MOUNT ⬥ VERNON
NAZARENE UNIVERSITY

Graduate and Professional Studies
Academic Catalog

2024-2025

Mount Vernon Nazarene University

800 Martinsburg Road
Mount Vernon, Ohio 43050-9500

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http://www.mvnu.edu

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Graduate and Professional Studies Catalog 2024-2025

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.

This Catalog is intended for non-traditional learners who are enrolled in the School of Graduate and Professional Studies. Traditional learners should refer to the Traditional Academic Catalog.

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.

The information provided in this Catalog is effective 07/01/24 to 06/30/25.

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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 programs, 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.

Title IX Discrimination Disclosure

Mount Vernon Nazarene University does not discriminate on the basis of sex in its educational 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. Complaints against a person in the United States can be made to the Title IX Coordinator and/or the Office of Civil Rights.

Greetings from the President

Dear Members of the Mount Vernon Nazarene University Community,

I extend warm greetings and a heartfelt welcome to Mount Vernon Nazarene University, where every day brings forth new opportunities for transformative experiences. As you begin this journey, rest assured that you are stepping into a realm of academic excellence, forging life-long friendships, fostering personal growth, and embracing a Christian worldview.

While the road ahead may appear challenging and the destination distant, time will swiftly carry you through this incredible adventure. Seize every moment, immerse yourself in learning, savor the joys of camaraderie, and create unforgettable memories along the way.

Our university's foundational motto, "To seek to learn is to seek to serve," laid down by our esteemed first president, resonates deeply within our campus community. The bond between learning and service thrives at MVNU, woven into the fabric of our classrooms, echoed in our chapel gatherings, and exemplified through the impactful ministries offered by our diverse campus organizations.

Embrace this journey with an open heart and a thirst for knowledge, knowing that every lesson learned here is a stepping stone towards a life of meaningful service and purpose.

Warm regards,

Dr. Carson Castleman
President
Mount Vernon Nazarene University

Memberships

- 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

    o Since 1972; reaffirmed in 2018; four-year assurance review completed in 2023

- 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

    o Since 1969

- 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

    o 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)

    o Re-affirmed in 2022

- 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.ccneaccreditation.org)

    o Since 2009

- Ohio Board of Nursing - Certificate of Full Approval

    o Since 2009

- Initial educator preparation programs accredited by the Council for the Accreditation of Educator Preparation (CAEP) since 2022 and approved by the Ohio Department of Education

- Social work program accredited by the Council on Social Work Education

    o 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.

- Engineering program accredited by the Accreditation Board for Engineering and Technology (ABET)

    o Since 2014

The University

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, 2009, and 2018 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 Mount Vernon 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; it 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; he served until February 2023. Dr. Carson D. Castleman was elected as the eighth president of MVNU and has served in the role since October 2023.

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 the Educational Resource Center, the technology help desk, a computer lab, a general purpose classroom, and offices for

Computer Science and Information Technology services. The main floor houses the Center for Student Success, which opened in 2016, and includes the Office of Career Development. A branch of Happy Bean Coffee is open during the academic year. The Center for Innovative Education is also on the main floor, offering a number of services throughout the building, including a one-button video studio, a lightboard recording studio, and a podcast 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 and President's Dining Room (PDR). 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, the Education Department, Campus Ministry, and the Center for Global Engagement 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 Mathematics 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 department as well as the Psychology, Criminal Justice, and Emergency Management and Homeland Security departments. The upper level houses the Chemistry and Physics offices; and chemistry, biology, electronics, and research laboratories. Classrooms, a general purpose physics laboratory, and a microbiology 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, a 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 three-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 an Honors suite and general purpose classrooms; it houses the Esther Jetter Pre-school, which operates during the academic year. The second floor is comprised of classrooms and of offices for the Social Work Department.

Formerly used as the intercollegiate basketball and volleyball court, the gymnasium (1975) houses indoor practice facilities for athletics. 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 Dr. John Donoho and Dr. 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 and softball, a lacrosse and soccer stadium, sand volleyball courts, and an eighteen hole disc golf course.

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 are housed the University's visual arts and graphic design programs, 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, graphic design, and senior art students.

Hunter Hall (2011) is 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 Coffee, 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 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.

Four residence halls provide spacious and well-maintained living quarters for residential 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 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 and University printing and mailing services on its first floor. The campus post office is on the lower level.

The Academic Services Building was renovated in 2010 and houses the registrar's office, Graduate and Professional Studies staff, and the marketing department.

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 offices for resident directors.

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/campusservices/campussafety

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?

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 begins taking classes.

  - *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

The following sections of the Catalog are intended to serve as a resource to students enrolled in programs offered through Mount Vernon Nazarene University's School of Graduate and Professional Studies. For inquiries about MVNU's degree programs offered in the traditional format, please refer to the Traditional Academic 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. The EXCELL program evolved into "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 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. The School of Graduate and Professional Studies was ultimately formed in 2015.

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 Integrated Studies

- Bachelor of Arts in Leadership

- Bachelor of Arts in Public Administration

- Bachelor of Business Administration (multiple majors)

- Bachelor of Science in Management Information Systems

- Bachelor of Social Work

- Doctor of Nursing Practice

- 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 concentrations)

- Master of Business Administration (Health Care Administration)

- Master of Business Administration / Master of Ministry (dual degree)

- Master of Ministry

- Master of Science in Management

- Master of Social Work
  A wide variety of online General Studies courses are also available, and 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 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.

<u>INSTRUCTORS</u>

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.

<u>RESOURCES</u>

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 a student's 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. Except for 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 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 Student Consent to Disclosure of Information Form. In the 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

Mount Vernon Nazarene University may disclose Directory Information without a student's prior written consent. The University designates the following as Directory Information for each student:

- Name

- Address

- Phone Number

- Campus email address

- Major field of study

- Degree sought

- Expected date of completion of degree requirements and graduation

- Degrees and awards received

- Dates of attendance

- Full or part time enrollment status

- Most recent educational agency or institution attended

- Participation in officially recognized activities and sports

- Height and weight of athletic team members

- Other information deemed necessary and approved by administration

It is University policy that home address and home phone number are not released. However, the University reserves the right to release this information. Students must contact the Office of the Registrar if they want this information blocked. Be aware that no information concerning the student will be given out to anyone, including family members and potential employers. In addition, students who have declared privacy are not able to obtain information concerning their own records unless they inquire in person or provide a written request which includes their signature.

Students who desire to retract their request for privacy must submit a written request, which includes their signature, to the MVNU Registrar's Office.

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.

Accessibility Services

MVNU prioritizes an accessible learning environment for all students. MVNU abides by the Americans with Disabilities

Act of 1990 (ADA) and the ADA Amendments Act of 2008. Students who have requested and qualify for reasonable accommodations in this course due to a disability are encouraged to meet with Accessibility Services as soon as possible to review their letters of accommodation and discuss how those accommodations will best be implemented in each of their courses. If you have a disability or think you may have a disability and have not yet requested services, please follow the MVNU Accessibility Services and Procedures as put forth by the Center for Student Success. You may review a copy of these policies and procedures at https://www.mvnu.edu/undergraduate/academics/css/accessibilityservices or request a copy from the Center for Student Success.

For further information or to schedule an appointment to discuss or arrange accommodations, students should contact Amy Brown (Assistant Director of GPS Student Success) via email as soon as possible at GPS.AcademicSuccess@mvnu.edu. A completed Request for Accommodations and documentation from a qualified professional is the first step, followed by an individualized, interactive meeting with the student. We encourage students to complete the process of requesting accommodations as soon as possible. Accommodations are not retroactive. The grievance procedure that must be followed to resolve complaints under the American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 may be accessed at https://www.mvnu.edu/titleix or by contacting MVNU's Office of Civil rights at (740) 392-6868, ext. 4151.

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/titleix.

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. 37) portion of the "Academic Standing" section of this Catalog.

Title VI, VII, and IX Compliance

MVNU is committed to providing a work, learning, and living environment that provides equal opportunity for all and that is free from harassment and discrimination. Accordingly, harassment, discrimination or retaliation based upon race, color, age, national origin, sex, physical or mental disability, military or veteran status, or any other basis protected by applicable federal, state, or local law, is strictly prohibited. Any employee or student who believes that they have been subjected to unlawful discrimination may make a complaint at https://www.mvnu.edu/titleix, which will be used for reporting violations against Title VI, VII, and IX. Alleged unlawful discrimination arising under Title VI and/or Title VII of the federal Civil Rights Act will go through a fair and impartial investigation of all such complaints, with due regard for the rights of all parties as specified in the MVNU's Civil Rights Policy on Discrimination, Harassment, and Sexual Misconduct.

Title IX Reporting and Confidentiality Policy

Consistent with its mission, MVNU seeks to assure that all community members learn and work in a welcoming, safe and inclusive environment. Federal law under Title IX of the Education Amendments of 1972 and, specifically, MVNU's Title IX policy prohibit gender- or sex-based discrimination including but not limited to pregnancy and pregnancy related conditions, harassment, and sexual misconduct within its community.

Any student who has experienced gender- or sex-based discrimination/harassment/misconduct may report the incident and their concerns. There are both confidential and non-confidential resources and reporting options. MVNU is legally obligated to respond to reports of sexual misconduct, and therefore cannot guarantee the

confidentiality of a report, unless made to a confidential resource. On campus, the confidential resources are the Campus Counseling Center, Vice President for Spiritual Life and Church Relations, and the school Nurse. Instructors are required to report incidents of sexual misconduct to the MVNU Title IX Coordinator and thus cannot guarantee confidentiality. Instructors must provide the Title IX Coordinator with all relevant details, including the names of those involved in a reported incident. For more information about MVNU's policies, procedures, support resources, or reporting options, please contact MVNU's Office of Civil Rights.

Time to Complete Degree

Once a student is classified as degree-seeking in a fall or spring semester, and unless otherwise articulated by a specific program in the Catalog:

- The requirements for an associate's degree must be completed within four (4) calendar years of the first term of enrollment start date.

- The requirements for a bachelor's degree must be completed within eight (8) calendar years of the first term of enrollment start date.

- The requirements for a master's degree must be completed within six (6) calendar years of the first term of enrollment start date.
  Thereafter, a student is bound by the current MVNU Catalog requirements.

If a student leaves the University for any reason for longer than one (1) calendar year, the student is bound by the current Catalog requirements upon return.

Specific major programs or courses within programs may have updated requirements. Students should refer to the sections of the Catalog that describe particular major programs. Consultation with the appropriate GPS Program Coordinator should occur for clarity of policy.

Exceptions to this policy may be in order. The student must connect with the University Registrar's Office for information on the appeal process.

Credit Hour Policy

Online courses 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.

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/campusservices/campussafety.

Admissions Information

Undergraduate Admissions

The minimum number of credit 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;

- abide by School of GPS online attendance policies;

- complete each instructional week of a scheduled online course;

- operate computer hardware and software.

Graduate Admissions

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

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.

Transfer credit from other regionally accredited institutions may be granted for courses that apply to MVNU academic programs. Credit from non-regionally accredited institutions is evaluated on a case-by-case basis and may be accepted only as prior learning elective credit.

Transfer credit is granted for those courses for which a grade of "D" or better was earned only when those courses were part of a student's earned associate or baccalaureate degree at a regionally accredited institution. If a student has not completed a degree, transfer credit is granted when a grade of "C-" or better was earned, provided the courses are comparable to those of MVNU. Grades from accepted

courses will not be factored into the student's cumulative GPA at MVNU.

Military transcript credit will be evaluated on a case-by-case basis and equated to courses when applicable or accepted as prior learning elective credit.

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.

HOMESCHOOL STUDENTS

MVNU welcomes students who have graduated from homeschool programs of study. Homeschool students should complete the standard admission process with the following exception: a homeschool transcript may be produced by the homeschool instructor or parent (homeschool transcript templates are provided at https://www.mvnu.edu/homeschool).

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

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 by April 1 and be accepted by June 1 for fall enrollment. For spring enrollment, students must apply by August 1 and be accepted by October 1. Exceptions to enrollment deadlines can be made when the student has taken all required actions and transcript translation/evaluation is in process.

- All international student-athletes must have their transcripts evaluated by InCred

(https://www.incredevals.org) as required by the NAIA.

- All other International students must have their secondary school (or equivalent) and university transcripts evaluated by a member agency of the National Association of Credential Evaluation Services (https://www.naces.org/members) or a member agency of the Association of International Credential Evaluators, Inc. (https://www.aice-eval.org).

- 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.

- All transcript evaluations must be received directly from the transcript evaluator and must contain a cumulative, unweighted GPA on a 4.0 system. College transcripts must contain a course-by-course evaluation with grades.

- All applicants from foreign countries and U.S. territories are required to provide recent evidence of proficiency in English by:

1. scoring 70 or above on the Internet-based TOEFEL (Test of English as a Foreign Language); -or-

2. scoring 525 or above on the written TOEFEL; -or-

3. scoring 6.0 or above on the IELTS (International English Language Testing System); -or-

4. if the applicant has earned a high school diploma or certificate where the medium of education was English, then the requirement for a TOEFL score can be waived.

- 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.

- Each international student must furnish the University with evidence of the ability to finance an education by completing the International Student Certification of Finances form and the International Student Financial Aid Application. These forms can be obtained from the University's Admissions Office. Upon verification of funds, an initial deposit of $2500 must be submitted to the University.

1. The enrollment deposit is refundable minus a $250 processing charge for students who cancel before the deposit deadline.

2. Students enrolling for spring or enrolling only for one semester are required to submit half of the deposit amount ($1250).

3. This enrollment deposit suffices as the tuition deposit.

• Securing finances for school is the responsibility of the student. International students do not qualify for U.S. federally sponsored financial aid, but may qualify for academic, church-related, international student, and other scholarships from the University.

• Once the above steps have been completed and the student has been accepted, the University will issue an I-20 form for the student 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 hold 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 university, or who have been dismissed from another university, are not considered for admission.

STATE AUTHORIZATION RECIPROCITY

Mount Vernon Nazarene University was approved to participate in the National Council for State Authorization Reciprocity Agreement (NC-SARA) in 2015. NC-SARA is a national initiative that seeks to make distance education (online) courses more accessible to students across state lines, as well as making it easier for states to regulate and institutions to participate in interstate distance education. Please contact Jay Mahan (Assistant Registrar for Graduate and Professional Studies) at jay.mahan@mvnu.edu if you have questions regarding MVNU's reciprocity with your state of residence.

REGISTRATION

All persons, whether registering for credit or for audit, must be admitted to the university, registered for the course section(s) in the database, and pay applicable fees.

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

Tuition rates are per credit hour. All amounts listed below are effective as of July 1, 2024.

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
5000-level courses	$498
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 Integrated Studies [2]	see below
Bachelor of Arts in Leadership	$398
Bachelor of Business Administration (several majors)	$398
Peregrine Assessment Fee (charged once)	$60
Bachelor of Science in Management Information Systems (IES) [3]	$450
Course Fees (total)	$1,800
Resource Fees (total)	$600
Bachelor of Social Work	
1000- and 2000-level courses	$265
3000- and 4000-level courses	$350
Course Fees (total)	$140
Program Fee (charged once)	$200
Education Workshops	$225
Bachelor of Social Work	
1000- and 2000-level courses	$265
3000- and 4000-level courses	$350
Course Fees (total)	$140

Program Fee (charged once)	$200
Education Workshops	$225
Doctor of Nursing Practice	$798
Course Fees (total)	$1,080
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)	$700
Master of Arts in Education: Professional Educator's License	$498
Course Fees (total)	$1,725
Master of Business Administration (several concentrations)	$498
Peregrine Assessment Fee (charged once)	$60
Master of Business Administration: Health Care Administration	$498
Peregrine Assessment Fee (charged once)	$60
Master of Business Administration / Master of Ministry (dual degree)	$498
Master of Ministry [4]	$498
Master of Science in Management	$498
Peregrine Assessment Fee (charged once)	$60
Master of Science in Management (IES) [5]	$623
Course Fees (total)	$1,000
Resource Fees (total)	$400
Master of Social Work	$565
Course Fees (total)	$400
Graduation Fee [6]	$100

[1] Christian Ministry students who are seeking ordination through their Church of the Nazarene districts and have enrolled in the Ordination Concentration will receive a $400 scholarship for each of the 12 courses in the Christian Ministry core curriculum, as well as all 7 courses in the Ordination Concentration (includes course retakes).

