when the action involves more than one course. MVNU reserves the right to prosecute alleged criminal offenses as well as involve its Human Resources and/or Student Life personnel in the investigation and discipline. In egregious cases, the action may be initiated by the Academic Affairs

Office, Vice President for Academic Affairs, or VPAA's designee.

5. The rights of students, as outlined in the Student Handbook, will be upheld, except that the procedures in this section shall apply in academic integrity matters.
6. In cases of dismissal, the "dismissal" designation shall be entered on the student's transcript.
7. Schools and/or faculty may stipulate more stringent policies in the school policy and/or syllabi. The academic integrity decision (including any appeals) will be made on the basis of the more stringent policy.
8. In the case of dismissal, the dismissal will be no less than one full semester. A student may petition for readmission after the dismissal period. If re-admission is granted, the enrollment status for the first semester shall be academic probation. If no further incidences occur during the probationary semester, then the status will be changed to "good standing" at the beginning of the next semester.
9. The Assistant to the President for Effectiveness and Planning is responsible for maintaining all records of academic integrity decisions.
10. The maximum penalty that a school dean or faculty member can determine is failure for the course. Dismissal from the University is a decision that can only be made by the Academic Affairs Office.

## **PROCEDURES**

1. In alleged instances of academic dishonesty, the instructor shall address the issue with the student and, if necessary, investigate the incident. The instructor will determine the appropriate action to take based on the above policy and the course syllabus and report the matter to the school dean and the Academic Affairs Office. The instructor may consult the department chair, school dean and/or the Academic Affairs Office during the investigation and decision process. If the matter is resolved at this level, the process will end when the Academic Integrity Incident Report is filed with the Assistant to the President for Effectiveness and Planning (a copy of the report will also be given to the school dean).
2. The student has the right to appeal the matter to the school dean. The appeal must be made in writing within five (5) working days of the time the student has been notified in writing of the decision. The

appeal must include all correspondence and evidence related to all previous actions and appeals. The school dean will respond in writing to the appeal within five (5) working days of receipt of the appeal.

3. The dean's decision may be appealed only on procedural grounds (e.g. the stated process was not followed, relevant evidence was not considered, etc.). Such an appeal must be filed in writing with the Assistant to the President for Effectiveness and Planning within five (5) working days of the time the student has been notified in writing of the decision. The appeal must include all correspondence and evidence related to all previous actions and appeals.
4. The Assistant to the President for Effectiveness and Planning will convene the Academic Integrity Review Board to administer the appeal. The Academic Integrity Review Board is comprised of five members, all of whom are appointed by the VPAA, in consultation with the Academic Leadership Team. Three members will be full-time faculty and two members will be junior or senior students. The Assistant to the President for Effectiveness and Planning will chair the board but will only vote in the case of a tie. The Assistant to the President for Effectiveness and Planning is responsible for insuring that the matter has been handled fairly and that a written report of the Board's decision is sent to the instructor, department chair, school dean, student, and the Academic Affairs Office. The Board's decision is final and cannot be appealed.

## Class Cancellations

Any decision to cancel a Graduate and Professional Studies (GPS) onsite class session due to inclement weather (snow emergency, flooding, tornado, etc.) will be made by the GPS Director of Student Services in consultation with the University President and the Vice President for Academic Affairs. Any decision to cancel class will be announced by no later than 3:00 p.m. (ET). Students can also call the GPS School-Closing Line at 877-431-9610 (ext. 1650) for information concerning possible class cancellations.

All cancelled GPS onsite class sessions will be made up by utilizing the MVNUonline (Moodle) learning management system. The following actions are required for a cancelled class session:

1. Students must submit all assignments that were due by the beginning of the canceled class session and upload them in the normal manner. Students should

contact the instructor with any questions related to the submission of these assignments.

2. Within 24 hours of the cancelled class session, the instructor will contact all students by MVNU email regarding any additional work required because the class session was cancelled. This work is due by the beginning of the next class session (or within six days if the cancelled class session is the final one for the course).

## Course Audits

Students may not enroll by audit in any course offered by the School of Graduate and Professional Studies.

## Academic Standing

**This section pertains to the standards that apply specifically to a student's academic standing within the University. The standards for satisfactory academic progress that students must meet in order to be eligible to receive Title IV financial assistance may be found here. Those standards are for financial aid purposes only and do not replace or override the following academic policies of Mount Vernon Nazarene University.**

Students who are admitted on standard admission status (or who are admitted without being placed on probation), but whose cumulative GPA falls below 2.00 (or the required cumulative GPA as designated by the student's program), will be placed on academic probation. Note that some programs maintain specific requirements that must be met in order to be considered in good academic standing. Please refer to GPS program-specific sections of this Catalog for information.

Students not meeting these standards will be placed on academic probation. Students are placed on academic probation when their cumulative GPA falls below 2.00 (or the required cumulative GPA as designated by the student's program). Students placed on academic probation must achieve a minimum grade of "B-" in each of the first three (3) consecutive courses completed during the student's probationary term in order to be placed on regular admission status.

Students who fail to attain a grade of at least a "B-" in each of the three consecutive probationary courses, or who earn less than a 1.00 GPA in any term (regardless of academic standing), are subject to academic dismissal. A first-time academic dismissal lasts for six (6) months; a second dismissal lasts for one year. Students who are academically



dismissed will receive written notification. If a student has started another course, s/he will be administratively withdrawn from that course and issued a 100% refund (includes all applicable tuition and fees). The student will likewise be administratively withdrawn from the program and the university, and will still be charged for any textbooks s/he has received (if applicable). The student may apply for reinstatement to the appropriate GPS Program Coordinator after the dismissal period has been served.

Any student who wishes to appeal an academic dismissal must, within seven (7) days of the date of the dismissal letter, submit a letter to the appropriate GPS Program Coordinator in which he/she provides a detailed plan for improving his/her GPA. The student may remain in class while the Program Coordinator processes the appeal. If a student's appeal is not granted, s/he may apply for reinstatement to the Dean of the School of Graduate and Professional Studies after the dismissal period has been served.

### STUDENT DISENROLLMENT

Students may be disenrolled for several reasons, including (but not limited to):

- low GPA
- outstanding financial balance
- unapproved leave of absence
- deportation
- non-compliance with the Catalog
- failure to provide official transcripts from colleges or universities previously attended
- false or incomplete information included in the application for admission
- failure to successfully complete two consecutive courses

A student will not be permitted to re-enroll in any GPS program until all past-due balances have been paid in full. Students who re-enroll may be placed on academic probation, if appropriate.

### ACADEMIC POLICY DECISION APPEALS

A student who wishes to appeal an academic policy decision (including one believed to be discriminatory based on race, national origin, color, sex, disability, or age), must

abide by the procedures that follow. Legal counsel or representation is not permitted.

**Informal Resolution:** When a student has a question about an academic policy decision, s/he must first contact the person who made the decision for an explanation of the policy and how it was followed. This contact must be made within ten (10) business days of the decision. If the policy has been followed, the student has no further recourse.

If the policy was not followed or the student disputes the way in which the policy was applied, s/he may request that the matter be reviewed by the appropriate GPS Program Coordinator. This request must be made within ten (10) business days of the aforementioned meeting. The Program Coordinator will notify the student of his/her decision in writing (e-mail is sufficient) within 10 business days.

**Formal Resolution** (continuation of above): If the student is not satisfied with the decision of the GPS Program Coordinator, s/he may request that the matter be reviewed by the Dean of the School of Graduate and Professional Studies. To accomplish this, the student must file the Appeal form (available via the MVNU portal) within ten (10) business days of the decision. The Dean reserves the right to question any individual and/or obtain additional information from any other source. If the student files the request outside the 10-day period, s/he forfeits any further right to appeal. The Dean's review is limited to whether the policy was applied properly. The Dean will either uphold the appeal or deny the appeal. The Dean will notify the student of the decision in writing within 10 business days of receipt of the appeal.

If the student is not satisfied with the decision of the Dean, s/he may request that the matter be reviewed by the Chief Academic Office (CAO). To accomplish this, the student must inform the Dean (in person or via e-mail) within ten (10) business days of the Dean's decision. If the student files the request outside this period, s/he forfeits any further right to appeal. The Dean will send the appeal file to the CAO; thus, the student may not include additional information with the appeal to the CAO. The CAO's review is limited to whether the policy was applied properly. The CAO will either uphold the appeal or deny the appeal. The CAO will notify the student of the decision in writing within 10 business days. The decision is final and cannot be appealed.

### GRADUATION

Students must complete and submit an Intent to Graduate form at least **eight** (8) weeks before the next scheduled commencement ceremony. Please note that all transfer

credits, CLEP scores, DSST scores, and Prior Learning Credit materials must also be submitted by this deadline.

## Curriculum and Degree Requirements

### Degree Requirements for GPS Undergraduate Programs

#### ASSOCIATE DEGREES (A.A.)

##### Graduation Requirements

Students must complete a minimum of 60 semester hours with a minimum cumulative GPA of 2.00.

GPA requirements (both major and cumulative) of the student's program may be higher than the minimum stated here. Please refer to GPS program-specific sections of this Catalog for more information.

##### General Education Requirements

Students must complete 36 credit hours of the GPS General Education Core that include:

1. 15 credit hours in Arts and Humanities

(Minimum of 3 credit hours in an English composition course with a research writing component; minimum of 3 credit hours in Bible/Theology)

2. 15 credit hours in Natural and Social Sciences, and Mathematics

(Minimum of 3 credit hours in Mathematics; minimum of 3 credit hours in Social Science; and minimum of 3 credit hours in Natural Science with laboratory)

3. 6 credit hours in Liberal Arts electives

#### BACCALAUREATE DEGREES (B.A., B.S., B.S.N., B.S.W.)

##### Graduation Requirements

Students must complete a minimum of 120 semester hours with a minimum cumulative GPA of 2.00.

GPA requirements (both major and cumulative) of the student's program may exceed the minimum stated here. Please refer to GPS program-specific sections of this Catalog for information.

Candidates for a bachelor's degree must enroll in and earn a minimum of 30 credit hours in residence at MVNU ("in residence" means courses taken at MVNU, whether onsite, online, or via institutions with whom the University has agreements).

One-half of the student's major must be taken in residence. Any exceptions to this policy require the written approval of both the appropriate GPS program coordinator and University Registrar.

##### General Education Requirements

Students must complete 39 credit hours of the GPS General Education Core that include:

1. 15 credit hours in Arts and Humanities

(Minimum of 3 credit hours in an English composition course with a research writing component; minimum of 3 credit hours in Bible/Theology)

2. 15 credit hours in Natural and Social Sciences, and Mathematics

(Minimum of 3 credit hours in Mathematics; minimum of 3 credit hours in Social Science; and minimum of 3 credit hours in Natural Science with laboratory)

3. 9 credit hours in Liberal Arts electives

### Degree Requirements for GPS Graduate Programs

Program and graduation requirements vary by program. Please refer to GPS program-specific sections of this Catalog for more information. Note that twenty-one (21) unique semester hours must be successfully earned in residence to be awarded an additional degree type at the graduate level.

#### Business Programs (Graduate)

Program Coordinator: James D. Dalton, Ed.D.

##### PROGRAM OVERVIEW

The School of Graduate & Professional Studies offers a variety of graduate business degree programs that are intentionally designed with the busy, working adult in mind. At MVNU, we do not ask students to choose between a career and school—our programs are designed so that they can pursue both. Students who enroll in any of our graduate business degree programs receive a quality education that helps them develop a strong, ethical foundation upon which to make decisions. Each graduate business degree program offers students an engaging curriculum that equips them with the skills necessary to become competent, confident, and informed leaders in

today's marketplace—leaders who are able to plan projects, achieve goals, and meet the expectations of today's business world with integrity.

Students choose from one of several graduate business degree options:

**MBA (Accounting):** Prepares students with undergraduate degrees in an unrelated area who want to learn more about accounting and its impact in organizations. Additionally, students with an undergraduate degree in accounting may utilize this option to obtain hours required to sit for the CPA exam.

**MBA (Business Data Analytics):** Prepares students to use data analytics software, interpret results, and apply findings to choices made as business leaders, including creating pricing strategies or improving the efficiency of their supply chain.

**MBA (Finance):** Prepares students for leadership roles in corporations, investment banks, or financial planning firms by providing an understanding of markets, institutions, investments, and financial planning.

**MBA (Health Care Administration):** Prepares students for leadership and management roles in hospitals, clinics, extended care facilities, assisted living facilities, and group practices by providing skills in economics, organizational behavior, marketing, global business, accounting and finance, health care management, legal aspects of health care organizations, health services administration, and leadership of health care organizations.

**MBA (Human and Social Services Leadership):** Prepares students for leadership and management roles in human and social services organizations by providing skills in economics, organizational behavior, marketing, global business, accounting and finance, human and social services management, legal aspects of human and social services organizations, human and social services administration, and leadership of human and social services organizations.

**MBA (Human Resource Management):** Prepares students for executive roles in human resource management by providing skills in human resource leadership, training and development, and compensation and benefits.

**MBA (Logistics Management):** Prepares students for leadership roles in research and development, design and engineering, production operations, marketing, sales, support, and service. Students are also prepared to manage businesses processes.

**MBA (Marketing):** Prepares students for leadership roles in marketing management, research, and strategy. Students are equipped to deliver marketing messages through both re-branding and new channels.

**MBA (Ministry Leadership):** Prepares students for ministry leadership roles within a church and para-church organizations—as well as overall personal and spiritual growth—by providing a practical, biblical, and theological understanding of ministry.

**MBA (Organizational Management):** Prepares students to be leaders, executives, and change agents in their organizations by providing skills in human resources, operations, and change management.

**Master of Science in Management:** Prepares students who are current or aspiring leaders in the non-profit, human services, and government sectors by providing skills in the functional areas of business, including effective communication, organizational change and leadership, management of human resources, and global competition.

## **PROGRAM OBJECTIVES**

Upon completion of the graduate business degree program, students will be equipped to demonstrate:

- proficiency in the areas of management, marketing, finance, managerial accounting and strategy;
- problem-solving and critical thinking skills related to the strategic integration of business areas; and
- effective communication skills.

## **ADMISSION REQUIREMENTS**

Admission requirements for the Master of Science in Management program and Master of Business Administration programs include the following:

- submission of official transcripts of all undergraduate and graduate work completed to date;
- a baccalaureate degree from an accredited institution with at least a cumulative GPA of 2.80 (on a 4.00 scale);
- completion of an online application and Registration Agreement Form;

Applicants from countries and US territories in which English is not the primary language must also provide recent evidence of proficiency in English by scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; or

scoring 550 or above on the written TOEFL (Test of English as a Foreign Language) with subscores in writing and reading of at least 50. All tests of English proficiency must have been taken in the last two years to be considered for acceptance.

Students may be admitted with **conditional acceptance** if approved by the GPS Graduate Business Program Coordinator.

Students without an undergraduate major, minor, or substantial coursework in business are encouraged to complete BSST-6010 (Quantitative Concepts) prior to taking ACCT-6003 (Managerial Accounting).

Students accepted on academic probation without substantial coursework in quantitative business courses must demonstrate proficiency in quantitative business fundamentals by passing BSST-6010 (Quantitative Concepts) before entering a graduate business program.

### **PROGRAM CONTINUATION**

A student on **conditional acceptance** must achieve a grade of at least "B" in each of the first two courses in order to continue in the program and achieve **full acceptance**.

A student with full acceptance will be placed on academic probation at any time that the graduate cumulative GPA falls below 3.00. The graduate business student who is placed on academic probation must achieve a cumulative GPA of 3.00 at the completion of an additional nine (9) semester hours. A student is removed from probation when the cumulative GPA meets or exceeds 3.00.

A student may be dismissed from a graduate business program if s/he:

1. receives more than six (6) credit hours of grades below a "C-";
2. fails to achieve the required GPA at the end of any probationary period;
3. fails to remit payment for an outstanding financial balance; or
4. fails to comply with the policies set forth in the School of Graduate and Professional Studies section of this Catalog.

### **TRANSFER CREDIT PROVISIONS**

Up to six (6) credit hours of graduate work may be transferred from regionally accredited colleges, or universities. Credit is transferred on a course-by-course basis as applicable to the degree. Transfer credit is granted

only if grades of "B" or better were earned, and provided the course is a reasonable equivalent to one required in the program. No credit for prior learning is awarded. Equivalence of course content and transfer of credit is determined by the GPS Graduate Business Program Coordinator.

### **GRADUATE BUSINESS DUAL DEGREE**

To earn the MBA or the MSM as a second graduate degree at MVNU requires the completion of no fewer than seven (7) graduate business courses that are unique from the courses taken for the student's first graduate business degree. A combined minimum of fifty-seven (51) credit hours are required to obtain both degrees.

### **GRADUATION REQUIREMENTS**

Graduate students must meet the degree requirements as stated in the Catalog under which they first enrolled. Students must earn their degree within a maximum of six (6) years from the first date of enrollment at MVNU. Students who withdraw from MVNU for more than six (6) months will meet the graduation requirements as stated in the catalog under which they resume enrollment. Students changing majors or programs must meet requirements as stated in the Catalog that is current at the time they make such changes.

A student who receives a grade of less than a "C-" will be required to repeat that course until a grade of "C-" or better is earned.

A minimum cumulative GPA of 3.00 is required for graduation.

#### **Accounting, M.B.A.**

##### **Required Core Courses**

ACCT-6003	Managerial Accounting	3
ECON-6083	Managerial Economics	3
FINC-6013	Corporate Finance	3
MANG-6023	Organizational Behavior	3
MANG-6043	Strategic Management	3
MANG-6093	Global Business	3
MANG-6113	Ethical Leadership	3
MANG-6123	Legal Issues in Management	3
MARK-6003	Marketing Management	3

**Subtotal: 27**

##### **Required Specialization Courses**

ACCT-6013	Auditing and Internal Control	3
ACCT-6023	Fraud and Forensic Accounting	3
ACCT-6033	Accounting Ethics	3

**Subtotal: 9**

**Business Data Analytics, M.B.A.****Required Core Courses**

ACCT-6003	Managerial Accounting	3
ECON-6083	Managerial Economics	3
FINC-6013	Corporate Finance	3
MANG-6023	Organizational Behavior	3
MANG-6043	Strategic Management	3
MANG-6093	Global Business	3
MANG-6113	Ethical Leadership	3
MANG-6123	Legal Issues in Management	3
MARK-6003	Marketing Management	3

**Subtotal: 27****Required Specialization Courses**

BDAT-6003	Intelligence and Data Analytics	3
BDAT-6013	Business Analytics	3
BDAT-6023	Decision Making Using Data Analytics	3

**Subtotal: 9****Finance, M.B.A.****Required Core Courses**

ACCT-6003	Managerial Accounting	3
ECON-6083	Managerial Economics	3
FINC-6013	Corporate Finance	3
MANG-6023	Organizational Behavior	3
MANG-6043	Strategic Management	3
MANG-6093	Global Business	3
MANG-6113	Ethical Leadership	3
MANG-6123	Legal Issues in Management	3
MARK-6003	Marketing Management	3

**Subtotal: 27****Required Specialization Courses**

FINC-6003	Investments	3
FINC-6023	Markets and Institutions	3
FINC-6033	Financial Planning	3

**Subtotal: 9****Health Care Administration, M.B.A.****Required Courses**

ACCT-6003	Managerial Accounting	3
ECON-6083	Managerial Economics	3
FINC-6013	Corporate Finance	3
HCAD-6033	Health Services Strategy	3
HCAD-6043	Legal Aspects of Health Care Administration	3
HCAD-6053	Management of Health Care Human Resources	3
HCAD-6063	Quality Management in Health Care Organizations	3
HCAD-6073	Ethical Leadership in Health Care Administration	3
HCAD-6123	Current Trends in Health Care	3
MANG-6023	Organizational Behavior	3
MANG-6093	Global Business	3

MARK-6003	Marketing Management	3
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**Subtotal: 36****Human and Social Services Leadership, M.B.A.****Required Core Courses**

ACCT-6003	Managerial Accounting	3
ECON-6083	Managerial Economics	3
FINC-6013	Corporate Finance	3
MANG-6023	Organizational Behavior	3
MANG-6043	Strategic Management	3
MANG-6093	Global Business	3
MANG-6113	Ethical Leadership	3
MANG-6123	Legal Issues in Management	3
MARK-6003	Marketing Management	3

**Subtotal: 27****Required Specialization Courses**

HSSL-6003	Grant Writing, Management, and Reporting	3
HSSL-6023	Evidence Based Practice and Program Evaluation	3
HSSL-6033	Advanced Topics in Human and Social Services Leadership	3

**Subtotal: 9****Human Resource Management, M.B.A.****Required Core Courses**

ACCT-6003	Managerial Accounting	3
ECON-6083	Managerial Economics	3
FINC-6013	Corporate Finance	3
MANG-6023	Organizational Behavior	3
MANG-6043	Strategic Management	3
MANG-6093	Global Business	3
MANG-6113	Ethical Leadership	3
MANG-6123	Legal Issues in Management	3
MARK-6003	Marketing Management	3

**Subtotal: 27****Required Specialization Courses**

HRMG-6003	Strategic Programming in HR Management	3
HRMG-6013	Training and Development	3
HRMG-6023	Performance and Reward Systems	3

**Subtotal: 9****Human Resource Management, M.B.A.****Required Core Courses**

ACCT-6003	Managerial Accounting	3
ECON-6083	Managerial Economics	3
FINC-6013	Corporate Finance	3
MANG-6023	Organizational Behavior	3
MANG-6043	Strategic Management	3
MANG-6093	Global Business	3
MANG-6113	Ethical Leadership	3
MANG-6123	Legal Issues in Management	3
MARK-6003	Marketing Management	3

**Subtotal: 27**

## Required Specialization Courses

MANG-6103	Operations Management	3
MANG-6133	Lean Process Management	3
MANG-6143	Supply Chain Management	3

**Subtotal: 9**

## Management, M.S.M.

## Required Core Courses

MANG-6023	Organizational Behavior	3
MANG-6043	Strategic Management	3
MANG-6063	Budgets and Forecasting in Organizations	3
MANG-6093	Global Business	3
MANG-6113	Ethical Leadership	3
MANG-6123	Legal Issues in Management	3
MARK-6003	Marketing Management	3

**Subtotal: 21**

3 Specialization Courses: 9 Credit Hours

PROGRAM TOTAL: 30 Credit Hours

## Ministry Leadership, M.B.A.

## Required Core Courses

ACCT-6003	Managerial Accounting	3
ECON-6083	Managerial Economics	3
FINC-6013	Corporate Finance	3
MANG-6023	Organizational Behavior	3
MANG-6043	Strategic Management	3
MANG-6093	Global Business	3
MANG-6113	Ethical Leadership	3
MANG-6123	Legal Issues in Management	3
MARK-6003	Marketing Management	3

**Subtotal: 27**

## Required Specialization Courses

MARK-6013	Advanced Marketing Management	3
MARK-6023	Marketing Strategy	3
MARK-6033	Marketing Research	3

**Subtotal: 9**

## Ministry Leadership, M.B.A.

## Required Core Courses

ACCT-6003	Managerial Accounting	3
ECON-6083	Managerial Economics	3
FINC-6013	Corporate Finance	3
MANG-6023	Organizational Behavior	3
MANG-6043	Strategic Management	3
MANG-6093	Global Business	3
MANG-6113	Ethical Leadership	3
MANG-6123	Legal Issues in Management	3
MARK-6003	Marketing Management	3

**Subtotal: 27**

## Required Specialization Courses

MANG-6033	Change Management	3
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MINS-6033	The Church in the Twenty-First Century	3
PGRW-6003	The Pastor as a Person	3

**Subtotal: 9**

## Organizational Management, M.B.A.

## Required Core Courses

ACCT-6003	Managerial Accounting	3
ECON-6083	Managerial Economics	3
FINC-6013	Corporate Finance	3
MANG-6023	Organizational Behavior	3
MANG-6043	Strategic Management	3
MANG-6093	Global Business	3
MANG-6113	Ethical Leadership	3
MANG-6123	Legal Issues in Management	3
MARK-6003	Marketing Management	3

**Subtotal: 27**

## Required Specialization Courses

HRMG-6003	Strategic Programming in HR Management	3
MANG-6033	Change Management	3
MANG-6103	Operations Management	3

**Subtotal: 9**

## Graduate Dual Degree (M.Min./M.B.A.)

Any student who has completed a Master of Ministry or a Master of Business Administration degree at MVNU may be eligible to complete the MBA/MMin dual degree program. To earn the MBA/MMin dual degree as a second graduate degree at MVNU requires the completion of no fewer than thirty (30) credit hours of graduate business courses or no fewer than eighteen (18) credit hours of graduate ministry courses, in addition to the completion of twelve (12) credit hours of dual degree courses listed immediately below.

## Required Courses

LEDR-6033	Managing the Church	3
LEDR-6013	Church Growth	3
MINS-6043	Building Ministry Teams	3
PGRW-6023	Ethical Issues in Ministry	3

**Subtotal: 12**

## Required Master of Ministry Courses

BIBL-6003	Biblical Hermeneutics	3
MINS-6033	The Church in the Twenty-First Century	3
PGRW-6003	The Pastor as a Person	3
PRWP-6023	Contemporary Approaches to Preaching	3
THEO-6013	Contemporary Theological Issues	3

**Subtotal: 15**

## Required Master of Business Administration Courses

ACCT-6003	Managerial Accounting	3
ECON-6083	Managerial Economics	3
FINC-6013	Corporate Finance	3

MANG-6033	Change Management	3
MANG-6093	Global Business	3
MANG-6123	Legal Issues in Management	3

**Subtotal: 18**

## Business Programs (Undergraduate)

Business Administration, B.B.A.

Program Coordinator: James D. Dalton, Ed.D.

### PROGRAM OVERVIEW

The Bachelor of Business Administration (BBA) program introduces students to a number of important concepts across a variety of subject areas, equipping them with the skills necessary to become competent, confident, and informed leaders who are able to plan projects, achieve goals, and meet the expectations of today's business world with integrity. The program is designed to meet the educational needs of learners who presently work in or desire to work in corporate, non-profit, government, or ministry organizations, and seeks to strengthen students' biblical worldview, encourage their personal and professional development, and enhance their research, verbal, and written communication skills. The Bachelor of Business Administration program can be earned as a stand-alone degree or completed with one or more of four extended majors, including:

**Finance:** Prepares students for career tracks in banking, accounting, and tax preparation. The Finance major contains the most fundamental business courses for graduate study, with a focus on investments, markets and institutions, business finance, risk and insurance, and personal financial planning.

**Human Resource Management:** Prepares students for supervisory roles and human resource management positions. Topics addressed in the Human Resource Management major include training and development, performance and reward systems, employee relations and services, human resource strategy, and managing diversity for organizational performance.

**Management:** Prepares students to advance in managerial and other leadership roles. The Management major addresses topics that are highly relevant to an ever-changing marketplace, including new venture creation, project management, advanced business law, and operations management.

**Marketing:** Prepares students for sales, promotion, and marketing management roles. Personal selling, advertising and promotion, marketing management, marketing

strategy, and marketing research are among the topics included within the Marketing major.

### PROGRAM OBJECTIVES

Upon completion of the Bachelor of Business Administration program, students will demonstrate:

- the ability to express ideas clearly, concisely, and logically through effective communication skills;
- the ability to reflect upon and clarify personal and professional value systems, applying biblical and ethical principles to effective decision-making within organizations;
- an understanding of the functional areas of business and their interrelationships with organizations;
- an understanding of global issues in business;
- effective critical thinking skills.