[2] Students enrolled in the Integrated Studies program will be charged tuition rates, course fees, and/or resource fees that correspond to the courses/programs that comprise their unique Integrated Studies curricula.

[3] International Executive Studies students enrolled in the Bachelor of Science in Management Information Systems program receive a scholarship of $125/credit hour for the 120-credit hour program ($15,000 total).

[4] 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 of the 10 courses in the Master of Ministry core curriculum (includes course retakes).

[5] International Executive Studies students enrolled in the Master of Science in Management program receive a scholarship of $125/credit hour for the 30-credit hour program ($3,750 total).

[6] Graduation Fee is charged to all GPS students, regardless of degree type, when the Registrar's Office receives a completed 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.

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.

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 or by phone at (740) 397-9000, ext. 4540 or toll-free at (866) 686-8243 (option 1).

VBTA Policy

Mount Vernon Nazarene University in accordance with the Veterans Benefits and Transition Act of 2018 will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veteran Affairs. This

policy is limited to tuition funds paid by the U.S. Department of Veteran Affairs.

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 both 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 credit hours attempted at MVNU and all other institutions for financial aid eligibility. Completion rate is determined by dividing the total credit hours earned by the total credit hours attempted. Attempted credit 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 credit hours but will only count once as earned credit hours.

• If a 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 credit hours that can be attempted. For any majors requiring more than 120 credit hours, the maximum allowed will be calculated accordingly. Any credit 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 credit hours 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 a cumulative GPA of 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 the student received Title IV aid during that period. Depending on the student's status relative to these factors, his/her progress for financial aid purposes will be determined as follows:

1. **Satisfactory Progress** applies to any student who passed the appropriate number of earned credit hours to attempted credit hours, has not exceeded the maximum total of attempted credit hours allowed for his/her program, and whose 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/payment period. A warning letter will be sent at the end of the semester/payment period to the student to indicate why s/he is receiving a warning and what must be done within the next semester/payment period in order to come back into compliance with SAP rules. If the student fails to meet these requirements, his/her federal, state, and institutional financial aid will be suspended for future semesters/payment periods. The student must bring his/her credit 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 to any 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/payment period only. If a student has not met the SAP requirements above, s/he should work with his/her Student Financial Advisor to understand what options exist to regain eligibility.

4. >**Unsatisfactory Progress** applies to any student who has not met the requirements for completion rate, GPA, and attempted hours after his/her warning period, is not on financial aid probation, and does not have 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/payment period 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 extenuating circumstances (e.g., 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. Appeals are reviewed on an individual basis. Students who appeal may also be required to submit an academic plan that indicates exactly what he/she must complete in order to finish his/her academic program, including the timeframe in which it will be accomplished.

2. The Assistant Director for Financial Aid will review the appeal and determine whether financial aid termination is justified. The student will be advised both in writing and via 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 who wishes 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 credit hours attempted from prior majors will be included in the total credit 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 a 67% pass rate, maintain a cumulative GPA of 2.0 or higher, and may not exceed 150% of the required courses for the new degree.

Incomplete Coursework: Incomplete course work will be included in all credit hours attempted but not in credit 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 passed course only one time and receive federal financial aid. Repeated coursework will count towards the total credit hours attempted and total credit hours passed for satisfactory academic progress. Cumulative grade point average for repeated courses will be determined by the Registrar's Office.

Non-Credit and 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 a variety of personal reasons. Any student with questions regarding SAP or these conditions should contact the Assistant Director for Financial Aid.

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 <u>one</u> 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 future 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 in 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 return 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 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 fourteen (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:

1. Unsubsidized Direct Loans (other than Direct PLUS Loans)

2. Subsidized Direct Loans

3. Direct PLUS Loans (parent or graduate)

4. Federal Pell Grants (Return of Title IV Funds required)

5. FSEOG (Return of Title IV Funds required)

6. TEACH Grants (Return of Title IV Funds required)

7. Iraq and Afghanistan Service Grant (Return of Title IV Funds 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.

Undergraduate Majors

MVNU offers the following undergraduate programs of study within the School of Graduate and Professional Studies:

MAJOR		DEGREE TYPE
Business Administration		Bachelor of Business Administration
Christian Ministry		Bachelor of Arts
Digital Marketing		Bachelor of Business Administration
Elementary Education (P-5)		Bachelor of Arts
Finance		Bachelor of Business Administration
General Studies		Associate of Arts
Human Resource Management		Bachelor of Business Administration
Integrated Studies		Bachelor of Arts
Leadership		Bachelor of Arts
Management		Bachelor of Business Administration
Management Information Systems		Bachelor of Science
Marketing		Bachelor of Business Administration
Project Management		Bachelor of Business Administration
Public Administration		Bachelor of Arts
Social Work		Bachelor of Social Work

Because a minor is intended to broaden a student's preparation and background, a student is not permitted to select both a major and a minor in the same academic discipline.

If a student has previously earned a baccalaureate degree at MVNU or elsewhere, s/he can earn a second baccalaureate degree of a different type by completing a minimum of thirty (30) credit hours in residence at MVNU, including all requirements for the new major and general education. The same policy applies to earning concurrent baccalaureate degrees.

Graduate Majors

MVNU offers the following graduate programs of study within the School of Graduate and Professional Studies. 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 credit hours must be successfully earned in residence to be awarded an additional degree type at the graduate level.

MAJOR	CONCENTRATION	DEGREE TYPE
Business Administration	Accounting	Master of Business Administration
Business Administration	Business Data Analytics	Master of Business Administration
Business Administration	Finance	Master of Business Administration
Business Administration	Human Resources Management	Master of Business Administration
Business Administration	Logistics Management	Master of Business Administration
Business Administration	Marketing	Master of Business Administration
Business Administration	Ministry Leadership	Master of Business Administration
Business Administration	Organizational Management	Master of Business Administration
Health Care Administration		Master of Business Administration
Intervention Specialist	Initial License	Master of Arts in Education
Intervention Specialist	Licensed Teachers	Master of Arts in Education
Management		Master of Science in Management
Ministry	Practical Theology	Master of Ministry
Health Care Administration		Master of Business Administration
Nursing		Doctor of Nursing Practice
Social Work		Master of Social Work

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.

Academic Integrity

Mount Vernon Nazarene University 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 in the online classroom. As a Christian community, faculty, staff, and students have a moral and ethical responsibility to uphold the principle of unquestioned honesty and to refrain from any activity or behavior that would suggest academic dishonesty and lack of personal integrity.

Dishonesty is defined as misrepresentation of facts with the motive to slant consequences in one's favor, minimize one's workload, or make untruthful claims to benefit oneself or others. Dishonesty may be unintentional or subconscious, stemming from insensitivity or immaturity. While the examples of dishonesty described in the current MVNU Catalog are related to academic integrity, they also include (among other things) attendance fraud, cheating, plagiarism, and fabrication.

While recent developments in Artificial Intelligence (AI) technology bring many exciting opportunities, this technology also poses significant challenges for higher education. As a result, MVNU has revised its Academic Integrity policy. The use of any AI language processing tool(s) to produce or modify any aspect of coursework a student is expected to complete, unless clearly permitted in assignment guidelines, is prohibited and is a form of plagiarism according to MVNU's Academic Integrity policies. In response to the challenges posed by AI, several AI detection tools have emerged. The MVNU-authorized AI detection tool will be used to detect coursework that is AI generated.

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;

5. unacknowledged quotation of a published work; or

6. using any Artificial Intelligence (AI) language processing tool(s) to create coursework, unless clearly permitted in assignment guidelines (the MVNU-authorized AI detection tool will be used to detect coursework that is AI generated).

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 with an assigned grade of X.

3. The penalty for any third offense shall be failure of the applicable course and immediate dismissal from MVNU. All other courses attended but not completed shall have the W (Withdrawal) 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 "Academic Dismissal for <insert applicable term>" 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 last no fewer than 180 days. A student may petition for readmission after the dismissal period. If re-admission is granted, the enrollment status shall be academic probation. If no further incidences occur during the probationary period, then the status will be changed to "good standing" at the conclusion of the probationary period, provided other academic standards for GPS are also met.

9. The Assistant to the Associate Vice President for Academic Administration (AVPAA) 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 policies and course syllabus and then report the matter to the school dean and Associate Vice President for Academic Administration (AVPAA) at Academic.Affairs@mvnu.edu. The instructor may consult the department chair (traditional students) or program coordinator (GPS students), school dean, and AVPAA 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 AVPAA (the school dean will also receive a copy of the report).

2. The student has the right to appeal the resolution 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 AVPAA 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 AVPAA will convene the Academic Integrity Review Board to administer the appeal. This board is comprised of five members, all of whom are appointed by the Vice President for Academic Affairs, in consultation with the Academic Leadership Team. Three members will be full-time faculty and two members will be junior or senior students. The AVPAA will chair the board but will only vote in the case of a tie. The AVPAA 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 (traditional students) or program coordinator (GPS students), school dean, student, and the Academic Affairs Office. The Board's decision is final and cannot be appealed.

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 whenever a student is absent:

- once in an online course that is 1-4 weeks long;

- more than once in an online course that is 5-6 weeks long;

- more than twice in an online course that is 7-12 weeks long;

- more than three times in an online course that is 15-20 weeks long.

Students enrolled in an International Executive Studies program must demonstrate satisfactory engagement in each of their courses by satisfying the following criteria throughout the corresponding academic term:

Residency Courses

- completion of modular assignments;

- participation in weekly virtual instructor check-in sessions;

- completion of a one-day, on-campus residency.

Non-Residency Courses

- completion of modular assignments;

- participation in weekly virtual instructor check-in sessions;

- active participation in assigned discussion forums.

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

A student may drop a course only if s/he has not attended any of the scheduled class sessions. A student who decides to drop a course, regardless of the reason(s), must contact his/her GPS Academic Advisor as soon as possible in order to initiate the withdrawal process. The student will receive a 100% refund of all applicable tuition and fees and 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.

A student who ceases to attend a course at any point, regardless of the reason(s), and who has attended at least one of the scheduled class sessions, will be issued an "X" (non-passing) grade and charged all applicable tuition and fees.

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. Dropping a course may also affect the student's academic and/or financial aid status.

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:

Number of Absences		Resulting Action
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.

Repeated Courses

Any course may be repeated once at Mount Vernon Nazarene University without affecting the student's financial aid if the student is enrolled full-time (minimum of 12 credit

hours). A course may also be repeated twice (i.e., taken for a third time) without affecting the student's financial aid if the student is enrolled full-time (minimum of 12 credit hours) in non-repeated courses at MVNU.

All attempts in a course are reflected on the student's academic transcript; the cumulative GPA will reflect the most recent grade in the repeated course taken as a replacement, even if the new grade is lower than the previous attempt. However, the original grade(s) will remain a part of the student's permanent academic record. Grades of "W" (Withdrawn) or "WP" (Withdrawn/Passing) will not replace previously earned grades of A-F or "WF" (Withdrawn/Failing) when calculating the students' GPA.

Duplicate credit hours are not awarded when a course is repeated as a replacement. Grades of "WP" and "WF" are no longer used effective Fall 2020, but may show on a student's transcript from a previous semester/payment period.

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.

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.

Students can earn a maximum of 60 credit hours through documented prior learning. A student may earn up to but not more than 40 credit hours through professional training, military training, seminars, workshops, licenses, certificates, portfolio assessment, etc. A maximum of 30 credit hours may be earned from standardized proficiency examinations (such as CLEP or DANTES, etc.). The total of ALL prior learning assessment may not exceed 60 credit hours.

WHAT CONSTITUTES PRIOR LEARNING?

At MVNU, all prior learning credit will be awarded solely for learning, which is measurable through an appropriate means of assessment, not experience alone. Further, 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), in keeping with common practice among institutions of higher education, 20 clock hours of instruction will correlate to 1 hour of credit 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

- credit from vendor courses (e.g., StraighterLine) is limited to fewer than thirty (30) hours

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 Standarized 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 student was administratively withdrawn for non-attendance, or the student was administratively dismissed for an integrity violation; no credit earned (except for SA/UN grade scheme where X is not computed).
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.
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.

Course Audits

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

Graduation Requirements (Undergraduate)

ASSOCIATE DEGREES (AA)

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.

Candidates for an associate'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 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 (BA, BBA, BSW)

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

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 can be viewed here (p. 23)**. 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
- deportment
- 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.

Athletic Eligibility

Due to variable minimum grade point average requirements in Graduate and Professional Studies programs, athletic eligibility for students enrolled at full-time status in GPS programs will be determined by National Association of Intercollegiate Athletics (NAIA) standards. Student conduct violations may also limit athletic participation.

Full-time enrollment in MVNU undergraduate programs is twelve (12) credit hours, based upon the course start date within the appropriate (Fall/Spring) non-standard term. Full-time enrollment in MVNU graduate programs is nine (9) credit hours, based upon the course start date within the appropriate (Fall/Spring) non-standard term.

Graduation and Commencement

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.

COMMENCEMENT

GPS students who will complete all degree requirements in the spring semester are eligible and encouraged to participate in the commencement ceremony. If approved by the Office of the University Registrar, GPS students who will complete all degree requirements by December 31 are eligible to participate in the prior spring commencement ceremony. Students utilizing this exception must present (in writing) a reasonable plan for completing all requirements at least six (6) weeks prior to the spring commencement ceremony date and must be within fifteen (15) credit hours of completing all course requirements. The University Registrar has the right to deny inclusion.

POLICIES APPLICABLE TO ALL GRADUATING STUDENTS

1. All graduating students, whether participating in the ceremony or not, must complete the Intent to Graduate Form.

2. The spring commencement program, including the list of degree candidates and graduation honors, is based upon the applicable date six weeks prior to the commencement ceremony.

3. The commencement program is tentative, pending completing of required work and submission of final grades.

4. The commencement program lists all degree candidates for the respective period.

5. Students may participate in commencement only one time per degree earned.

6. Students who decorate their regalia in a manner that is deemed to be inappropriate or distracting by University administration may be asked to replace their mortarboard and/or gown with one provided by the University.

7. Printed graduation honors for students graduating from traditional undergraduate programs are calculated using the students' grade point average from the immediate previous term.

8. Printed graduation honors for GPS undergraduate degree programs are calculated approximately six weeks prior to the commencement ceremony date.

9. Actual graduation honors for all undergraduate students are indicated on the final transcript

reflecting final grades earned. Academic honors do not apply to graduate program students.

10. Diploma covers are distributed during the commencement ceremony. Diplomas are mailed when degree requirements are completed, when grades have been received, and when all account balances with the University have been paid. For students who have a Federal Perkins loan, exit counseling must be completed to receive a diploma.

11. Permanent address changes must be made prior to leaving MVNU so that the diploma is sent to the correct address.

12. Replacement diplomas cost $30.

DEGREE CONFERRAL

Although the University awards degrees during its annual commencement ceremonies each spring, the University may also confer degrees to students on a monthly basis in order to facilitate the student's ability to enter the job market with his/her degree in a timely fashion after completing degree requirements. If the student desires to participate in the annual commencement ceremony, the student is responsible to contact the University Registrar's office by March 1 for inclusion in the spring commencement ceremony.

All students desiring to have a degree conferral date other than the annual commencement date will need to submit the Intent to Graduate Form to the University Registrar's office. Standard approval is 7-10 business days prior to the conferral date, so requests must be submitted in a timely manner.

ACADEMIC HONORS FOR UNDERGRADUATE STUDENTS

All undergraduate students must complete a minimum of 33 letter-graded credit hours in residence at MVNU to qualify for Academic Honors.

Summa Cum Laude: Graduation with highest honors requires a cumulative GPA of 3.90 on coursework taken at the University.

Magna Cum Laude: Graduation with high honors requires a cumulative GPA of 3.70 on coursework taken at the University.

Cum Laude: Graduation with honors requires a cumulative GPA of 3.50 on coursework taken at the University.

Alpha Chi: In the junior and senior years, students who have maintained a cumulative GPA of 3.85 may be recommended by faculty for membership in this nationally recognized honor society. Alpha Chi is committed to promoting excellence at the undergraduate level and in professional life.

Curriculum and Degree Requirements

Business Programs (Undergraduate)

Business Administration, B.B.A.

Program Coordinator: Aaron Burgess, 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 completed as a stand-alone degree or with one or more of six extended majors, including:

Digital Marketing: Prepares students to strategize and scale businesses, ranging from small start-ups to large corporations, and impact their organizations by enhancing brand awareness and sales. The Digital Marketing major equips students to impact an expansive industry that can include search engine optimization marketing, social media, pay-per-click, and lead generation.

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.

Project Management: Prepares students to lead others, influence change, and successfully guide projects to completion. The Project Management major equips students with skills that are critical to both the productivity and profitability of a wide variety of organizations, including establishing obtainable goals, creating plans, tracking progress, and keeping teams motivated.

PROGRAM OBJECTIVES

Upon completion of the Bachelor of Business Administration program, students should be able to:

- express ideas clearly, concisely, and logically through effective communication skills;

- reflect upon and clarify personal and professional value systems, applying biblical and ethical principles to effective decision-making within organizations;

- understand the functional areas of business and their interrelationships with organizations;

- demonstrate both critical thinking skills and effective oral and written communication skills;

- understand global issues in business.

ADMISSION REQUIREMENTS

Admission requirements for the Bachelor of Business Administration program 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 foreign countries and U.S. territories must also provide recent evidence of proficiency in English by: 1) scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; 2) 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; or 3) scoring 6.0 or above on the IELTS (International English Language Testing System). 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 Program Coordinator.

Program Curriculum

ABTC-3003	Spreadsheets for Managers	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
MANG-3073	Management and Leadership Techniques	3
MANG-3083	Organizational Behavior	3
MANG-3123	Managing Human Resources	3
MANG-4043	Ethics and Law	3
MANG-4033	Strategic Planning	3
MARK-3043	Marketing	3

Subtotal: 40

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 30 credit hours of upper division course work (3000 level or higher);

3. Successful completion of the 40-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 course that is part of the 40-credit hour curriculum 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.

Digital Marketing, B.B.A.

Program Coordinator: Aaron Burgess, Ed.D.

PROGRAM OVERVIEW

The primary focus of the Bachelor of Business Administration (Digital Marketing) program is to teach students how to strategize and scale businesses, ranging from small start-ups to large corporations, and impact their organizations by enhancing brand awareness and sales. It also equips students to impact an expansive industry that can include search engine optimization marketing, social media, pay-per-click, and lead generation. This degree is designed to complement the general marketing curriculum to provide students with a well-rounded foundation and emphasis on real-world applications, including collecting and utilizing data, as well as tackling complex marketing campaigns.

PROGRAM OBJECTIVES

Upon completion of the Bachelor of Business Administration (Digital Marketing) program, students should be able to:

- understand web-based marketing channels;

- evaluate potential marketing opportunities;

- implement a marketing campaign and analyze its performance;

- create compelling B2B and B2C marketing copy;

- gain basic visual content creation knowledge for social media and other channels;

- develop marketing-specific critical thinking and problem-solving skills, particularly from a Christian perspective and framework;

- effectively communicate digital marketing solutions to an audience;

- learn what drives online consumer behavior.

ADMISSION REQUIREMENTS

Admission requirements for the Bachelor of Business Administration (Digital Marketing) program 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 foreign countries and U.S. territories must also provide recent evidence of proficiency in English by: 1) scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; 2) 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; or 3) scoring 6.0 or above on the IELTS (International English Language Testing System). 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 Program Coordinator.

Program Curriculum

ABTC-3003	Spreadsheets for Managers	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
MANG-3073	Management and Leadership Techniques	3
MANG-3083	Organizational Behavior	3
MANG-3123	Managing Human Resources	3
MANG-4043	Ethics and Law	3
MANG-4033	Strategic Planning	3
MARK-3043	Marketing	3
MARK-3083	Social Media Marketing	3
MARK-3093	Email Marketing	3
MARK-4013	SEO and SEM	3
MARK-4023	Digital Marketing Analytics	3

MARK-4033	Digital Marketing: Viral & Organic Growth	3

Subtotal: 55

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 30 credit hours of upper division course work (3000 level or higher);

3. Successful completion of the 55-credit hour Bachelor of Business Administration (Digital Marketing) curriculum with a minimum cumulative GPA of 2.50. A student who receives a grade below "C-" in any course that is part of the 55-credit hour curriculum 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.

Finance, B.B.A.

Program Coordinator: Aaron Burgess, Ed.D.

PROGRAM OVERVIEW

The primary focus of the Bachelor of Business Administration (Finance) program is to prepare students for career tracks in banking, accounting, and tax preparation, ideally in a corporate, government, ministry, or non-profit setting. 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. This course of study equips students for high-powered, in-demand roles in finance, investment, and insurance industries, with an emphasis on a biblical worldview that frames students' ethical decision-making skills. This program also provides students with a well-rounded

foundation and focus on real-world applications, and addresses a number of important topics, including business finance, personal finance, markets, and risk management.

PROGRAM OBJECTIVES

Upon completion of the Bachelor of Business Administration (Finance) program, students should be able to:

- understand how financial institutions work, including assets, liabilities, and risk management;

- articulate elements of the securities market, including investment strategies and planning;

- apply advanced financial management concepts, including capital structure, working capital, financial analysis, and behavioral finance;

- understand financial risk management and the role that insurance plays in decreasing business risks;

- discuss personal financial planning, including taxes, savings, credit management, and investment issues.

ADMISSION REQUIREMENTS

Admission requirements for the Bachelor of Business Administration (Finance) program 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 foreign countries and U.S. territories must also provide recent evidence of proficiency in English by: 1) scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; 2) 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; or 3) scoring 6.0 or above on the IELTS (International English Language Testing System). 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 Program Coordinator.

Program Curriculum

ABTC-3003	Spreadsheets for Managers	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
MANG-3073	Management and Leadership Techniques	3
MANG-3083	Organizational Behavior	3
MANG-3123	Managing Human Resources	3
MANG-4043	Ethics and Law	3
MANG-4033	Strategic Planning	3
MARK-3043	Marketing	3

Subtotal: 55

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 30 credit hours of upper division course work (3000 level or higher);

3. Successful completion of the 55-credit hour Bachelor of Business Administration (Finance) curriculum with a minimum cumulative GPA of 2.50. A student who

receives a grade below "C-" in any course that is part of the 55-credit hour curriculum 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.

Human Resource Management, B.B.A.

Program Coordinator: Aaron Burgess, Ed.D.

PROGRAM OVERVIEW

The primary focus of the Bachelor of Business Administration (Human Resource Management) program is to prepare 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. This course of study equips students with comprehensive knowledge of all functional business areas within an organization and how they are connected, as well as global-level issues affecting the business world. Students also strengthen their verbal, written communication, research, and critical thinking skills; learn to make ethical decisions and conduct themselves with both personal and professional integrity; and acquire the tools needed to lead projects, launch ideas, and exceed business objectives.

PROGRAM OBJECTIVES

Upon completion of the Bachelor of Business Administration (Human Resource Management) program, students should be able to:

- develop solutions to workplace challenges using ethics, relevant research, and an understanding of the organization's environment;

- apply analytical tools and skills commonly used within organizations;

- interpret key business theories and practices, and integrate them into human resource disciplines;

- attract, train, develop, compensate, and motivate a team of staff members;

- create benefits packages with the primary goal of improving organizational efficiency;

- perform key human resources responsibilities, including recruiting, interviewing, and compensating workers, in compliance with both labor laws and human resources best practices.

ADMISSION REQUIREMENTS

Admission requirements for the Bachelor of Business Administration (Human Resource Management) program 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 foreign countries and U.S. territories must also provide recent evidence of proficiency in English by: 1) scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; 2) 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; or 3) scoring 6.0 or above on the IELTS (International English Language Testing System). 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 Program Coordinator.

Program Curriculum

ABTC-3003	Spreadsheets for Managers	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
MANG-3073	Management and Leadership Techniques	3
MANG-3083	Organizational Behavior	3

MANG-3123	Managing Human Resources	3
MANG-4043	Ethics and Law	3
MANG-4033	Strategic Planning	3
MARK-3043	Marketing	3

Subtotal: 55

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 30 credit hours of upper division course work (3000 level or higher);

3. Successful completion of the 55-credit hour Bachelor of Business Administration (Human Resource Management) curriculum with a minimum cumulative GPA of 2.50. A student who receives a grade below "C-" in any course that is part of the 55-credit hour curriculum 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.

Management, B.B.A.

Program Coordinator: Aaron Burgess, Ed.D.

PROGRAM OVERVIEW

The primary focus of the Bachelor of Business Administration (Management) program is to prepare 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. This course of study strives to transform students into thoughtful, knowledgeable, ethical, and forward-thinking leaders who are ready to tackle any organizational challenge, whether growing a business from the ground up or directing a large, diverse team towards completion of an important goal. This program provides students with a comprehensive view of functional business concepts and organizational behavior that can be applied across small business, entrepreneurial, and corporate settings, and addresses topics such as new venture creation, project management, advanced business law, and operations management.

PROGRAM OBJECTIVES

Upon completion of the Bachelor of Business Administration (Management) program, students should be able to:

• explain the interrelationships between functional operational areas within organizations;

• articulate the impact of personal and professional integrity upon organizational decision making in light of Biblical truths;

• understand the cultural, economic, environmental, and political factors that shape contemporary approaches to management;

• develop innovative solutions to complex management challenges;

• address real-world management problems within the context of a competitive and rapidly changing global marketplace;

• leverage crucial management skills with both critical thinking skills and effective oral and written communication skills.

ADMISSION REQUIREMENTS

Admission requirements for the Bachelor of Business Administration (Management) program 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 foreign countries and U.S. territories must also provide recent evidence of proficiency in English by: 1) scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; 2) 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; or 3) scoring 6.0 or above on the IELTS (International English Language Testing System). 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 Program Coordinator.

Program Curriculum

ABTC-3003	Spreadsheets for Managers	3
ABTC-3063	Organizational Project Management	3
ACCT-3013	Fundamentals of Accounting	3
BSST-3083	Business Statistics	3
COMM-3013	Organizational Communication	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
MANG-3073	Management and Leadership Techniques	3
MANG-3083	Organizational Behavior	3
MANG-3123	Managing Human Resources	3
MANG-4043	Ethics and Law	3
MANG-3013	Advanced Business Law	3
MANG-4023	Operations Management	3
MANG-4033	Strategic Planning	3
MANG-4053	New Venture Creation	3
MARK-3043	Marketing	3

Subtotal: 55

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 30 credit hours of upper division course work (3000 level or higher);

3. Successful completion of the 55-credit hour Bachelor of Business Administration (Management) curriculum with a minimum cumulative GPA of 2.50. A student who receives a grade below "C-" in any course that is part of the 55-credit hour curriculum 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.

Marketing, B.B.A.

Program Coordinator: Aaron Burgess, Ed.D.

PROGRAM OVERVIEW

The primary focus of the Bachelor of Business Administration (Marketing) program is to prepare 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. This course of study targets the promotional and advertising aspects of organizational growth and sales, providing students with a well-rounded education that combines traditional principles and modern concepts with a Christian worldview. This program equips students to achieve business objectives with both personal and professional integrity, understand global issues affecting the business world, and utilize a faith-based perspective to make ethical decisions. Students will develop their own marketing plans, understand customer behavior, and explore techniques that influence sales and profits.

PROGRAM OBJECTIVES

Upon completion of the Bachelor of Business Administration (Marketing) program, students should be able to:

• understand the impact of personal and professional integrity upon organizational decision making in light of a Christian worldview;

• analyze and discuss the motivations of consumers that influence purchasing decisions;

- apply critical thinking skills with regard to principles of consumer behavior in order to improve decision-making in a business environment;

- articulate ethical considerations that must be employed when creating effective marketing campaigns;

- interpret marketing data in order to determine accurate market segmentation and target markets for use in industry;

- apply marketing research in order to position products and services and promote them successfully.

ADMISSION REQUIREMENTS

Admission requirements for the Bachelor of Business Administration (Marketing) program 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 foreign countries and U.S. territories must also provide recent evidence of proficiency in English by: 1) scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; 2) 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; or 3) scoring 6.0 or above on the IELTS (International English Language Testing System). 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 Program Coordinator.

Program Curriculum

ABTC-3003	Spreadsheets for Managers	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
MANG-3073	Management and Leadership Techniques	3
MANG-3083	Organizational Behavior	3
MANG-3123	Managing Human Resources	3
MANG-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

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 30 credit hours of upper division course work (3000 level or higher);

3. Successful completion of the 55-credit hour Bachelor of Business Administration (Marketing) curriculum with a minimum cumulative GPA of 2.50. A student who receives a grade below "C-" in any course that is part of the 55-credit hour curriculum 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.

Project Management, B.B.A.

Program Coordinator: Aaron Burgess, Ed.D.

PROGRAM OVERVIEW

The primary focus of the Bachelor of Business Administration (Project Management) program is to teach students how to lead others, influence change, and successfully guide projects to completion. It also equips students with skills that are critical to both the productivity and profitability of a wide variety of organizations, including establishing obtainable goals, creating plans, tracking progress, and keeping teams motivated. This degree is designed to help students increase their leadership and project management abilities, understand how to propel a company's competitive advantage, and create timely processes that meet or exceed established deadlines.

PROGRAM OBJECTIVES

Upon completion of the Bachelor of Business Administration (Project Management) program, students should be able to:

- identify project management opportunities;

- articulate the value of project management practices;

- design and implement management processes with a focus on quality assurance;

- assess and prioritize project requirements, and create flexible projects that account for both change and constraints;

- apply waterfall, agile, predictive, and DevOps frameworks;

- develop management-specific critical thinking and problem-solving skills, particularly from a Christian perspective and framework;

- make critical investment assessment on given projects;

- effectively communicate with project development teams.

ADMISSION REQUIREMENTS

Admission requirements for the Bachelor of Business Administration (Project Management) program 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 foreign countries and U.S. territories must also provide recent evidence of proficiency in English by: 1) scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; 2) 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; or 3) scoring 6.0 or above on the IELTS (International English Language Testing System). 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 Program Coordinator.

Program Curriculum

ABTC-3003	Spreadsheets for Managers	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
MANG-3073	Management and Leadership Techniques	3
MANG-3083	Organizational Behavior	3
MANG-3123	Managing Human Resources	3
MANG-4043	Ethics and Law	3
MANG-3103	Introduction to Project Management	3
MANG-3113	Project Planning	3
MANG-4023	Operations Management	3
MANG-4033	Strategic Planning	3
MANG-4103	Project Execution, Monitoring & Control, Implementation & Closure	3
MANG-4113	Advanced Project Management Practicum	3
MARK-3043	Marketing	3

Subtotal: 55

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 30 credit hours of upper division course work (3000 level or higher);

3. Successful completion of the 55-credit hour Bachelor of Business Administration (Project Management) curriculum with a minimum cumulative GPA of 2.50. A student who receives a grade below "C-" in any course that is part of the 55-credit hour curriculum 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 concentration 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.