### ADMISSION REQUIREMENTS

Applicants to the Bachelor of Business Administration program are selected on the basis of their academic background and professional experience. Admission requirements include the following:

- submission of official transcripts of all previous college or university courses completed to date;
- completion of at least 56 transferable credit hours from a regionally-accredited institution(s) of higher learning with a grade of "C-" or better for each course;
- an overall GPA of 2.00 or higher (on a 4.00 scale) for all previous college or university coursework completed to date (an applicant with a GPA less than 2.00 may apply for probationary admittance);
- completion of an online application and Registration Agreement Form.

Applicants from countries and US territories in which English is not the primary language must also provide recent evidence of proficiency in English by scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; or scoring 550 or above on the written TOEFL (Test of English as a Foreign Language) with subscores in writing and reading of at least 50. All tests of English proficiency must have been taken in the last two years to be considered for acceptance.

College-level courses from regionally-accredited institutions will be evaluated for transfer credit; credit is granted only if applicable grades were obtained. Equivalence of course content and transfer credit is determined by the GPS Business Administration Program Coordinator.

### **REQUIRED COURSES**

The courses required for both the Bachelor of Business Administration (standalone) program and each of the four BBA majors follow below. In each program, MANG-4033 (Strategic Planning) may only be taken after successful completion of all other BBA courses.

### **GRADUATION REQUIREMENTS**

The student must complete a minimum of 120 credit hours (with a minimum cumulative GPA of 2.00) including:

1. Successful completion of the GPS General Education Core (39 hours):
  - 15 credit hours in Arts and Humanities (Minimum of 3 credit hours in an English composition course with a research writing component; minimum of 3 credit hours in Bible/Theology)
  - 15 credit hours in Natural and Social Sciences, and Mathematics (Minimum of 3 credit hours in Mathematics; minimum of 3 credit hours in Social Science; and minimum of 3 credit hours in Natural Science with laboratory)
  - 9 credit hours in Liberal Arts electives
2. Completion of at least 39 credit hours of upper division course work (3000 level or higher);
3. Successful completion of either the 40-credit hour or 55-credit hour Bachelor of Business Administration curriculum with a minimum cumulative GPA of 2.50. A student who receives a grade below "C-" in any Business Administration course will be required to repeat that course until a grade of "C-" or better is earned. All repeated coursework to replace grades of D+, D, F, W, or X is at the student's expense.

### **Business Administration (Standalone)**

ABTC-3003	Spreadsheets for Leaders	3
ACCT-3013	Fundamentals of Accounting	3
BSST-3083	Business Statistics	3
ECON-3003	Microeconomics	3
ECON-3013	Macroeconomics	3
FINC-3013	Business Finance	3
IBSN-3013	Global Perspectives	3
ITDS-2061	Student Success Strategies	1

LEDR-3073	Management and Leadership Techniques	3
LEDR-3083	Organizational Behavior	3
LEDR-3123	Managing Human Resources	3
LEDR-4043	Ethics and Law	3
MANG-4033	Strategic Planning	3
MARK-3043	Marketing	3

**Subtotal: 40**

### **Business Administration (Finance)**

ABTC-3003	Spreadsheets for Leaders	3
ACCT-3013	Fundamentals of Accounting	3
BSST-3083	Business Statistics	3
ECON-3003	Microeconomics	3
ECON-3013	Macroeconomics	3
FINC-3013	Business Finance	3
FINC-3083	Investments	3
FINC-3103	Financial Markets and Institutions	3
FINC-4013	Intermediate Business Finance	3
FINC-4033	Personal Financial Planning	3
FINC-4113	Risk and Insurance	3
IBSN-3013	Global Perspectives	3
ITDS-2061	Student Success Strategies	1
LEDR-3073	Management and Leadership Techniques	3
LEDR-3083	Organizational Behavior	3
LEDR-3123	Managing Human Resources	3
LEDR-4043	Ethics and Law	3
MANG-4033	Strategic Planning	3
MARK-3043	Marketing	3

**Subtotal: 55**

### **Business Administration (Human Resource Management)**

ABTC-3003	Spreadsheets for Leaders	3
ACCT-3013	Fundamentals of Accounting	3
BSST-3083	Business Statistics	3
ECON-3003	Microeconomics	3
ECON-3013	Macroeconomics	3
FINC-3013	Business Finance	3
HRMG-3043	Training and Development	3
HRMG-3053	Diversity for Organizational Performance	3
HRMG-4013	Employee Relations and Services	3
HRMG-4023	Human Resource Strategy	3
HRMG-4033	Performance and Reward Systems	3
IBSN-3013	Global Perspectives	3
ITDS-2061	Student Success Strategies	1
LEDR-3073	Management and Leadership Techniques	3
LEDR-3083	Organizational Behavior	3
LEDR-3123	Managing Human Resources	3
LEDR-4043	Ethics and Law	3
MANG-4033	Strategic Planning	3



MARK-3043	Marketing	3
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**Subtotal: 55****Business Administration (Management)**

ABTC-3003	Spreadsheets for Leaders	3
ABTC-3063	Project Management	3
ACCT-3013	Fundamentals of Accounting	3
BSST-3083	Business Statistics	3
ECON-3003	Microeconomics	3
ECON-3013	Macroeconomics	3
FINC-3013	Business Finance	3
IBSN-3013	Global Perspectives	3
ITDS-2061	Student Success Strategies	1
LEDR-3073	Management and Leadership Techniques	3
LEDR-3083	Organizational Behavior	3
LEDR-3123	Managing Human Resources	3
LEDR-4043	Ethics and Law	3
MANG-3013	Advanced Law for Leaders	3
MANG-4023	Operations Management	3
MANG-4033	Strategic Planning	3
MANG-4053	New Venture Creation	3
MARK-3043	Marketing	3

**Subtotal: 52****Business Administration (Marketing)**

ABTC-3003	Spreadsheets for Leaders	3
ACCT-3013	Fundamentals of Accounting	3
BSST-3083	Business Statistics	3
ECON-3003	Microeconomics	3
ECON-3013	Macroeconomics	3
FINC-3013	Business Finance	3
IBSN-3013	Global Perspectives	3
ITDS-2061	Student Success Strategies	1
LEDR-3073	Management and Leadership Techniques	3
LEDR-3083	Organizational Behavior	3
LEDR-3123	Managing Human Resources	3
LEDR-4043	Ethics and Law	3
MANG-4033	Strategic Planning	3
MARK-3043	Marketing	3
MARK-3053	Marketing Management	3
MARK-3063	Personal Selling	3
MARK-3073	Advertising and Promotion	3
MARK-4063	Marketing Research	3
MARK-4073	Marketing Strategy	3

**Subtotal: 55****Leadership, B.A.**

Program Coordinator: James D. Dalton, Ed.D.

**PROGRAM OVERVIEW**

The primary focus of the Bachelor of Arts in Leadership program is to meet the educational needs of students who are presently working in various types of organizations. The ideal candidate for this type of program is the individual

who has already completed college-level coursework and is interested in satisfying the requirements for a baccalaureate degree. This course of study provides students with the opportunity to explore leadership careers in various organizations or advance their current positions within that system. It allows individuals who have completed the prerequisite number of college-level credit hours to take courses online and ultimately obtain the Bachelor of Arts in Leadership degree.

**PROGRAM OBJECTIVES**

The Bachelor of Arts in Leadership program encourages the development of the whole person through a curriculum that integrates cognitive, social, and interpersonal skills; values and ethics clarification; and spiritual and physical growth. Within the major, certain required courses form the background of skills and information the student needs to succeed. Its curriculum seeks to encourage the student to achieve the following program objectives:

- demonstrate a foundation of knowledge, skills, and abilities necessary to succeed in a leadership position or to enter into graduate school;
- demonstrate understanding of the framework under which leadership in various organizations operates, and embrace the opportunity to lead the organization in achieving its goals;
- become critical thinkers who can articulate—in both oral and written form—a comprehensive knowledge of leadership issues, particularly from a Christian perspective and framework;
- articulate relevant and critical questions concerning leadership, and meaningfully address such issues from a variety of perspectives;
- demonstrate comprehension of relevant theories, best practices, and structures, and practically apply such knowledge to contemporary leadership issues;
- understand the ethical implications of leading, and prepare to act with honesty and integrity as leaders who will become agents of positive change in organizations.

**ADMISSION REQUIREMENTS**

Applicants to the Bachelor of Arts in Leadership program are selected on the basis of their academic background and professional experience. Admission requirements include the following:

- submission of official transcripts of all previous college or university courses completed to date;
- completion of at least 56 transferable credit hours from a regionally-accredited institution(s) of higher learning with a grade of C- or better for each course;
- an overall GPA of 2.00 or higher (on a 4.00 scale) for all previous college or university coursework completed to date (an applicant with a GPA less than 2.00 may apply for probationary admittance);
- completion of an online application and Registration Agreement Form.

Applicants from countries and US territories in which English is not the primary language must also provide recent evidence of proficiency in English by scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; or scoring 550 or above on the written TOEFL (Test of English as a Foreign Language) with subscores in writing and reading of at least 50. All tests of English proficiency must have been taken in the last two years to be considered for acceptance.

College-level courses from regionally-accredited institutions will be evaluated for transfer credit; credit is granted only if applicable grades were obtained. Equivalence of course content and transfer credit is determined by the GPS Leadership Program Coordinator.

#### Required Courses

ABTC-3003	Spreadsheets for Leaders	3
ABTC-3063	Project Management	3
ACCT-3013	Fundamentals of Accounting	3
ECON-3013	Macroeconomics	3
IBSN-3013	Global Perspectives	3
ITDS-2061	Student Success Strategies	1
LEDR-3013	Organizational Communication	3
LEDR-3063	Leadership	3
LEDR-3073	Management and Leadership Techniques	3
LEDR-3083	Organizational Behavior	3
LEDR-3123	Managing Human Resources	3
LEDR-4043	Ethics and Law	3
LEDR-4093	Applied Leadership Project	3
MANG-3013	Advanced Law for Leaders	3

#### Subtotal: 40

Students enrolled in the Bachelor of Arts in Leadership program are also eligible to complete specializations that are offered as part of the Bachelor of Business Administration degree. Options include specializations in Finance, Human Resource Management, Management, and Marketing.

## **GRADUATION REQUIREMENTS**

The student must complete a minimum of 120 credit hours (with a minimum cumulative GPA of 2.00) including:

1. Successful completion of the GPS General Education Core (39 hours):
  - 15 credit hours in Arts and Humanities (Minimum of 3 credit hours in an English composition course with a research writing component; minimum of 3 credit hours in Bible/Theology)
  - 15 credit hours in Natural and Social Sciences, and Mathematics (Minimum of 3 credit hours in Mathematics; minimum of 3 credit hours in Social Science; and minimum of 3 credit hours in Natural Science with laboratory)
  - 9 credit hours in Liberal Arts electives
2. Completion of at least 39 credit hours of upper division course work (3000 level or higher);
3. Successful completion of either the 40-credit hour or 55-credit hour Bachelor of Business Administration curriculum with a minimum cumulative GPA of 2.50. A student who receives a grade below "C-" in any Business Administration course will be required to repeat that course until a grade of "C-" or better is earned. All repeated coursework to replace grades of D+, D, F, W, or X is at the student's expense.

Public Administration, B.A.

Program Coordinator: James D. Dalton, Ed.D.

## **PROGRAM OVERVIEW**

The primary focus of the Bachelor of Arts in Public Administration program is to meet the educational needs of students who are presently working in various types of organizations. The ideal candidate for this type of program is the individual who has already completed college-level coursework and is interested in satisfying the requirements for a baccalaureate degree. This course of study provides students with the opportunity to explore management careers in various organizations or advance their current positions within that system. It allows individuals who have completed the prerequisite number of college-level credit hours to take courses online and ultimately obtain the Bachelor of Arts in Public Administration degree.

## **PROGRAM OBJECTIVES**

The Bachelor of Arts in Public Administration program encourages the development of the whole person through a

curriculum that integrates cognitive, social, and interpersonal skills; values and ethics clarification; and spiritual and physical growth. Within the major, certain required courses form the background of skills and information the student needs to succeed. Its curriculum seeks to encourage the student to achieve the following program objectives:

- demonstrate a foundation of knowledge, skills, and abilities necessary to succeed in public administration or to enter into graduate school;
- demonstrate understanding of the legal and political framework under which the public administration operates, and embrace the opportunity to seek specific advocacy measures of public administration while examining major assumptions about public administration, in general;
- become critical thinkers who can articulate—in both oral and written form—a comprehensive knowledge of public issues, particularly from a Christian perspective and framework;
- articulate relevant and critical questions concerning public administration and its implementation, and meaningfully address such issues from a variety of perspectives;
- demonstrate comprehension of relevant theories, best practices, and structures, and practically apply such knowledge to contemporary public administration issues;
- understand the ethical implications of the work of public professionals, and prepare to act with honesty and integrity as leaders who will become agents of positive change in the public system.

## **ADMISSION REQUIREMENTS**

Applicants to the Public Administration program are selected on the basis of their academic background and professional experience. Admission requirements include the following:

- submission of official transcripts of all previous college or university courses completed to date;
- completion of at least 56 transferable credit hours from a regionally-accredited institution(s) of higher learning with a grade of C- or better for each course;
- an overall GPA of 2.00 or higher (on a 4.00 scale) for all previous college or university coursework

completed to date (an applicant with a GPA less than 2.00 may apply for probationary admittance);

- completion of an online application and Registration Agreement Form.

Applicants from countries and US territories in which English is not the primary language must also provide recent evidence of proficiency in English by scoring 80 or above on the Internet-based TOEFL with sub-scores in writing, reading, speaking and listening of at least 20; or scoring 550 or above on the written TOEFL (Test of English as a Foreign Language) with sub-scores in writing and reading of at least 50. All tests of English proficiency must have been taken in the last two years to be considered for acceptance.

College-level courses from regionally-accredited institutions will be evaluated for transfer credit; credit is granted only if applicable grades were obtained. Equivalence of course content and transfer credit is determined by the GPS Public Administration Program Coordinator.

### **Required Courses**

ABTC-3003	Spreadsheets for Leaders	3
ACCT-3013	Fundamentals of Accounting	3
ECON-3013	Macroeconomics	3
ITDS-2061	Student Success Strategies	1
LEDR-3063	Leadership	3
LEDR-3073	Management and Leadership Techniques	3
LEDR-3083	Organizational Behavior	3
LEDR-3123	Managing Human Resources	3
LEDR-4043	Ethics and Law	3
LEDR-4093	Applied Leadership Project	3
POLI-3033	Public Policy	3
PUAD-3003	Introduction to Public Administration	3
PUAD-3013	Political Theory and Practice	3
PUAD-3023	Public Service in Communities	3

**Subtotal: 40**

Students enrolled in the Bachelor of Arts in Public Administration program are also eligible to complete specializations that are offered as part of the Bachelor of Business Administration degree. Options include specializations in Finance, Human Resource Management, Management, and Marketing.

## **GRADUATION REQUIREMENTS**

The student must complete a minimum of 120 credit hours (with a minimum cumulative GPA of 2.00) including:

1. Successful completion of the GPS General Education Core (39 hours):

- 15 credit hours in Arts and Humanities (Minimum of 3 credit hours in an English composition course with a research writing component; minimum of 3 credit hours in Bible/Theology)
  - 15 credit hours in Natural and Social Sciences, and Mathematics (Minimum of 3 credit hours in Mathematics; minimum of 3 credit hours in Social Science; and minimum of 3 credit hours in Natural Science with laboratory)
  - 9 credit hours in Liberal Arts electives
2. Completion of at least 39 credit hours of upper division course work (3000 level or higher);
  3. Successful completion of either the 40-credit hour or 55-credit hour Bachelor of Business Administration curriculum with a minimum cumulative GPA of 2.50. A student who receives a grade below "C-" in any Business Administration course will be required to repeat that course until a grade of "C-" or better is earned. All repeated coursework to replace grades of D+, D, F, W, or X is at the student's expense.

### Dual Graduate Credit Option

Any undergraduate student who is currently enrolled in a baccalaureate degree business program, and who is within the final twenty-four (24) credit hours needed to graduate, will be permitted to complete two (2) graduate courses for dual credit, totaling no more than six (6) credit hours, based upon the following criteria:

- A student who has a cumulative GPA of 3.50 or higher will receive unconditional approval to complete graduate courses for dual credit.
- A student who has a cumulative GPA between 3.00-3.49 will be considered for approval pending review of a letter of recommendation from an undergraduate instructor. This letter should list each business course(s) taught by the recommending instructor that the student has completed to date, the student's overall academic performance in those courses, and the instructor's view of the student's ability to successfully complete advance coursework at the graduate level.
- A student with a GPA under 3.00 will not be approved to complete graduate courses for dual credit unless unforeseen or extreme, extenuating circumstances have had a significant, negative impact on the student's overall undergraduate academic performance. In this case, the student must submit a detailed letter of explanation to the

GPS Business Program Coordinator that explains these negative effects in greater detail, and that also discusses how the student now intends to successfully complete coursework at the graduate level.

Graduate courses that an approved student may complete for dual credit are listed below.

Approval to complete ACCT-6003 (Managerial Accounting) or FINC-6013 (Corporate Finance) may also be considered in specific cases that include an undergraduate Accounting major or minor who is within the final twenty-four (24) credit hours needed to graduate and who also meets the minimum GPA criteria listed above.

MANG-6043 (Strategic Management), as well as all Graduate Business specialization courses, will not be considered as options for dual credit under any circumstances.

#### Courses Eligible for Dual Credit

ECON-6083	Managerial Economics	3
MANG-6023	Organizational Behavior	3
MANG-6093	Global Business	3
MANG-6113	Ethical Leadership	3
MANG-6123	Legal Issues in Management	3
MARK-6003	Marketing Management	3

### Business Minor

Any GPS undergraduate student who is currently enrolled in a baccalaureate-level non-business degree program may choose to obtain a minor in Business. One upper-level Business elective (3 credit hours) must be completed in addition to each of the courses listed below, for a total of eighteen (18) credit hours.

#### Required Courses

ACCT-3013	Fundamentals of Accounting	3
ECON-3013	Macroeconomics	3
LEDR-3073	Management and Leadership Techniques	3
LEDR-3083	Organizational Behavior	3
MANG-4043	Business Ethics and Law	3

**Subtotal: 15**

### Christian Ministry, B.A.

Program Coordinator: Michael G. VanZant, Ph.D.

### PROGRAM OVERVIEW

The Bachelor of Arts in Christian Ministry program offers students a well-rounded curriculum that equips them with the skills necessary to become competent and informed ministry leaders in today's culture of diverse worldviews—ministers who are able to fulfill the call to servant leadership in various ministry contexts within today's church and world

with integrity. The Bachelor of Arts in Christian Ministry can be earned as a standalone degree or in combination with a concentration for students seeking ordination in the Church of the Nazarene and who need a certificate verifying graduation from a validated course of study. In order to receive this certificate, students must complete both the Bachelor of Arts in Christian Ministry program curriculum and ordination concentration in their entirety.

### **PROGRAM OBJECTIVES**

Upon completion of the Bachelor of Arts in Christian Ministry program, graduates should be able to:

- understand the biblical, theological, and historical foundations for the practice of ministry;
- apply classical disciplines to the tasks of pastoral ministry and other forms of service;
- enhance skills for the practice of ministry in leadership, communication, pastoral care, counseling, and education;
- serve as lead pastors, associate pastors, youth pastors, children's pastors, and church planters;
- strengthen the art of proclamation, including interpretation of scripture, application to human need, and communication for evangelism, Christian nurture, and moral challenge;
- identify the purpose and goals of ministry and develop the disciplines of planning, implementing, and assessing progress toward those goals.

### **ADMISSION REQUIREMENTS**

Admission requirements include the following:

- submission of official transcripts of all previous college or university courses completed to date;
- completion of at least 56 transferable credit hours from a regionally-accredited institution(s) of higher learning with a grade of "C-" or better for each course;
- an overall GPA of 2.00 or higher (on a 4.00 scale) for all previous college or university coursework completed to date (an applicant with a GPA less than 2.00 may apply for probationary admittance);
- completion of an online application and Registration Agreement Form.

Students must complete the following MVNU courses or equivalent transfer courses before progressing into the

remainder of the Christian Ministry program: BIBL1003 (Old Testament History and Literature), BIBL1013 (New Testament History and Literature), and COMM1023 (Public Speaking).

Applicants from countries and US territories in which English is not the primary language must also provide recent evidence of proficiency in English by scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; or scoring 550 or above on the written TOEFL (Test of English as a Foreign Language) with subscores in writing and reading of at least 50. All tests of English proficiency must have been taken in the last two years to be considered for acceptance.

College-level courses from regionally-accredited institutions will be evaluated for transfer credit; credit is granted only if applicable grades were obtained. Equivalence of course content and transfer credit is determined by the GPS Ministry Program Coordinator.

#### **Required Courses**

BIBL-2013	Biblical Hermeneutics	3
BIBL-3043	Life and Letters of Paul	3
BIBL-3083	Pentateuch	3
CHHT-3053	Christian Heritage II	3
ITDS-2061	Student Success Strategies	1
MINS-2013	Spiritual Formation and Discipleship	3
MINS-3023	Educational and Family Ministries	3
MINS-3033	Mission and Evangelism	3
MINS-3043	Preaching and Worship	3
MINS-4013	Missional Church Leadership	3
MINS-4053	Pastoral Theology and Practice	3
THEO-4003	Christian Theology I	3
THEO-4013	Christian Theology II	3

#### **Subtotal: 37**

#### **Cognate Courses**

BIBL-1003	Old Testament History and Literature	3
BIBL-1013	New Testament History and Literature	3
COMM-1023	Public Speaking	3

#### **Subtotal: 9**

#### **Ordination Concentration**

BIBL-2033	Theology and Language of the Bible	3
CHHT-3013	Christian Heritage I	3
MINS-2022	History and Polity of the Church of the Nazarene	2
MINS-3012	Ministry in Diverse Contexts	3
MINS-5029	Ministry Internship	2
THEO-3022	Doctrine of Christian Holiness	2

**Subtotal: 15****GRADUATION REQUIREMENTS**

The student must complete a minimum of 120 credit hours (with a minimum cumulative GPA of 2.00) including:

1. Successful completion of the GPS General Education Core (39 hours):
  - 15 credit hours in Arts and Humanities (Minimum of 3 credit hours in an English composition course with a research writing component; minimum of 3 credit hours in Bible/Theology)
  - 15 credit hours in Natural and Social Sciences, and Mathematics (Minimum of 3 credit hours in Mathematics; minimum of 3 credit hours in Social Science; and minimum of 3 credit hours in Natural Science with laboratory)
  - 9 credit hours in Liberal Arts electives
2. Completion of at least 39 credit hours of upper division course work (3000 level or higher);
3. Successful completion of the 37-credit hour Bachelor of Arts in Christian Ministry curriculum with a minimum cumulative GPA of 2.50. A student who receives a grade below "C-" in any Christian Ministry course will be required to repeat that course until a grade of "C-" or better is earned. All repeated coursework to replace grades of D+, D, F, W, or X is at the student's expense.

**Education Programs****Teacher Education at MVNU****MISSION AND OVERVIEW**

The Teacher Education Program at MVNU provides research-based undergraduate education and graduate education, forming partnerships with local schools and districts, and collaborating with these educational systems. The program provides opportunities for candidates to learn about and to work with diverse populations.

The mission of the Teacher Education Program of MVNU is to prepare—in a Christian context—competent educators who are compassionate servant leaders committed to life-long learning and professional competence in diverse educational settings. The aim and commitment is to provide the highest quality education based on the principles of God's Word and to educate the whole person as God created us, thus strengthening the mind, body, and soul. To this end, we offer a variety of rigorous academic programs

that blend research findings with exemplary practice. Programs are designed to prepare undergraduate and graduate candidates for careers in teaching students in pre-school through grade twelve.

**CONCEPTUAL FRAMEWORK**

**Compassion:** MVNU candidates are compassionate toward the students they serve. They respect the individuality of the students they teach, building an environment of trust. Candidates advocate for social justice and equity to participate in transforming communities consistent with a Christian Worldview.

**Competence:** Competence is the process of developing teachers as whole persons with the knowledge, skills and dispositions that help them meet the needs of each learner. Candidates are reflective, utilizing interpersonal abilities while responding with flexibility and professional judgment to diverse experiences and the needs of all learners. Candidates use technology to support the teaching and learning process.

**Commitment:** MVNU candidates are committed to actively search for opportunities so all students experience success in the classroom. Candidates are reflective regarding the role they play in their students' learning. Candidates are committed to professional development, leadership and life-long learning.

**NCATE ACCREDITATION**

In 1996, with the implementation of new state standards, Ohio became a partner state with the National Council for Accreditation of Teacher Education (NCATE). This partnership required that all units preparing teachers in the state of Ohio meet NCATE unit standards and that all teacher education programs meet the guidelines of their specialized professional association (SPA).

Beginning in 2003, programs were required to become members of the NCATE organization by going through the complete application and on-site visit review. In 2007, the option of meeting the national accreditation requirement through either NCATE or the Teacher Education Accreditation Council (TEAC) was added. NCATE and TEAC then merged in September 2014 to form the Council for Accreditation of Educator Preparation (CAEP).

In the future, MVNU will have CAEP accreditation. All CAEP programs can be assumed to meet the requirements of their SPA (e.g. all early childhood education programs must meet the standards of the National Association of Early and Young Children, all integrated language arts education programs must meet the standards of the

National Council of Teachers of English, etc.). The MVNU Teacher Education Unit received NCATE accreditation in 2008 and then recertification in March 2015.

The preparation of teachers is one of the major programs at Mount Vernon Nazarene University. The Teacher Education Unit has a strong history of providing quality programs, integrating university instruction that is grounded in theory and research with application and practice in both P-12 classrooms and college laboratory settings.

## **PROGRAM PHILOSOPHY**

The philosophy of the Teacher Education Unit, which includes both the School of Education and Professional Studies and the Teacher Education Program at MVNU, greatly influences the mission, vision, and goals of the institution. The stated philosophy and belief system of the School of Education and Professional Studies at MVNU is that God has shown us truth through scripture, nature, history, and his son, Jesus Christ. Persons are spiritual, rational, moral, social, and physical beings created in the image of God. They are, therefore, able to know and to value themselves and other persons, the universe, and God. Education is the process of teaching and learning, and involves the whole person. This process occurs most effectively when both instructor and student are properly related to God and each other through Christ.

## **GOALS AND OUTCOMES**

Our goals lead to our outcomes. MVNU produces teachers who are called to teach with compassion, competence, and commitment. We endeavor to teach our candidates to be compassionate toward all people, to become competent teachers, and to be committed to the profession. We intend for our candidates to graduate with licensure or an advanced degree, and with the ability to demonstrate their skills, knowledge, and dispositions.

**Goal #1:** One goal at MVNU is for candidates to take the calling of compassion seriously by building rapport with their students and developing skills of justice, fairness, and consistency. We want candidates to respect and affirm all students and to reach out to the community in service to humanity.

### **Outcomes of Goal #1:**

1. Candidates demonstrate a desire to build rapport with their students by showing concern and interest.
2. Candidates build an environment of fairness, trust, and positive interaction among all classroom members.

3. Candidates advocate social justice and equity in the community to promote affirmation and response for all individuals.
4. Candidates transform communities consistent with a Christian worldview through service to humanity.

**Goal #2:** A second goal at MVNU is for candidates to become competent. It is our aim for candidates from MVNU to demonstrate competency and skill in learning about their students and use that information to design appropriate learning goals for each student in their classroom. Lesson plans should reflect objectives, activities, methods, materials, and assessments that promote learning connections. It is our desire for candidates at MVNU to demonstrate knowledge of content. We plan opportunities for candidates to reflect on their current teaching skills to improve instructional techniques and to develop a variety of teaching methods, including the use of technology in the classroom. We desire to help candidates develop effective communication skills.

### **Outcomes of Goal #2:**

1. Candidates conduct research about students and the learning process. They reflect on this information to create learning experiences adapted to diverse learners.
2. Candidates create an environment that is safe and organized, and that accommodates all students, including those with special needs.
3. Candidates design appropriate, standard-based learning goals and effectively communicate them to students.
4. Candidates demonstrate competency in the content areas.
5. Candidates demonstrate the ability to assess student learning using formal and information assessment strategies to evaluate and insure the continuous intellectual, social, physical, and moral/spiritual development of all learners.
6. Candidates demonstrate the use of diverse teaching methods to insure the success of all students.
7. Candidates use technology to support teaching and learning.
8. Candidates demonstrate effective written and oral communication skills including questioning strategies.

**Goal #3:** A third goal at MVNU is to produce teachers who are committed to providing quality instruction to their students and to develop their professional responsibilities. Candidates have the opportunity to attend seminars, workshops, and be well read in their field. Candidates are encouraged to take advantage of opportunities to present at professional meetings, take part in campus organizations, and participate in a wide range of diverse community service experiences. They are encouraged to join professional organizations and demonstrate professional growth and development. As a result, candidates deepen their understanding of the education profession and the issues facing educators. We want candidates to be committed to building professional relationships with parents and colleagues.

**Outcomes of Goal #3:**

1. Candidates demonstrate efficacy by actively searching for practical actions to address specific needs of all students.
2. Candidates are reflective regarding the impact that their teaching has upon their students.
3. Candidates lead in their profession by involvement in professional organizations, publications, presentations, and school/community leadership.
4. Candidates build relationships with students, parents, colleagues, and other community stakeholders.

**Summary:** Our expected goals and outcomes are congruent with the Interstate New Teacher and Support Consortium (INTASC) Principles, the Ohio Standards for the Teaching Profession (OSTP), and the MVNU Conceptual Framework for the Teacher Education Unit.

**Elementary Education (P-5), B.A.**

Program Coordinator: Jessica R. Grubaugh, Ed.D.

**PROGRAM OVERVIEW**

The Bachelor of Arts in Elementary Education (P-5) program is offered fully online and qualifies graduates to earn both a baccalaureate degree in Elementary Education (P-5) and an Ohio teaching license in Elementary Education (P-5). The Elementary Education (P-5) program is accredited by the Ohio Department of Higher Education.

**ADMISSION REQUIREMENTS**

Applicants to the Bachelor of Arts in Elementary Education (P-5) program are selected on the basis of their academic

background and experience. Admission requirements include the following:

- submission of official transcripts of all previous college or university courses completed to date; (applicants without any prior college or university coursework must submit an official high school transcript or GED, including ACT scores, if taken);
- an overall GPA of 2.50 (on a 4.00 scale) for all previous college or university coursework completed to date (an applicant with a minimum cumulative GPA of less than 2.50 or who has not completed any prior college or university coursework to date may apply for probationary or provisional admittance);
- completion of a statement of purpose and contact information for at least two references;
- completion of an admission interview or seminar with the GPS Education Program Coordinator;
- completion of an online application and Registration Agreement Form.

Applicants from countries and US territories in which English is not the primary language must also provide recent evidence of proficiency in English by scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; or scoring 550 or above on the written TOEFL (Test of English as a Foreign Language) with subscores in writing and reading of at least 50. All tests of English proficiency must have been taken in the last two years to be considered for acceptance.

Some applicants may be admitted under probationary admission status if they satisfy each of the following requirements:

- earned a 2.00-2.40 cumulative GPA (on a 4.00 scale) for all previous college or university coursework completed to date;
- complete all other regular admission requirements as noted above.

To move from probationary admission status to regular admission status, a student must successfully complete each of the first three courses in his/her program with final grades of "C" or better and with a minimum cumulative GPA of 2.50.

Applicants who have no previous college or university coursework may only receive provisional admittance. To move from provisional admission status to regular



admission status, a student must complete a minimum of twelve (12) credit hours of General Education coursework with a cumulative GPA of 2.50.

### **PROGRAM CONTINUATION**

A student who has enrolled in the Bachelor of Arts in Elementary Education (P-5) program with regular admission status will be placed on academic probation at any time that his/her cumulative GPA falls below a 2.50. The student who is placed on academic probation must achieve a minimum cumulative GPA of 2.50 at the completion of an additional six (6) credit hours with no grade lower than a "C".

A candidate may be dismissed from the Bachelor of Arts in Elementary Education (P-5) program after:

1. receiving two consecutive failing grades; and/or
2. failing to achieve the required grade point average in the program at the end of any probationary period.

#### **Required Courses**

ECED-3041	Developmental Literacy Lab	1
ECED-3043	Developmental Literacy	3
ECED-3063	Basics of Phonics Instruction	3
ECED-3093	Inclusion and Inclusive Curricular Practices	3
ECED-3102	General Teaching Methods	2
ECED-4001	Upper Elementary Field Experience	1
ECED-4033	Content Reading	3
ECED-4054	Social Studies (Grades PK-5)	4
ECED-4064	Math (Grades PK-5)	4
ECED-4074	Creating STEAM-Infused Learning Experiences in the Early Childhood Classroom	4
ECED-4092	Urban/Diverse Field Experience	2
ECED-4103	Unit Planning and Portfolio	3
ECED-4124	Classroom Management	4
ECED-4142	ECED Integrated Field Experience	2
EDUC-3012	Elementary Language Arts and Writing	2
EDUC-3103	Introduction to Multicultural Education	3
EDUC-4092	Student Teaching	10
ITDS-2061	Student Success Strategies	1

**Subtotal: 55**

#### **Required Prerequisite Education Courses**

ECED-2012	Building Family and Community Relationships	2
ECED-2014	Art, Music, and Movement	4
ECED-2061	Preschool Field Experience	1

ECED-2063	Curriculum in Early Childhood Education	3
ECED-3012	Observation, Assessment, and Documentation	2
EDUC-1023	Foundations of Inclusive Education	3
EDUC-1043	Introduction to Educational Technology	3
EDUC-2023	The Learner and the Learning Process	3
EDUC-2122	Language and Literacy Fundamentals	2
EDUC-2173	Children's Literature	3
TESL-2003	TESOL: Curriculum, Instruction, and Assessment	3

**Subtotal: 29**

#### **Required Cognate Courses**

BIBL-2003	Biblical Perspectives	3
COMM-1023	Public Speaking	3
EDUC-1062	Social Studies for Elementary Teachers	2
MATH-1063	Mathematics for Elementary Teachers	3

**Subtotal: 11**

**ADDITIONAL GENERAL EDUCATION COURSES:  
28 Credit Hours**

**TOTAL: 123 Credit Hours**

### **GRADUATION REQUIREMENTS**

The student must complete a minimum of 123 credit hours (with a minimum cumulative GPA of 2.50) including:

1. Successful completion of the GPS General Education Core (39 hours):
  - 15 credit hours in Arts and Humanities (Minimum of 3 credit hours in an English composition course with a research writing component; minimum of 3 credit hours in Bible/Theology)
  - 15 credit hours in Natural and Social Sciences, and Mathematics (Minimum of 3 credit hours in Mathematics; minimum of 3 credit hours in Social Science; and minimum of 3 credit hours in Natural Science with laboratory)
  - 9 credit hours in Liberal Arts electives
2. Completion of at least 39 credit hours of upper division course work (3000 level or higher);
3. Minimum cumulative GPA of 3.00 in all Education courses;

4. Successful completion of the 123 credit hours of the Bachelor of Arts in Elementary Education (P-5) curriculum with a minimum cumulative GPA of 2.50. A student who receives a grade below "C-" in any Education course will be required to repeat that course until a grade of "C-" or better is earned. All repeated coursework to replace grades of D+, D, F, W, or X is at the student's expense.

#### **Elementary Education (P-5) Major Requirements (84 credit hours)**

- completion of all required coursework and deficiencies with a minimum GPA of 3.00 and with no grade lower than a "C-";
- satisfactory recommendation from student teaching University supervisor;
- completion and submission of the Teacher Performance Assessment;
- no more than two (2) Yellow Flag Alert Reports.

#### **Recommendation for Licensure**

- pass all required Ohio licensure exams;
- complete background checks and fingerprinting (if not done within the past 12 months);
- submit application for licensure and pay fee. Upon awarding of the degree, students have an additional three (3) years to apply for the teaching license. After three (3) years, additional coursework and/or other conditions may be required for licensure.

#### **Elementary Education (P-5) License Only Pathway**

Program Coordinator: Jessica R. Grubaugh, Ed.D.

#### **PROGRAM OVERVIEW**

The Elementary Education (P-5) License Only Pathway is offered fully online and qualifies candidates to earn an Ohio teaching license in Elementary Education (P-5). This pathway does **not** result in a degree.

#### **ADMISSION REQUIREMENTS**

Applicants to the Elementary Education (P-5) License Only Pathway are selected on the basis of their academic background and experience. Admission requirements include the following:

- submission of official transcripts of all previous college or university courses completed to date, including evidence of an earned Bachelor's degree;

- an overall GPA of 2.50 (on a 4.00 scale) for all previous college or university coursework completed to date (an applicant with a minimum cumulative GPA of less than 2.50 may apply for probationary admittance);
- completion of a statement of purpose and contact information for at least two references;
- completion of an admission interview or seminar with the GPS Elementary Education (P-5) Program Coordinator;
- completion of an online application and Registration Agreement Form.

Applicants from countries and US territories in which English is not the primary language must also provide recent evidence of proficiency in English by scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; or scoring 550 or above on the written TOEFL (Test of English as a Foreign Language) with subscores in writing and reading of at least 50. All tests of English proficiency must have been taken in the last two years to be considered for acceptance.

Some applicants may be admitted under probationary admission status if they satisfy each of the following requirements:

- earned a 2.00-2.40 cumulative GPA (on a 4.00 scale) for all previous college or university coursework completed to date;
- complete all other regular admission requirements as noted above.

To move from probationary admission status to regular admission status, a student must successfully complete each of the first three courses in his/her program with final grades of "B-" or better and with a minimum cumulative GPA of 2.50.

#### **PROGRAM CONTINUATION**

A student who has enrolled in the Elementary Education (P-5) License Only Pathway with regular admission status will be placed on academic probation at any time that his/her cumulative GPA falls below a 2.50. The student who is placed on academic probation must achieve a minimum cumulative GPA of 2.50 at the completion of an additional six (6) credit hours.

The student is removed from academic probation after retaking and earning a grade of "B-" or better in all courses

in which s/he originally earned a less than satisfactory grade, or at the end of any semester in which the student's cumulative GPA meets or exceeds 2.50. Students placed on academic probation must also achieve a minimum grade of "B-" in each of the first three consecutive courses during the probationary term in order to avoid dismissal.

A candidate may be dismissed from the Elementary Education (P-5) License Only Pathway after:

1. receiving two consecutive failing grades; and/or
2. failing to achieve the required grade point average in the program at the end of any probationary period.

#### Required Courses

COMM-1023	Public Speaking	3
ECED-2012	Building Family and Community Relationships	2
ECED-2014	Art, Music, and Movement	4
ECED-2061	Preschool Field Experience	1
ECED-2063	Curriculum in Early Childhood Education	3
ECED-2072	Children's Literature for Early Childhood Education	2
ECED-3012	Observation, Assessment, and Documentation	2
ECED-3041	Developmental Literacy Lab	1
ECED-3043	Developmental Literacy	3
ECED-3063	Basics of Phonics Instruction	3
ECED-3093	Inclusion and Inclusive Curricular Practices	3
ECED-3102	General Teaching Methods	2
ECED-4001	Upper Elementary Field Experience	1
ECED-4033	Content Reading	3
ECED-4054	Social Studies (Grades PK-5)	4
ECED-4064	Math (Grades PK-5)	4
ECED-4074	Creating STEAM-Infused Learning Experiences in the Early Childhood Classroom	4
ECED-4092	Urban/Diverse Field Experience	2
ECED-4103	Unit Planning and Portfolio	3
ECED-4114	Educational Technology	4
ECED-4124	Classroom Management	4
ECED-4142	ECED Integrated Field Experience	2
EDUC-1023	Foundations of Inclusive Education	3
EDUC-2122	Language and Literacy Fundamentals	2
EDUC-3103	Introduction to Multicultural Education	3
EDUC-4092	Student Teaching	10
MCED-3023	Adolescent Literature	3

TESL-2003	TESOL: Curriculum, Instruction, and Assessment	3
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**Subtotal: 84**

### **COMPLETION REQUIREMENTS**

The student must complete a minimum of 83 credit hours as noted above, with a minimum cumulative GPA of 2.50 (on a 4.00 scale). A student who receives a grade below "C-" in any Early Childhood License Only Pathway course will be required to repeat that course until a grade of "C-" or better is earned. All repeated coursework to replace grades of D+, D, F, W, or X is at the student's expense.

### **Eligibility for Licensure**

- completion of all required coursework and deficiencies with a minimum GPA of 3.00 and with no grade lower than a "C-";
- satisfactory recommendation from student teaching University supervisor;
- completion and submission of the Teacher Performance Assessment;
- no more than two (2) Yellow Flag Alert Reports.

### **Recommendation for Licensure**

- pass all required Ohio licensure exams;
- complete background checks and fingerprinting (if not done within the past 12 months);
- submit application for licensure and pay fee.

### **Education Programs (Graduate)**

Program Coordinator: Jessica R. Grubaugh, Ed.D.

### **ADMISSION REQUIREMENTS**

In addition to completing an application, submitting transcripts of college work, and providing a written statement of purpose, applicants for regular admission must:

1. hold a baccalaureate degree from an accredited institution with a minimum cumulative GPA of 3.00 (on a 4.00 scale) for admission to the graduate education program;
2. submit official transcripts of all previous college or university courses completed to date;

3. Intervention Specialist (ISP): have or have had a valid teaching license, a copy of which must be submitted with the application (not required for individuals in initial licensure programs);
4. have an admission interview or seminar with the appropriate program personnel.
5. complete an online application and Registration Agreement Form.

Some students may be admitted as a special student, or under conditional admission, probationary admission, or non-degree student status.

### **PROGRAM CONTINUATION**

A candidate admitted on probation will need to earn a grade of "B-" or better in the first three enrolled courses in order to be removed from probation.

A candidate enrolled in the graduate education program with regular admission status will be placed on academic probation at any time that he/she earns more than two grades below a "B-" or if the graduate cumulative GPA falls below 3.00.

The graduate education candidate who is placed on academic probation must achieve a cumulative GPA of 3.00 at the end of the probationary term. The probationary term is defined as three consecutive courses in the candidate's graduate program. No pass/fail courses will be counted as part of the probationary term. No undergraduate courses will be counted as part of the probationary term. The candidate is removed from probation after retaking course(s) in which he/she earned less than a "B-" with a grade of "B-" or better, or at the end of the probationary term if the cumulative GPA meets or exceeds 3.00. Any student placed on academic probation must also achieve a minimum grade of "B-" in each of the first three consecutive courses during the student's probationary term in order to avoid dismissal.

A candidate will be dismissed from the graduate education program after:

1. receiving a second final grade of "F" or "X"; or
2. failing to achieve the required grade point average in the program at the end of any probationary period.

### **TRANSFER CREDIT PROVISIONS**

A student may transfer credits from appropriate graduate work at accredited colleges and universities. Credit will be transferred on a course-by-course basis as applicable to the program. All transfer work into the graduate program in

education requires final grades of "B" or better. A maximum of six (6) credit hours may be transferred. For the ISM degree program only, candidates may transfer up to six (6) graduate credit hours of ISPC equivalent courses and six (6) graduate credit hours of PELC equivalent courses, for a total of 12 graduate transfer credits. The GPS Education Program Coordinator will determine the acceptability of transfer credit.

### **GRADUATION REQUIREMENTS**

1. Successful completion of all graduate credit hours for the candidate's degree program with a minimum cumulative GPA of 3.00. A student who receives a grade below "C-" in any graduate education course will be required to repeat that course until a grade of "C-" or better is earned. All repeated coursework to replace grades of D+, D, F, W, or X is at the student's expense.
2. Graduate students must meet the degree requirements as stated in the Catalog under which they first enrolled. Students must earn their degree within a maximum of six (6) years from the first date of enrollment at the University. Students who withdraw from the University for more than six (6) months will meet the graduation requirements as stated in the catalog under which they resume enrollment. Students changing majors or programs must meet requirements as stated in the Catalog that is current at the time they make such changes.
3. Upon awarding of the degree, students have an additional three (3) years to apply for the teaching license. After three (3) years, additional coursework and/or other conditions may be required for licensure.

### **ENDORSEMENTS**

In addition to the Graduate Education degree programs outlined here, the Teacher Education Unit also offers one undergraduate-level endorsement. This endorsement allows a candidate to obtain a specialty in an area in addition to his/her chosen graduate education program. To be admitted to the practicum, a candidate must have earned a minimum cumulative GPA of 3.00 (on a 4.00 scale) for all endorsement coursework. A minimum cumulative GPA of 3.00 (on a 4.00 scale) in the endorsement courses is required in order to receive the endorsement.

### Intervention Specialist (Initial License), M.A.Ed. (ISM)

#### Required Courses

EDTC-6001	Introduction to Graduate Studies	1
EDUC-6032	Multiculturalism in Education	2
ISPC-6013	Individualized Instructional Strategies: Mathematics	3
ISPC-6023	Individualized Instructional Strategies: Reading and Language	3
ISPC-6053	Professional Practices in Intervention Services	3
ISPC-6062	Exceptional Learners Field Experience	2
PELC-6002	Inclusive Practices Field Experience	2
PELC-6012	Urban/Diverse Field Experience	2
PELC-6022	Technology for Educators	2
PELC-6023	Instructional Design and Effective Teaching	3
PELC-6032	Action Research	2
PELC-6053	Educational Psychology	3
PELC-6062	Assessment and Progress Monitoring	2
PELC-6063	Classroom Management and Behavior Analysis	3
PELC-6081	Instructional Design II	1
PELC-6082	Ethical Practice and Leadership in Education	2
PELC-6091	Student Teaching Seminar	1
PELC-6099	Student Teaching	9
PELC-6102	History and Philosophy of Education	2
PELC-6113	Inclusion and Inclusive Practices	3
PELC-6193	Content Area Reading	3

**Subtotal: 54**

### Intervention Specialist (Licensed Teachers), M.A.Ed. (ISP)

#### Required Courses

EDTC-6001	Introduction to Graduate Studies	1
EDUC-6012	School Leadership and Ethical Practice	2
EDUC-6022	Consultation, Collaboration, and Cooperative Practice	2
EDUC-6032	Multiculturalism in Education	2
EDUC-6042	Application of Student Outcome Data on Instructional Practice	2
EDUC-6093	Educator as Researcher	3
ISPC-6103	Foundations of Special Education	3

ISPC-6112	Curriculum, Instruction, and Assessment for Learners with Lower-Incidence Exceptionalities	2
ISPC-6114	Curriculum, Instruction, and Assessment for Exceptional Learners	4
ISPC-6123	Behavior Analysis and Learning Environments	3
ISPC-6132	Individualized Educational Planning for Exceptional Learners	2
ISPC-6142	Special Education Research and Writing	2
ISPC-6152	Advanced Practicum	2

**Subtotal: 30**

### Professional Educator's License, M.A.Ed. (PEL)

#### Required Courses

EDTC-6001	Introduction to Graduate Studies	1
EDUC-6032	Multiculturalism in Education	2
PELC-6002	Inclusive Practices Field Experience	2
PELC-6012	Urban/Diverse Field Experience	2
PELC-6022	Technology for Educators	2
PELC-6023	Instructional Design and Effective Teaching	3
PELC-6032	Action Research	2
PELC-6053	Educational Psychology	3
PELC-6063	Classroom Management and Behavior Analysis	3
PELC-6081	Instructional Design II	1
PELC-6082	Ethical Practice and Leadership in Education	2
PELC-6091	Student Teaching Seminar	1
PELC-6099	Student Teaching	9
PELC-6102	History and Philosophy of Education	2
PELC-6113	Inclusion and Inclusive Practices	3
PELC-6193	Content Area Reading	3
PELC-6062	Assessment and Progress Monitoring	2

**Subtotal: 43**

Additional undergraduate credit hours beyond the professional education sequence may be required in specific content areas to qualify for a teaching license in the State of Ohio. Please contact the GPS Education Program Coordinator for more information regarding additional requirements of this kind.

## Early Childhood Generalist Endorsement (Graduate Students)

The Early Childhood Endorsement allows candidates to teach Grades 4 and 5. The candidate must complete each of the courses below in order to complete the endorsement. A cumulative GPA of 3.00 (on a 4.00 scale) is required to receive the endorsement.

### Required Courses

ECED-3002	Social Studies for Upper Elementary Grades	2
ECED-3022	Mathematics for Upper Elementary Grades	2
ECED-3032	Science for Upper Elementary Grades	2
ECED-4001	Upper Elementary Field Experience	1
MCED-6023	Adolescent Literature	3

**Subtotal: 10**

General Studies, A.A.

Program Coordinator: Yvonne R. Schultz, Ph.D.

### **PROGRAM OVERVIEW**

The Associate of Arts in General Studies (AAGS) degree program is intentionally designed for students who may be just beginning their college journeys. The program is designed to be completed one course at a time in approximately two and a half years, with a fast-track option available for eligible students after completion of the first term. The program includes a variety of courses that help students to build a foundation of knowledge and critical thinking skills, as well as skills in written and interpersonal communication. The Associate of Arts in General Studies program forms the core of a liberal arts education, preparing students for success in an ever-changing professional world. This fully online, 60-credit hour program fulfills all of the requirements of the General Education Core required for a GPS baccalaureate degree, preparing students for a seamless transition into their baccalaureate program of choice after graduation if they choose to continue their educational journey at MVNU.

### **PROGRAM OBJECTIVES**

The Associate of Arts in General Studies program encourages the development of the whole person through a comprehensive curriculum that integrates a variety of cross-disciplinary knowledge and skills. Graduates of this program are expected to achieve each of the following learning outcomes:

- communicate effectively in clear and correct prose, and in a style appropriate to the subject, occasion, and audience;
- enhance verbal communication and presentation skills, including settings that require effective interpersonal, small group, and public communication skills;
- demonstrate quantitative literacy skills and apply basic mathematical tools when solving real-world problems;
- comprehend, construct, and evaluate relationships in the natural sciences as a means of understanding a variety of astronomical, biological, and/or meteorological phenomena;
- increase comprehension of the human condition via its cultures and history, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought;
- engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society;
- increase knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas.

### **ADMISSION REQUIREMENTS**

Students must satisfy each of the following requirements in order to be admitted to the Associate of Arts in General Studies program:

- submission of an official high school transcript or GED (students with previous college experience submit official transcripts of all college or university coursework completed to date instead of a high school transcript or GED);
- an overall GPA of 2.00 in all previous college or university coursework (applicants with a GPA less than 2.00 may apply for probationary admittance);
- completion of an online application and Registration Agreement Form.

Applicants to the Associate of Arts in General Studies program may be enrolled without submission of official transcripts from all colleges/universities attended. However, in order for a student to remain enrolled in the program, all official transcripts must be submitted by no later than the

end of the student's second course. A minimum GPA of 2.00 for all prior coursework completed will also not apply to students admitted to the Associate of Arts in General Studies program.

Applicants from countries and US territories in which English is not the primary language must also provide recent evidence of proficiency in English by scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; or scoring 550 or above on the written TOEFL (Test of English as a Foreign Language) with subscores in writing and reading of at least 50. All tests of English proficiency must have been taken in the last two years to be considered for acceptance.

#### Courses Offered in the AAGS Program

ABTC-2023	Introduction to Business Communication	3
ABTC-2043	Computer Applications	3
BIBL-2003	Biblical Perspectives	3
BIOL-1024	Human Biology with Laboratory	4
COMM-1023	Public Speaking	3
CSCI-2083	Impact of Technology on Society	3
ENGL-1083	College Writing	3
ESSC-1034	Earth Science with Laboratory	4
FINC-2003	Personal Finance	3
HIST-1013	The Western Tradition in World Context	3
HUMA-2033	Literature in the Western Tradition	3
HUMA-2063	Art and Music in the Western Tradition	3
HUMA-2073	Critical Thinking and Problem Solving	3
ITDS-2061	Student Success Strategies	1
MATH-1033	Introduction to Mathematical Systems	3
PEDU-2013	Principles of Health, Wellness, and Nutrition	3
POLI-1003	American Politics and Government	3
PSYC-1013	General Psychology	3
SOCL-1013	Introduction to Sociology	3
SOCL-2023	Social Problems	3

**Subtotal: 60**

Courses are listed alphabetically and not necessarily in the order in which the student will complete them once enrolled in the Associate of Arts in General Studies program. In addition, enrolled students will only be required to complete those courses listed above that enable them to satisfy the graduation requirements of the Associate of Arts in General Studies program.

## **GRADUATION REQUIREMENTS**

The student must complete a minimum of 60 credit hours (with a minimum cumulative GPA of 2.00) including:

1. Successful completion of ITDS2061: Student Success Strategies (1 credit hour)
2. Successful completion of the GPS General Education Core (minimum of 36 credit hours):
  - Arts and Humanities (minimum of 15 credit hours)
    - Minimum of 3 credit hours in an English composition course with a research writing component
    - Minimum of 3 credit hours in Bible/Theology
  - Natural Sciences, Social Sciences, and Mathematics (minimum of 15 credit hours)
    - Minimum of 3 credit hours in Natural Science with laboratory
    - Minimum of 3 credit hours in Social Science
    - Minimum of 3 credit hours in Mathematics
  - Liberal Arts electives (minimum of 6 credit hours)
3. Successful completion of at least 23 credit hours of general electives.

Ministry, M.Min.

Program Coordinator: Michael G. VanZant, Ph.D.

## **PROGRAM OVERVIEW**

The School of Graduate & Professional Studies offers a Master of Ministry program designed to meet the needs of those currently in ministry, pursuing ministry, or exploring bi-vocational ministry. With an emphasis on practical theology, the Master of Ministry program focuses on equipping students with the education, skills, and training useful in all aspects of Christian ministry, and does so in an exclusively online format that meets the educational needs of busy, non-traditional learners. Credits earned in this program—which can be completed in as little as 18 months—can be transferred to graduate programs at other universities, including the Master of Divinity program offered by Nazarene Theological Seminary.

## **PROGRAM OBJECTIVES**

Upon completion of the Master of Ministry program, graduates will be able to:

- understand the biblical, theological, and historical foundations for the practice of ministry;
- apply classical disciplines to the tasks of pastoral ministry and other forms of service;
- effectively practice ministry in the areas of leadership, communication, pastoral care, counseling, and education;
- effectively practice the art of proclamation, including interpretation of scripture, application to human need, and communication for evangelism, Christian nurture, and moral challenge;
- identify the purpose and goals of ministry and develop the disciplines of planning, implementing, and assessing progress toward those goals.

### **ADMISSION REQUIREMENTS**

Admission requirements for the Master of Ministry program include the following:

- submission of official transcripts of all undergraduate and graduate work completed to date;
- a baccalaureate degree from an accredited institution with a minimum cumulative GPA of 2.50 (on a 4.00 scale);
- completion of an online application and Registration Agreement Form.

Applicants from countries and US territories in which English is not the primary language must also provide recent evidence of proficiency in English by scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; or scoring 550 or above on the written TOEFL (Test of English as a Foreign Language) with subscores in writing and reading of at least 50. All tests of English proficiency must have been taken in the last two years to be considered for acceptance.

Applicants who do not meet one or more of the admission requirements above may be granted conditional admission if approved by the Coordinator of the Master of Ministry program.