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

Business Programs (Graduate)

Business Administration, M.B.A.

Program Coordinator: Aaron Burgess, Ed.D.

PROGRAM OVERVIEW

The School of Graduate and Professional Studies offers a variety of graduate business degree programs that are intentionally designed with the working adult in mind. Students who enroll in 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 can plan projects, achieve goals, and meet the expectations of today's business world with integrity.

The **Master of Business Administration** program blends a 27-credit hour core curriculum with an additional 9 credit hours of concentrated coursework that covers an array of topics. Within each concentration, students receive industry-specific training from expert faculty members who can unlock growth potential in both public, private, and non-profit sectors. Students choose one of the following graduate business degree concentrations:

- **Accounting**: Develops students' professional expertise in the areas of accounting management, regulatory compliance, education, and advisory roles. Students will also examine critical elements of the accounting profession, including auditing and internal control, fraud and forensic accounting, and accounting ethics.

- **Business Data Analytics**: Equips 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. Students will also conduct methodical exploration and analysis of an organization's data with a commitment to using data to gain insights that inform business decisions.

- **Finance**: Equips students for leadership roles in corporations, investment banks, and financial planning firms through a study of markets, institutions, investments, and financial planning. Students will also gain the foundational knowledge and real-world experience that is needed to excel in this professional field via courses that balance mathematical rigor with effective management skills.

- **Human Resource Management**: Prepares students for executive roles in human resource management through a study of skills in human resource leadership, training and development, and compensation and benefits. Students will also gain

the skills needed to think systematically about the entire organization, its various moving parts, and how each of those parts impacts other organizational units. Students are also prepared to become thoughtful, effective, and ethical leaders within their organizations who are able to develop a solutions-oriented workforce that fosters both collaboration and engagement.

- **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, either directly (e.g., Vice President of Operations or Chief Operations Officer) or indirectly (e.g., management consulting) through a curriculum that highlights the interrelationships between the key operational areas of finance, marketing, managerial accounting, and human resources.

- **Marketing**: Equips students for leadership roles in consulting, entrepreneurship, general management, marketing management, research, and strategy. Students are also equipped to efficiently and accurately collect data about target customers and create the best marketing strategy to generate and increase revenue, deliver marketing messages through both new channels and re-branding, identify trends and potential markets for products and services, and develop pricing models and marketing strategies.

- **Ministry Leadership**: Prepares students for leadership roles within both church and para-church organizations. Students will also acquire the skills needed to achieve personal and spiritual growth while gaining a thoroughly biblical, practical, and theological understanding of ministry.

- **Organizational Management**: Equips students to be leaders, executives, and change agents in their organizations through a study of human resources, operations, and change management. Students will also gain the skills needed to serve as competent, highly-trained leaders and administrators who provide direction and support within a dynamic landscape of businesses, non-profit organizations, and government agencies.

ADMISSION REQUIREMENTS

Admission requirements for the Master of Business Administration degree 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 foreign countries and U.S. territories must also provide recent evidence of proficiency in English by: 1) scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; 2) 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; or 3) scoring 6.0 or above on the IELTS (International English Language Testing System). 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 Program Coordinator.

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 program GPA falls below 3.00. The graduate business student who is placed on academic probation must achieve a program GPA of 3.00 at the completion of an additional nine (9) semester hours. A student is removed from probation when the program GPA meets or exceeds 3.00.

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

- receives more than six (6) credit hours of grades below a "C-";

- fails to achieve the required GPA at the end of any probationary period;

- fails to remit payment for an outstanding financial balance; or

- 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 nine (9) 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 Program Coordinator.

EARNING A SECOND GRADUATE BUSINESS DEGREE

Students interested in pursuing a second graduate business degree at MVNU must adhere to the following guidelines:

- A student who has completed the MBA with 36 earned credit hours at MVNU can earn the MSM as a second graduate degree with the completion of no fewer than nine (9) credit hours that are unique from the courses taken for the student's MBA.

- A combined minimum of forty-five (45) credit hours are required to obtain both degrees no matter which degree was earned first.

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

Accounting Concentration

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

Subtotal: 9

Business Data Analytics Concentration

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

Subtotal: 9

Finance Concentration

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

Subtotal: 9

Human Resource Management Concentration

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

Subtotal: 9

Logistics Management Concentration

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

Subtotal: 9

Marketing Concentration

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

Subtotal: 9

Ministry Leadership Concentration

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

Subtotal: 9

Organizational Management Concentration

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

Subtotal: 9

TOTAL: 36 Credit Hours

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 program GPA of 3.00 is required for graduation.

Health Care Administration, M.B.A.

Program Coordinator: Aaron Burgess, Ed.D.

PROGRAM OVERVIEW

The School of Graduate and Professional Studies offers a variety of graduate business degree programs that are intentionally designed with the working adult in mind. Students who enroll in 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 can plan projects, achieve goals, and meet the expectations of today's business world with integrity.

The **Master of Business Administration in Health Care Administration** degree 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 in health care organizations.

The 12-course, 36-credit hour curriculum is designed for practicing clinicians and health care professionals who are leaders or aspiring leaders in their respective fields, including hospital administrators, pharmaceutical project managers, policy analysts, health services managers and administrators, and medical entrepreneurs.

ADMISSION REQUIREMENTS

Admission requirements for the Master of Business Administration in Health Care Administration degree 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 foreign countries and U.S. territories must also provide recent evidence of proficiency in English by: 1) scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at

least 20; 2) 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; or 3) scoring 6.0 or above on the IELTS (International English Language Testing System). 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 Program Coordinator.

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 program GPA falls below 3.00. The graduate business student who is placed on academic probation must achieve a program GPA of 3.00 at the completion of an additional nine (9) semester hours. A student is removed from probation when the program GPA meets or exceeds 3.00.

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

- receives more than six (6) credit hours of grades below a "C-";

- fails to achieve the required GPA at the end of any probationary period;

- fails to remit payment for an outstanding financial balance; or

- 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 nine (9) 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 Program Coordinator.

EARNING A SECOND GRADUATE BUSINESS DEGREE

Students interested in pursuing a second graduate business degree at MVNU must adhere to the following guidelines:

- A student who has completed the MBA with 36 earned credit hours at MVNU can earn the MSM as a second graduate degree with the completion of no fewer than nine (9) credit hours that are unique from the courses taken for the student's MBA.

- A combined minimum of forty-five (45) credit hours are required to obtain both degrees no matter which degree was earned first.

Program Curriculum

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

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 program GPA of 3.00 is required for graduation.

Management, M.S.M.

Program Coordinator: Aaron Burgess, Ed.D.

PROGRAM OVERVIEW

The School of Graduate and Professional Studies offers a variety of graduate business degree programs that are intentionally designed with the working adult in mind. Students who enroll in 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 can plan projects, achieve goals, and meet the expectations of today's business world with integrity.

The **Master of Science in Management** degree 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.

This 10-course, 30-credit hour program is specifically designed for individuals who are current or aspiring leaders in their organizations. The MSM degree also serves as a more practical alternative to an MBA degree, placing greater emphasis on budgeting and forecasting while allowing students to complete a specialized concentration in Human Resource Management, Logistics Management, or Organizational Management.

ADMISSION REQUIREMENTS

Admission requirements for the Master of Business Administration degree 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 foreign countries and U.S. territories must also provide recent evidence of proficiency in English by: 1) scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; 2) 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; or 3) scoring 6.0 or above on the IELTS (International English Language Testing System). 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 Program Coordinator.

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 program GPA falls below 3.00. The graduate business student who is placed on academic probation must achieve a program GPA of 3.00 at the completion of an additional nine (9) semester hours. A student is removed from probation when the program GPA meets or exceeds 3.00.

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

- receives more than six (6) credit hours of grades below a "C-";

- fails to achieve the required GPA at the end of any probationary period;

- fails to remit payment for an outstanding financial balance; or

- 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 nine (9) 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 Program Coordinator.

EARNING A SECOND GRADUATE BUSINESS DEGREE

Students interested in pursuing a second graduate business degree at MVNU must adhere to the following guidelines:

- A student who has completed the MSM with 30 earned credit hours at MVNU can earn the MBA as a second graduate degree with the completion of no fewer than fifteen (15) credit hours that are unique from the courses taken for the student's MSM.

- A combined minimum of forty-five (45) credit hours are required to obtain both degrees no matter which degree was earned first.

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

Human Resource Management Concentration

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

Subtotal: 9

Logistics Management Concentration

MANG-6103	Operations Management	3
MANG-6133	Lean Process Management	3
MANG-6143	Supply Chain Management	3
MANG-6223	Legal Issues in Logistics Management	3

Subtotal: 12

Organizational Management Concentration

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

Subtotal: 9

TOTAL: 30 Credit Hours

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 program GPA of 3.00 is required for graduation.

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

The MBA/M.Min. dual master's degree program seeks to meet the educational and professional needs of clergy and other individuals involved in para-church ministries or 501(c)(3) non-profit organizations, as well as other ministry-minded business professionals who may be interested in advancing into positions of administrative responsibility.

In this program, students engage in practical learning in the areas of business administration and strategic leadership and then apply that knowledge in their ministry organizations. Students also have opportunities to practice supervised ministry, working with churches and gaining mentorship from pastoral leaders and church staff.

The MBA/M.Min dual degree program requires a total of 48 credit hours: 18 credit hours of MBA courses, 18 credit hours of M.Min. courses, and 12 credit hours of cross-listed courses.

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

Master of Ministry Courses

BIBL-6003	Biblical Hermeneutics	3
MINS-6003	The Pastor as a Person	3
MINS-6033	The Church in the Twenty-First Century	3
MINS-6103	Contemporary Approaches to Preaching	3
THEO-6013	Contemporary Theological Issues	3
THEO-6023	The Doctrine of Holiness	3

Subtotal: 18

Cross-Listed Courses

MINS-6013	Church Growth	3
MINS-6023	Ethical Issues in Ministry	3
MINS-6043	Building Ministry Teams	3
MINS-6053	Managing the Church	3

Subtotal: 12

TOTAL: 48 Credit Hours

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 program GPA of 3.00 is required for graduation.

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 Jetter School of 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 Teacher Education Program 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: Nicole Lambright, Ph.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 foreign countries and U.S. territories must also provide recent evidence of proficiency in English by: 1) scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; 2) 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; or 3) scoring 6.0 or above on the IELTS (International English Language Testing System). 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.

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-3102	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

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-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: 26

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 30 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.

An advanced undergraduate may enroll in the Educational Studies major, a non-teaching, non-licensure program. The student must petition to and be approved by the GPS Education Program Coordinator before enrolling in this

major. Please contact a member of the Education Department for additional details.

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: Nicole Lambright, 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 our 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 foreign countries and U.S. territories must also provide recent evidence of proficiency in English by: 1) scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; 2) 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; or 3) scoring 6.0 or above on the IELTS (International English Language Testing System). 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.

Program Curriculum

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-2173	Children's Literature for Early Childhood Education	3
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-4124	Classroom Management	4
ECED-4142	ECED Integrated Field Experience	2
EDUC-1023	Foundations of Inclusive Education	3
EDUC-1043	Educational Technology	3
EDUC-2122	Language and Literacy Fundamentals	2
EDUC-3102	Elementary Language Arts and Writing	2
EDUC-3103	Introduction to Multicultural Education	3
EDUC-4092	Student Teaching	10
TESL-2003	TESOL: Curriculum, Instruction, and Assessment	3

Subtotal: 83

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: Nicole Lambright, Ph.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:

- 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;

- submit official transcripts of all previous college or university courses completed to date;

- 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);

- have an admission interview or seminar with the appropriate program personnel.

- 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.

Applicants from foreign countries and U.S. territories must also provide recent evidence of proficiency in English by: 1) scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; 2) 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; or 3) scoring 6.0 or above on the IELTS (International English Language Testing System). All tests of English proficiency must have been taken in the last two years to be considered for acceptance.

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 program GPA falls below 3.00.

The graduate education candidate who is placed on academic probation must achieve a graduate program 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 program 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:

- receiving a second final grade of "F" or "X"; or

- 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

- Successful completion of all graduate credit hours for the candidate's degree program with a minimum program 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.

- 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.

- 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)

Program Curriculum

EDTC-6001	Introduction to Graduate Studies	1
EDUC-6032	Multiculturalism in Education	2
ISPC-6013	Individualized Instructional Strategies: Mathematics	3
ISPC-6062	Exceptional Learners Field Experience	2
ISPC-6123	Behavior Analysis and Learning Environments	3
ISPC-6132	Individualized Educational Planning for Exceptional Learners	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: 53

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

Program Curriculum

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)

Program Curriculum

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.

General Studies, A.A.

Program Coordinator: Melanie Timmerman, J.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 foreign countries and U.S. territories must also provide recent evidence of proficiency in English by: 1) scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; 2) 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; or 3) scoring 6.0 or above on the IELTS (International English Language Testing System). 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

Enrolled students are required to complete only those courses above that are needed 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.

Integrated Studies, B.A.

Program Coordinator: Melanie A. Timmerman, J.D.

PROGRAM OVERVIEW

The Bachelor of Arts in Integrated Studies provides unique academic opportunities to undergraduate GPS students whose career and/or life aspirations do not necessarily align with the overall goals and objectives of the degree programs offered at MVNU. This individually designed program combines multiple areas of study into one strategic degree plan that aligns with the student's academic and professional goals. Courses are carefully selected from two or three academic disciplines, providing practical skill development underlaid with history, theory, research, and application of relevant concepts. Students work closely with an academic advisor to select courses that will ensure cohesion and purpose within their customized degrees.

Students can choose from a wide range of disciplines when creating a customized degree, including:

- Arts and Humanities
- Biological and Physical Sciences
- Business
- Christian Ministry
- Education
- Engineering
- Mathematics and Computer Science
- Nursing and Health Sciences
- Social Sciences
- Social Work

The primary content area of the student's Integrated Studies degree must satisfy each of the following:

- completion of 18 credit hours from a current major;
- completion of 12 credit hours in each of two secondary content areas (one of which can be associated with the primary content area);
- completion of ITDS-4032 (Integrated Studies Capstone), in which students review and synthesize the knowledge and skills they have acquired by completing their coursework, and demonstrate their preparedness for future academic and/or professional pursuits by having achieved

competency in areas relevant to their course of study .

The primary and secondary content areas supply a total of 44 credit hours of the 120 credit hours needed to graduate.

A minimum of 17 upper-division credit hours within the major as well as a minimum of 30 upper-division credit hours across the entire Bachelor of Arts in Integrated Studies degree are needed to graduate.

ADMISSION REQUIREMENTS

Admission requirements for the Bachelor of Arts in Integrated Studies program 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 foreign countries and U.S. territories must also provide recent evidence of proficiency in English by: 1) scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; 2) 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; or 3) scoring 6.0 or above on the IELTS (International English Language Testing System). 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 Program Coordinator.

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 30 credit hours of upper-division coursework (3000 level or higher);

3. Successful completion of the 44-credit hour primary content area with a minimum cumulative GPA of 2.50. A student who receives a grade below "C-" in any course that is part of this component of the Integrated Studies program 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.

International Executive Studies Programs

Management Information Systems, B.S.

Program Coordinator: Eric Stetler, DBA

PROGRAM OVERVIEW

The Bachelor of Science in Management Information Systems program features a carefully designed curriculum that combines a strong foundation in business administration with specialized concentrations. The structure and content of the program has been developed to ensure International and Executive Studies (IES) students acquire the knowledge and skills necessary to excel in the rapidly evolving field of information systems and technology.