### **PROGRAM CONTINUATION**

A student who enters the Master of Ministry program on conditional admission must achieve a grade of at least "B" in each of the first two courses in order to continue in the program and achieve full acceptance.

A student with full acceptance will be placed on academic probation at any time that his/her graduate cumulative GPA falls below 3.00 (on a 4.00 scale). Any Master of Ministry student who is placed on academic probation must achieve a cumulative GPA of at least 3.00 at the completion of an additional nine (9) graduate credit hours. The student will be removed from academic probation once his/her cumulative GPA meets or exceeds 3.00.

A student may be dismissed from the Master of Ministry program if he/she:

1. receives more than six (6) credit hours of grades below a "C";
2. fails to achieve the required GPA at the end of any probationary period;
3. fails to remit payment for an outstanding financial balance; and/or
4. fails to comply with the policies set forth in the "School of Graduate and Professional Studies" section of this Catalog.

### **TRANSFER CREDIT PROVISIONS**

Up to six (6) credit hours of graduate work may be transferred from regionally accredited colleges, or universities. Credit is transferred on a course-by-course basis as applicable to the degree. Transfer credit is granted only if grades of "B" or better were earned, and provided the course is a reasonable equivalent to one required in the program. No credit for prior learning is awarded. Equivalence of course content and transfer of credit is determined by the Coordinator of the Master of Ministry program.

#### **Required Courses**

BIBL-6003	Biblical Hermeneutics	3
LEDR-6013	Church Growth	3
LEDR-6033	Managing the Church	3
MINS-6033	The Church in the Twenty-First Century	3
MINS-6043	Building Ministry Teams	3
PGRW-6003	The Pastor as a Person	3
PGRW-6023	Ethical Issues in Ministry	3
PRWP-6023	Contemporary Approaches to Preaching	3
THEO-6013	Contemporary Theological Issues	3

**Subtotal: 27**

### **GRADUATION REQUIREMENTS**

Graduate students must meet the degree requirements as stated in the Catalog under which they first enrolled. Students must earn their degree within a maximum of six



(6) years from the first date of enrollment at MVNU. Students who withdraw from MVNU for more than six (6) months will meet the graduation requirements as stated in the catalog under which they resume enrollment. Students changing majors or programs must meet requirements as stated in the Catalog that is current at the time they make such changes. A student who receives a grade of less than a "C" will be required to repeat that course until a grade of "C" or better is earned.

A minimum cumulative GPA of 2.50 is required for graduation.

## Nursing, B.S.

Program Coordinator: Judy L. Gregg, DNP, RN

### **PROGRAM OVERVIEW**

The Bachelor of Science in Nursing (RN-BSN) degree-completion program provides registered nurses with the opportunity to complete a Bachelor of Science degree that will prepare them for leadership positions within an increasingly complex health care market. This faith-centered program explores new, innovative approaches to improving community-based health care and prepares students to enter graduate schools to pursue additional, advanced degrees. Designed for non-traditional learners, the RN-BSN program features a relevant and challenging curriculum in nursing education guided by a Christian worldview, instructors with professionally-relevant teaching experience, a cohort-based learning model that fosters mutual support and provides ongoing networking resources, as well as the ability to complete all degree requirements in as little as 18 months (depending upon prior college experience).

The RN-BSN program is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools, and the baccalaureate degree program in nursing at MVNU is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

### **PROGRAM OBJECTIVES**

The courses and curriculum of the nursing program are designed to achieve the following student outcomes. Graduates from the program will:

- apply biblical principles to professional nursing practice;
- provide holistic nursing care based on evidence gained through empirical testing, and personal, ethical, and aesthetic knowledge;

- analyze subjective and objective data for scientific merit;
- demonstrate academic responsibility in current curriculum;
- view each person as created in the image of God, and therefore, worthy of respect and dignity;
- recognize the influence of the environment on the health of individuals and communities;
- convey a Christian worldview of health as the ability to function in harmony with God, self, others and the environment;
- deliver nursing care aimed at assisting persons and communities in their response to actual and potential health problems;
- provide compassionate care for the whole person with the aim of promoting the healthcare team through verbal, nonverbal, and written communication; and
- affirm spiritual care as primary to the health of individuals and society.

### **ADMISSION REQUIREMENTS**

Applicants to the RN-BSN program are selected on the basis of their academic background and professional experience. Admission requirements include the following:

- submission of RN license verification confirming an active, unencumbered license as a registered nurse (RN) in Ohio from the Ohio Board of Nursing;
- submission of official transcripts of all previous college or university coursework completed to date, showing successful completion of a nationally accredited associate degree or diploma nursing program;
- Note: applicants with an associate degree or diploma from a college with accreditation recognized by the U.S. Department of Education, but with a non-accredited nursing program, will be considered for admission on a case-by-case basis.
- an overall GPA of 2.50 or higher (on a 4.00 scale) for all previous college or university coursework completed to date (applicants with a cumulative GPA less than 2.50 may apply for probationary admittance);

- American Heart Association Health Care Provider CPR certification;
- submission of a complete immunization record;
- completion of an online application and Registration Agreement Form.

Applicants from countries and US territories in which English is not the primary language must also provide recent evidence of proficiency in English by scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; or scoring 550 or above on the written TOEFL (Test of English as a Foreign Language) with subscores in writing and reading of at least 50. All tests of English proficiency must have been taken in the last two years to be considered for acceptance.

### **PROGRAM POLICIES**

Once admitted to the RN-BSN program, students must continue to follow the policies included both in the School of Graduate and Professional Studies section of this Catalog and the RN-BSN Student Handbook. The following minimum standards must be met in order to remain in good standing in the RN-BSN program:

- Students must maintain a minimum cumulative GPA of 2.75 (on a 4.00 scale) and a grade of "C" or better in all Nursing courses. A student who receives a grade below "C" in any Nursing course will be required to repeat that course until a grade of C or better is earned. All repeated coursework to replace grade of C-, D+, D, F, W, or X is at the student's expense.
- Students may not repeat any required cognate course more than two times, and may only repeat a required Nursing course once.
- Students are responsible for maintaining professional standards congruent with accepted nursing practice and the School of Nursing and Health Sciences written guidelines.

Students must also satisfy each of the following conditions prior to participation in practicums (these items will be arranged through the School of Nursing and Health Sciences):

- criminal background check with no record that would prohibit participation in practicum;
- drug screening if required by practicum site facility;
- malpractice insurance.

### **PROGRAM CURRICULUM**

The RN-BSN program provides registered nurses with an opportunity to complete a baccalaureate degree that prepares them for the challenges faced by the nursing profession in the 21st century. Candidates for the RN-BSN degree completion program are registered nurses with a desire for expanded practice opportunities. The program offers a flexible schedule that allows students to complete the degree, in most cases, in as few as 18 months.

#### **Required Nursing Courses**

NURS-3304	Gerontological Nursing	4
NURS-3313	Evidence for Nursing Practice	3
NURS-3323	Comprehensive Health Assessment	3
NURS-3343	Transition to Professional Nursing	3
NURS-3352	Nursing Informatics	2
NURS-4303	Genomic Nursing	3
NURS-4315	Population Health Perspectives	5
NURS-4325	Nursing Leadership and Management	5
NURS-4353	Theoretical Perspectives for RNs	3
NURS-4363	Cultural Responsiveness in Health Care	3

**Subtotal: 34**

#### **Required Cognate Courses**

BIBL-3093	Biblical Perspectives for Healthcare Professionals	3
BIOL-4033	Environmental Science for RNs	3
MATH-2063	Introduction to Statistics	3

**Subtotal: 9**

**TOTAL: 43 Credit Hours**

### **GRADUATION REQUIREMENTS**

The student must complete a minimum of 120 credit hours (with a minimum cumulative GPA of 2.00) including:

1. Successful completion of the GPS General Education Core (39 hours):
  - 15 credit hours in Arts and Humanities (Minimum of 3 credit hours in an English composition course with a research writing component; minimum of 3 credit hours in Bible/Theology)
  - 15 credit hours in Natural and Social Sciences, and Mathematics (Minimum of 3 credit hours in Mathematics; minimum of 3 credit hours in Social Science; and minimum of 3 credit hours in Natural Science with laboratory)

- 9 credit hours in Liberal Arts electives
- 2. Completion of at least 39 credit hours of upper division course work (3000 level or higher);
- 3. Successful completion of the 43 credit hours of the RN-Bachelor of Science in Nursing curriculum with a minimum cumulative GPA of 2.50. A student who receives a grade below "C-" in any Nursing course will be required to repeat that course until a grade of "C-" or better is earned. All repeated coursework to replace grades of D+, D, F, W, or X is at the student's expense.

## Nursing, M.S.

Program Coordinator: Carol Dorough, RN, Ed.D., MSN

### **PROGRAM OVERVIEW**

The Master of Science in Nursing (MSN) degree provides registered nurses who have a BSN with the opportunity to complete a graduate degree that increases career options by providing advanced skills for specific nursing roles. The holistic approach of the faith-based program contributes to personal growth and fulfillment, as well as professional development. Highly qualified faculty, carefully structured courses, and the capstone project give nurses expanded knowledge of changes occurring in healthcare and strategies for dealing with those shifts.

The Nurse Educator concentration is designed for nurses interested in providing education in a variety of contexts. These include offering healthcare education in hospitals and primary care settings, as well as preparation for teaching in nursing programs in career centers, colleges, and universities. MSN graduates prepared as nurse educators often pursue professional roles where they create health education programs for patients and employees, or develop curriculum and teach nursing students.

The MSN is designed for non-traditional learners, recognizing the experience and expertise they have already obtained. Curriculum for the program is challenging and practical. Learners will find that they can immediately apply content learned in classes to their current work settings, and benefit from mutual support and networking opportunities with both faculty and peers. MSN degree requirements can be completed in as little as 19 months.

The MSN program is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools, and the baccalaureate degree program in nursing at MVNU is accredited by the

Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

### **PROGRAM OBJECTIVES**

The courses and curriculum of the nursing program are designed to achieve the following student outcomes. Graduates from the program will:

- apply biblical principles to develop ethical decision-making skills, leadership skills, and professional relationships;
- integrate knowledge, best evidence, and technology to influence change and advance the quality of nursing care;
- implement strategies to improve health outcomes through primary, secondary, and tertiary prevention practices;
- advance excellence in nursing through effective communication, deliberate collaboration, quality education, and professional development;
- advocate for client-centered, holistic care through interdisciplinary collaboration to improve the health outcomes of diverse populations;
- analyze vulnerabilities of the individual and systems environments to improve quality and safest outcomes;
- lead in the provision of client-centered, culturally appropriate care to individuals, families, and populations;
- promote spiritual care of self and others through respectful and compassionate relationships.

### **ADMISSION REQUIREMENTS**

Applicants to the MN program are selected on the basis of their academic background and professional experience.

Admission requirements include the following:

- submission of RN license verification confirming an active, unencumbered license as a registered nurse (RN) in state of residence\*;
- submission of official transcripts of all previous college or university coursework completed to date, including the designation of a Bachelor of Science in Nursing degree from a nationally accredited nursing program;
- cumulative GPA of 2.80 or higher (on a 4.00 scale) for all previous college or university coursework

completed to date (applicants with a cumulative GPA less than 2.80 may be admitted with conditional acceptance if approved by the MSN Program Coordinator);

- American Heart Association Health Care Provider CPR certification;
- submission of a complete immunization record;
- completion of an online application and Registration Agreement Form.

\*Acceptance is subject to permission from applicant's State Board of Nursing for MVNU to offer the MSN in his/her state.

Applicants from countries and US territories in which English is not the primary language must also provide recent evidence of proficiency in English by scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; or scoring 550 or above on the written TOEFL (Test of English as a Foreign Language) with subscores in writing and reading of at least 50. All tests of English proficiency must have been taken in the last two years to be considered for acceptance.

### **TRANSFER CREDIT PROVISIONS**

Up to six (6) credit hours of graduate work may be transferred from regionally accredited colleges, or universities. Credit is transferred on a course-by-course basis as applicable to the degree. Transfer credit is granted only if grades of "B" or better were earned, and provided the course is a reasonable equivalent to one required in the program. No credit for prior learning is awarded. Equivalence of course content and transfer of credit is determined by the GPS MSN Program Coordinator.

### **PROGRAM POLICIES**

Once admitted to the MSN program, students must continue to follow the policies included both in the School of Graduate and Professional Studies section of this Catalog and the MSN Student Handbook. The following minimum standards must be met in order to remain in good standing in the MSN program:

- Students must maintain a minimum cumulative GPA of 2.80 (on a 4.00 scale) and a grade of "C" or better in all Nursing courses. A student who receives a grade below "C" in any Nursing course will be required to repeat that course until a grade of C or better is earned. All repeated coursework to replace

grade of C-, D+, D, F, W, or X is at the student's expense.

- Students may repeat a required Nursing course a maximum of one time.
- Students admitted with conditional acceptance must achieve a minimum grade of "B" in each of the first two courses in order to continue in the program and achieve full acceptance.
- Students are responsible for maintaining professional standards congruent with accepted nursing practice and the School of Nursing and Health Sciences written guidelines.

Students must also satisfy each of the following conditions prior to participation in practicums:

- criminal background check with no record that would prohibit participation in practicum;
- drug screening if required by practicum site facility;
- malpractice insurance.

### **PROGRAM CURRICULUM**

The MSN program offers a flexible schedule that allows students to complete the degree, in most cases, in as few as 19 months.

#### **Required Courses**

NURS-6003	Theoretical Leadership in Nursing Practice	3
NURS-6013	Nursing Research and Evidence-Based Practice	3
NURS-6023	Current Trends and Issues in Nursing	3
NURS-6043	Advanced Nursing Concepts in Physical Assessment	3
NURS-6053	Health Policy and Advocacy	3
NURS-6073	Health Technology and Informatics	3
NURS-6083	Advanced Nursing Concepts in Pathophysiology and Pharmacology	3
NURS-6103	Prevention and Health Promotion	3
NURS-6113	Curriculum Development in Nursing Education	3
NURS-6133	Assessment and Evaluation in Nursing Education	3
NURS-6143	Nursing Education Practicum	3
NURS-6193	Graduate Nursing Capstone	3

**Subtotal: 36**

## **GRADUATION REQUIREMENTS**

Graduate students must meet the degree requirements as stated in the Catalog under which they first enrolled. Students must earn their degree within a maximum of six (6) years from the first date of enrollment at MVNU. Students who withdraw from MVNU for more than six (6) months will meet the graduation requirements as stated in the catalog under which they resume enrollment. Students changing majors or programs must meet requirements as stated in the Catalog that is current at the time they make such changes.

A student who receives a grade of less than a "C-" will be required to repeat that course until a grade of "C-" or better is earned.

A minimum cumulative GPA of 2.80 is required for graduation.

### **Social Work Program**

Social Work, B.S.W.

Program Coordinator: Jean M. Ollis, M.S.W.  
Social Work Department Chair and Program Director:  
Trudy P. Singletary, M.S.W.  
Field Education Director: Chris A. Childers, M.S.W.

## **PROGRAM OVERVIEW**

Social work is a dynamic profession with a dual focus of empowerment and social change within individuals, families, groups, organizations, communities, and society as a whole. The profession is grounded in ethical principles as well as the six core values of service, competence, integrity, importance of human relationships, social justice, and dignity and worth of the person. A Bachelor of Social Work (BSW) degree—the minimum educational requirement for the social work profession—provides a professional foundation in generalist social work practice that prepares students for social work licensure, graduate education, and entry-level social work practice in a variety of both public and private settings. Designed for adult learners, this program features high-quality curriculum taught by instructors with professional social work practice experience, a cohort-based learning model that fosters mutual support and provides ongoing networking resources, courses guided by a Christian worldview, and accreditation by the Council on Social Work Education (CSWE).

## **PROGRAM COMPETENCIES**

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.

3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

## **ADMISSION REQUIREMENTS**

Admission criteria to the Bachelor of Social Work program include:

- completion of an associate degree in Human Services or completion of at least 56 transferable credit hours from a regionally-accredited institution(s) of higher learning with a grade of "C-" or better for each course;
- an overall GPA of 2.00 or higher (on a 4.00 scale) for all previous college or university coursework completed to date (an applicant with a GPA less than 2.00 may apply for probationary admittance);
- submission of official transcripts of all previous college or university courses completed to date;
- completion of required cognates, including BIOL1014 (Principles of Biology), PSYC1013 (General Psychology), PSYC3063 (Abnormal Psychology), and SOCL1013 (Introduction to Sociology);
- successful completion (minimum final grade of "C") of foundation courses in social work, including SWKR1013 (Introduction to Social Work), SWKR1023 (Social Work Field Observation), SWKR2003 (Cultural and Human Diversity), and SWKR2013 (Social Work Interviewing and Documentation);
- status of "student in good standing" from previous college or university;
- demonstration of behavior congruent with accepted social work practice, including (but not limited to)

valuing diversity, cultural humility, good oral and written communication skills, and adherence to the *National Association of Social Workers Code of Ethics* and *State of Ohio Standards of Ethical Behavior and Professional Conduct*;

- completion of an online application and Registration Agreement Form.

The Assistant University Registrar for Graduate and Professional Studies, in consultation with members of the Social Work Department, will review each admissions application and decide on one of the following four options:

- **Unconditional Acceptance:** The applicant has met all admissions criteria and will be notified in writing of unconditional admission by the GPS Social Work Program Coordinator.
- **Conditional Acceptance:** The applicant will be notified in writing by the GPS Social Work Program Coordinator of specific areas that need improvement, correction, or completion. Students admitted conditionally may continue to take courses in the program sequence, but must correct the specified deficiencies prior to admission to 4000-level courses, including practica. Students are responsible for meeting all specified conditions, and reporting to the GPS Social Work Program Coordinator for consideration of admission to 4000-level courses.
- **Provisional Acceptance:** The applicant will be notified in writing by the GPS Social Work Program Coordinator of specific conditions that must be met before admission will be reconsidered. Students will not be allowed to continue to take courses in the program sequence. Students are responsible for correcting all specified conditions and reporting to the GPS Social Work Program Coordinator for reconsideration of admission.
- **Denial of Admission:** The applicant will be notified in writing by the GPS Social Work Program Coordinator of specific reasons why he/she has been denied admission into the Social Work program.
- In the event that a student is denied admission, admitted with conditions, or provisionally admitted, the Social Work Department will provide the student with a written explanation for the decision and (if applicable) an explanation of the conditions that must be met for admission. The student may appeal the decision of the Social Work Department, but

must do so according to the procedures outlined in the "Academic Policy Decision Appeals" portion of the Academic Standing (p. 32) (School of Graduate and Professional Studies) section of this Catalog.

Admission to the Social Work program does not guarantee admission to the practicum experience or completion of the program for graduation.

Applicants from countries and US territories in which English is not the primary language must also provide recent evidence of proficiency in English by scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; or scoring 550 or above on the written TOEFL (Test of English as a Foreign Language) with subscores in writing and reading of at least 50. All tests of English proficiency must have been taken in the last two years to be considered for acceptance.

### **COMMON SOCIAL WORK PROGRAM POLICIES**

**Life Experience Policy:** The Social Work Program grants no academic credit, either in part or whole for life experience, volunteer experience, and/or current or previous work experience. This policy applies to all academic social work credits, including required cognates (pre-social work fundamentals) and professional foundations courses, field observations, and field practica.

**Graduation Requirements:** Students must complete a minimum of 120 semester hours of college course work, or its equivalent, with a minimum cumulative GPA of 2.00 (on a 4.00 scale).

### **SOCIAL WORK PROGRAM RETENTION, REMEDIATION, AND TERMINATION**

Once admitted, a student will continue to be evaluated for continuation in the program. BSW students maintain good standing in the social work program by following each of these minimum standards:

- maintain at least a cumulative GPA of 2.00 on all course work attempted at the University;
- earn no grade below "C" in required social work courses;
- demonstrate ethical behavior in the classroom, field experience, and University community life;
- maintain status as a "student in good standing" with the University;
- adhere to field experience policies and procedures; and

- adhere to social work program policies and procedures.

Probation, suspension, or termination from the Social Work Program for **academic reasons** is consistent with academic policies and standards established by the University. Probation, suspension or termination for **professional concerns** focuses on appropriate conduct and behavior in accordance with the principles of the social work profession.

**Academic reasons** for probation, suspension or termination from the Social Work Program include, but are not limited to:

- failure to maintain at least a cumulative GPA of 2.00 on all course work attempted at the University;
- earning a grade below "C" in required social work courses; and
- violations of academic integrity.

The Social Work Program aligns with University processes in addressing academic concerns.

- **Grade Appeal Process:** Any GPS Social Work student who wishes to submit a grade appeal must do so according to the procedures outlined in the "Academic Policy Decision Appeals" portion of the Academic Standing (p. 32) (School of Graduate and Professional Studies) section of this Catalog.
- **Academic Integrity:** Policies and procedures for addressing issues of academic integrity can be viewed here (p. 29).

**Professional concerns** focus on the appropriate conduct and behavior in accordance with the principles of the social work profession. The Social Work Program follows the *State of Ohio Standards of Ethical Practice and Professional Conduct* and *The National Association of Social Workers Code of Ethics* that applies to students in social work educational programs. Violations may result in probation, suspension or termination from the program. Social work students receive written copies of the ethical practice standards and instruction as to the meaning, value, and application of the standards.

If a student is struggling with ethical, non-academic development and/or behavior that impedes professional performance, the following procedures are intended to provide due process so that student evaluations (and faculty decisions regarding students) balance the professional gate-keeping responsibility and the program faculty's commitment to student development.

Students may be placed on probation, suspended, or terminated from the social work program for any one or more violations of program policies and standards, including:

- excessive field education absences;
- legal disqualifications;
- unethical conduct;
- professional impairment;
- lack of reliability and dependability;
- misrepresentation;
- participation in derogatory and/or disrespectful behavior;
- participation in discriminatory behavior.

The Faculty endeavors to assist students in resolving issues that may interfere with professional growth and development before the situation escalates into concerns serious enough to warrant termination procedures. The Yellow Flag Alert system is designed to identify and strategize with students to correct behavior that would be egregious in the professional work place and classroom learning environment. Broad categories include professional behavior (e.g. attendance, punctuality, issues of impairment), professional dispositions (e.g., disrespectful interactions, lack of cultural responsiveness), and academic dispositions.

**First Alert:** The first alert is intended to draw attention to a concern as a teaching moment in their professional development. The person who completes the alert must communicate with the student via email, telephone, or face-to-face conversation AND send/give a copy to the student. Face-to-face is the preferred method of communication but if that is not possible, then a telephone or email conversation may suffice.

**Second Alert:** If the student receives a **second alert regarding the same issue or multiple alerts from different categories** the social work department will communicate with the student and require a written response to the issue that includes an action plan for remediation of the issue. The action plan will receive follow-up by the social work department.

**Third Alert:** If the student receives a **third alert for the same issue or multiple alerts from different categories**, there will be a mandatory meeting with the social work department to determine the student's continuation in the social work program.

Depending on the severity of the issue(s), the following **may** occur:

- **Probation:** A student may be placed on probation for a specific period of time if it is determined that a student's continuation in the program is in jeopardy unless changes are made. The student will be informed in writing, within seven (7) days, of the probationary status. Upon receipt of the notice, the student will be required to develop, with the assistance of the GPS Social Work Program Coordinator, a plan of remediation which indicates when and how any deficiencies will be made up, and any other conditions required to remediate the situation. The written Plan of Remediation must be approved and signed by the GPS Social Work Program Coordinator within one (1) month of student being placed on probation. The GPS Social Work Program Coordinator will report to the Program Director on whether progress is being made in keeping with the Plan of Remediation. Failure to carry out the plan developed during the probationary period, according to the timeline specified in the plan, may result in suspension from the Social Work Program.
- **Suspension:** Serious violation of the performance standards and/or actions taken by a student that places him/her and/or others in jeopardy may result in the immediate suspension of the student from the program while the issue is being resolved. A student who is being suspended will be verbally notified immediately and is not allowed to attend classes until the issue is resolved. In addition, the student will receive a letter from the Social Work Program Director within seven (7) days of the decision for suspension, stating the reason(s) for suspension, the terms of the suspension, and the steps to be taken. A copy of the letter will be given to the GPS Social Work Program Coordinator, and a copy will also be placed in the student's file.
- **Termination:** Though rare, termination may result from a single grave incident or from a pattern of behaviors/incidents. As reflected in the Yellow Flag Alert System every effort is made to identify issues and work with students to remediate concerns. However, in some cases, issues are not resolved or a student engages in a serious violation that places him/her and/or others in jeopardy. The student will receive a letter from the Social Work Program Director within seven (7) days of the decision for termination, stating the reason(s) for termination.

**Appeal Process:** The student may appeal a disciplinary action resulting from any of the above by accessing the "Academic Policy Decision Appeals" portion of the Academic Standing (p. 32) (School of Graduate and Professional Studies) section of this Catalog.

### **ADMISSION TO PRACTICUM EXPERIENCE**

1. Students desiring admission into the social work practicum experience must submit an application to the Social Work Field Education Director by the announced date.
2. The criteria for admission to practicum include:
  - successful completion of each 3000-level social work course with a minimum grade of "C";
  - a minimum cumulative GPA of 2.00 (on a 4.00 scale) on all coursework attempted at the University;
  - maintain status as a "student in good standing" with the University;
  - demonstration of behavior congruent with accepted social work practice, including (but not limited to) valuing diversity, cultural humility, good oral and written communication skills, and adherence to the *National Association of Social Workers Code of Ethics* and *State of Ohio Standards of Ethical Behavior and Professional Conduct*;
  - removal of any conditions stipulated by the Social Work Department prior to, upon, or after admission to the Bachelor of Social Work Program.
3. Students applying for admission to Practicum must complete an admissions interview and receive a positive recommendation as to the student's fitness and suitability for the practicum experience.
4. The members of the Social Work Department will review each admissions application and decide on one of the following four options:
  - **Unconditional Admission to Practicum:** The applicant has met all admissions criteria. The student will be notified in writing of unconditional admission by the Social Work Field Education Director.
  - **Conditional Admission to Practicum:** The applicant will be notified in writing by the Social Work Field Education Director of the specific areas that need improvement, correction, or completion. GPS students will be allowed to register and begin Practicum and Integrated Seminar, but admission



could be revoked if a student fails to meet specified conditions. Students are responsible for meeting the specified conditions and reporting to the Social Work Field Education Director for reconsideration of conditional admission status.

- **Delayed Decision:** The applicant will be notified in writing by the Social Work Field Education Director of specific conditions that must be met before admission will be reconsidered. Students will not be allowed to register or begin Social Work Practicum until deficiencies have been corrected and the student requests in writing that his/her application be re-considered by the Social Work Department. Students are responsible for correcting the specified conditions, and reporting to the Social Work Department for reconsideration of admission.
  - **Denial of Admission:** The applicant will be notified in writing by the Social Work Field Education Director of specific reasons why he/she has been denied admission into the Social Work Practicum experience. A student who has been denied admission may face termination from the Social Work program and/or denial to graduate with a major in Social Work.
  - In the event that a student is denied admission to the Social Work Practicum, has been admitted with conditions, or receives a delayed decision, the Social Work Department will provide the student with a written explanation for the decision and, if applicable, an explanation of the conditions that must be met for admission. Any GPS Social Work student who wishes to appeal the decision of the Social Work Department must do so according to the procedures outlined in the "Academic Policy Decision Appeals" portion of the Academic Standing (p. 32) (School of Graduate and Professional Studies) section of this Catalog.
5. **Retention in Social Work Practicum:** Once admitted, a student will continue to be evaluated for continuation in the Social Work Practicum. Students must satisfy each of the following requirements in order to remain in good standing in the Social Work Practicum:
- maintain a minimum 2.00 cumulative GPA (on a 4.00 scale);
  - adhere to field placement policies and procedures;
  - demonstrate ethical behavior in the classroom, field practicum, and in University community life;

- adhere to Social Work program policies.

A social work student may be placed on probation, suspended, or terminated from the Social Work Practicum experience when—in the professional judgment of the Social Work Department members—the student is found deficient in academic performance, professional attributes, or performance in field education experiences; or is in violation of legal and/or ethical codes. Deficiencies that may lead to probation, suspension, or termination include (but are not limited to) the following: excessive field education absences, educational disqualifications, violations of academic integrity and University Standards of Conduct, legal disqualifications, unethical conduct, professional impairment, lack of reliability and dependability, misrepresentations, participations in derogatory and/or disrespectful behavior, and/or participation in discriminatory behavior.

Any GPS Social Work student who wishes to appeal the decision of the Social Work Department must do so according to the procedures outlined in the "Academic Policy Decision Appeals" portion of the Academic Standing (p. 32) (School of Graduate and Professional Studies) section of this Catalog.

### **DISCLAIMERS**

Admission into the Social Work Program may be delayed for students who do not successfully complete designated liberal arts courses and/or required cognate and professional foundation courses with satisfactory grades.

The Social Work program is accredited by the Council on Social Work Education (CSWE). The program strives to be responsive to ever-changing requirements and expectations, including those of state social work licensing boards, the social work profession itself, and CSWE.

The University cannot guarantee licensure or employment because it does not control applicable state legislation, the licensing examinations or requirements, or hiring practices of state and community social service agencies. Background checks are required prior to the issuance of licenses by appropriate licensing bodies.

### **Required Courses**

ITDS-2061	Student Success Strategies	1
MATH-2063	Introduction to Statistics	3
SWKR-3003	Social Science Research Methods	3
SWKR-3013	Social Work Practice with Individuals	3
SWKR-3063	Human Behavior and the Social Environment I	3
SWKR-3073	Human Behavior and the Social Environment II	3

SWKR-3093	Foundations of Generalist Social Work Practice	3
SWKR-3113	Social Justice and Advocacy	3
SWKR-3123	Social Work Practice with Groups	3
SWKR-3132	Social Work Practice with Families	2
SWKR-3141	Preparation for Field Education	1
SWKR-4002	Integrated Social Work Seminar	2
SWKR-4010	Social Work Practicum	10
SWKR-4013	Social Work Practice with Organizations and Communities	3
SWKR-4033	Analysis of Social Policy	3

**Subtotal: 46****GRADUATION REQUIREMENTS**

The student must complete a minimum of 120 credit hours (with a minimum cumulative GPA of 2.00) including:

1. Successful completion of the GPS General Education Core (39 hours):
  - 15 credit hours in Arts and Humanities (Minimum of 3 credit hours in an English composition course with a research writing component; minimum of 3 credit hours in Bible/Theology)
  - 15 credit hours in Natural and Social Sciences, and Mathematics (Minimum of 3 credit hours in Mathematics; minimum of 3 credit hours in Social Science; and minimum of 3 credit hours in Natural Science with laboratory)
  - 9 credit hours in Liberal Arts electives
2. Completion of at least 39 credit hours of upper division course work (3000 level or higher);
3. Successful completion of the 46 credit hours of the Bachelor of Social Work curriculum with a minimum cumulative GPA of 2.50. A student who receives a grade below "C-" in any Social Work course will be required to repeat that course until a grade of "C-" or better is earned. All repeated coursework to replace grades of D+, D, F, W, or X is at the student's expense.

**Social Work Minor**

Any GPS undergraduate student who is currently enrolled in a baccalaureate-level non-Social Work degree program may choose to obtain a minor in Social Work by completing each of the courses listed below. A total of eighteen (18) credit hours is required for the Social Work minor.

**Required Courses**

SWKR-1013	Introduction to Social Work	3
SWKR-1023	Social Work Field Observation	3
SWKR-2003	Cultural and Human Diversity	3
SWKR-2013	Social Work Interviewing and Documentation	3
SWKR-2053	Preparation for Chemical Dependency Counseling	3
SWKR-3113	Social Justice and Advocacy	3

**Subtotal: 18****GPS Course Catalog****ABTC - Applied Business Technology****ABTC 2023 - Introduction to Business Communication (3)**

This course examines basic interpersonal communication processes within written and oral channels, with practical applications for the business environment. Issues regarding cross-cultural communications and ethical considerations in business communication are discussed. The course emphasizes three areas: 1) planning, researching, organizing, writing, editing, and revising business-related documents; 2) planning, organizing, and delivering oral presentations in a business setting; and 3) preparing for professional success in the business world, including career planning, networking, job searching, resume preparation, and job application and interviewing.

**ABTC 2043 - Computer Applications (3)**

This course uses a problem-solving approach using the Microsoft Office Suite of software including Word, Excel and PowerPoint. After a brief introduction to this software, the student will be challenged to use critical thinking and analysis to find efficient and effective solutions to real-life situations.

**ABTC 3003 - Spreadsheets for Leaders (3)**

Spreadsheets are a core leadership tool functioning as information systems and are essential. They are used to make risky decisions, capture and store crucial data, perform advanced analysis, communicate critical information to internal and external stakeholders, and other vital activities. This course will use Microsoft Excel as a problem-solving tool. After a brief introduction to the features of Microsoft Excel, the student will be challenged to use critical thinking and analysis to find efficient and effective solutions to real-life situations.

**ABTC 3063 - Project Management (3)**

This course covers the basic principles of project management, including concepts from the initiating, planning, executing, monitoring and controlling, and closing process groups. Introduces fundamentals from the ten project management knowledge areas: integration, scope, time, cost, quality, human resources, communications, risk, procurement, and stakeholder management.

**ACCT - Accounting****ACCT 3013 - Fundamentals of Accounting (3)**

An overview of the basic topics in financial and managerial accounting for students who have no or minimal prior knowledge of accounting and finance. Special emphasis is given to how accounting and finance reports are used by leaders in various organizations.

**ACCT 6003 - Managerial Accounting (3)**

A comprehensive examination of managerial accounting on the use of accounting data in the management of an organization. What accounting data are interesting and how they might be used depend on what the manager is seeking to accomplish and what other information is available.

**ACCT 6013 - Auditing and Internal Control (3)**

The study and application of the functions of independent auditors, professional ethics, legal liability, internal control, auditing standards and auditing procedures.

**ACCT 6023 - Fraud and Forensic Accounting (3)**

A study of fraud in business with emphasis on the manipulation of accounting records as well as embezzlement. It will entail case studies on both how to uncover and prevent malfeasance in both profit and non-profit companies.

**ACCT 6033 - Accounting Ethics (3)**

In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.

**BDAT - Business Data Analytics****BDAT 6003 - Intelligence and Data Analytics (3)**

This course is intended for business students with these goals: 1) To provide the key methods of predictive analytics and advanced business intelligence concepts; 2) To provide business decision-making context for these

methods; 3) Using real business cases to illustrate the application and interpretation of these methods. The course will cover trends in predictive analytics, and understanding available application programs that can be deployed within the business enterprise.

**BDAT 6013 - Business Analytics (3)**

This course introduces students to an area of business administration that considers the extensive use of data, methods, and fact-based management to support and improve decision making. While business intelligence focuses on data handling, queries, and reports to discover patterns and generate information associated with products, services, and customers, business analytics uses data and models to explain the performance of a business and how it can be improved. This course discusses the benefits of employing analytics and a structured approach to problem-solving in management situations.

**BDAT 6023 - Decision Making Using Data Analytics (3)**

This course will familiarize students with the assumptions underlying various statistical techniques and assist in identifying their appropriateness in a variety of situations. Students should be able to perform statistical analysis and interpret results in a meaningful way. Students are expected to relate results of such analyses to become information-based decision makers.

**BIBL - Biblical Literature****BIBL 1003 - Old Testament History and Literature (3)**

A survey of the books of the Old Testament with emphasis given to the significant historical events, personalities, and theological traditions of Israel.

**BIBL 1013 - New Testament History and Literature (3)**

A survey of the books of the New Testament with emphasis given to the significant historical events, personalities, and theological traditions of the early Christian church.

**BIBL 2003 - Biblical Perspectives (3)**

This course is a foundational study of the entire Bible and a biblical understanding of the world. Special emphasis is given to biblical interpretation, biblical theology, and biblical worldview with a view toward contemporary issues and personal applications regarding following Christ.

**BIBL 2013 - Biblical Hermeneutics (3)**

A study of the assumptions and principles underlying the interpretation of various types of literature found in the Bible. Special emphasis is given to exegesis of biblical passages.

### **BIBL 2033 - Theology and Language of the Bible (3)**

This course surveys the theology within the biblical text by introducing key elements of biblical languages and language tools within the interpretive task of Biblical Theology. One thematic approach to theological dialogue is used to produce a paradigm for maintaining the integrity of the entire canon within theological interpretation.

### **BIBL 3043 - Life and Letters of Paul (3)**

A study of the life and teachings of Paul and his insight into the personal and social dimensions of the Christian life.

### **BIBL 3083 - Pentateuch (3)**

A study of the Pentateuch (Genesis through Deuteronomy) and its cultural and literary background.

### **BIBL 3093 - Biblical Perspectives for Healthcare Professionals (3)**

This course presents a foundational study of the elements of a biblical understanding of the world. Special emphasis is given to a Wesleyan biblical worldview in light of personal application and contemporary issues in healthcare.

### **BIBL 6003 - Biblical Hermeneutics (3)**

An examination of the principles underlying the interpretation of the various types of literature found in the Bible. Special emphasis is given to the exegesis of scriptural passages for preaching and teaching.

## **BIOL - Biology**

### **BIOL 1014 - Principles of Biology with Laboratory (4)**

A study of life processes, organization and structure common to animals, plants, and microbes. Laboratory exercises are included. The course is designed for non-majors and does not count toward the biology major or minor.

### **BIOL 1024 - Human Biology with Laboratory (4)**

This course provides students with an introduction to the biology of living organisms with emphasis on the normal functioning of the human body and its systems. It will address selected biological concepts, including the chemical basis of life, cell structure and division, and human ecology, providing students with a working knowledge of life science that will aid them in making informed decisions regarding health and the environment.

### **BIOL 4033 - Environmental Science for RNs (3)**

A study of the impact of human culture and activity upon the environment. Special emphasis is given to problems

related to population, pollution and use of resources, emphasizing a science-based approach to understanding and solving environmental problems including the use of epidemiological studies in environmental science.

## **BSST - Business Special Studies**

### **BSST 3083 - Business Statistics (3)**

Students will learn common methods of business research, including how to analyze quantitative and qualitative data using measures of central tendency and dispersion, statistical inference, sampling theory, linear regression, and time series analysis.

## **CHHT - Christian History**

### **CHHT 3013 - Christian Heritage I (3)**

A survey of church history from its beginnings through the Reformation.

### **CHHT 3053 - Christian Heritage II (3)**

A study of the development of the Christian church from Puritanism and Pietism (17th century) to the present within its cultural and historical settings.

## **COMM - Communication**

### **COMM 1023 - Public Speaking (3)**

A study in the preparation and delivery of informational and persuasive speeches.

### **COMM 1053 - Introduction to Communication (3)**

Through the use of readings, discussion forums, exercises and writing, we will explore the often taken-for-granted power of communication that makes people unique among all creatures. We will discover that talk is not cheap, but rather it allows us to express our humanity in a rich and powerful way. The course will cover interpersonal, small group, and public communication.

## **CSCI - Computer Science**

### **CSCI 2083 - Impact of Technology on Society (3)**

A study of technology's impact on individuals, groups, and institutions. Special emphasis is given to worker displacement, computer illiteracy, environmental and health issues, depersonalization, computer crime, intellectual property, invasion of privacy, and other ethical/legal issues.

## **ECED - Early Childhood Education**

### **ECED 2012 - Building Family and Community Relationships (2)**

A course designed to provide an understanding of the complex characteristics of children's families and communities. Special emphasis is given to creating respectful, reciprocal relationships that support and empower families, and involve families in the child's development and learning.

### **ECED 2014 - Art, Music, and Movement (4)**

An introductory study of assisting children to experience high quality, meaningful art experiences in early childhood across a developmental continuum. Special emphasis is given to assisting children (with or without disabilities) to set physical challenges and enjoy physical education experiences.

### **ECED 2061 - Preschool Field Experience (1)**

Observation and supervised laboratory experience in the Esther Jetter Preschool for three (3) hours per week for the entire semester focuses on curriculum development and instructional design. Special emphasis is given to planning and participating in emergent curricula.

### **ECED 2063 - Curriculum in Early Childhood Education (3)**

An introductory study of curriculum development and instructional design with a focus on recent developments in the education of the young child related to motivation, social interaction, and active engagement in learning. Special emphasis is given to selecting curriculum based on theory and research, writing of behavioral objectives, and developing appropriate instructional activities, including technology.

### **ECED 2072 - Children's Literature for Early Childhood Education (2)**

A study of literature written for children ages pre-school through third grade, including an introduction to genres, authors, and illustrators of children's books. Special emphasis is given to criteria for evaluation, analysis of literary elements, reader response theory, and the use of literature in developing units of study across the curriculum. Priority given to education majors and sociology majors in the child life specialist track.

### **ECED 3002 - Social Studies for Upper Elementary Grades (2)**

A comprehensive understanding of NCSS standards and the Ohio academic contents, standards, methods of

instruction, assessment procedures, pedagogy, and materials for the teaching of middle childhood social studies. Candidates will become familiar with the pivotal historical, cultural, geographic, economic, and political/citizenship events in the history of Ohio.

### **ECED 3012 - Observation, Assessment, and Documentation (2)**

A study of the goals, benefits, and responsible use of assessment. Special emphasis is given to systematic observations, documentation, and understanding appropriate uses of achievement and standardized tests. Consideration is given to the role of other professionals and families in the process of assessment.

### **ECED 3022 - Mathematics for Upper Elementary Grades (2)**

A comprehensive understanding of NCTM standards and the Ohio academic content standards, pedagogy, assessment procedures, and materials for the teaching of mathematics to upper elementary grade students. Candidates will become familiar with number, number sense and operations; measurement; geometry and spatial sense; patterns, functions, and algebra; data analysis and probability; and mathematical process, which includes problem solving, reasoning and proof, communication, connections, and representation.

### **ECED 3032 - Science for Upper Elementary Grades (2)**

A comprehensive understanding of NSTA standards and the Ohio academic content standards, methods of instruction, assessment procedures, and materials for the teaching of science in the middle elementary grades. Candidates will become familiar with the nature of science, and the connections between the physical, life, earth, and space sciences. The course will prepare students to use appropriate scientific process and principles in the teaching of science.

### **ECED 3041 - Developmental Literacy Lab (1)**

A field experience emphasizing the development of oral language, thinking skills, and literacy in young children.

### **ECED 3043 - Developmental Literacy (3)**

A study of the principles and practices of facilitating development of oral language, thinking skills, and literacy in young children in preschool through third grade, as well as others whose literacy development has been delayed.

### **ECED 3063 - Basics of Phonics Instruction (3)**

A study of means to teach and assess phonics effectively, including phonemic awareness and word recognition.

**ECED 3093 - Inclusion and Inclusive Curricular Practices (3)**

An examination of the rationale and instructional procedures for educating exceptional children in the regular classroom. Special emphasis is given to collaboration (including school and non-school personnel), inclusion, exceptionality, individual education, transition plans, effective assessment and instructional procedures, and student diversity.

Prerequisite: EDU-2023 and ECE-2063.

**ECED 3102 - General Teaching Methods (2)**

This course is designed to provide an understanding of general teaching methods needed for success at MVNU and for licensure including: the MVNU lesson plan form, an overview of the Common Core Standards, TPA with a focus on Academic Language, and The Ohio Standards for Teachers. This course is a study of methods employed by MVNU to assist candidates to improve and to enhance their ability to teach in the diverse student populations found in classrooms.

**ECED 4001 - Upper Elementary Field Experience (1)**

Observation and supervised classroom experience in a 4th/5th grade classroom for a total of fifty (50) hours. This course is graded on a satisfactory/unsatisfactory basis.

**ECED 4033 - Content Reading (3)**

A study in developmental reading as an instructional approach designed to systematically teach the strategies and competencies needed for effective reading in content reading materials, especially in grades 3-9.

**ECED 4054 - Social Studies (Grades PK-5) (4)**

This course is designed to provide an understanding of social studies in grades 1-5 with an emphasis on curriculum and methods of instruction, as well as types, methods, and uses of assessment. Special emphasis is given to facilitating knowledge needed for receiving the Early Childhood Endorsement.

**ECED 4064 - Math (Grades PK-5) (4)**

This course is designed to provide an understanding of math in grades 1-5 with an emphasis on curriculum and methods of instruction, as well as types, methods, and uses of assessment. Special emphasis is given to facilitating knowledge needed for receiving the Early Childhood Endorsement.

**ECED 4074 - Creating STEAM-Infused Learning Experiences in the Early Childhood Classroom (4)**

A study of the current trends of STEAM-infused learning experiences in early childhood (children age 3 through third grade) with emphasis on inquiry-based planning and 21st-century skill development. STEAM instructional strategies, active learning, and uses of assessment will be emphasized. Special emphasis is given to facilitating knowledge needed for receiving the Early Childhood Endorsement.

**ECED 4092 - Urban/Diverse Field Experience (2)**

This field-based course is designed to give candidates opportunities to observe and teach trial lessons in an urban/diverse early childhood classroom. This experience totals sixty (60) clock hours.

**ECED 4103 - Unit Planning and Portfolio (3)**

A study of child development and the structure of the content areas integrating theory, research, programming, materials, and methods essential for teaching children in prekindergarten through primary grades, with application on the development of curriculum in the form of an integrated unit focusing on science or social studies content.

**ECED 4114 - Educational Technology (4)**

This course is intended to precede extensive field work and curriculum development. One focus of this course is on using technology in the classroom with students. A special emphasis will be on grades 1-5. A second focus is on the development of a professional eportfolio.

**ECED 4124 - Classroom Management (4)**

The focus of this course is on the human interactions in the classroom; specifically, the connections between teachers and students within a diverse student body. Special emphasis is given to creating a climate that promotes positive development and learning, establishing standards of classroom behavior, planning environments that are respectful of culture and home language, designing the physical environment, building positive relationships with caregivers/families, and increasing social competence and conflict resolution.

**ECED 4142 - ECED Integrated Field Experience (2)**

This field-based course is designed to give candidates opportunities to observe and teach trial lessons in an early childhood classroom. This experience totals sixty (60) clock hours.

**ECED 6043 - Children's Literature and Social Justice (3)**

Advanced study of children's literature with a focus on multicultural literature, non-fiction text, poetry, and using literature for teaching social justice. A brief review and update of critically selecting and evaluating children's literature will be the foundation of the course. The course includes ways to use children's literature to open dialogue and discuss social justice with children.

**ECED 6053 - Play, Creativity, and Imagination (3)**

This course provides an examination and analysis of theories related to play, creativity, and imagination in the early childhood classroom. Special emphasis is given to research foundations and the ways play, creativity, and imagination are developed in various educational settings.

**ECED 6252 - Advanced Children's Literature (2)**

Advanced study of children's literature with a focus on poetry, multicultural literature, non-fiction text, and using literature for teaching social justice. A brief review and update of critically selecting and evaluating children's literature will be the foundation of the course. In addition, research-based practices in using poetry in, multicultural literature, and non-fiction text as an educational tool will be explored. The course includes ways to use children's literature to open dialogue and discuss social justice with young children.

**ECON - Economics****ECON 3003 - Microeconomics (3)**

An introduction to microeconomics, including the concepts of resource and product markets, price theory, elasticity function, and profit maximization.

**ECON 3013 - Macroeconomics (3)**

A study of macroeconomics from a manager's perspective. Topics include supply and demand, price system, employment theory, inflation, business cycles, monetary policies, economic growth, fiscal policies, and international trade and finance.

**ECON 6083 - Managerial Economics (3)**

A study of the concepts of microeconomics and macroeconomics theory and policy including the concepts of demand and supply theory, resource and product markets, fiscal and monetary policy, and price theory and maximization.

**EDTC - Educational Technology****EDTC 6001 - Introduction to Graduate Studies (1)**

A course to introduce the graduate candidate to the MVNU learning management platform, electronic portfolio system, and library services. Candidates will complete an intensive review of APA style and formatting guidelines and develop skills for success in a graduate program.

**EDTC 6023 - Teaching and Learning in Online and Mixed-Modality Environments (3)**

This course provides an examination of instructional design theory for online teaching and learning. Candidates will analyze and apply strategies for increasing student engagement, enhancing student learning, and building a community of learners in online course settings. Special emphasis is also given to technology applications useful in online teaching. Elements of the flipped classroom design will also be explored.

**EDUC - Professional Education****EDUC 1023 - Foundations of Inclusive Education (3)**

An overview of the social, historical, and philosophical foundations of education with an emphasis upon current inclusive practices for students with disabilities. Special emphasis is given to America's diverse student, the general education and special education teacher's role, and inclusive classroom requirements. Various models of collaborative teaching practices are explored in theory and application.

**EDUC 1043 - Introduction to Educational Technology (3)**

This course provides students with conceptual frameworks and practical skills to equip them to integrate technology in the various areas of curriculum delivery in PK-12 classrooms, including inclusive settings. The emphasis will be on learning a variety of strategies that will enable the classroom teacher to use a range of technological resources (software, hardware including assistive technology, internet) to enhance the quality of instruction and learning in the classroom for all learners.

**EDUC 1062 - Social Studies for Elementary Teachers (2)**

This course explores the social studies content necessary for elementary teachers in grades P-5 with special focus given to topics in the Ohio Social Studies standards. Topics related to civics, geography, economics, and American and Ohio history will be examined.

### **EDUC 2023 - The Learner and the Learning Process (3)**

A study of major learning theories and their implications for instruction. Special emphasis is given to the young and older adolescent learner, the science of instruction, and assessment of learning.

### **EDUC 2122 - Language and Literacy Fundamentals (2)**

This course explores the fundamentals of language and literacy with emphases on the acquisition of language skills from birth through age eight, understanding family literacy, understanding the connection between reading and writing, the developmental stages of literacy in young children, and the role of cultural influences on literacy. A focus of the class will be to provide appropriate assessments for young children. Ten hours of tutoring in a school or formal setting is required in this course.

### **EDUC 2173 - Children's Literature (3)**

A study of the literature written for children ages preschool through fifth grade. The course includes an introduction to genres, authors, and illustrators of children's books with emphases on criteria for evaluation, analysis of literary elements, reader response theory, and the curricular use of literature for developing units of study across the curriculum.

### **EDUC 3012 - Elementary Language Arts and Writing (2)**

This course explores instructional strategies in the Language Arts with specific focus on the teaching of writing. Strategies to support learners working at all academic levels in grades P-5 will be examined with emphasis on the upper elementary grades. Reading and writing strategies will be designed and implemented specific to student readiness levels and abilities.

### **EDUC 3103 - Introduction to Multicultural Education (3)**

Examines the historical development of multicultural education and its efforts to help students understand social and educational issues faced by our diverse nation. The instructor/facilitator will help guide students to think critically and reflectively regarding decisions that need to be made as a classroom teacher to meet the academic, social, cultural, and emotional needs of all students. Intercultural conflicts and philosophical viewpoints will be addressed to guide discussions relating to the applicability and implementation of principles and practices guiding multicultural education in the 21st century.

### **EDUC 4092 - Student Teaching (10)**

A full-time field experience in which the student teacher assumes the various teaching responsibilities in a classroom at the level and in the discipline of the intended license. Progressive involvement in the instructional program increases until the student teacher functions as a regular staff member with responsibility for instructional planning, implementing, assessing, and communicating with the learner and the parent. The course is graded on a satisfactory-unsatisfactory basis. This course may only be attempted twice.

### **EDUC 6012 - School Leadership and Ethical Practice (2)**

An overview and analysis of leadership and ethical issues in public and private school practice. The course focuses on individual professional leadership roles; included are case studies detailing legal issues and moral dilemmas educators encounter in school settings.

### **EDUC 6022 - Consultation, Collaboration, and Cooperative Practice (2)**

Theory related to appropriate consultation, collaboration, and cooperative practices will be addressed. Specific emphasis will be given to the educator's alternating role as consultant, collaborator, and cooperative partner with various stakeholders. Consultation services and collaborative and cooperative practices related to special education, literacy services, and other educational support areas will be examined.

### **EDUC 6032 - Multiculturalism in Education (2)**

This course provides a context for exploring variables of culture such as race, socio-economic status, gender, etc. and the effects these issues have on teaching and learning. Theories of multiculturalism and issues of equity, social justice, and diversity are explored and examined in the context of the 21st century classroom through a Christian worldview.

### **EDUC 6042 - Application of Student Outcome Data on Instructional Practice (2)**

Standardized testing in P-12 schools generates an enormous amount of data related to student learning. This course examines the role of data and data analysis in instructional practice, including data generated by state-mandated testing, how these tests are monitored, and their impact on a district's AYP scoring. Candidates will examine data sources, practice data analysis and interpretation skills, and develop instructional strategies and curriculum modifications based on student learning outcomes in the context of their own school settings.



**EDUC 6089 - Special Topics in Education (1)**

Topics of special interest are developed by faculty and usually grow from interest expressed by a group of students. Proposals for special topics courses are approved by the program coordinator(s). The course is repeatable as topics change.

**EDUC 6093 - Educator as Researcher (3)**

An introduction to basic qualitative and quantitative research methods, designs, and reporting strategies. Special emphasis is given to reading and understanding educational research studies and reports. Candidates use basic applications of descriptive and inferential statistics, and/or ethnographic research skills to design action research projects for facilitating beneficial change in their classrooms or schools.

**EDUC 6101 - Collaborative Workshop (1)**

A collaboration between the district and MVNU to provide professional development integrated with the needs of teachers and offered by district personnel. Topics will vary and be identified by name on the transcript.

**EDUC 6102 - Collaborative Workshop (2)**

A collaboration between the district and MVNU to provide professional development integrated with the needs of teachers and offered by district personnel. Topics will vary and be identified by name on the transcript.

**EDUC 6103 - Collaborative Workshop (3)**

A collaboration between the district and MVNU to provide professional development integrated with the needs of teachers and offered by district personnel. Topics will vary and be identified by name on the transcript.

**EDUC 6143 - Classroom-Based Assessments and Data Application (3)**

In this course candidates will examine classroom-based assessments, analyze data, and apply results to instructional practice. Formative and summative assessment strategies will be discussed with special emphasis on selecting, implementing, and evaluating varied classroom-based assessments appropriate for all students. Use of classroom-based assessments for daily classroom decision making will also be examined.

**EDUC 6153 - Curriculum Leadership (3)**

This course provides teachers an opportunity to examine curriculum design theory on micro and macro levels. Candidates will investigate curriculum design from classroom, grade level, subject area, school, district, state,

and national perspectives. Special emphasis is given to the difference in curriculum design and instructional practice.

**EDUC 6163 - Applying Learning Theory in the Classroom (3)**

As a teacher, it is important to understand how to instruct to various learning styles, cope with different behaviors, and meet the learning needs of all students. This course will focus on theories that can be incorporated into instructional planning and teaching methods to ensure that students realize the most effective learning experience possible.

**EDUC 6189 - Special Topics in Education (1)**

Topics of special interest are developed by faculty and usually grow from interest expressed by a group of students. Proposals for special topics courses are approved by the program coordinator(s). The course is repeatable as topics change.