The program consists of a 36-credit hour core curriculum that provides IES students with a solid understanding of essential topics in management, organizational behavior, information systems, data management, networking, IT governance, legal issues, and ethics. Students also complete a 15-credit hour concentration that allows them to specialize in areas of personal interest and/or relevance to their professional goals. Concentrations in the Bachelor of Science in Management Information Systems program include the following:

Business Analytics: In a world driven by data, the power to understand and utilize this data propels businesses forward. The Business Analytics concentration within the Bachelor of Science in Management Information Systems program equips students with the tools to transform complex datasets into actionable insights, equipping them to be architects of strategic decisions. In this concentration, students will dive deep into data mining, predictive analytics, and data visualization, and master tools like Tableau and Microsoft Power BI.

Cybersecurity: In the digital age, cybersecurity is not just a necessity, it's an imperative. The Cybersecurity concentration within the Bachelor of Science in Management Information Systems program prepares students to become guardians of information, mastering network security, cryptography, and ethical hacking. In this concentration, students will engage in hands-on experience in industry-standard tools like Kali Linux and Metasploit as they navigate the complexities of network defense, ethical hacking, and incident response.

Emerging Technologies: The Emerging Technologies concentration within the Bachelor of Science in Management Information Systems program at MVNU prepares students to become innovators and leaders in the rapidly evolving world of cutting-edge technologies. The Emerging Technologies concentration combines a strong foundation in business principles with specialized expertise in IoT applications, cloud computing, blockchain fundamentals, artificial intelligence and machine learning, and robotic process automation, empowering graduates to drive technological transformation in modern organizations. By completing projects that utilize platforms Amazon Web Services and Microsoft Azure, students translate theoretical knowledge into real-world innovation.

PROGRAM OBJECTIVES

Upon completion of the Bachelor of Science in Management Information Systems program, students should be able to:

- apply key concepts in management, organizational behavior, and information systems to solve business problems;

- demonstrate critical thinking skills through analysis, problem-solving, and decision-making in a business context;

- communicate effectively in oral and written forms to various stakeholders;

- understand and apply ethical and legal principles in business and technology;

- perform data management, analysis, and interpretation to support business objectives;

- collaborate effectively in teams and demonstrate leadership skills.

ADMISSION REQUIREMENTS

Admission requirements for the Bachelor of Science in Management Information Systems program include the following:

- submission of official transcripts of all previous college or university courses completed to date;

- 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.

According to university policy, admission on probation is granted on a case-by-case basis to students who have earned lower than a 2.0 grade point average (GPA) in previous college coursework and/or have been academically dismissed from a previous institution. Students admitted on probation must earn a GPA of 2.0 or higher at the end of the first term. If the terms of probation have been satisfied and the student's GPA meets the program requirements upon completion of the first term, the student will be removed from academic probation.

Applicants from foreign countries and U.S. territories must also provide recent evidence of proficiency in English by: 1) scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; 2) 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; or 3) scoring 6.0 or above on the IELTS (International English Language Testing System). 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 within the United States 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 Program Coordinator.

COURSE ENGAGEMENT

Students enrolled in an International Executive Studies program must demonstrate satisfactory engagement in each of their courses by satisfying the following criteria throughout the corresponding academic term:

Residency Courses

- completion of modular assignments;

- participation in weekly virtual instructor check-in sessions;

- completion of a one-day, on-campus residency.

Non-Residency Courses

- completion of modular assignments;

- participation in weekly virtual instructor check-in sessions;

- active participation in assigned discussion forums.

Additional expectations regarding attendance, participation, and submission of late work will be outlined in the syllabus for each course. Students should contact the instructor whenever circumstances prevent them from submitting an assignment(s) on time, or if they have questions or concerns about their course attendance.

ACADEMIC PERFORMANCE

In order to graduate from MVNU, students are required to have a minimum cumulative Grade Point Average (GPA) of 2.00. Some programs require a higher minimum cumulative GPA in order to graduate.

Students enrolled in an International Executive Studies (IES) program are expected to be in Good Academic Standing (maintaining a minimum cumulative GPA of 2.00 in each term of the program). MVNU allows for gradual attainment of this GPA during the first three terms of the program, as specified in the table below.

Term	Minimum Cumulative GPA Required
1	1.70
2	1.80
3	1.90
4+	2.00

Students enrolled in an IES program must also make Satisfactory Academic Progress, which is defined as achieving a minimum GPA of 2.00 in each term.

Good Academic Standing and Satisfactory Academic Progress occur when a student satisfies each of the following conditions: the student's cumulative GPA meets

the required minimum, as specified in the above table; the student's term GPA is at least 2.00.

Students who do not make Satisfactory Academic Progress are subject to one of the following:

- Academic Warning (term GPA falls below 2.00, first occurrence)

- Academic Probation (term GPA falls below 2.00, second consecutive term)

- Academic Dismissal (term GPA falls below 2.00, third consecutive term)

Any student whose term GPA is below 2.00 for a third consecutive term is not automatically withdrawn from the program. An academic committee will carefully review the student's academic progress and individual situation and determine whether an exception to this policy is warranted or the student should indeed be withdrawn from the program.

MVNU is committed to the success of its International Executive Studies students. As such, we carefully review and monitor the academic progress of each of our IES students and proactively intervene as quickly as possible whenever they appear to be struggling in their coursework or their academic progress is otherwise at risk.

Students who have questions or concerns about their academic progress or academic standing should contact a Designated School Official (DSO) as soon as possible for assistance.

Core Curriculum

BDAT-3003	Database Design and Management	3
BDAT-3023	Data Management and Analytics	3
MANG-3003	Conflict Resolution and Negotiation	3
MANG-3033	Introduction to Emotional Intelligence	3
MANG-3073	Management and Leadership Techniques	3
MANG-3083	Organizational Behavior	3
MANG-3123	Managing Human Resources	3
MANG-4043	Ethics and Law	3
MISM-3003	Introduction to Management Information Systems	3
MISM-3013	Economic Principles for the Management of Information Systems	3
MISM-3023	Computer Networking	3
MISM-3033	IT Governance and Compliance	3

Subtotal: 36

General Education & Elective Courses

ABTC-2023	Introduction to Business Communication	3
ABTC-2043	Computer Applications	3
BIBL-3103	Understanding Grief from a Biblical Lens	3
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
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-2003	Introduction to International Executive Studies	3
ITDS-3003	Holistic Personal and Professional Growth	3
ITDS-3013	Navigating Career Pathways	3
LEDR-3003	Cultivating Personal Leadership Skills	3
LEDR-3033	Servant Leadership in Action	3
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
SOCL-3003	Dynamics of Intergroup Relations	3

Subtotal: 70

Business Analytics Concentration

BDAT-3013	Business Data Mining	3
BDAT-3063	Predictive Analytics	3
BDAT-3033	Data Visualization and Interpretation	3
BDAT-3043	Business Intelligence Applications	3
BDAT-3053	Advanced Statistical Analysis	3

Subtotal: 15

Cybersecurity Concentration

BSEC-3003	Cybersecurity Fundamentals	3
BSEC-3013	Network Security	3
BSEC-3023	Cryptography and Data Protection	3
BSEC-3033	Security Operations and Incident Response	3
BSEC-3043	Ethical Hacking and Penetration Testing	3

Subtotal: 15

Emerging Technologies Concentration

BTEC-3003	Internet of Things (IoT) Applications	3
BTEC-3013	Cloud Computing Technologies	3
BTEC-3023	Blockchain Fundamentals	3
BTEC-3033	Artificial Intelligence and Machine Learning	3
BTEC-3043	Process Automation	3

Subtotal: 15

TOTAL: 121 Credit Hours

GRADUATION REQUIREMENTS

The student must complete a minimum of 121 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 30 credit hours of upper division course work (3000 level or higher);

3. Successful completion of both the 36-credit hour Bachelor of Science in Management Information Systems core curriculum and 15-credit hour concentration with a minimum cumulative GPA of 2.50. A student who receives a grade below "C-" in any course that is part of either the 36-credit hour curriculum or 15-credit hour concentration 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.

Management, M.S.M.

Program Coordinator: Eric Stetler, DBA

PROGRAM OVERVIEW

The School of Graduate and Professional Studies offers a variety of graduate business degree options that are intentionally designed with the working adult in mind.

Students who enroll in 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.

The **Master of Science in Management (MSM)** degree is intentionally designed to prepare our International Executive Studies students for management, executive, and leadership-oriented roles in organizations in virtually any professional sector. The MSM is a highly focused program that provides students with skills in the functional areas of business, along with essential executive and leadership knowledge. Students enrolled in this 30-credit hour program learn how to communicate effectively, foster organizational change, maximize human resources, and compete in the global marketplace. The MSM degree also serves as a more practical alternative to an MBA degree, placing greater emphasis on budgeting and forecasting while allowing students to complete a specialized concentration in one of the following areas:

Computer Science: Equips students to manage IT infrastructure, systems, and teams in the cloud era; make strategic decisions on cloud adoption, deployment models, architecture, and vendor selection; secure cloud resources, data, identity, access, and networks; and develop, deploy, and manage cloud-based applications using industry best practices.

Data Analytics: Prepares students to leverage data and analytics to drive business strategy and performance; deploy predictive models, data mining, and statistical analysis; interpret analytical results and communicate data insights; make data-backed decisions on new markets, products, and pricing; manage analytics teams, systems, and ethical use of data; and pursue roles as data analysts, business intelligence analysts, and analytics managers.

Engineering Management: Prepares students to manage engineering projects, teams, and advanced technologies; optimize complex systems, resources, costs, and processes; leverage data and analytics to inform strategic technical decisions; pursue leadership roles in technology-focused industries and engineering teams.

Healthcare Informatics: Equips students to manage healthcare information systems, data, analytics, and technologies; develop digital strategy to improve healthcare quality, access, and affordability; leverage informatics and

data science to advance evidence-based medicine; and pursue leadership roles related to healthcare IT, informatics, and digital health.

Information Technology Management: Equips students to manage IT infrastructure, systems, budgets, and teams; develop technology strategy aligned with business goals; drive IT adoption, governance, and change management; optimize cloud computing deployment, security, costs, and scalability; and pursue leadership roles as IT managers, CIOs, CTOs, and technology executives.

Logistics Management: Equips students with advanced skills and knowledge needed to navigate the complexities of supply chain operations. By completing this concentration, students are prepared to effectively manage the flow of goods, information, and services, emphasizing strategic planning, inventory control, transportation management, and technology integration. The curriculum emphasizes critical problem-solving and leadership skills essential for driving efficiency and innovation in logistics.

ADMISSION REQUIREMENTS

Admission requirements for the Master of Science in Management program include the following:

- submission of official transcripts of all undergraduate and graduate coursework completed to date;

- a baccalaureate degree from an accredited U.S. institution with a minimum cumulative GPA of 2.80 (on a 4.00 scale);

- completion of an online application and Registration Agreement Form.

Applicants from foreign countries and U.S. territories must also provide recent evidence of proficiency in English by: 1) scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; 2) 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; or 3) scoring 6.0 or above on the IELTS (International English Language Testing System). All tests of English proficiency must have been taken in the last two years to be considered for acceptance.

COURSE ENGAGEMENT

The instructional week for all courses in an International Executive Studies program begins on Monday at 12:00 a.m. (ET) and ends the following Sunday at 11:59 p.m. (ET). Students enrolled in an International Executive Studies program must demonstrate satisfactory engagement in each of their courses by satisfying the following criteria throughout the corresponding academic term:

Residency Courses

- completion of modular assignments;

- participation in weekly virtual instructor check-in sessions;

- completion of a one-day, on-campus residency.

Non-Residency Courses

- completion of modular assignments;

- participation in weekly virtual instructor check-in sessions;

- active participation in assigned discussion forums.

Additional expectations regarding attendance, participation, and submission of late work will be outlined in the syllabus for each course. Students should contact the instructor whenever circumstances prevent them from submitting an assignment(s) on time, or if they have questions or concerns about their course attendance.

ACADEMIC PERFORMANCE

Students must have a minimum cumulative Grade Point Average (GPA) of 3.00 to graduate from MVNU. Some programs require a higher minimum cumulative GPA to graduate.

Students enrolled in an International Executive Studies (IES) program are expected to be in Good Academic Standing, maintaining a minimum cumulative GPA of 3.00 in each term of the program. MVNU allows for gradual attainment of this GPA during the first three terms of the program.

Students enrolled in an IES program must also make Satisfactory Academic Progress, which is defined as achieving a minimum GPA of 3.00 in each term.

Good Academic Standing and Satisfactory Academic Progress occur when a student satisfies each of the following conditions:

- The student's cumulative GPA meets the required minimum of 3.00.

- The student's term GPA is at least 3.00.

Academic Status and Consequences

- Academic Warning: Students whose term GPA falls below 3.00 for the first occurrence.

- Academic Probation: Students whose term GPA falls below 3.00 for the second consecutive term.

- Academic Dismissal: Students whose term GPA falls below 3.00 for the third consecutive term.

Appeal Process for Dismissal

Students who do not achieve satisfactory academic progress for the third consecutive will be subject to dismissal. However, students have the right to appeal their dismissal until the midpoint of their fourth consecutive term. If no appeal is made by this deadline, students will be automatically dismissed at the end of the fourth consecutive term.

During the appeal process, students must present their case to the IES Student Appeals Committee, which will review their academic progress and individual circumstances. The committee will determine whether an exception to the dismissal policy is warranted or if the student should be withdrawn from the program.

Core Curriculum

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
MARK-6003	Marketing Management	3

Subtotal: 18

Computer Science Concentration

CSCI-6003	Foundations of Cloud Computing and Management	3
CSCI-6013	Managing Cloud Security	3
CSCI-6023	Managing Cloud Application Development	3
ITMG-6003	Legal Aspects of Information Systems Management	3

Subtotal: 12

Data Analytics Concentration

BDAT-6003	Intelligence and Data Analytics	3
BDAT-6013	Business Analytics	3
BDAT-6023	Decision Making Using Data Analytics	3
ITMG-6003	Legal Aspects of Information Systems Management	3

Subtotal: 12

Engineering Management Concentration

ENMG-6003	Legal Aspects of Decision Making in Engineering	3
ENMG-6013	Project Management for Engineers	3
ENMG-6023	Engineering Decision Framing and Analytics	3
ENMG-6033	Contracts and Negotiations for Engineering Management	3

Subtotal: 12

Healthcare Informatics Concentration

HCIN-6003	Legal Aspects of Medicine in the Digital Age	3
HCIN-6013	Healthcare Informatics in the Cloud	3
HCIN-6023	Collaborative Data Science for Healthcare	3
HCIN-6033	Health Informatics: A Current and Historical Perspective	3

Subtotal: 12

Information Technology Management Concentration

CSCI-6003	Foundations of Cloud Computing and Management	3
CSCI-6013	Managing Cloud Security	3
ITMG-6003	Legal Aspects of Information Systems Management	3
ITMG-6013	Managing Cloud Infrastructure Operations	3

Subtotal: 12

Logistics Management Concentration

MANG-6103	Operations Management	3
MANG-6133	Lean Process Management	3
MANG-6143	Supply Chain Management	3
MANG-6223	Legal Issues in Logistics Management	3

Subtotal: 12

TOTAL: 30 Credit Hours

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 program GPA of 3.00 is required for graduation.

Leadership, B.A.

Program Coordinator: Aaron Burgess, Ed.D.

PROGRAM OVERVIEW

The primary focus of the Bachelor of Arts in Leadership program is to provide students with opportunities to explore leadership careers in various organizations or advance within their current professional fields by examining effective leaders and leadership styles, as well as the process of guiding and inspiring a team, and then using what they have learned to recommend or apply appropriate ethical solutions in a variety of professional contexts.

Through its emphasis on the interrelationship between leadership and ethical decision-making, appropriate application of personal power and influence, the social dynamics between leaders and followers, the importance of interpersonal and group dynamics, and effective communication strategies, the Bachelor of Arts in Leadership curriculum encourages students explore foundational leadership principles within the context of an informed Christian worldview and integrate key leadership principles and research at both the individual, group, and organizational level.