**EDUC 6193 - Brain-Based Teaching and Learning: Using Mindset to Create a Culture of Achievement (3)**

This course is designed to enhance a participant's knowledge of brain and mindset research and how they impact learning. Participants in this course will explore ways to create and use growth mindset and brain based teaching strategies using the latest scientific findings and discoveries. This course prepares teachers by providing them with the essential elements needed to translate the biology of brain-based learning from theory into classroom practice.

**EDUC 6201 - Practitioner's Project (1)**

The Practitioner's Project is a guided action research project in which the candidate designs, implements, evaluates, and reports on an instructional or curricular situation in the classroom or school system. The project must have direct application to improving the teaching and learning process. Projects are supervised by an advisor and must be approved prior to implementation. Prerequisites: Completion of thirty (30) credit hours and EDUC6093. This course may be repeated for a maximum of six (6) credits.

**EDUC 6233 - Applied Literacy Theory and Practice (3)**

This course is designed to enhance a participant's knowledge of literacy theory and strategies for supporting students throughout the reading process. Candidates will examine how schema theory and metacognitive theory impact the reading process before, during, and after reading as well as how these theories should impact the way we teach students with dyslexia and students from ELL backgrounds. Strategies such as close reading, Socratic

questioning, and study skills acquisition will also be explored.

## **ENGL - English**

### **ENGL 1083 - College Writing (3)**

This course focuses on the process and practice of composition and includes attention to formatting, modes of writing, grammar, and persuasion. Students will develop critical writing, reading, and thinking skills. Emphasis will be given to the research essay, including argumentation, APA documentation style, and research techniques.

## **ESSC - Earth Science**

### **ESSC 1034 - Earth Science with Laboratory (4)**

This course is designed as an introduction to the physical environment of planet Earth. Selected topics include those from the fields of astronomy, geography, geology, oceanography, and meteorology.

### **ESSC 1044 - Astronomy with Laboratory (4)**

A study of the structure, composition, organization and history of the universe. Special emphasis is given to the solar system, the structure and function of stars, the structure of galaxies, the organization of matter, and theories about the history and origin of the universe.

### **ESSC 1054 - Meteorology with Laboratory (4)**

A study of the earth's atmosphere, physical factors that affect weather, weather systems and patterns, and scientific methods used to collect data, analyze trends, and forecast weather.

## **FINC - Finance**

### **FINC 2003 - Personal Finance (3)**

This course includes a broad coverage of personal financial decisions, including basic financial planning, tax issues, managing savings and other liquid accounts, buying a house, the use of credit, insurance, managing investments, and saving for retirement.

### **FINC 3013 - Business Finance (3)**

An overview of basic concepts in the field of financial management. Special emphasis is given to how finance is used by leaders in organizations.

### **FINC 3083 - Investments (3)**

An introduction to the securities markets, specific investment strategies, various investment vehicles, and techniques of investment planning. Prerequisite: FINC-3013 (Business Finance).

### **FINC 3103 - Financial Markets and Institutions (3)**

A study of the management of financial intermediaries and other financial institutions. Topics include asset, liability, risk management, functions and practices of domestic and international debt markets, and asset securitization. Forces imposing changes as institutional structure are included. Prerequisite: FINC-3013 (Business Finance).

### **FINC 4013 - Intermediate Business Finance (3)**

An advanced study of financial management. Emphasis is given to capital structure, long term financing, working capital, capital budgeting, financial analysis, and behavioral finance. Prerequisite: FINC-3013 (Business Finance).

### **FINC 4033 - Personal Financial Planning (3)**

This course includes a broad coverage of personal financial decisions, including basic financial planning, tax issues, managing savings and other liquid accounts, buying a house, the use of credit, insurance, managing investments, and saving for retirement. Prerequisite: FINC-3013 (Business Finance).

### **FINC 4113 - Risk and Insurance (3)**

Students examine the principles of risk management and the use of insurance as a method of managing financial risk exposure. Students learn how to identify the various types of financial risk and to evaluate alternative strategies in order to lessen the impact of unplanned events. The analysis of client insurance needs and methods of determining the type and amount of insurance best suited to each client's situation is examined, incorporating discussions of life, property, liability, homeowner's insurance, and personal auto insurance. Medical insurance, disability insurance, and long-term care policies are also explored. Prerequisite: FINC-3013 (Business Finance).

### **FINC 6003 - Investments (3)**

An introduction to securities and the securities market, including equities, fixed-income securities, and derivatives. Fundamental analysis is stressed but technical analysis is included. The risk-return tradeoff is emphasized within a diversified portfolio. Other topics include market efficiency and market indices.

### **FINC 6013 - Corporate Finance (3)**

An advanced study of risk management, capital budgeting, cost of capital, capital structure, the function and role of capital markets, and analysis of financial statements.

**FINC 6023 - Markets and Institutions (3)**

A study of the management of financial intermediaries and other financial institutions. Topics include asset, liability, risk management, functions and practices of domestic and international debt markets, and asset securitization. Forces imposing changes as institutional structure are included.

**FINC 6033 - Financial Planning (3)**

A guide to personal finance for achieving financial objectives and making effective financial decisions. Topics include budgeting, personal financial statements, individual income taxes, major, purchases, use of credit and bank loans, insurance, investing, retirement planning, and estate planning.

**HCAD - Health Care Administration****HCAD 6033 - Health Services Strategy (3)**

An introduction to the structure and components of the health care delivery system in the United States.

**HCAD 6043 - Legal Aspects of Health Care Administration (3)**

A study of principles and theories of law that relate to health care delivery. Applications in law are examined, both generally and in relation to health care liability and risks facing health care administrators. Topics include the legal system in the United States, tort law, professional negligence, contracts, anti-trust issues, corporate liability, department liabilities, information systems and management, issues of consent, reporting requirements, rights of patients, malpractice insurance, labor relations, employment law, managed care, and risk reduction.

**HCAD 6053 - Management of Health Care Human Resources (3)**

A study of key concepts, principles, and practices of human resources management for health care professionals. Special emphasis is given to conflict, stress management, legal issues, regulatory issues and other essential aspects of personnel management.

**HCAD 6063 - Quality Management in Health Care Organizations (3)**

Special emphasis is given to measurement and improvement of quality in health care organizations. Special emphasis is given to commonly used principles and practices of quality management in health care.

**HCAD 6073 - Ethical Leadership in Health Care Administration (3)**

A synthesis of theories, strategies, and systems of managing and leading health care organizations. Distinctive leadership styles are studied and considerable attention is given to insights gained from real life leadership scenarios.

**HCAD 6123 - Current Trends in Health Care (3)**

A synthesis of theories, strategies, and systems of managing and leading health care organizations. Distinctive leadership styles are studied and considerable attention is given to insights gained from real life leadership scenarios.

**HIST - History****HIST 1013 - The Western Tradition in World Context (3)**

This course will examine the development of Western civilization within a broader world context since 1500 a.d. The course particularly attends to the emergence of modern patterns of life, including modern states and systems of production and exchange, the development of modern science and technology, globalization, and modern concepts of the self and society. Emphasis on primary texts.

**HRMG - Human Resource Management****HRMG 3043 - Training and Development (3)**

A study of the importance of training and development in organizations with a focus on improving personal and organizational effectiveness through learning opportunities and changing patterns of relationships among work groups. Prerequisite: LEDR-3123 (Managing Human Resources).

**HRMG 3053 - Diversity for Organizational Performance (3)**

An exploration of diversity as it relates to organizations from a human resources development perspective. Areas of diversity explored include racial/ethnic groups, sex and gender, religion, work and family, weight and appearance, physical and mental ability, and sexual orientation. The primary focus is the development of a strategy to improve an organization's performance. Prerequisite: LEDR-3123 (Managing Human Resources).

**HRMG 4013 - Employee Relations and Services (3)**

A study to equip human resource administrators to improve the effectiveness of employees through employee relations and services (benefits). Prerequisite: LEDR-3123 (Managing Human Resources).

### **HRMG 4023 - Human Resource Strategy (3)**

This course is a study of the role of human resource management strategic planning function within the organization. The human resource management functions of recruitment, interviewing, human resource planning, equal employment, job analysis, wage and salary administration, management development, training, compensation, and labor relations are examined from the perspective of the overall organizational strategy. Prerequisite: LEDR-3123 (Managing Human Resources).

### **HRMG 4033 - Performance and Reward Systems (3)**

An overview of human resource information and reward systems. Special emphasis is given to attracting, compensating, motivating and retaining employees and executives. Prerequisite: LEDR-3123 (Managing Human Resources).

### **HRMG 6003 - Strategic Programming in HR Management (3)**

This course is a study of the uses of strategic problem solving and decision making to manage the human resource (HR) function of an organization. Various processes for managing and evaluating the HR functions are addressed, such as benchmarking, measurement, and evaluation techniques for human resource management (HRM) programs and processes. Others include the activities that support and develop employees who contribute to the organization's vision, mission, goals, and business strategies.

### **HRMG 6013 - Training and Development (3)**

A study of the chief learning officer (CLO) or chief knowledge officer (CKO) and how this is viewed as a corporation asset. The course is designed to help human resource administrators improve the effectiveness of employees through learning opportunities and through changes in patterns of relationships among work groups. Special emphasis is given to methods of training, learning and developing all levels of employees.

### **HRMG 6023 - Performance and Reward Systems (3)**

A study of problem-solving and decision-making skills when managing performance issues and reward incentives in human resources. Special emphasis is given to performance appraisal systems, methods, theory and skill development techniques, workplace performance, salary and wage structures, compensations systems, incentive and reward programs, benefits, and employee motivations. Theories and practical applications are emphasized.

### **HSSL - Human Social Services Leadership**

#### **HSSL 6003 - Grant Writing, Management, and Reporting (3)**

This course explores the grant application process, the basics of proposal writing, grant implementation and reporting strategies. Students will learn the process of how to research funding sources, understand requests for proposals (RFP), how to develop a logic model, write a grant proposal, needs statement, budget, and program description. This course will include community and corporate in-kind support planning with performance and evaluation reporting to funders.

#### **HSSL 6023 - Evidence Based Practice and Program Evaluation (3)**

Evidence-based practice (EBP) is a process in which the practitioner combines well-researched interventions with clinical experience, ethics, client preferences, and culture to guide and inform the delivery of services. In this course students will learn how to select the best EBP's available using published research, evidence based databases and registries. Students will learn how to evaluate the implementation of interventions on an individual client level to ensure that the treatments and services have the most effective outcomes. Students will also learn how to evaluate the implementation of intervention on a macro level. Students will learn how to develop a logic model for evaluation purposes. Four basic types of program evaluation (impact evaluation, performance evaluations, process evaluation, and cost evaluations) will be covered throughout this course.

#### **HSSL 6033 - Advanced Topics in Human and Social Services Leadership (3)**

An advanced study of administrative leadership issues in a social service context. The course examines the management of a multi-generational and diverse workforce, effective communication skills in an interdisciplinary team, employee corrective actions and performance appraisals, secondary trauma support as a retention tool, benefits of emotional intelligence training in self-regulation and reflection, and the principles and methodology of managing information security.

### **HUMA - Humanities**

#### **HUMA 2023 - Art in the Western Tradition (3)**

An introductory study of the history, theory, and practice of western art. Special emphasis is given to a variety of media and to issues of Christianity and creativity.

**HUMA 2033 - Literature in the Western Tradition (3)**

This course provides students with a study of literary genres through representative readings.

**HUMA 2043 - Music in the Western Tradition (3)**

A comprehensive survey of musical trends and developments in the western world and a guide to appreciating these trends, including actively listening to music and making sense of what is heard. The course explores diverse musical styles, placing the music within cultural-historical frameworks.

**HUMA 2063 - Art and Music in the Western Tradition (3)**

This course provides students with an introductory study of the history, theory, and practice of western art. Special emphasis is given to a variety of media and to issues of Christianity and creativity. The course also provides students with a comprehensive survey of musical trends and developments in the western world and a guide to appreciating these trends, including actively listening to music and making sense of what is heard. The course explores diverse artistic and musical styles, placing each within appropriate cultural and historical frameworks.

**HUMA 2073 - Critical Thinking and Problem Solving (3)**

This course examines the basic elements of logic, argument analysis, and argument construction. Topics include arguments, deductive and inductive reasoning, formal and informal fallacies, and rhetoric. This course develops the student's ability to think critically, understand and construct arguments, and understand the uses of language in a variety of contexts.

**IBSN - International Business****IBSN 3013 - Global Perspectives (3)**

A study on how organizations operate in a global business environment. Various aspects of organizations will be investigated to see how these are applied internationally. These aspects will include trade theory, marketing, finance, and human resource management.

**ISPC - Intervention Specialist****ISPC 6013 - Individualized Instructional Strategies: Mathematics (3)**

Candidates learn to select evidence-based instructional strategies in mathematics for learners with exceptional needs. Candidates will develop lesson plans based on specialized, evidence-based instructional practices.

**ISPC 6022 - Individualized Instructional Strategies: Content Areas (2)**

Students learn to select evidence-based instructional strategies in content areas including science and social studies. They adapt and use instructional strategies designed to meet the needs of learners with exceptional needs through curriculum, materials, and assistive technologies. Candidates develop lesson plans based on specialized, evidence-based instructional practices. Candidates develop a unit plan with embedded accommodations and modifications appropriate to special populations.

**ISPC 6023 - Individualized Instructional Strategies: Reading and Language (3)**

Candidates learn to select research-based instructional strategies in reading and language arts for exceptional learners, adopting and using specialized instructional strategies, curriculum, materials, and assistive technologies. Special attention is given to the role of culture and primary language. Candidates develop differentiated lesson plans based on specialized, evidence-based instructional practices.

**ISPC 6032 - Extended Field Experience for Exceptional Learners (2)**

Students apply assessment and management knowledge gained in ISPC-6033 (insert name here) and ISPC-6043 (Behavioral Assessment and Classroom Management) to build skills in serving exceptional learners.

**ISPC 6043 - Behavioral Assessment and Classroom Management (3)**

Students will extend their assessment knowledge and skills to long-term planning (including transition planning), classroom and behavior management, and monitoring student progress and performance. Emphasis will be placed on student motivation to achieve, positive behavior support, development of appropriate social and classroom behaviors, and the use of appropriate technologies to support motivation and behavioral growth.

**ISPC 6052 - Consultation and Collaboration for the Inclusion of Exceptional Learners (2)**

Students develop knowledge and skills in working with colleagues to ensure the inclusion of exceptional learners in both diverse and regular learning environments. Crisis intervention and team support are emphasized. Students gain in-depth knowledge of special education law and policies related to inclusion.

### **ISPC 6053 - Professional Practices in Intervention Services (3)**

This course examines a variety of professional practices in the field of intervention services, including writing IEPs, facilitating IEP meetings, transition planning, support agency collaboration, working with support personnel, and other relevant topics. Candidates will develop knowledge and skills in working with colleagues to ensure the inclusion of exceptional learners across learning environments.

### **ISPC 6062 - Exceptional Learners Field Experience (2)**

Candidates use instructional strategies, curriculum, and materials designed to meet the needs of exceptional learners in a school setting. They adapt and use instructional strategies designed to meet the needs of learners with exceptional needs through curriculum, materials, and assistive technologies and develop lesson plans based on specialized, evidence-based instructional practices.

### **ISPC 6082 - Diagnostic Assessment Strategies for Exceptional Learners (2)**

This course will introduce students to state assessments like the OOA and OASWD, provide explanation of how these tests are monitored and recorded, and discuss their impact on a district's AYP scoring. Candidates will learn to determine pupil needs and present levels of performance based on assessment information. In addition, candidates will discuss legal and ethical aspects of measurement, testing, and assessment, as well as how assessment processes are used for the identification, program planning, and placement of students with exceptional learning needs.

### **ISPC 6102 - Seminar in Professional Practice (2)**

A seminar addressing practical issues in the field such as writing IEPs, facilitating IEP meetings, transition planning, support agency collaboration, working with support personnel, and other relevant topics. This seminar will also orient students to the responsibilities, structure, and activities of the profession.

### **ISPC 6103 - Foundations of Special Education (3)**

This course introduces foundational elements of special education as well as laws and policies governing the field. An overview of the characteristics of students with disabilities, special gifts and talents, and other special needs is provided. Special emphasis is given to the learning needs of exceptional learners at each developmental level. Other topics include individual education plans, inclusion, cultural and language backgrounds, and student diversity.

### **ISPC 6112 - Curriculum, Instruction, and Assessment for Learners with Lower-Incidence Exceptionalities (2)**

This course provides an overview of characteristics of children with lower-incidence exceptionalities, including traumatic brain injury, visual impairments/blindness, hearing impairments/deafness, other health impairments, significant developmental delays, and multiple disabilities. Service delivery models for these exceptional learners are discussed. Candidates examine instructional and assessment strategies appropriate for students in these disability categories.

### **ISPC 6114 - Curriculum, Instruction, and Assessment for Exceptional Learners (4)**

Candidates learn to select evidence-based instructional strategies in reading and language arts, mathematics, and content areas including science and social studies, appropriate to student needs based on assessment data. They adapt and use instructional strategies designed to meet the needs of learners with exceptional needs and gifted and talented learners through curriculum, materials, and assistive technologies. Formative and summative assessment techniques are discussed. Special attention is given to the role of culture and primary language. Candidates develop lesson plans based on specialized, evidence-based instructional practices. Candidates develop a unit plan with embedded accommodations and modifications appropriate to special populations. This course requires each candidate to work with a child in grades K-5 for a total of fifteen (15) contact hours.

### **ISPC 6122 - Inclusive Practices Field Experience (2)**

Observation and supervised field experience in a public or private school at the level and in the subject area of the anticipated license. Students will develop and teach lessons under the supervision of a cooperating teacher and MVNU supervisor. Seventy-five (75) clock hours are required.

### **ISPC 6123 - Behavior Analysis and Learning Environments (3)**

Candidates will extend their assessment knowledge and skills to long-term planning (including transition planning), classroom and behavior management, and monitoring student progress and performance. Emphasis will be placed on student motivation to achieve, positive behavior support, development of appropriate social and classroom behaviors, and the use of appropriate technologies to support motivation and behavioral growth. This course requires candidates to work with a child in grades 6-12 for a total of fifteen (15) contact hours.

### **ISPC 6132 - Individualized Educational Planning for Exceptional Learners (2)**

This course will provide candidates with an overview of the legal and historical foundations of the IEP document. Candidates will conduct an in-depth analysis of the IEP document, including the creation of measurable goals, data analysis, progress monitoring, test accommodations, and transition planning. In addition, candidates will discuss legal and ethical aspects of measurement, testing, and assessment, as well as how assessment processes are used for the identification, program planning, and placement of students with exceptional learning needs. Candidates will develop strategies for collaborative management of the IEP document, as well as leadership and advocacy skills related to IEP meetings specifically and their role as an Intervention Specialist generally.

### **ISPC 6142 - Special Education Research and Writing (2)**

Each candidate will design a proposal for a capstone research project to investigate a relevant problem or issue in special education. The project may take the form of a Response to Intervention action research, a published thesis, a scholarly article to be submitted for publication, or similar research endeavor subject to the approval of the course instructor. The teacher education candidate compiles and presents the results of a capstone research project that investigated a relevant problem or issue in special education. The project is evaluated in accordance with capstone criteria. Prerequisite: EDUC-6093 (Educator as Researcher). Co-requisite: ISPC-6152 (Advanced Practicum).

### **ISPC 6152 - Advanced Practicum (2)**

A capstone field experience in which candidates complete a total of seventy-five (75) clock hours in a special education setting under the supervision of a licensed Intervention Specialist. The candidate's action research project is also implemented during this practicum. Prerequisite: EDUC-6093 (Educator as Researcher). Co-requisite: ISPC-6142 (Special Education Research and Writing).

## **ITDS - Interdisciplinary Studies**

### **ITDS 2061 - Student Success Strategies (1)**

This course equips students with strategies that will help them successfully navigate critical elements of their chosen GPS program, including important MVNU policies, procedures, and resources. It also addresses college-level research skills, current APA formatting and style guidelines, effective college-level writing skills, and techniques for avoiding plagiarism. The student's personality type and learning style will also be explored, as well as additional

important elements connected to overall student success and retention, including critical thinking and active reading skills, effective time management skills, prior learning assessment, and academic support and career development services.

## **LEDR - Leadership**

### **LEDR 3013 - Organizational Communication (3)**

A study of theories, principles and practices for organizing and communicating. Special emphasis is given to the functional and structural aspects of organizational communication such as organizational effectiveness, intelligence, and networks.

### **LEDR 3063 - Leadership (3)**

A study of the current understanding of leadership theory and practice with a goal of developing the student's personal theory of leadership.

### **LEDR 3073 - Management and Leadership Techniques (3)**

A study of management techniques and their application to the development of improved managerial effectiveness.

### **LEDR 3083 - Organizational Behavior (3)**

A study of behavior in organizational settings as affected by individual, group and organizational processes. Special emphasis is given to learning, motivation, attitudes, stress, organizational culture, group processes, and decision-making.

### **LEDR 3123 - Managing Human Resources (3)**

A study of the role of human resource management as a staff function within the organization. The human resource management functions of recruitment, interviewing, human resource planning, equal employment, job analysis, wage and salary administration, management development, training, compensation, and labor relations are examined. An investigation of the interpersonal relationships of employees in the organizational setting is also considered.

### **LEDR 4043 - Ethics and Law (3)**

A study of ethical and legal theories as they relate to various contemporary problems. The nature, formation and system of law in the United States as applied in the modern environment. Emphasis is placed on class participation and practical application. Special emphasis is given to the biblical foundation of values and the application of Christian ethical principles.

### **LEDR 4093 - Applied Leadership Project (3)**

In this course, students develop skills and abilities in the research, writing, and presentation of descriptive and empirical data in a scientific manner. The course is designed to provide the student with a real-world opportunity to solve a significant management or leadership problem, make an important enterprise decision, capitalize on a venture, and implement a plan of action to improve the organization or agency.

### **LEDR 6003 - The Pastor as Leader (3)**

A study of the various styles of pastoral and secular leadership with application to local church and denominational settings.

### **LEDR 6013 - Church Growth (3)**

A study of the practice, policy and methods of church growth in local and worldwide settings. Special emphasis is given to sociological, anthropological, and ethnic factors.

### **LEDR 6033 - Managing the Church (3)**

A theological study of the principles of church finance. Special emphasis is given to developing a sound financial base for ministry and management.

## **MANG - Management**

### **MANG 3013 - Advanced Law for Leaders (3)**

An introduction to the Uniform Commercial Code affecting commercial paper, product liability, and creditor's rights. Government regulation of business and other leadership entities is also emphasized.

### **MANG 4023 - Operations Management (3)**

To provide thorough familiarization with the many theories and techniques of operations management as they apply to accomplishing objectives in all types of business operations and many other walks of life, but especially to manufacturing and service operations.

### **MANG 4033 - Strategic Planning (3)**

A capstone course focusing on the strategic long-range planning process. The course involves an examination of the development, implementation, and formulation of business strategy and policy, and stresses the need for awareness of and accommodation to change in the company's internal and external environments. Generic business strategies and techniques for analyzing strategies are explored. Special emphasis is given to integrating decisions in business with the Christian faith.

### **MANG 4043 - Business Ethics and Law (3)**

A study of ethical and legal theories as they relate to various contemporary problems in the business world. The nature, formation and system of law in the United States as applied in the modern business environment. Emphasis is placed on class participation and practical application. Special emphasis is given to the biblical foundation of values and the application of Christian ethical principles in the business world.

### **MANG 4053 - New Venture Creation (3)**

This course examines creativity and the process of entrepreneurship, including the generation of potential business opportunities, evaluation of venture potential, development of a new venture team and an entrepreneurial organization, startup, growth, and harvest strategies for entrepreneurial ventures, and marketing of new ventures.

### **MANG 6023 - Organizational Behavior (3)**

A systematic examination of variables, psychological and sociological, that are important in the comprehension of individual motivation, the managing of groups, interpersonal relationships, and organizational effectiveness, as well as creativity and leadership within the organization.

### **MANG 6033 - Change Management (3)**

A study of the role of the manager in the context of a changing environment. Special emphasis is given to current theories and strategies for leading an organization through transition. Students gain an understanding of management issues involved in implementing a major initiative, supervising staff and maintaining productivity despite resistance or personnel shifts, and sustaining commitment to new practices over time.

### **MANG 6043 - Strategic Management (3)**

A capstone study of how firms formulate, implement, and evaluate strategies. Students study strategic management concepts and techniques used to chart the future direction of different organizations. The major responsibility of the student is to make objective strategic decisions based on an integrated perspective of the program curriculum and to justify their decisions through oral and written communication.

### **MANG 6063 - Budgets and Forecasting in Organizations (3)**

This course will cover the entire budgeting process from start to finish, including how to create a disciplined culture of budgeting in your organization, the various methods for building budgets, techniques to analyze results, and how to



increase the chances of organizational performance improvements.

### **MANG 6093 - Global Business (3)**

An intensive course designed to give a thorough understanding of the important dimensions of conducting business internationally. Students will gain an appreciation of the complexities associated with international business including: the importance of cultural differences, choice of modes of entry, strategic marketing strategies, strategic human resource strategies, and important international business theories.

### **MANG 6103 - Operations Management (3)**

A study of business processes, procedures and strategies used to transform inputs into finished goods and services. The course consists of two main components: a body of knowledge component and a critical thinking component.

### **MANG 6113 - Ethical Leadership (3)**

An examination of current theories and practices of leadership, along with an exploration of the thesis that effective and ethical leadership lies in a commitment to universal moral principles, including justice, integrity, and compassion. Challenges to this thesis are also examined. Prerequisites: BSST-6000 (Business Concepts) and BSST-6010 (Qualitative Concepts) or their equivalent.

### **MANG 6123 - Legal Issues in Management (3)**

A course designed to give students an understanding of the legal concepts, rights, obligations, and liabilities faced in the business environment. This course focuses on the arena in which commercial transactions occur and the legal issues that arise with these transactions. It is the goal of this course to prompt students to proactively consider legal issues among the decision dimensions when making a business decision.

### **MANG 6133 - Lean Process Management (3)**

This course offers a practical introduction to lean management principles and techniques. It is tailored to help the student implement lean manufacturing in business environment to improve productivity, business resilience, and to reduce waste.

### **MANG 6143 - Supply Chain Management (3)**

This course covers basic principles of supply chain management and provides techniques used to analyze various aspects of logistics systems. Key concepts such as inventory management, communication, warehousing, distribution, and facility location are examined as an integral part of modern business. The course addresses insights,

concepts, practical tools, and decision support systems that are important for the effective management of the supply chain.

## **MARK - Marketing**

### **MARK 3043 - Marketing (3)**

An introduction to the theory and practical application of marketing principles. The basic objectives are to provide an introduction to marketing concepts, the role of marketing in the firm, and the various factors that influence marketing decision-making.

### **MARK 3053 - Marketing Management (3)**

An in-depth study of marketing policies and strategy, organization, demand analysis, product planning, pricing, physical distribution, and promotion. Prerequisite: MARK-3043 (Marketing).

### **MARK 3063 - Personal Selling (3)**

A study of planning, organizing, developing, directing, controlling, and evaluating the sales force. Special emphasis is given to ethical implications of sales management. Prerequisite: MARK-3043 (Marketing).

### **MARK 3073 - Advertising and Promotion (3)**

A study of advertising methods used for promotion of products and services by organizations. Prerequisite: MARK-3043 (Marketing).

### **MARK 4063 - Marketing Research (3)**

An introduction to the practical concepts used to develop and implement marketing strategies. Special emphasis is given to an overview of marketing and strategies for product, pricing, advertising, promotion, and distribution channels. Prerequisite: MARK-3043 (Marketing).

### **MARK 4073 - Marketing Strategy (3)**

A study in planning and implementing marketing policies and strategies. Special emphasis is given to ethical dilemmas facing a marketing manager. Prerequisite: MARK-3043 (Marketing).

### **MARK 6003 - Marketing Management (3)**

An introduction to the theory and practical application of marketing principles. Special emphasis is given to developing a framework for analyzing strategic marketing situations by defining target markets and developing a marketing mix related to the market stakeholders of the organization.

### **MARK 6013 - Advanced Marketing Management (3)**

An in-depth study of marketing policies and strategy, organization, demand analytics, product planning, pricing, physical distribution and promotion.

### **MARK 6023 - Marketing Strategy (3)**

A study in planning and implementing marketing policies and strategies. Special emphasis is given to ethical dilemmas facing a marketing manager.

### **MARK 6033 - Marketing Research (3)**

An introduction to the practical concepts used to develop and implement marketing strategies. Special emphasis is given to an overview of marketing and strategies for product, pricing, advertising, promotion and distribution channels.

## **MATH - Mathematics**

### **MATH 1033 - Introduction to Mathematical Systems (3)**

A study of number systems. Special emphasis is given to logic, axioms, and applications from groups and non-Euclidean geometry.

### **MATH 1063 - Mathematics for Elementary Teachers (3)**

A comprehensive approach to the mathematical knowledge, both conceptual and procedural, necessary for an Ohio early childhood education teaching credential (K-5). Topics covered in this course include number literacy, operations, and properties with whole numbers, fractions, decimals, ratios, rates, and proportions, as well as the properties and algorithms. A thorough introduction is given to the areas of algebraic thinking, measurement, data, geometry, and general foundational mathematical practices.

### **MATH 2063 - Introduction to Statistics (3)**

A study of basic descriptive and inferential statistics with emphasis on applications in business, biology, and social sciences.

## **MCED - Middle Childhood Education**

### **MCED 3023 - Adolescent Literature (3)**

A study of literature written for adolescents, including an introduction to genres, authors, and illustrators of children's and young adult books. Special emphasis is given to criteria for evaluation, analysis of literary elements, reader response theory, and the curricular uses of literature in developing response activities, lessons, and integrated units of study, particularly in the middle level specializations of science, social studies, and mathematics.

### **MCED 6023 - Adolescent Literature (3)**

A study of literature written for adolescents, including an introduction to genres, authors, and illustrators of children's and young adult books. Special emphasis is given to criteria for evaluation, analysis of literary elements, reader response theory, and the curricular uses of literature in developing response activities, lessons, and integrated units of study, particularly in the middle level specializations of science, social studies, and mathematics.

## **MINL - Ministry Leadership**

### **MINL 3003 - Teaching the Bible (3)**

This course will emphasize the principles of curriculum design and development of skills needed to teach effectively. Emphasis will be given to creating and facilitating learning experiences in developing, selecting, and teaching the Bible.

### **MINL 3013 - Evangelism and Discipleship (3)**

This course will emphasize ministry outreach and evangelism to all generations. Additionally, the course will include techniques for the discipleship of constituents.

### **MINL 3023 - Recruiting, Training, and Development of Volunteers (3)**

Ministry organizations are primarily comprised of volunteers working with constituents. This course will emphasize effective means of recruiting volunteers, as well as training and developing these volunteers to be successful in ministry.

### **MINL 4003 - Current Issues in Ministry (3)**

Ministry evolves and is ever changing. This course will emphasize current issues facing ministry leaders. Students investigate these issues for their impact while leading a church and/or para-church organization.

## **MINS - Ministry**

### **MINS 2013 - Spiritual Formation and Discipleship (3)**

An exploration of spiritual formation and the process of making disciples. A central component of the course will be a study of the classic Christian disciplines and their role in forming a holy character. Beyond personal and individual formation, the course will consider what it means to disciple others and build a disciple-making community that is both biblically founded and contextualized.

**MINS 2022 - History and Polity of the Church of the Nazarene (2)**

A historical study of the Church of the Nazarene. Special emphasis is given to research from primary sources and the polity of the Church of the Nazarene.

**MINS 3012 - Ministry in Diverse Contexts (3)**

This course is an introduction of diversity in national societies and the world at large. Special emphasis is given to interpreting, appreciating, and dealing with diversity with acceptance and trust. Furthermore, the course will expand students' knowledge of racial and ethnic diversity.

**MINS 3023 - Educational and Family Ministries (3)**

This course is an overview of the biblical and theological bases for educational and family ministry. Emphasis will be given to the place of the Christian Story throughout the lifespan toward integrating learning theories and teaching practices within the local church context.

**MINS 3033 - Mission and Evangelism (3)**

This course is an overview of the biblical and theological bases for mission and evangelism. Topics include the biblical mandate, theological framework, and practical outworking of the mission Dei as well as anthropological and ethnic factors in the expansion of the mission church in the postmodern context.

**MINS 3043 - Preaching and Worship (3)**

A study of pastoral work as expressed through public worship. The work of preaching will be central to this course, with a focus on the development of biblical sermons and an understanding of multiple sermon forms. Additionally, the course will explore the broader topic of worship in the Christian tradition, giving attention to the meaning and history of worship, as well as the practical aspects of planning and implementing the worship service.

**MINS 4013 - Missional Church Leadership (3)**

This course focuses on an understanding of the nature and mission of the church, developing strategies for church renewal, building missional communities, and equipping laity for effective ministry with an emphasis on leadership in the ministry setting.

**MINS 4053 - Pastoral Theology and Practice (3)**

A study of pastoral theology and its specific expression through pastoral care and leadership. The course will address the core values shaping the pastoral task and explore how these values shape the work of the pastor as a shepherd leader. Attention will be given to the specific

pastoral duties encompassed within the role of shepherd leader.

**MINS 5029 - Ministry Internship (2)**

Intentional ministry experience with a qualified mentor providing input and evaluation. The ministry internship must be completed during or at the conclusion of the ordination concentration.

**MINS 6033 - The Church in the Twenty-First Century (3)**

A study of biblical, historical, and contemporary understandings of the Church to develop insights and competencies in the practice of ministry.

**MINS 6043 - Building Ministry Teams (3)**

An exploration of the biblical foundations for understanding of ministry by all of God's people and for leadership in that ministry. Special emphasis given to the biblical basis for the use of teams in ministry and in giving leadership to that ministry, resulting in an understanding of the values of the teams in ministry and strategies for the development of such teams in the local setting.

**NURS - Nursing****NURS 3304 - Gerontological Nursing (4)**

Explore theories of aging and the role of the gerontological nurse. Physiological, psychosocial, and economic adaptations of older adults in the health care system are examined. Core competencies in geriatric nursing are explicated.

**NURS 3313 - Evidence for Nursing Practice (3)**

The purpose of this course is to explore nursing knowledge development through empirical testing, personal, ethical, and aesthetic knowledge. The role of the baccalaureate-prepared nurse in research and knowledge development is explored.

**NURS 3323 - Comprehensive Health Assessment (3)**

This course builds upon basic knowledge of holistic health assessment across the lifespan with a focus on advanced assessment techniques. Focused gerontological aspects are explicated.

**NURS 3343 - Transition to Professional Nursing (3)**

Transitions from technical to professional nursing will be explored. This course seeks to assist students in developing a vision for professional nursing practice within the context of MVNU's philosophy and conceptual framework.

### **NURS 3352 - Nursing Informatics (2)**

This course will discuss the influence of health care informatics on current and future nursing practice. The role of the nurse will be explored in relation to using technology and informatics to promote the reduction of errors in the clinical setting and to enhance the exchange of health information.

### **NURS 4303 - Genomic Nursing (3)**

This course gives students information needed to deliver competent genetic care to clients across the lifespan. Students learn the impact of genomics on planning interventions, health screening, diagnostics, and monitoring of treatment effectiveness. Students discuss ethical issues that affect genomic care.

### **NURS 4315 - Population Health Perspectives (5)**

A study of the principles of health promotion within a framework of epidemiology. Primary, secondary, and tertiary care based on the healthy people's identified target areas is emphasized. The role of the nurse in advocating for healthy communities is included. Community resources for older adults are emphasized.

### **NURS 4325 - Nursing Leadership and Management (5)**

This course prepares nurses to utilize leadership and advanced communication skills in dealing with personnel, fiscal, patient, cultural, and policy situations in healthcare. Organizational behavior and leadership theories, leadership styles, and best available evidence are incorporated in the design, implementation, and evaluation of a project. The project includes leadership of an interdisciplinary healthcare team.

### **NURS 4353 - Theoretical Perspectives for RNs (3)**

Students explore nursing knowledge development through the use of grand, mid-range, and practice level theory. A critical analysis of the metaparadigm of concern for nurses is completed.

### **NURS 4363 - Cultural Responsiveness in Health Care (3)**

The course is intended to increase student sensitivity to various cultural views about health and healthcare issues. Application of several cultural assessment models will be explored. The student will be given opportunity to learn and use a tool for self-reflection, enhancing sensitivity toward differences between self and others. This course is an introduction to the lifelong process of becoming culturally competent care givers. Prerequisites: NURS-3343

(Transition to Professional Nursing) and enrollment in the RN-BSN program.

### **NURS 6003 - Theoretical Leadership in Nursing Practice (3)**

This course provides an examination of current theories and practices impacting various aspects of nursing practice and ethical leadership. The process of knowledge development within the practice of nursing is highlighted. The role of advancing evidence-based practice throughout nursing is emphasized.

### **NURS 6013 - Nursing Research and Evidence-Based Practice (3)**

This course explores the integration of nursing research, theory, and practice. Students examine research methods, standards, and approaches of evidence-based practice for health professionals. Students evaluate research for quality and applicability in clinical practice.

### **NURS 6023 - Current Trends and Issues in Nursing (3)**

This course provides insight into current issues affecting nursing and the health care system. Discussion topics vary each time the course is offered to ensure current trends are being considered. In-depth research topics are proposed by individual students in consultation with the professor.

### **NURS 6043 - Advanced Nursing Concepts in Physical Assessment (3)**

This course integrates with physiological and pharmacological principles discussed in NURS-6083 (Advanced Nursing Concepts in Pathophysiology and Pharmacology), exploring the clinical manifestations of common pathological syndromes across an individual's lifespan. Integration of physical examination is explored.

### **NURS 6053 - Health Policy and Advocacy (3)**

This course provides an overview of the health care system in the United States, including health care policy, financing, and professional issues. Policy analysis, policy making, and the political process are explored, with an emphasis on the role of nurses to advocate and influence health policy.

### **NURS 6073 - Health Technology and Informatics (3)**

This course provides an overview of informatics and other technologies used to enhance quality and improve patient care and healthcare delivery. Emerging technologies, data management, and communication technology are examined for applicability to practice.

### **NURS 6083 - Advanced Nursing Concepts in Pathophysiology and Pharmacology (3)**

This course expands the principles of physiological principles of common pathological syndromes across an individual's lifespan. Integration of pharmacological actions and effects of drugs related to disorders are also explored.

### **NURS 6103 - Prevention and Health Promotion (3)**

This course investigates the role of the master's prepared nurse to influence health in diverse groups and populations. Emphasis focuses on culturally congruent health promotion, disease prevention, health education, and resource utilization for vulnerable populations.

### **NURS 6113 - Curriculum Development in Nursing Education (3)**

This course examines factors related to the process of curriculum development, including exploration of current trends impacting nursing education. Discussions include evaluation of regulatory, accrediting, and professional standards that must be taken into account when critiquing and developing curriculum. Students are guided in articulation of their personal philosophies of education.

### **NURS 6133 - Assessment and Evaluation in Nursing Education (3)**

This course guides students in the development of theoretical and applied knowledge regarding assessment and evaluation in education. Specific focus areas include test construction, establishment of validity and reliability in assessment, evaluation of non-test assessments, and strategies for evaluation learning outcomes.

### **NURS 6143 - Nursing Education Practicum (3)**

The focus of this course is the practice role in nursing education. Role development of the educator includes the incorporation of professional standards, cultural diversity, and learning styles. The diverse role of the nurse educator is explored through supervised teaching practice in areas of higher learning, patient education, and/or staff development.

### **NURS 6193 - Graduate Nursing Capstone (3)**

The course evaluates the strategies implemented in an evidence-based project. The major responsibility of the student is to make decisions based on an integrative perspective of the program curriculum, and to justify their decisions through oral and written communication. Specialized assignments focus on completing a manuscript for the Evidence-Based Quality Improvement Project. In addition, a synthesis of student learning is demonstrated through a portfolio.

## **PEDU - Physical Education**

### **PEDU 2013 - Principles of Health, Wellness, and Nutrition (3)**

This course addresses the fundamental concepts of health, wellness, and nutrition within the context of an informed Christian worldview, including strategic planning to both attain and maintain personal optimal health. The negative effects of eating disorders, depression, and stress will be explored, as well as the benefits of valuing wellness and personal relationships.

## **PELC - Professional Educators License**

### **PELC 6002 - Inclusive Practices Field Experience (2)**

Observation and supervised field experience in a public or private school at the level and in the subject area of the anticipated license. Students will develop and teach lessons under the supervision of a cooperating teacher and MVNU supervisor. Seventy-five (75) clock hours are required. Special emphasis is given to inclusive teaching practices in the P-12 setting.

### **PELC 6012 - Urban/Diverse Field Experience (2)**

Observation and supervised field experience in a diverse public or private school at the level and in the subject area of the anticipated license. Students will develop and teach lessons under the supervision of a cooperating teacher and MVNU supervisor. Seventy-five (75) clock hours are required.

### **PELC 6022 - Technology for Educators (2)**

Candidates explore practical technology integration concepts using productivity tools, multimedia tools, and emerging technologies to design authentic, learner-driven activities and environments that recognize and accommodate learner variability. The course addresses the International Society for Technology in Education (ISTE) Standards for Teachers and prepares candidates to facilitate learning with technology to support student achievement of the ISTE Standards for Students.

### **PELC 6023 - Instructional Design and Effective Teaching (3)**

A study of methods employed to plan and deliver effective instruction to improve student learning. Course content includes the examination of instructional strategies to advance the learning of all students, including those with disabilities. Candidates are introduced to research issues regarding the use of evidence-based methods supported by professional literature. Special emphasis is given to research-based classroom instruction.

### **PELC 6032 - Action Research (2)**

An introductory study of basic qualitative and quantitative research methods, designs, and reporting strategies. Special emphasis is given to action research and value-added assessment, including methods of interpreting data aligned with value-added progress dimension.

### **PELC 6053 - Educational Psychology (3)**

A study of student development, including differences based on domains. Domains of development are examined to understand how they can/should/do influence instruction and to understand ways students learn at various points in their development. These domains include physical, cognitive, personality and emotional, and moral and spiritual development. Emphasis is given to culture and to reference groups of "different" to consider responsive, inclusive instruction. Major learning theories and implications for instruction are introduced. This course emphasizes applying development knowledge and integrating research-based instruction on motivation, social interaction, active engagement in learning, and assessment of learning.

### **PELC 6062 - Assessment and Progress Monitoring (2)**

This course introduces students to state assessments, provides explanation of how these tests are monitored and recorded, and discusses their impact on a district's evaluation. Candidates will learn to determine student needs and present levels of performance based on assessment information and how to create progress monitoring systems to be implemented at the classroom level. In addition, candidates will discuss legal and ethical aspects of measurement, testing, and assessment, as well as how assessment processes are used for the identification, program planning, and placement of students with exceptional learning needs. Candidates will examine data sources, practice data analysis and interpretation skills, and improve their professional data literacy.

### **PELC 6063 - Classroom Management and Behavior Analysis (3)**

A survey of theories and research that focus on the types of classroom conditions and student behaviors that contribute to productive learning environments for all students. Research issues such as controlling variables in the classroom that cause various behaviors are reviewed. Emphasis will be placed on student motivation to achieve, positive behavior support, development of appropriate social and classroom behaviors, and the use of appropriate technologies to support motivation and behavioral growth for all students, including those with disabilities.

### **PELC 6073 - Classroom Management (3)**

A survey of theories and research that focus on the types of classroom conditions and student behaviors that contribute to productive learning environments. Research issues such as controlling variables in the classroom that cause behavior are reviewed.

### **PELC 6081 - Instructional Design II (1)**

A study of the process of curriculum development to encourage the intellectual, social, and personal development of all learners. Special emphasis is given to instructional design and curriculum development in selected disciplines and grade levels with a unit plan as an authentic final assessment.

### **PELC 6082 - Ethical Practice and Leadership in Education (2)**

An overview and description of ethical issues and leadership practices in public and private school settings. Candidates will examine individual professional leadership roles and best practice. Case studies detailing legal issues and moral dilemmas that educators encounter in school settings are included.

### **PELC 6091 - Student Teaching Seminar (1)**

A seminar addressing issues of inquiry, research, school law, educational policy, and professional ethics, as well as orienting students to the responsibilities, structure, and activities of the profession. This course may only be attempted twice.

### **PELC 6099 - Student Teaching (9)**

A full-time student teaching assignment for twelve (12) weeks. This course may only be attempted twice.

### **PELC 6102 - History and Philosophy of Education (2)**

An overview of the social, historical, and philosophical foundations of education with an emphasis on current moral, social, and political issues. Research reading and writing are undertaken to increase skills in writing an acceptable academic paper. Special emphasis is given to the needs of America's very diverse students, teachers, and classrooms.

### **PELC 6113 - Inclusion and Inclusive Practices (3)**

This course provides an overview of the characteristics of students with disabilities and other special needs. An introduction to the foundational elements of special education law and policies is also provided. A framework for universal design for learning and inclusive teaching practices is provided. Special emphasis is given to practical

teaching and learning strategies for learners with exceptionalities. Other topics include co-teaching models, collaboration, individual education plans, assessment and referral for service, and student diversity.

### **PELC 6193 - Content Area Reading (3)**

A study of developmental reading as an instructional approach designed to teach systematically the basic skills and competencies needed for effective reading in conventional materials and nonfiction trade books. Emphasis is given to developing and extending reading skills common to all or unique to various content areas.

### **PGRW - Personal Growth**

#### **PGRW 6003 - The Pastor as a Person (3)**

An inquiry into self-understanding, personal spiritual growth, and goal development for the practice of ministry.

#### **PGRW 6023 - Ethical Issues in Ministry (3)**

A study of moral leadership in the church in a pluralistic world.

### **POLI - Political Science**

#### **POLI 1003 - American Politics and Government (3)**

This course goes beyond a more traditional focus on the history of structures of American government to examine issues of political behavior and decision-making among citizens and officeholders. Students learn about a wide range of topics relevant to American politics and government including, but not limited to, political institutions, the news media, voting, political parties, and campaigns and elections. Analysis of these and other topics is primarily informed by the social sciences, placing particular emphasis on students' comprehension and application of political science research methods.

#### **POLI 3033 - Public Policy (3)**

An introduction to public policy in the United States. An important part of the course will involve developing an understanding of how the policy process influences public policy. We will consider why some problems reach the public agenda, why some solutions are adopted and others rejected, and why some policies appear to succeed while others appear to fail. Primary focus is on policymaking at the national level, with some attention to the state and local levels, as well.

### **PRWP - Preaching and Worship**

#### **PRWP 6023 - Contemporary Approaches to Preaching (3)**

This course provides a study of contemporary patterns of preaching in the Christian church. Topics include narrative preaching, biographical preaching, preaching with imagination, life-situation preaching, inductive preaching, seeker-sensitive preaching, and other models. With a focus on the praxis of preaching, the course will help provide the skills necessary to develop biblical sermons that communicate life change to our contemporary audience. The study includes an analysis and application of the methods used to move from the passage to the sermon on the passage. Various sermon forms and structures will be considered, and particular attention will be given to our contemporary context and how this informs the task of preaching. Additionally, the course will consider the place and role of preaching in spiritual formation and how it can become more effective in forming disciples.

### **PSYC - Psychology**

#### **PSYC 1013 - General Psychology (3)**

An introductory course that explores psychology as a science of human behavior and mental processes in biological and social contexts, with an emphasis on promoting human wellness.

#### **PSYC 3063 - Abnormal Psychology (3)**

A study of the major psychiatric and adjustment disorders. Special emphasis is given to Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) classification systems and biomedical, psychoanalytic, and behavioral theories of causation and treatment.

### **PUAD - Public Administration**

#### **PUAD 3003 - Introduction to Public Administration (3)**

This course is designed to introduce students to the basics of public administration and set context around contemporary political, social, economic, and administrative realities. It explores public service organizations, governance, public policies, and institutional-based programs. It also examines, from a multidisciplinary perspective, those essential competencies, values, and issues important to public policy at the local, state, national, and international levels.

#### **PUAD 3013 - Political Theory and Practice (3)**

This course is designed to introduce students to great works of political thought. Students will study how many great political thinkers contributed to the enduring debate

over the meaning of liberty, tolerance, equality, justice, and the goals of political life. This course is designed to promote and teach careful reading of source texts and critical thinking/writing about core political ideas. Reading and discussion selections will be from ancient and modern political thinkers, and conclude with a few key critics of modern political thought.

### **PUAD 3023 - Public Service in Communities (3)**

Students will explore how to foster productive relationships with communities being served through building trust in the public sector, using datasmart governance, creating efficiencies, and saving taxpayer money with digital tools, as well as developing new approaches to government with innovative leadership.

## **SOCL - Sociology**

### **SOCL 1013 - Introduction to Sociology (3)**

An introduction to basic principles in understanding patterns of social relations. Includes the major theoretical perspectives and methods for obtaining sociological knowledge. Special emphasis is given to the sociological examination of the major institutions in society.

### **SOCL 2023 - Social Problems (3)**

A study of selected social problems, emphasizing their analysis and evaluation of attempted solutions in relation to basic concepts and theoretical perspectives.

## **SWKR - Social Work**

### **SWKR 1013 - Introduction to Social Work (3)**

An introduction to the profession and practice of social work. Special emphasis is given to the emergence of social work as a profession, religious and philosophical origins, values and ethics, basic practice roles and settings, and diverse population groups.

### **SWKR 1023 - Social Work Field Observation (3)**

A supervised field observation experience in a community social service agency for a minimum of 70 volunteer hours. Class meetings and online forums will be used to discuss observation experiences and professional issues, and to integrate learning.

### **SWKR 2003 - Cultural and Human Diversity (3)**

An examination of the differences and similarities in the experiences, needs, and beliefs of people distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, or national origin. Content promotes understanding, affirmation, engagement,

and respect for people from diverse backgrounds and emphasizes the interlocking and complex nature of culture and personal identity. Special emphasis is given to understanding the dynamics and consequences of social and economic injustice, oppression, and discrimination experienced by minority groups in the United States.

### **SWKR 2013 - Social Work Interviewing and Documentation (3)**

An introduction to professional communication and technical writing skills utilized in the social work profession.

### **SWKR 2053 - Preparation for Chemical Dependency Counseling (3)**

This course provides an overview of the theories of addiction and evidence-based practices for substance use disorders, with special emphasis on the differences between abstinence-only and harm reduction approaches. Students will learn about legal and ethical issues pertaining to chemical dependency, use of the Alcohol Use Disorder Identification Test (AUDIT) and the Drug Abuse Screening Test (DAST-10) for screening and diagnosis of substance use disorders, as well as the SBIRT (Screening, Brief Intervention, and Referral to Treatment) and Brief MI (Motivational Interviewing) methods of intervention. The SBIRT model is an evidence-based practice used to identify, reduce, and prevent problematic use, abuse, and dependence on alcohol and illicit drugs, and is recommended by both the Institute of Medicine and the Substance Abuse and Mental Health Services Administration (SAMHSA). Brief MI is a well-established evidence-based practice that helps to enhance clients' motivation for treatment. Students will learn both the theory and implementation of SBIRT and Brief MI techniques.

### **SWKR 2063 - Preparation for Chemical Dependency Counseling (CDCA Renewal) (3)**

This course provides an overview of specialized skills and knowledge in addiction counseling, including treatment planning with the Addiction Severity Index, relapse prevention programming, group addiction treatments, and case management models. The course also provides instruction in the identification and treatment of co-occurring disorders and addresses special topics such as suicide in substance abuse and providing substance abuse treatment to female offenders. The course also provides instruction in ethical decision making in addiction counseling. It addresses the areas required for CDCA Renewal, including theories of addiction, counseling procedures, group processes and techniques, assessment and diagnosis in addiction, treatment planning, and legal/ethical issues.



**SWKR 3003 - Social Science Research Methods (3)**

A study of empirically-based concepts and methods used in sociology, social work, and criminal justice for social research, including community/societal needs, micro-level intervention, and program effectiveness. Emphasis is given to both quantitative and qualitative research paradigms.

*Prerequisites: MATH2063 and SOCL1013.*

**SWKR 3013 - Social Work Practice with Individuals (3)**

A study of empirically-based knowledge, skills, values, and ethics required for generalist social work practice with individuals. Special emphasis is given to the application of evidence-based practice and to developing systems and person-in-environment perspectives for effective generalist practice.

**SWKR 3063 - Human Behavior and the Social Environment I (3)**

A study of a basic framework for creating and organizing empirically based theories and knowledge of human behavior and the social environment. Special emphasis is given to the reciprocal relationships between individual behavior and the larger social environment, social work ethics, and the impact of cultural human diversity, discrimination, and oppression on the individual's ability to reach or maintain optimal health and well-being.

**SWKR 3073 - Human Behavior and the Social Environment II (3)**

A study of adult human behavior and the social environment in individual and family systems. The unifying framework is constructed with person-in-environment and social system perspectives. Special emphasis is given to the impact of cultural human diversity, discrimination, and oppression, particularly with regard to the individual's and family's ability to function effectively throughout the adult developmental journey.

**SWKR 3089 - Special Topics in Social Work (1-3)**

A study of current issues in social work. Topics may vary from year to year. The course may be repeated.

**SWKR 3093 - Foundations of Generalist Social Work Practice (3)**

An orientation course for adult social work degree-completion students. Course content includes foundation concepts for generalist social work practice, the core values and ethics of the profession, social work practice perspectives, historical context of the social work profession, basic practice skills, the use of critical thinking skills, library research skills, and principles of the American Psychological Association (APA) writing style.

**SWKR 3113 - Social Justice and Advocacy (3)**

A study of the relationship between social problems, social policies, and social programs within historical, philosophical, and institutional contexts with an emphasis on social and economic justice and human rights.

**SWKR 3123 - Social Work Practice with Groups (3)**

A study of the knowledge, skills, values, and ethics required for generalist social work practice with groups.

**SWKR 3132 - Social Work Practice with Families (2)**

A study of the knowledge, skills, values, and ethics required for generalist social work practice with families.

**SWKR 3141 - Preparation for Field Education (1)**

A one-credit hour course designed to prepare students for the senior social work practicum experience. The course will guide students through the application process, community agency interviews, and subsequent agency match. The students will develop an understanding of departmental field policy, agency expectations regarding professionalism, and identification of personal impairment. During the course, students will complete all application materials, including a professional resume, background check, and field consent forms.

**SWKR 4002 - Integrated Social Work Seminar (2)**

A forum to integrate evidence based social work knowledge, skills, values, and field practice. Special emphasis is given to processing professional development issues and internalizing a professional identity as a social worker, as well as job preparation, graduate school application, and licensure.

**SWKR 4010 - Social Work Practicum (10)**

A supervised field experience of 400 volunteer hours in a community agency applying the knowledge, skills, values, and ethics of generalist social work practice.

**SWKR 4013 - Social Work Practice with Organizations and Communities (3)**

A study of empirically-based knowledge, values, ethics, and skills of generalist social work practice with organizations and communities.

**SWKR 4033 - Analysis of Social Policy (3)**

A study of the integration of federal, state, and local social policy and generalist social work practice. Special emphasis is given to frameworks for influencing, formulating, analyzing, and implementing social policy, especially as social policy impacts populations-at-risk.