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

PROGRAM OBJECTIVES

Upon completion of the Bachelor of Arts in Leadership program, students should be able to:

- demonstrate knowledge, skills, and abilities necessary to succeed in a leadership position or to enter into graduate school;

- understand the framework under which leadership in various organizations operates, and embrace the opportunity to lead the organization in achieving its goals;

- think critically and articulate—in both oral and written form—a comprehensive knowledge of leadership issues, particularly from a Christian perspective and framework;

- explore relevant and critical questions concerning leadership, and meaningfully address such issues from a variety of perspectives;

- comprehend 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 foreign countries and U.S. territories must also provide recent evidence of proficiency in English by: 1) scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; 2) 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; or 3) scoring 6.0 or above on the IELTS (International English Language Testing System). 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.

Program Curriculum

ABTC-3003	Spreadsheets for Managers	3
ABTC-3063	Organizational Project Management	3
ACCT-3013	Fundamentals of Accounting	3

ECON-3013	Macroeconomics	3
IBSN-3013	Global Perspectives	3
ITDS-2061	Student Success Strategies	1
COMM-3013	Organizational Communication	3
LEDR-3063	Leadership	3
MANG-3073	Management and Leadership Techniques	3
MANG-3083	Organizational Behavior	3
MANG-3123	Managing Human Resources	3
MANG-4043	Ethics and Law	3
LEDR-4093	Applied Leadership Project	3
MANG-3013	Advanced Business Law	3

Subtotal: 40

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 30 credit hours of upper division course work (3000 level or higher);

3. Successful completion of the 40-credit hour Bachelor of Arts in Leadership curriculum with a minimum cumulative GPA of 2.50. A student who receives a grade below "C-" in any course that is part of the 40-credit hour curriculum 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.

Ministry Programs

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 for the Bachelor of Arts in Christian Ministry program 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 and receive a minimum final grade of "C-" for each 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 foreign countries and U.S. territories must also provide recent evidence of proficiency in English by: 1) scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; 2) 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; or 3) scoring 6.0 or above on the IELTS (International English Language Testing System). 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 Program Coordinator.

Program Curriculum

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	2
MINS-5029	Ministry Internship I	1
MINS-5039	Ministry Internship II	1
THEO-3022	Doctrine of Christian Holiness	2

Subtotal: 14

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 30 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.

Ministry, M.Min.

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

PROGRAM OVERVIEW

The Master of Ministry program is 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 can be transferred to graduate programs at other universities, including the Master of

Divinity program offered by Nazarene Theological Seminary. Students who desire to pursue the Master of Divinity program will be required to apply separately to NTS before the commencement of the program and must transfer credits to that program before the conclusion of their Master of Ministry program at MVNU.

PROGRAM OBJECTIVES

Upon completion of the Master of Ministry program, students 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 the areas of leadership, communication, pastoral care, counseling, and education;

- 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 foreign countries and U.S. territories must also provide recent evidence of proficiency in English by: 1) scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; 2) 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; or 3) scoring 6.0 or above on the IELTS (International English Language Testing System). 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 Program Coordinator.

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 program GPA falls below 3.00 (on a 4.00 scale). Any Master of Ministry student who is placed on academic probation must achieve a program 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 program GPA meets or exceeds 3.00.

A student may be dismissed from the Master of Ministry 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; 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 Program Coordinator.

MMin/MDiv DUAL DEGREE

Nazarene Theological University will accept in transfer the first nine (9) completed courses (27 credit hours) of the Master of Ministry degree, applying them to the required hours for its Master of Divinity degree. Mount Vernon Nazarene University will accept in transfer three (3) completed credit hours of the Master of Divinity degree to award its Master of Ministry degree.

Program Curriculum

BIBL-6003	Biblical Hermeneutics	3
MINS-6003	The Pastor as a Person	3
MINS-6013	Church Growth	3
MINS-6023	Ethical Issues in Ministry	3
MINS-6033	The Church in the Twenty-First Century	3
MINS-6043	Building Ministry Teams	3
MINS-6053	Managing the Church	3
MINS-6103	Contemporary Approaches to Preaching	3
THEO-6013	Contemporary Theological Issues	3
THEO-6023	The Doctrine of Holiness	3

Subtotal: 30

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 program GPA of 3.00 is required for graduation.

Nursing Practice, D.N.P.

Dean, School of Nursing and Health Sciences: Judy Gregg, DNP, RN
DNP Program Director: Debra Garee, DNP, RN
DNP Program Coordinator: Jessica Myers, DNP, FNP-C, PMHNP-BC, APRN

PROGRAM OVERVIEW

The Doctor of Nursing Practice (DNP) degree prepares Registered Nurses to lead and deliver quality healthcare through the translation of evidence into practice. Upon completion of the DNP program, graduates are eligible to sit for the national certification exam. Students enrolled in the DNP program choose a concentration in one of the following areas:

- **Doctor of Nursing Practice (DNP)**: This concentration focuses on systems leadership needed to address global healthcare needs. By completing this concentration, nurses are equipped to assume leadership roles and advance their practice as they work to improve both the quality and safety of nursing.

- **Family Nurse Practitioner**: This concentration is designed for Registered Nurses who provide continuing and comprehensive primary care to individuals, families, and communities across the lifespan. Family Nurse Practitioners are advanced practice nurses who are equipped to assess, diagnose, prescribe, and coordinate care for common, acute, and chronic illnesses while promoting health maintenance and disease prevention.

- **Psychiatric Mental Health Nurse Practitioner**: This concentration is designed for Registered Nurses who provide mental health care to individuals, families, and communities across the lifespan. Psychiatric Mental Health Nurse Practitioners are advanced practice nurses who are equipped to assess, diagnose, prescribe, and coordinate a wide range of mental health services to patients and families in a variety of settings. They also provide emergency psychiatric services, psychosocial and physical assessments of patients, and treatment plans, as well as promote positive mental health maintenance and care.

ADMISSION REQUIREMENTS

Admission requirements for the DNP program include the following:

- submission of official transcripts of all undergraduate and graduate coursework completed to date;

- a baccalaureate degree from an accredited institution with a minimum cumulative GPA of 3.00 (on a 4.00 scale);

- completion of an online application and Registration Agreement Form;

- submission of a current unencumbered RN license verification in the applicant's state of residence;

- completion of an online application and Registration Agreement Form.

Applicants from foreign countries and U.S. territories must also provide recent evidence of proficiency in English by: 1) scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; 2) 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; or 3) scoring 6.0 or above

on the IELTS (International English Language Testing System). 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/more of the admission requirements above may be granted conditional admission if approved by the DNP Program Coordinator.

Students must submit each of the items below prior to the end of the first course. Applicants are encouraged to submit these items as part of the admission process.

- negative drug screen test;

- federal and state criminal background checks;

- malpractice insurance;

- American Heart Association Healthcare Provider CPR certification;

- health screen with complete immunization record.

ACADEMIC PROGRESSION

All DNP students must achieve a grade of "B" or better for the overall grade in any course in the DNP curriculum. Students not earning a grade of "B" must repeat the course. The student may continue in the program while completing Foundation coursework. However, once reaching the Core and Concentration Courses, all courses must be taken sequentially. A required DNP course may only be repeated one time and no more than one course may be repeated in the program. Students must maintain a minimum of a 3.00 on a 4.00 scale. Students must have an identified preceptor and appropriate clinical site with required documentation of such submitted and approved prior to entering the DNP Core and Concentration Courses.

Each of the courses below must be successfully completed in order to progress to the next set of DNP Core and Concentration Courses. Failure to complete the required courses will result in the student taking an In-Process Course. A grade of Incomplete may be awarded until the criteria are met.

- DNP System Thinking Seminar I: Project Development (DNP Project Plan Approval);

- DNP System Thinking Seminar II: Implementation (Complete Data Collection);

- DNP System Thinking Seminar III: Data Analysis (Statistical Analysis);

- DNP System Thinking Seminar IV: Dissemination (Signed Manuscript and Oral Defense).

Students who do not complete the required clinical hours in the course may be required to take an In-Process Course. A grade of Incomplete may be awarded until the hours and requirements are met.

ACADEMIC DISMISSAL

A student may be dismissed from the DNP program if s/he:

- fails to achieve a final grade of "B" in more than two courses;

- fails to maintain the required 3.00/4.00 GPA;

- fails to remit payment for an outstanding financial balance;

- fails to comply with the policies set forth in the "School of Graduate and Professional Studies" section of this Catalog; and/or

- fails to comply with the ANA Code of Ethics or HIPAA Guidelines.

READMISSION TO THE PROGRAM

Students whose enrollment at MVNU is interrupted for more than 16 weeks must go through the admission process before registering for courses again. Students must meet all requirements for admission to both the University, GPS, and DNP Program. Students must meet the progression criteria and curriculum requirements for currently enrolled students. Students permitted to re-enter the program will be readmitted under the policies of the new academic year's handbook. Readmission will be on a space-available basis.

TRANSFER CREDIT PROVISIONS

Up to twenty-seven (27) 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 Program Director. All students entering the DNP program who hold a Master of Nursing Degree are required to take the Intro to DNP System Thinking Course prior to taking core or concentration courses. Transfer credit will not be accepted for the Core and Concentration Courses. No direct clinical hours may be transferred in. However, students within the General DNP concentration may transfer in a maximum of 500 indirect clinical hours to be dispersed equally across the clinical courses.

GRADING POLICIES

Students must achieve a final grade of "B" or better in each course in the DNP curriculum. Students who do not earn a final grade of "B" or higher in a course must repeat the course (a grade of B- is not acceptable). A required DNP course may only be repeated one time, and no more than one course may be repeated.

All assignments must be completed in order to successfully pass each DNP course. Students who fail to submit any assignments will receive a grade of "B-". If a course has a clinical component, a satisfactory clinical evaluation is required to successfully pass the course, as well as completion of all required clinical hours. Clinical failures receive a maximum grade of a "B-" for the course, and both the didactic and clinical component of the course must be repeated.

Per the Graduate Catalog, a student who receives a grade of "B-" or below must retake the course with full tuition charge. The second grade will replace the first, which will remain on the transcript, but will no longer be included in the calculation of the GPA. A 3.00 cumulative GPA is required for graduation. A course grade below "B-" will not count towards the student's graduation requirements. A student who does not maintain a 3.00 cumulative GPA is subject to probation.

INCOMPLETE GRADES

Students who do not complete the required clinical hours or meet necessary criteria in the course may be required to take an In-Process Course and a grade of Incomplete may be awarded until the hours and requirements are met. When necessary, the instructor may administer a grade of Incomplete (I). As a final grade, an Incomplete 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 prior to the final instructional week for that course to the DNP 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 "B-" and the student will not receive credit for the course.

PRE-CLINICAL REQUIREMENTS

Students must submit each of the following items below prior to participation in Clinical courses:

- negative drug screen test;

- federal and state criminal background checks;

- malpractice insurance;

- American Heart Association Healthcare Provider CPR certification;

- health screen with complete immunization record.

CLINICAL REQUIREMENTS

Students must have an identified preceptor and appropriate clinical site with required documentation of such submitted and approved prior to entering the DNP Core and Concentration Courses. Students must maintain documentation of immunization records, medical forms, American Heart Association Healthcare Provider CPR certification, malpractice insurance, federal and state criminal background checks, and negative drug screen tests. Students are expected to actively engage in and complete all surveys and evaluations of the clinical site and preceptor.

Students are responsible for identifying clinical sites and preceptors. The Program Coordinator may offer assistance and facilitate coordination of the clinical placement. Clinical sites must be approved by the program coordinator and enable the student to meet the outcome requirements. They must have the patient population necessary to meet the concentration requirements. All documentation including a signed agency agreement and preceptor agreement must be completed prior to the student participating in clinical hours. Students must submit all requirements identified by the clinical agency prior to engaging in clinical.

All students are required to complete the identified number of clinical hours per course with a total of 1000 clinical hours. Students who do not complete the required clinical hours in the course may be required to take an In-Process Course. A grade of Incomplete may be awarded until the hours and requirements are met.

Students in the Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner Concentrations must complete a total of 1000 direct patient hours. These hours are spread out through the curriculum with the minimum hours that must be completed in each course listed in the chart below.

Students in the General DNP concentration must complete a total of 1000 hours. 500 direct clinical hours and 500 indirect clinical hours may be counted toward the required total. Direct hours are in the form of engagement with leadership experiences at the clinical site. Indirect hours are earned through completion of assignments and activities identified in each course syllabus. Students may

transfer in indirect hours only. These hours are spread out through the curriculum with the minimum hours that must be completed in each course listed in the chart below.

Students in the General DNP concentration must complete a total of 1000 hours. 500 direct clinical hours and 500 indirect clinical hours may be counted toward the required total. Direct hours are in the form of engagement with leadership experiences at the clinical site. Indirect hours are earned through completion of assignments and activities identified in each course syllabus. Students may transfer in indirect hours only. These hours are spread out through the curriculum with the minimum hours that must be completed in each course listed in the chart below.

Students in the Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner Concentrations must complete a total of 1000 direct patient hours. These hours are spread out through the curriculum with the minimum hours that must be completed in each course listed in the chart below.

Concentration	Didactic/Clinical I	Didactic/Clinical II	Didactic/Clinical III	Didactic/Clinical IV
Doctor of Nursing Practice	300 direct clinical hours	300 direct clinical hours	100 direct clinical hours	300 direct clinical hours
Family Nurse Practitioner	300 direct clinical hours	300 direct clinical hours	100 direct clinical hours	300 direct clinical hours
Psychiatric Mental Health Nurse Practitioner	150 direct clinical hours 150 indirect clinical hours	150 direct clinical hours 150 indirect clinical hours	50 direct clinical hours 50 indirect clinical hours	150 direct clinical hours 150 indirect clinical hours

Students are expected to engage in professional communication at all times. If difficulties arise at any time within the program, including the clinical site or with clinical preceptors, students are expected to follow the chain of command to seek resolution. Students should initially notify the course instructor, followed by the Program Coordinator, then the Program Director, and finally the School Dean in an effort to resolve issues.

Students are required to dress professionally in either business casual or clinical scrubs as appropriate for clinical settings. Students should demonstrate good hygiene and follow the dress policies for the clinical agency. A Mount Vernon Nazarene University name tag must be worn at all times when in the clinical setting. Name badges will be provided through the Nursing office prior to the first clinical.

Demonstration of competency is required for all clinical courses and will be measured through a clinical evaluation. Students must complete all documentation in a timely manner. All evaluations including students, preceptors, and faculty must demonstrate competency.