## **TESL - Teaching English (TESOL)**

### **TESL 2003 - TESOL: Curriculum, Instruction, and Assessment (3)**

An overview of research and curriculum-related activities and strategies in the topic areas. Students will examine methods and techniques of teaching English Speakers of Other Languages (ESOL), including content-enriched instruction, proficiency of language acquisition and development, and assessment and evaluation of teaching and materials.

### **TESL 6003 - Curriculum, Instruction, and Assessment for English Language Learners (3)**

This course provides an overview of research in curriculum, instruction, and assessment strategies for teaching English Language Learners. Candidates will examine methods and techniques of teaching English Speakers of Other Languages (ESOL), including content-enriched instruction, proficiency of language acquisition and development, and assessment and evaluation of teaching and materials.

## **THEO - Theology**

### **THEO 3022 - Doctrine of Christian Holiness (2)**

A systematic study of the Christian thought of sin, justification, salvation, sanctification, and holiness.

### **THEO 4003 - Christian Theology I (3)**

A study of the Christian faith as a systematic structure of thought. Special emphasis is given to the biblical foundations, historical development, philosophical implications and theological presuppositions related to revelation, the nature of God, and the Trinity.

### **THEO 4013 - Christian Theology II (3)**

A study of the Christian faith as a systematic structure of thought. Special emphasis is given to the biblical foundations, historical development, philosophical implications and theological presuppositions related to Christ, the Holy Spirit, salvation, the Church, and the future.

### **THEO 6013 - Contemporary Theological Issues (3)**

An analysis of contemporary theological issues with which the parish minister may be confronted and a consideration of ways to respond to these issues. Special emphasis is given to historical backgrounds and current trends in Christian thought.

# Directory of Personnel

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*Retired Finance Manager*

Brenda L. Weghorst, Pickerington  
*Office Manager, Dependable Dental Staffing*

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*Pastor, Be Hope Church of the Nazarene*

Robert S. Mahaffey, West Chester  
*President, 3rd Street Financial Corp.*

Tom M. Zile, Hillsboro  
*Pastor, Hillsboro Church of the Nazarene*

Aaron L. Zollars, Bellbrook  
*Agent, Aaron Zollars Insurance & Financial Services, Inc.*

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*Superintendent, West Virginia North District*

Jason D. Burgey, Weirton  
*Financial Auditor, Ohio Auditor of State*

Edward J. Phillips, Morgantown  
*Chief Legal Officer and General Counsel, Mon Health System*

## **West Virginia South District**

Brett M. Layton, Charleston  
*Superintendent, West Virginia South District*

Laura E. Crouch, Belle  
*Teacher, Kanawha County Schools*

Kent A. Estep, South Charleston  
*Pastor, South Charleston First Church of the Nazarene*

Ollie Ray Parsons, South Charleston  
*Pastor, Charleston Southeast Church of the Nazarene*

## **Alumni Representatives**

Douglas W. Boquist, Lima, OH  
*Lead Pastor, Lima Community Church*

James D. Radcliffe, Mount Vernon, OH  
*Surgeon, Coshocton Regional Medical Center/Prime Healthcare*

## **At-Large Representatives**

Bryan K. Clay, Gahanna, OH  
*Manager, Honda of America*

Michael J. Cullado, Stow, OH  
*Surgeon, Summa Health System*

Thomas G. Messenger, Fairmont, WV  
*Self-Employed, Real Estate*

Melody E. Torralba, Bruceton Mills, WV  
*Worship Pastor and Preschool Director, Pierpoint Church of the Nazarene*

## **NYI Representatives**

Brian D. Daniels, Warren  
*Pastor, Warren First Church of the Nazarene*

*Note: Board of Trustees members is accurate as of July 23, 2020.*

## **Administration**

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Henry W. Spaulding II, Ph.D.  
*President*

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*Vice President for Finance and Chief Financial Officer*

B. Barnett Cochran, Ph.D.  
*Vice President for Academic Affairs and Chief Academic Officer*

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*Vice President for University Relations*

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*Vice President for Graduate and Professional Studies and Dean of the school of Graduate and Professional Studies*

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*Vice President for Student Life*

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*Dean of the School of Natural and Social Sciences*

Carol J. Dorrough, Ph.D.  
*Dean of the School of Nursing and Health Sciences*

Yvonne R. Schultz, Ph.D.  
*Dean of the School of Arts and Humanities*

Melanie A. Timmerman, J.D.  
*Dean of the Jetter School of Professional Studies*

Douglas Van Nest, D.Min.  
*Dean of the School of Christian Ministry*

### **Administrative Personnel**

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D. Eric Browning, Ph.D.  
*Director of Counseling and Wellness*

Kevin C. Chaney, M.A.  
*Assistant Vice President for Graduate and Professional Operations*

Beth DaLonzo, B.A.  
*Associate Vice President for Enrollment Management and Marketing*

Tony Edwards  
*Director of Facilities Operations*

Jessica R. Grubaugh, Ed.D.  
*Director of University Assessment*

Krissta N. Hadsell, M.B.A.  
*Director of Institutional Research and Accountability*

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*Director of Business Services*

Brad Kochis, B.A.  
*Director of Alumni Relations and Advancement*

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*Director of Residence Life*

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*Campus Pastor*

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*Assistant Vice President for Institutional Effectiveness*

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*Director of the Library*

Joseph D. Rinehart, M.A.  
*Director of Broadcasting*

Carlos M. Serrão, M.Div.  
*Director of Web Development*

R. Merrill Severns, M.A.  
*University Registrar*

Alan D. Shaffer, M.B.A.  
*Director of Human Resources*

Jared Sponseller  
*Director of Student Financial Services*

R. Joy Strickland, M.A.Ed.  
*Assistant Vice President for Student Success and Retention*

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*Director of Undergraduate Admissions*

Tavaris Taylor, M.B.A.  
*Director of Intercultural Life*

John W. Walchle  
*Director of Information Technology Services*

W. Brett Wiley, Ph.D.  
*Director of the Honors Program and Director of Traditional General Education*

## Faculty

### Emeriti

Clifford L. Anderson, Ph.D., (1974-1996)  
*Director of Teacher Education and Certification, and Professor Emeritus of Education*

Jack D. Anderson, Ph.D., (1987-1997)  
*Vice President for Academic Affairs and Professor Emeritus of Communicative Disorders*

Daniel Behr, Ph.D., (1986-2019)  
*Professor Emeritus of Communication*

Fordyce R. Bennett, Jr., Ph.D., (1976-2007)  
*Professor Emeritus of English*

Margie H. Bennett, Ph.D., (1976-2011)  
*Director of Institutional Research and Compliance and Professor Emerita of Mathematics*

Thomas E. Beutel, Ph.D., (1990-2009)  
*Professor Emeritus of Computer Science*

Ronald K. Bolender, Ph.D. (1986-2016)  
*Professor Emeritus of Organizational Leadership*

Virginia A. Cameron, M.A., (1970-2012)  
*Assistant Professor Emerita of Music*

Judy Chesnut-Ruiz, L.I.D., (1968-2003)  
*Associate Professor Emerita of Spanish*

Randy L. Cronk, Ph.D. (1984-2019)  
*Professor Emeritus of Psychology*

Willie C. Dishon, D. Min., (2002-2012)  
*Assistant to the Chaplain and Associate Professor Emeritus of Pastoral Ministry*

Karen G. Doenges, Ph.D., (1992-2016)  
*Professor Emerita of Mathematics*

Lora H. Donoho, Ph.D., (1975-1990)  
*Director of Athletics and Professor Emerita of Physical Education*

Wayne E. Dunlop, Ed.D., (2002-2013)  
*Professor Emeritus of Social Work*

E. LeBron Fairbanks, D.Min., (1989-2007)  
*President Emeritus and Professor Emeritus of Religion*

Edythe J. Feazel, M.L.S., (1998-2008)  
*Director of the Library and Associate Professor Emerita of Library Science*

Candace K. Fox, Ph.D., (1984-2014)  
*Professor Emerita of Family and Consumer Sciences*

Marilyn A. Greer, M.A., (1982-2013)  
*Associate Professor Emerita of Education*

Daryl L. Gruver, M.A., (1976-2016)  
*Associate Professor Emeritus of Business*

Elmer L. Harbin, M.Ed., (1981-2005)  
*Director of Counseling, Health and Career Services and Associate Professor Emeritus of Physical Education*

James J. Hendrickx, M.F.A., (1996-2011)  
*Professor Emeritus of Art*

Janice L. Hendrickx, M.A., (1970-2011)  
*Assistant Professor Emerita of Graphic Design*

Marvin L. Hoffert, M.A.T., (1978-1999)  
*Associate Professor Emeritus of Instructional Media*

John P. Hollingsworth, Ph.D., (1998-2013)  
*Associate Professor Emeritus of Education*

David W. Kale, Ph.D., (2000-2012)  
*Professor Emeritus of Communication*

Ruth S. Kale, M.S., (2000-2010)  
*Assistant Professor Emerita of Education*

L. Jane Kennard, (1988-2017)  
*Professor Emerita of Christian Education*

Kyong L. Kim, Ph.D., (1988-2007)  
*Professor Emeritus of Communication*

Joseph H. Lechner, Ph.D., (1979-2018)  
*Professor Emeritus of Chemistry*

B. David Liles, D.M.A., (1976-2011)  
*Professor Emeritus of Music*

Paul D. Mayle, Ph.D., (1975-2016)  
*Professor Emeritus of History*

Charles R. McCall, D.Min., (1968-1999)  
*Professor Emeritus of Religion*

Joyce C. Miller, Ph.D., (1998-2020)  
*Professor Emerita of Chemistry*

Daniel D. Mosher, Ed.D., (1994-2016)  
*Professor Emeritus of Biology*

Sharon J. Oxenford, M.Ed., (1992-2010)  
*Assistant Professor Emerita of Education*

Bruce L. Petersen, D. Min., (1995-2014)  
*Professor Emeritus of Pastoral Ministry*

Ron J. Phillips, Ed.D., (1977-2006)  
*Professor Emeritus of Education*

Merel E. Pickenpaugh, M.A. (2004-2017)  
*Assistant Professor Emeritus of Criminal Justice*

Robert R. Priddy, Ed.D., (1978-1994)  
*Professor Emeritus of Biology*

W. Terrell Sanders, Ph.D. (1984-2013)  
*Professor Emeritus of Religion*

Bevin J. Shiverdecker, Ed.D., (1991-2020)  
*Professor Emeritus of Education*

Donna R. Shiverdecker, M.Ed., (1984-2014)  
*Assistant Professor Emerita of Education*

David L. Skinner, Ph.D., (1998-2013)  
*Professor Emeritus of Finance*

Sonja J. Smith, Ph.D., (1987-2012)  
*Dean of the School of Education and Professional Studies and Professor Emerita of Education*

Ardyth A. Stull, Ph.D., (2005-2017)  
*Associate Professor Emerita of Family and Consumer Science*

Randie L. Timpe, Ph.D., (1975-2020)  
*Director of Institutional Research and Accountability and Professor Emeritus of Psychology*

Alexander Varughese, Ph.D., (1982-2014)  
*Professor Emeritus of Biblical Literature*

Rick L. Williamson, Ph.D., (2001-2017)  
*Professor Emeritus of Biblical Literature*

Stanley D. Wood, Ph.D., (1985-2011)  
*Professor Emeritus of Education*

Wayne A. Yerxa, M.B.A. (1985-2015)  
*Assistant Professor Emeritus of Business*

Mervin L. Ziegler, Ph.D., (1989-2010)  
*Professor Emeritus of Communication*

Rosemary K. Ziegler, M.A., (1991-2010)  
*Professor Emerita of English*

## Professor Rank

Carrie D. Beal, Ph.D., 2007

*Professor of Biology*

B.S., 1999, Ashland University; Ph.D., 2006, Emory University

B. Barnett Cochran, Ph.D., 1999

*Professor of History, Vice President for Academic Affairs, and Chief Academic Officer*

B.S., 1984, Asbury College; M.A., 1993, and Ph.D., 1997, Emory University

LeeAnn H. M. Coutts, Ph.D., 2006

*Professor of Psychology and Dean of the School of Natural and Social Sciences*

B.S., 1990, M.A., 1993, and Ph.D., 1996, The Ohio State University

James D. Dalton, Ed.D., 1997

*Professor of Accounting and GPS Business Programs Coordinator*

B.A., 1977, Mount Vernon Nazarene University; M.B.A., 1981, Avila College; Ed.D., 1994, Nova Southeastern University

John J. Donnelly, M.F.A., 1989

*Professor of Art*

B.F.A., 1981, Tyler School of Art, Temple University; M.F.A., 1985, Indiana University

Carol Dorrough, Ed.D., 2012

*Professor of Nursing and Dean of the School of Nursing and Health Sciences*

B.S.M.T., 1974 and B.S., 1991 Southern Nazarene University; M.S.M., 1997 University of Texas; Ed.D., 2006, Nova Southeastern University

Geoffrey A. Fuller, Ph.D., 1996

*Professor of Biology*

B.A., 1988, Point Loma Nazarene University; Ph.D., 1995, Oregon State University

Thaddeus D. Hicks, Ph.D., 2020

*Professor of Emergency Management*

B.S., 2002, Ashland University; M.A., 2008, Eastern Mennonite University; Ph.D., 2014, Asbury Theological Seminary

Kevin E. Hughes, Ph.D., 1999

*Professor of Management*

B.A., 1987, Mount Vernon Nazarene University; M.A., 1999, University of Phoenix; Ph.D., 2003, Capella University

Robert T. Kasper, Ph.D., 2000

*Professor of Computer Science*

A.B., 1982, Cornell University; M.S., 1984, and Ph.D., 1987, University of Michigan

Hwee Been Koh-Baker, Ph.D., 1999

*Professor of Music*

B.A., 1986, National University of Singapore; M.M., 1991 and Ph.D., 1998, Boston University

Paul C. Madtes, Jr., Ph.D., 1989

*Professor of Biology*

B.A., 1976, Eastern Nazarene College; M.S., 1978, and Ph.D., 1980, Texas A & M University; Ph.D., 1990, Trinity Theological Seminary

Sharon K. Metcalfe, Ph.D., 2007

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B.S., 1980 and M.Ed., 1989, Eastern Nazarene College; Ph.D., 2012, University of Phoenix

Stephen P. Metcalfe, Ph.D., 2006

*Professor of Education*

B.A., 1982, Eastern Nazarene College; M.Ed., 1984, Boston University; M.Ed., 1985, Eastern Nazarene College; Ph.D., 2005, Boston College

John T. Noonan, Ph.D., 1997

*Professor of Mathematics*

B.A., 1991, Houghton College; Ph.D., 1997, Temple University

John E. Packard, D.A., 2004

*Professor of Music*

B.A., 1996, University of Illinois; M.Mus., 1999, and D.A., 2008, University of Northern Colorado

Teresa Phillips, Ed.D., 2016

*Professor of Nursing*

A.N., 1993, Marion Technical College; B.S.N., 2002, and M.S.N., 2004, University of Phoenix; Ed.D., 2016, Walden University

Yvonne R. Schultz, Ph.D., 2000

*Professor of English, Dean of the School of Arts and Humanities, and Associate Vice President for Academic Administration*

B.A., 1979, Crown College; M.A., 1994, University of Akron; Ph.D., 2009, Bowling Green State University

C. Jeanne Serrão, Ph.D., 1999  
*Professor of Biblical Literature*  
 B.A., 1974, Mid-America Nazarene College; M.Div., 1977, and M.A., 1978, Nazarene Theological Seminary; M.A., 1993, Ph.D., 1996, The Claremont Graduate School

Mark A. Shoaf, Ph.D., 1998  
*Professor of Management*  
 B.S., 1988, Kansas Newman College; M.B.A., 1995, Ashland University; Ph.D., 2006, Capella University

Henry W. Spaulding, II, Ph.D., 2008  
*Professor of Theology, President, and Chief Executive Officer*  
 B.A., 1974, Trevecca Nazarene University; M.Div., 1977, Nazarene Theological Seminary; Ph.D., 1982, Florida State University

Lincoln B. Stevens, Ph.D., 1977  
*Professor of Philosophy*  
 A.B., 1972, Asbury College; M.Litt., 1977, University of Edinburgh; Ph.D., 1998, The Ohio State University

Richard L. Sutherland, Ph.D., 2010  
*Professor of Engineering*  
 B.A., 1972, Olivet Nazarene University; M.S., 1974, and Ph.D., 1979, The Ohio State University

Melanie A. Timmerman, J.D., 2006  
*Professor of Business and Dean of the Jetter School of Professional Studies*  
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Robert D. Tocheff, Ph.D., 1981  
*Professor of Music*  
 B.A., 1974, Olivet Nazarene University; M.Mus.Ed., 1978, Wright State University; Ph.D., 1990, The Ohio State University

R. Michael Traugh, Ph.D., 2003  
*Professor of Education*  
 B.A., 1971, Michigan State University; M.A., 1974, and Ph.D., 1997, The Ohio State University

Douglas Van Nest, D.Min., 2016  
*Professor of Pastoral Ministry and Dean of the School of Christian Ministry*  
 B.A., 1986, MidAmerica Nazarene College; M.Div., 1990, Nazarene Theological Seminary; 1998, D.Min., United Theological Seminary

Michael G. Van Zant, Ph.D., 2017  
*Professor of Biblical Literature*  
 B.A., 1991, MidAmerica Nazarene University; M.Div., 1996, and Ph.D., 2002, Southern Baptist Theological Seminary

William R. Wantland, Ph.D., 2000  
*Professor of History*  
 B.A., 1983, Mount Vernon Nazarene University; M.A., 1985, and Ph.D., 1994, Miami University

Bradley S. Whitaker, Ed.D., 2007  
*Professor of Mathematics*  
 B.S., 1990, Southern Nazarene University; M.A., 1995, M.Ed. 2004, and Ed.D., 2006, Columbia University

W Brett Wiley, Ph.D., 2008  
*Professor of English, Director of Honors Program, and Director of Traditional General Education*  
 B.A., 1998, Berry College; M.A., 2002, and Ph.D., 2008, University of Georgia

David M. Wilkes, Ph.D., 1996  
*Professor of English*  
 B.A., 1981, and M.A., 1985, University of California at Santa Barbara; Ph.D., 1990, University of Rhode Island

## Associate Professor Rank

Karla R. Adu, M.S., 2008  
*Associate Professor of Nursing*  
 B.S.N., 1999, Capital University; M.S., 2002, The Ohio State University

Margaret Allotey-Pappoe, M.F.A., 2011  
*Associate Professor of Graphic Design*  
 B.A., 2001, Kwame Nkrumah University; M.A., 2007, and M.F.A., 2010, Bradley University

Timothy G. Chesnut, M.B.A., 1996  
*Associate Professor of Finance*  
 B.A., 1990, Mount Vernon Nazarene University; M.B.A., 1995, The Ohio State University

Zachary T. Graber, Ph.D., 2018  
*Associate Professor of Chemistry*  
 B.A., 2008, Grantham University; Ph.D., 2014, Kent State University

Dorothea R. Hawthorne, Ph.D., 2009  
*Associate Professor of English*  
 B.A., 1992, Grove City College; M.A., 1996, and Ph.D., 2005, University of Chicago



Chris A. Ingersol, M.S., 1986  
*Associate Professor of Biology*  
 B.S., 1979, Southern Nazarene University; M.S., 1982,  
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Elizabeth J. Napier, Ed.D., 2007  
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 B.S., 2002, Ohio University; M.A., 2006, Muskingum  
 College; Ed.D., 2019, Walden University

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*Associate Professor of Chemistry*  
 B.S., 2007, Universidade Federal de Uberlandia; M.S.,  
 2008, Ecole Normale Supérieure de Lyon; M.S., 2008,  
 University of Roma; Ph.D., 2012, University of Lyon and  
 Atomic Energy and Alternative Energies Commission at  
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Kelly R. Rush, D.B.A., 2008  
*Associate Professor of Finance*  
 B.A., 2002, Mount Vernon Nazarene University; M.B.A.,  
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Eric M. Vail, Ph.D., 2012  
*Associate Professor of Theology*  
 B.A., 2001, Northwest Nazarene University; M.Div.,  
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 B.A., 1999, Mount Vernon Nazarene University; M.A.,  
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 B.A., 1995, Mount Vernon Nazarene University;  
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Elizabeth A. Barrett, M.Mus., 2012  
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 B.A., 2002, Otterbein College; M.Mus., 2008, Rider  
 University;

Jon P. Bossley, Ph.D., 2016  
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 B.A., 1992, The Ohio State University; M.Ed., 2004,  
 Ashland University; Ph.D., 2016, The Ohio State  
 University

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 B.S.N., 1995, University of Cincinnati; M.S.N., 2010,  
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 B.S.N., 1989, Excelsior College; M.S., 1990, Indiana  
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*Assistant Professor of Education, Education Programs  
 Coordinator, and Director of University Assessment*  
 B.A., 2002, and M.A.Ed., 2011 Mount Vernon Nazarene  
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*Assistant Professor of Communication Sciences and  
 Disorders*  
 B.T., 2000, The Philippine Baptist Theological  
 Seminary; B.A., 2011, M.A., 2014, Ohio State University

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 B.S., 2003, University of Science and Technology of  
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Brian D. Humphrey, M.S. 2006  
*Assistant Professor of Physical Education and Athletic  
 Trainer*  
 B.A., 1994, Mount Vernon Nazarene University; M.S.,  
 1997, Ohio University

Christina A. Jones, J.D., 2017  
*Assistant Professor of Criminal Justice*  
 B.A., 1995, Eastern Nazarene University; J.D., 1998,  
 Rutgers University

Tae Kyu Kwon, Ph.D. 2019  
*Assistant Professor of Psychology*  
 B.A., 2004, Seoul National University; M.S., 2012, and  
 Ph.D., 2015, Purdue University

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*Assistant Professor of Engineering*

B.S., 2011, North China University of Water Resources and Electric Power; M.S., 2015, and Ph.D., 2019, University of Pittsburgh

Judy R. Madtes, M.B.A., 1990

*Assistant Professor of Business*

B.S., 1979, Trevecca Nazarene University; M.B.A., 1996, City University

Billie J. Maglott, M.S.N., 2016

*Assistant Professor of Nursing*

B.S.N., 2007, MedCentral College of Nursing; M.S.N., 2012, Walden University

Yuan Meng, Ph.D., 2020

*Assistant Professor of Engineering*

B.S., 2011, Guizhou University; M.S., 2015, and Ph.D., 2018, Auburn University

Jean M. Ollis, D.Min., 2012

*Assistant Professor of Social Work*

B.S., 1992, and M.S.W., 2009, The Ohio State University; D.Min., 2020, George Fox University

Jose Oommen, Ph.D., 2017

*Assistant Professor of Engineering*

B.E.E., 2000, Cochin University; M.E.E., 2009, and Ph.D., 2012, University of Alabama

Jeongmoon Park, Ph.D., 2018

*Assistant Professor of Engineering*

B.S.E., 2011, Korea Aerospace University; M.S., 2014, Purdue University; Ph.D., 2018, Texas A&M University

Joseph D. Rinehart, M.A., 2008

*Assistant Professor of Communication and Director of Broadcasting*

B.A., 1991, Otterbein College; M.A., 2008, Spring Arbor University

Michael C. Robbeloth, Ph.D., 2017

*Assistant Professor of Computer Science*

B.S., 2000, Wilmington College; M.S., 2002, Bowling Green State University; M.B.A., 2014, University of Dayton; Ph.D., 2019, Wright State University

Lynn E. Shoemaker, M.Ed., 2011

*Assistant Professor of Education*

B.S., 1993, Malone College; M.Ed., 1995, Ashland University

Trudy P. Singletary, M.S.W., 2006

*Assistant Professor of Social Work*

B.S.W., 1988, and M.S.W., 1990, West Virginia University

Deborah S. Smith, M.S., 2016

*Assistant Professor of Mathematics, Director of the Center for Innovative Education*

B.S., 2005, Mount Vernon Nazarene University; M.S., 2013, Texas A&M University

Justin K. Sorensen, M.F.A., 2016

*Assistant Professor of Art*

A.A.S., 2007, SUNY Jamestown Community College; B.F.A., 2009, Kutztown University; M.F.A., 2013, Rhode Island School of Design

Eric W. Stetler, M.B.A., 2017

*Assistant Professor of Marketing, Vice President for GPS, and Dean of the School of GPS*

B.A., 1999, and M.B.A., 2014, Mount Vernon Nazarene University

Carla F. Swallow, M.A., 2010

*Assistant Professor of Psychology*

B.A., 2004, Mount Vernon Nazarene University; M.A., 2007, Wheaton College

Krishana White, Ed.D., 2013

*Assistant Professor of Education*

B.A., 2007, Mount Vernon Nazarene University; M.Ed., 2010, Ashland University; Ed.D., 2017, Capella University

## Instructor Rank

Jennifer K. Jacobsen, M.S.W., 2019

*Instructor of Social Work*

B.A., 2011, Ohio State University; M.S.W., 2015, Ohio State University

Jaymes M. McMillan, B.A., 2018

*Instructor in Visual Media*

B.A., 2012, Mount Vernon Nazarene University

## Part-Time and Visiting Faculty

### Professor Rank

Colleen S. Bryan, Ph.D., 1989

*Professor of Psychology*

B.A., 1980, Eastern Nazarene College; M.Ed., 1987, George Mason University; Ph.D., 2009, Waldon University

### Assistant Professor Rank

Garland W. McCutcheon, Jr., M.A., 2017

*Assistant Professor of Education, GPS Education Field and Clinical Coordinator*

B.A., 1979, Ohio State University; M.A., 2003, Mount Vernon Nazarene University

Esther J. Rudolph, M.S.N., 2007

*Assistant Professor of Nursing*

B.S.N., 1996, Oral Roberts University; M.S.N., 2006, University of Phoenix

### Instructor Rank

McKenzie L. Doup, M.A., 2020

*Visiting Instructor of Biology*

B.S., 2013, Ashland University; M.A., 2017, Miami University

Denise S. Parks, B.A., 1984

*Instructor in Mathematics*

B.A., 1981, Mount Vernon Nazarene University

## Administrative Faculty

D. Eric Browning, Ph.D., 2005

*Assistant Professor of Counseling and Director of Counseling and Wellness*

B.A., 1990, Mount Vernon Nazarene University; M.A., 1998, Ashland Theological Seminary; Ph.D., 2011, Walden University

Krissta N. Hadsell, M.B.A., 2019

*Assistant Professor of Management and Director of Institutional Research and Accountability*

B.S.M., 2007, Purdue University; M.B.A., 2017, Mount Vernon Nazarene University

Stephanie Lobdell, M.Div., 2019

*Campus Pastor*

B.A., 2007, MidAmerica Nazarene University; M.Div., 2012, Nazarene Theological Seminary

Brenita R. Nicholas-Edwards, Ph.D., 2013

*Professor of Social Work and Assistant Vice President for Institutional Effectiveness*

B.S.W., 1991, Olivet Nazarene University; M.S.W., 1993, Ohio State University; Ph.D., 2011, The Ohio State University

Timothy D. Radcliffe, M.A., 2019

*Assistant Professor of Theology and Director of the Library*

B.A., 2010, Mount Vernon Nazarene University; M.A., 2013, Wheaton College

R. Merrill Severns, M.S.M., 1985

*Associate Professor of Education and University Registrar*

B.A., 1985, Mount Vernon Nazarene University; M.A., 1991, The Ohio State University; M.S.M., 2009, Mount Vernon Nazarene University

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*Assistant Professor and Assistant Vice President for Student Success and Retention*

B.A., 1995, Taylor University; M.S.Ed., 1997, Alfred University

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