Foundation Courses

NURS-6203	Introduction to DNP Systems Thinking	3
NURS-6213	Leadership, Role, and Collaboration	3
NURS-6223	Health Promotion Theory and Population Health	3
NURS-6233	Research and Evidence-Based Practice Through Information Technologies	3
NURS-6243	Health Systems Policy, Economics, and Financial Planning	3
NURS-6253	Advanced Physiology and Pathophysiology	3
NURS-6263	Advanced Pharmacology and Therapeutics	3
NURS-6273	Advanced Physical Health Assessment	3
NURS-6283	Biostatistics and Epidemiology	3

Subtotal: 27

Capstone Courses

NURS-8002	DNP Systems Thinking Seminar I: Project Development	2
NURS-8012	DNP Systems Thinking Seminar II: Implementation	2
NURS-8022	DNP Systems Thinking Seminar III: Data Analysis	2
NURS-8032	DNP Systems Thinking Seminar IV: Dissemination	2

Subtotal: 8

Doctor of Nursing Practice Concentration

NURS-6303	Global Explorations in Nursing Leadership	3
NURS-7006	Didactic/Clinical I: Leading Change Through Evidence-Based Practice	6
NURS-7016	Didactic/Clinical II: Quality Improvement and Patient Safety in Healthcare	6

NURS-7024	Didactic/Clinical III: Interprofessional Collaboration for Improved Patient Care	4
NURS-7036	Didactic/Clinical IV: Leading Sustainable Change	6

Subtotal: 25

Family Nurse Practitioner Concentration

NURS-6303	Global Explorations in Nursing Leadership	3
NURS-7206	Didactic/Clinical I: Foundations of Psychiatric Nursing	6
NURS-7216	Didactic/Clinical II: Advanced Assessment and Treatment Planning	6
NURS-7224	Didactic/Clinical III: Special Populations and Complex Cases	4
NURS-7236	Didactic/Clinical IV: Advanced Practice and Integration	6

Subtotal: 25

Psychiatric Mental Health Nurse Practitioner Concentration

NURS-6293	Advanced Psychiatric Pharmacology	3
NURS-7406	Didactic/Clinical I: Introduction to Family Nurse Practitioner Role and Lifespan Care	6
NURS-7416	Didactic/Clinical II: Developmental Considerations and Assessment Techniques	6
NURS-7424	Didactic/Clinical III: Common Health Conditions Across the Lifespan	4
NURS-7436	Didactic/Clinical IV: Evidence-Based Interventions and Patient Centered Care	6

Subtotal: 25

TOTAL: 60 Credit Hours

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 seven (7) 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 the change is made. A student who receives a grade of less than "B" in any course will be required to repeat that course until a

grade of "B" or better is earned. A minimum program GPA of 3.00 is required to graduate.

A total of 1000 clinical hours are required to be completed and recorded to qualify for graduation. Students must also successfully complete the DNP Quality Improvement Project with manuscript approval from DNP Committee.

Public Administration, B.A.

Public Administration, B.A.

Program Coordinator: Thad Hicks, Ph.D., CEM, MEP

PROGRAM OVERVIEW

The primary focus of the Bachelor of Arts in Public Administration program is to produce informed, knowledgeable, and well-rounded leaders who are equipped to plan projects, help organizations achieve their goals, exercise integrity, and exceed expectations in both government and non-profit sectors. It also encourages the holistic development of cognitive, social, and interpersonal skills, as well as values and ethics analysis, with the ultimate goal of preparing public administration professionals, including policy advisors, budget analysts, city managers and planners, project managers, community service managers, and association executives to work with top-ranking officials propose, question, and analyze policies designed to improve public services and social programs. The curriculum of the Bachelor of Arts in Public Administration program builds upon an ethical foundation grounded in a biblical worldview that allows students to explore the financial, political, and sociological aspects of public policy.

PROGRAM OBJECTIVES

Upon completion of the Bachelor of Arts in Public Administration program, students should be able to:

- 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 foreign countries and U.S. territories must also provide recent evidence of proficiency in English by: 1) scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; 2) 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; or 3) scoring 6.0 or above on the IELTS (International English Language Testing System). 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 Program Coordinator.

Program Curriculum

ABTC-3003	Spreadsheets for Managers	3
ACCT-3013	Fundamentals of Accounting	3

ECON-3013	Macroeconomics	3
ITDS-2061	Student Success Strategies	1
LEDR-3063	Leadership	3
LEDR-4093	Applied Leadership Project	3
MANG-3073	Management and Leadership Techniques	3
MANG-3083	Organizational Behavior	3
MANG-3123	Managing Human Resources	3
MANG-4043	Ethics and Law	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 the 40-credit hour Bachelor of Arts in Public Administration curriculum with a minimum cumulative GPA of 2.50. A student who receives a grade below "C-" in any course that is part of the 40-credit hour curriculum 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 Minor

Any GPS undergraduate student who is currently enrolled in a baccalaureate-level non-Public Administration degree program may choose to obtain a minor in Public Administration. A total of eighteen (18) credit hours is required for the minor.

Required Courses

MANG-3073	Management and Leadership Techniques	3
MANG-3083	Organizational Behavior	3
MANG-3123	Managing Human Resources	3
POLI-3033	Public Policy	3
PUAD-3003	Introduction to Public Administration	3
PUAD-3013	Political Theory and Practice	3

Subtotal: 18

Social Work Programs

Social Work, B.S.W.

Social Work Department Chair and MSW Program Director: Rachel Young, Ph.D., MSW, LISW-S
Social Work BSW Program Director: MacKrea Larue, MSW, LISW-S
Field Education Director: Jeff Styer, MSW, LISW-S

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 MVNU with the intent of completing 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;

• successful completion (minimum final grade of "C-") of required cognates, including BIOL1024 (Human Biology with Laboratory), 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);

• successful completion of SWKR3093 (Foundations of Generalist Social Work Practice) and receipt of positive recommendation of Social Work instructing faculty after review of professional preparedness

assignment in Week 6 of the course (click here to view Professional Preparation Plan Grading Rubric);

- for transfer students with successful equivalency of SWKR3093 (Foundations of Generalist Social Work Practice), receipt of positive recommendation of Social Work instructing faculty after review of professional preparedness assignment in Week 6 of the course (click here to view Professional Preparation Plan Grading Rubric);

- 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 Social Work Department Chair.

- **Conditional Acceptance**: The applicant will be notified in writing by the Social Work Department Chair 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 the start of SWKR3013 (Social Work Practice with Individuals). Students are responsible for meeting all specified conditions. Science cognate requirement prior to SWKR3013 can be modified with approval from the BSW Program Director or Social Work Department Chair.

- **Provisional Acceptance**: The applicant will be notified in writing by the Social Work Department Chair 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 BSW

Program Director or the Social Work Department Chair for reconsideration of admission.

- **Denial of Admission**: The applicant will be notified in writing by the Social Work Department Chair 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. 37) (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 foreign countries and U.S. territories must also provide recent evidence of proficiency in English by: 1) scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; 2) 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; or 3) scoring 6.0 or above on the IELTS (International English Language Testing System). All tests of English proficiency must have been taken in the last two years to be considered for acceptance.

APPLICANTS WITH A CRIMINAL RECORD

Applicants with certain misdemeanor charges or convictions (assault, domestic violence, etc.) are advised that: 1) field placements cannot be guaranteed, and 2) there may be barriers to licensure in Social Work. Social Work applicants should disclose any such charges or convictions.

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, BSW Program Director, and Social Work Department Chair may be required. If so, the Dean and Social Work Department Chair 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, BSW Program Director, and Social Work Department Chair.

- 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.

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;

- earn no grade below "C-" in required cognate 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;

- earning a grade below "C-" in required cognate courses; and

- violations of academic integrity.

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

- **Field Experience Accommodations**: Reasonable accommodations will be considered on a case-by-case basis for individuals who meet eligibility under applicable statutes. Any person expecting to need accommodations should request them prior to beginning the program, as some accommodations may not be considered reasonable and may impact an applicant's ability to complete all components of the program. Policies and procedures for accessing accessibility services are provided in the General Provisions (p. 17) section of this Catalog.

- **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. 37) (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. 27).

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—either Builder (Provisional and/or Probational Acceptance) or Program (Full or Conditional Acceptance)—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 workplace 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.

<u>First Alert</u>: 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.

<u>Second Alert</u>: 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.

<u>Third Alert</u>: 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 **<u>may</u>** occur:

- **<u>Probation</u>**: 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 BSW Social Work Program Director, 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 BSW Program Director within one (1) month of student being placed on probation. The BSW Program Director will report to the Social Work Department Chair 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 Department Chair 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 BSW Program Director, 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 Department Chair 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. 37) (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 (with exception being an approved appeal to identified admission 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 by the field education unit as to the student's fitness and suitability for the practicum experience.

4. The members of the Social Work Department will review each 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 Department Chair.

- **Conditional Admission to Practicum**: The applicant will be notified in writing by the Social Work Department Chair 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 BSW Field Education Director for reconsideration of conditional admission status.

- **Delayed Decision**: The applicant will be notified in writing by the Social Work Department Chair 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 Department Chair 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. 37) (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. 37) (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.

Program Curriculum

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 30 credit hours of upper division course work (3000 level or higher);

3. Successful completion of the 46-credit hour Bachelor of Social Work curriculum with a minimum cumulative GPA of 2.00. 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.

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

Social Work, M.S.W.

Social Work Department Chair and MSW Program Director: Rachel Young, Ph.D., MSW, LISW-S
MSW Field Education Director: Rachel Young, Ph.D., MSW, LISW-S

PROGRAM OVERVIEW

The Master of Social Work (MSW) Program prepares both recent Bachelor of Social Work (BSW) graduates and working professionals with a bachelor's degree in another discipline to enter the social work field, and more specifically in the areas of behavioral health or school social work. BSW students who have obtained LSW licensure will be able to take steps toward independent licensure after program completion. For individuals with a bachelor's in another field, the MSW program will allow entry into the social work profession.

PROGRAM OBJECTIVES

Upon completion of the MSW program, students should be able to:

1. demonstrate mastery of the nine core competencies of the social work profession, as described by the Council on Social Work Education (CSWE);

2. enter a social work position at a school or a facility or organization providing behavioral health services, such as a hospital, community mental health center, addiction treatment facility, or private therapy practice;

3. conduct an assessment of individuals, families, groups, organizations, and communities within the context of school social work or behavioral health practice;

4. intervene with and on behalf of diverse individuals, families, groups, organizations, and communities;

5. utilize critical thinking skills to evaluate the effectiveness of social work practice and programs at the Individual, family, group, organization, and community levels;

6. utilize clinical social work skills in the context of practice within schools or organizations providing behavioral health services.

PROGRAM GOALS

The goals of the MSW program are based upon the program mission, the values of the social work profession, and the expectations for the structure of graduate social work education. Through quality teaching and intentional community engagement, the program seeks to:

1. prepare graduate-level social workers for specialized practice in school social work or behavioral health, with diverse populations at the individual, group, family, organizational, and community level;

2. develop competent social work practitioners who identify with and adhere to the core values and ethics of the social work profession;

3. equip students to integrate the mission of the social work profession with faith-based principles, with a particular emphasis on social justice and service to vulnerable and oppressed populations;

4. prepare graduate-level social work graduates for continuing professional development within the field;

5. develop students into active citizens, who are prepared to contribute to the social work profession in the local, national, and global arena;

6. foster an appreciation of evidence-based practice, by providing learning opportunities centered on the importance of practice-based research and research-based practice;

7. develop social work practitioners who foster an understanding of cultural competence that values the worth of individuals, families, and communities, while promoting and preserving the dignity of each.

PROGRAM COMPETENCIES

1. demonstrate ethical and professional behavior;

2. advance human rights and social, racial, economic, and environmental justice;

3. engage anti-racism, diversity, equity, and inclusion (ADEI) in practice;

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 requirements for the MSW program include the following:

- submission of official transcripts of all undergraduate and graduate work completed to date;

- an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization;

- completion of an online application and Registration Agreement Form;

- submission of an admissions essay;

- completion of a background check for purposes of admission to field and licensure.

Applicants from foreign countries and U.S. territories must also provide recent evidence of proficiency in English by: 1) scoring 80 or above on the Internet-based TOEFL with subscores in writing, reading, speaking and listening of at least 20; 2) 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; or 3) scoring 6.0 or above on the IELTS (International English Language Testing System). All tests of English proficiency must have been taken in the last two years to be considered for acceptance. The program follows the institution's policies and procedures for admitting international students.

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

Students admitted to the advanced standing program must meet the following additional criteria:

- completion of a baccalaureate degree in social work within the last 5 years, with a minimum cumulative GPA of 3.0 on a 4.00 scale;

- degree must be from a CSWE-accredited institution or a Canadian or international institution with similar accreditation status (i.e., CASWE);

- submission of undergraduate field practicum evaluations, showing positive performance (i.e., no serious deficiencies on field instructor evaluation).

ADMISSION DECISIONS

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

- **Unconditional Full Acceptance**: The applicant has met all admissions criteria and will be notified in writing, via letter sent to home or mailing address or via email, of unconditional full admission by the MSW Program Director.

- **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 The applicant will be notified in writing, via letter sent to home or mailing address or via email, by the MSW Program Director of specific areas that need improvement, correction, or completion. Students admitted conditionally may enter the program and continue to take courses in the program sequence, but they must correct the specified deficiencies or meet conditional requirements prior to admission to practica. For instance, if a student's GPA is lower than the admission standard on specific courses, they must retake the course or if a student has not provided completed background checks to the department, they must be received and reviewed prior to achieving full-admission. Students are responsible for meeting all specified conditions and reporting to the MSW Program Director for consideration of admission to practica.

- **Probational Acceptance**: The applicant will be notified in writing, via letter sent to home or mailing address or via email, by the MSW Program Director of specific areas that need improvement, correction, or completion. Students admitted conditionally may enter the program and continue to take courses in the program sequence, but they must correct the specified deficiencies or meet conditional requirements prior to admission to practica. For instance, if a student's GPA is lower than the admission standard, they may be required to maintain a specific GPA in their first three courses.

Students are responsible for meeting all specified conditions and reporting to the MSW Program Director for consideration of admission to practica.

- **Conditional and Probational Acceptance**: : The applicant will be notified in writing, via letter sent to home or mailing address or via email, by the MSW Program Director of specific areas that need improvement, correction, or completion. Students admitted conditionally and probationally may enter the program and continue to take courses in the program sequence, but they must correct the specified deficiencies or meet conditional requirements prior to admission to practica. For instance, if an overall GPA is below admission standard they must achieve the required GPA for 9 credits and fix conditional requirements. Students are responsible for meeting all specified conditions and reporting to the MSW Program Director for consideration of admission to practica.

- **Denial of Admission**: The applicant will be notified in writing, via letter sent to home or mailing address, by the MSW Program Director of specific reasons why he/she has been denied admission into the Social Work program.

PROGRAM CONTINUATION

A student who enters the MSW program on conditional admission must achieve a grade of at least "B" in each of the first three 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 program GPA falls below 3.00 (on a 4.00 scale). Any MSW student who is placed on academic probation must achieve a program 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 program GPA meets or exceeds 3.00 for the summation of 9 gradate credit hours.

A student may be dismissed from the MSW program if s/he:

- receives more than six (6) credit hours of grades below a "C";

- fails to achieve the required GPA at the end of any probationary period;

- fails to remit payment for an outstanding financial balance; and/or

- fails to comply with the policies set forth in the "School of Graduate and Professional Studies" section of this Catalog.

DISCIPLINARY PROCESS

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 3.00 on all course work attempted at the University;

- earning a grade below "B" in required social work courses;

- violations of academic integrity.

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

- **Field Experience Accommodations**: Reasonable accommodations will be considered on a case-by-case basis for individuals who meet eligibility under applicable statutes. Any person expecting to need accommodations should request them prior to beginning the program, as some accommodations may not be considered reasonable and may impact an applicant's ability to complete all components of the program. Policies and procedures for accessing accessibility services are provided in the General Provisions section of this Catalog.

- **Grade Appeal Process**: Any GPS Master of 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 (School of Graduate and Professional Studies) section of this Catalog.

- **Academic Integrity**: Policies and procedures for addressing issues of academic integrity can be viewed in the GPS Catalog. 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 workplace 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 MSW Program Director, 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 MSW Program Director and Social Work Department Chair within one (1) month of student being placed on probation. 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 Department Chair 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 MSW Program Director, and a copy will also be placed in the student's file.

- Termination: Although 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 Department Chair 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 (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 Program Director.

ADMISSION TO FIELD PRACTICUM EXPERIENCE

Students formally admitted to the MSW program must complete the admissions process for the practicum experience. The foundation practicum experience allows students an opportunity to apply generalist practice knowledge, skills, and values in a supervised social service setting. Since students work with actual clients, their behavior must meet the highest standards. Therefore, students should carefully evaluate their readiness for placement.

SOCIAL WORK PRACTICUM ADMISSIONS REQUIREMENTS & PROCEDURE

Students desiring formal admission into the practicum experience must give evidence that they have acquired the requisite professional knowledge, skills, values and ethics, and professional characteristics that are deemed necessary for the practicum experience and for eventual entry into the profession of social work. The social work program will only admit students to the field practica experiences that have met the program's admissions criteria. Removal of Conditional Status: The applicant must remove any conditions imposed by the Social Work Department when

admitted or after admission to the social work program. Review the admission to practicum process in the MVNU Catalog.

The social work faculty may utilize objective and subjective measures to make admissions decisions. Evaluative measures include, but are not limited to:

- content of admissions application and essay;

- feedback from social work faculty;

- academic transcripts;

- oral interview with social work field education director;

- examination scores;

- classroom participation, discussion, and behavior;

- class attendance;

- quality of classroom work;

- punctuality in meeting course assignment deadlines; and

- violations of the University's Academic Integrity Code.

Students are eligible for admission to the first foundation field practicum course after completed the following four courses:

- SWKR-6003: Entering the Social Work Profession

- SWKR-6023: Introduction to Social Welfare Policy

- SWKR-6043: Direct Practice with Individuals, Families, and Groups

- SWKR-6063: Social Work Macropractice

While enrolled in SWKR-6003, students must schedule an online interview with the field education director, during which they will discuss their readiness for field, in addition to their potential areas of interest for field placement. The field education director will then determine, in conjunction with the program director, whether students are appropriate for admission to the foundation field experience. Students must complete the four foundation courses above to be formally admitted to field. As a part of the admissions process, they must also submit to background checks, as outlined in the Field Education Manual.

Students will complete a similar process before admission to the Advanced Practicum Experience. Students admitted into the Advanced Standing (ASAP) Program, or who have completed the foundation curriculum and practicum, will be required to complete the following courses before admission to the Advanced Practicum Experience:

- SWKR-6203: Advanced Clinical Social Work Skills

- SWKR-6223: Global Social Problems

- SWKR-6243: Spirituality in Social Work Assessment and Intervention

- SWKR-6263: Psychopathology and Deviance

While enrolled in SWKR-6203, students must schedule an online interview with the field education director, during which they will discuss their readiness for advanced practicum, as well as their potential areas of interest for field placement. The field education director will then determine, in conjunction with the program director, whether students are appropriate for admission to the advanced field experience. Students must complete the four advanced generalist courses above to be formally admitted to the advanced field practicum experience.

Foundation Curriculum

SWKR-6001	Foundation Seminar I	0.5
SWKR-6003	Entering the Social Work Profession	3
SWKR-6011	Foundation Seminar II	0.5
SWKR-6023	Introduction to Social Welfare Policy	3
SWKR-6043	Direct Practice with Individuals, Families, and Groups	3
SWKR-6063	Social Work Macro Practice	3
SWKR-6083	Social Justice and Advocacy Practice	3
SWKR-6103	Culturally Competent Practice	3
SWKR-6123	Research Methods in Social Work	3
SWKR-6143	Human Behavior in the Social Environment Across the Lifespan	3
SWKR-6163	Foundation Practicum I	3
SWKR-6183	Foundation Practicum II	3

Subtotal: 31.0

Advanced Practice Curriculum

SWKR-6201	Advanced Seminar I	0.5
SWKR-6203	Advanced Clinical Social Work Skills	3
SWKR-6211	Advanced Seminar II	0.5
SWKR-6223	Global Social Problems	3
SWKR-6243	Spirituality in Social Work Assessment and Intervention	3
SWKR-6263	Psychopathology and Deviance	3

SWKR-6283	Evaluating Social Work Programs	3
SWKR-6303	Advanced Practicum I	3
SWKR-6323	Advanced Practicum II	3

Subtotal: 22.0

Specialization Track (Behavioral Health)

SWKR-6503	Clinical Social Work in Addictions	3
SWKR-6523	Clinical Social Work in Mental Health	3
SWKR-6543	Trauma-Informed Social Work Practice	3

Subtotal: 9

Specialization Track (School Social Work)

SWKR-6403	Social Work Practice in the Schools	3
SWKR-6423	Special Education Policy	3
SWKR-6443	Social Work Practice with Children	3

Subtotal: 9

Students admitted to the Advanced Standing program will complete only the courses under that section and will not complete the Foundation Curriculum (total of 31 credits). Requirements of the Generalist Practice Curriculum are waived for Advanced Standing students. Students who must complete the Foundation Curriculum will complete a total of 62 credits.

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 "B" will be required to repeat that course until a grade of "B" or better is earned. A minimum program GPA of 3.00 is required for graduation.

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 Managers (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 - Organizational 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. This course is designed for students who are not majoring in Project 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 3003 - Database Design and Management (3)

Focusing on the business aspects of databases, this course teaches students the principles of designing, implementing, and managing database systems to support business operations. The curriculum will cover data modeling, SQL, and database management practices from a managerial perspective.

BDAT 3013 - Business Data Mining (3)

The course introduces data mining concepts and techniques from a business perspective. Students will learn to analyze large datasets to uncover patterns and insights that inform strategic decision-making. The focus is on practical applications of data mining in various business scenarios.

BDAT 3023 - Data Management and Analytics (3)

This course introduces the principles and practices of managing and analyzing data within a business context. Students will learn techniques for organizing, storing, and retrieving data, as well as approaches to analyzing data to inform business decision-making. Key topics include data modeling, data warehousing, SQL queries, and an introduction to data analytics tools and methodologies. The course emphasizes practical applications of data management and analysis to support organizational objectives and improve business outcomes.

BDAT 3033 - Data Visualization and Interpretation (3)

In this course, students will develop the skills to visualize and interpret complex datasets for business insights. The curriculum covers design principles, interpretation of visual data, and storytelling through data using various visualization tools.

BDAT 3043 - Business Intelligence Applications (3)

This course covers the use of Business Intelligence (BI) tools and applications in the analysis and interpretation of business data. Students will learn to create and manage BI solutions to support decision-making processes across different business functions.

BDAT 3053 - Advanced Statistical Analysis (3)

Offering advanced study in statistical analysis within a business context, this course covers techniques for data modeling, hypothesis testing, and multivariate analysis. Students will learn how to apply statistical methods to solve complex business problems.

BDAT 3063 - Predictive Analytics (3)

Students will explore predictive modeling techniques used to forecast business trends and behaviors. This course emphasizes the practical application of statistical and analytical tools to make data-driven decisions in marketing, finance, and operations.

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 3103 - Understanding Grief from a Biblical Lens (3)

This course explores the process of grief and bereavement through the lens of biblical teachings and Christian faith. It combines current research findings with scriptural insights to help students understand and navigate the complexities of loss.

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 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.

BSEC - Cybersecurity

BSEC 3003 - Cybersecurity Fundamentals (3)

Introduces students to the foundational concepts of cybersecurity within a business context. Focus on understanding threats, vulnerabilities, and the protective measures to ensure confidentiality, integrity, and availability of information assets.

BSEC 3013 - Network Security (3)

Examines the principles and practices of securing business networks. Topics include firewall configurations, intrusion detection systems, virtual private networks, and the role of network security in overall business strategy.

BSEC 3023 - Cryptography and Data Protection (3)

Covers the basics of cryptographic techniques and data protection strategies in a business environment. Explores encryption standards, secure communication protocols, and legal considerations of data privacy.

BSEC 3033 - Security Operations and Incident Response (3)

Focuses on the operational procedures for managing and responding to security incidents within organizations. Includes planning for incident response, identifying and analyzing security breaches, and implementing recovery strategies.

BSEC 3043 - Ethical Hacking and Penetration Testing (3)

Offers an understanding of ethical hacking practices as a means to strengthen security measures. Includes techniques for vulnerability assessment, penetration testing, and the ethics of hacking.

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.

BTEC - Emerging Technology

BTEC 3003 - Internet of Things (IoT) Applications (3)

Explores the business implications of IoT technologies. Covers the design, development, and deployment of IoT systems for improving operational efficiency and creating new business models.

BTEC 3013 - Cloud Computing Technologies (3)

Discusses the principles of cloud computing and its impact on business strategy. Students will learn about cloud service models, deployment strategies, and the economic benefits of cloud adoption.

BTEC 3023 - Blockchain Fundamentals (3)

Provides a comprehensive overview of blockchain technology and its business applications. Topics include the architecture of blockchain, smart contracts, and the transformative potential of blockchain in various industries.

BTEC 3033 - Artificial Intelligence and Machine Learning (3)

Introduces the principles of AI and machine learning and their application in solving business problems. Focuses on understanding AI strategies, machine learning algorithms, and the role of data in developing intelligent systems.

BTEC 3043 - Process Automation (3)

This course covers the application of technology to automate business processes. It discusses the tools and techniques for streamlining operations, enhancing productivity, and improving process quality in business settings.

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 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.

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.

CSCI 6003 - Foundations of Cloud Computing and Management (3)

This introductory course provides an overview of cloud computing concepts, deployment models, economics, core infrastructure services, security, architecture, billing, and support. This course offers students an opportunity to gain the skills necessary to pursue certification as an AWS Certified Cloud Practitioner (Foundational). Students will gain knowledge to make informed decisions about cloud adoption and management. The course covers foundational management skills, including risk assessment, vendor management, change management, and disaster recovery planning.

CSCI 6013 - Managing Cloud Security (3)

This course provides students experience securing cloud resources and data. Topics include identity and access management, network security, encryption, monitoring, logging, and incident response. This course offers students an opportunity to gain the skills necessary to pursue certification in AWS Cloud Security Foundations. Students will learn to manage cloud security using industry best practices and services. The course covers management skills, including risk assessments, auditing, security policies, and governance.

CSCI 6023 - Managing Cloud Application Development (3)

In this course, students learn to build, secure, and manage cloud application development using best practices. This course offers students an opportunity to gain the skills necessary to pursue certification as an AWS Certified Developer (Associate). Students will learn to oversee teams using cloud functions, databases, API gateways, and messaging services. This course prepares students for management roles that oversee cloud application development.

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 2173 - Children's Literature for Early Childhood Education (3)

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 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 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 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)

An introduction to macroeconomics including basic concepts of supply and demand, price system, employment theory, inflation, business cycles, monetary policies, and fiscal policies.

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 - Educational Technology (3)

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.

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 emphasis on the acquisition of language skills from birth through adulthood, what neuroscience reveals about brain development for spoken, written, and oral language, academic language demand, and the role of cultural influences on literacy. A focus of the course will be to prepare teachers of reading and writing to have knowledge of foundational content in the study of multiple literacies, family literacy, and literacy learning, as well as typical and atypical language development.

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 3102 - 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.

ENMG - Engineering Management

ENMG 6003 - Legal Aspects of Decision Making in Engineering (3)

This course has been designed to provide students an understanding of the legal concepts, rights, obligations, and liabilities faced when making decisions in engineering environments. This course focuses on the arena in which engineering design, testing, and project implementation occur and the legal and ethical issues that arise with these activities. It is the goal of this course to prompt students and professionals to proactively consider legal and ethical issues when making decisions related to product design, testing protocols, and project management. Applications in law and ethics are examined, both generally and in relation to risks and compliance considerations facing engineers and engineering organizations.

ENMG 6013 - Project Management for Engineers (3)

This course addresses the core principles of managing engineering projects, including technical aspects like planning, scheduling, and control. This course also explores best practices for team-based management, equipping engineers with the necessary skills to form effective teams, manage performance, and navigate conflict. Geared towards fostering leadership and teamwork, this course equips students with the skills needed to inspire and guide teams to success.

ENMG 6023 - Engineering Decision Framing and Analytics (3)

This course addresses the complexities of decision-making in the face of uncertainty, intricate problems, and competing objectives. A robust framework equips students with essential tools like decision trees, sensitivity analysis, value of information, and utility theory. Applying these tools to real-world engineering challenges culminates in a group project covering a true-to-life decision. This course equips

students to make smart choices in a variety of engineering management circumstances.

ENMG 6033 - Contracts and Negotiations for Engineering Management (3)

This course explores negotiation skills and contract intricacies crucial for engineers and engineering managers such as negotiation styles, tactics, and techniques. The course also addresses common contract types and clauses, as well as the role of human factors and behavior in securing optimal outcomes. In this course, students are equipped to become confident negotiators and skillful handlers of legal terminology, ensuring success in the world of engineering partnerships and contracts.

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.

EXTR - IES Externship

EXTR 5000 - IES Externship (0)

This course provides undergraduate International Executive Studies students with an opportunity to integrate academic theory with practical work experience. Students can choose one of the following options: 1) new work experience (students reflect on a current paid or non-paid position that may include participation in a current job, job shadowing, or a new internship experience; 2) past work experience (students reflect on a previous job or internship experience and analyze how that experience connects to their academic program and coursework). Each option requires students to describe process changes, procedural innovations, and/or other enhancements applicable to their current or past employers based upon what they have learned through the course curriculum. Students may enroll in only one section of this course per term. This course may be repeated unlimited times and must be taken concurrently with courses related to program requirements. Prerequisites: none.

EXTR 6000 - IES Externship (0)

This course provides graduate International Executive Studies students with an opportunity to integrate academic theory with practical work experience. Students can choose one of the following options: 1) new work experience (students reflect on a current paid or non-paid position that may include participation in a current job, job shadowing, or

a new internship experience; 2) past work experience (students reflect on a previous job or internship experience and analyze how that experience connects to their academic program and coursework). Each option requires students to describe process changes, procedural innovations, and/or other enhancements applicable to their current or past employers based upon what they have learned through the course curriculum. Students may enroll in only one section of this course per term. This course may be repeated unlimited times and must be taken concurrently with courses related to program requirements. Prerequisites: none.

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 and specific investment strategies. This course will introduce various investment vehicles and many techniques of investment planning. Prerequisite: FINC-3013.

FINC 3103 - Financial Markets and Institutions (3)

This course examines the ways in which the financial system functions in the economy, including the role of financial intermediaries, the money markets, the Federal Reserve banking system, monetary theory and policy, and capital markets. Prerequisite: FINC-3013.

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.

HCIN - Healthcare Informatics

HCIN 6003 - Legal Aspects of Medicine in the Digital Age (3)

This course has been designed to give students an understanding of the legal concepts, rights, obligations, and liabilities faced in the practice of medicine in the digital environment. This course focuses on the arena in which electronic medical records, telemedicine, social media use, and data management occur and the legal and ethical issues that arise with these activities. It is the goal of this

course to prompt healthcare administrators to proactively consider legal and ethical issues when making decisions related to the use of technology in medicine. Applications in law and ethics are examined, both generally and in relation to risks and compliance considerations facing healthcare organizations and providers.

HCIN 6013 - Healthcare Informatics in the Cloud (3)

This course explores the transformative role of cloud technologies in healthcare informatics. Students will investigate deploying scalable, interoperable, and secure cloud solutions, addressing accessibility and collaboration. Students will also gain insights into managing health data efficiently, preparing them for the dynamic digital health landscape.

HCIN 6023 - Collaborative Data Science for Healthcare (3)

In this course, students will explore the impact of collaborative data science on healthcare. Students will also develop skills for interdisciplinary collaboration, focusing on data-driven clinical decision-making and predictive modeling. This course provides tools and techniques used to bridge data science and healthcare practice, fostering meaningful insights for improved patient outcomes.

HCIN 6033 - Health Informatics: A Current and Historical Perspective (3)

In this course, students will trace the evolution of health informatics, exploring key milestones and breakthroughs. Students will analyze the role of Information Technology in healthcare, from paper-based systems to AI applications. This course provides insights into regulatory frameworks, standards, and data exchange trends, equipping students to navigate the dynamic field of health informatics.

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.

HUMA - Humanities

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 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 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 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 2003 - Introduction to International Executive Studies (3)

This course is designed to provide students with the necessary tools and strategies to succeed in their chosen GPS program. By addressing critical aspects such as university policies, research skills, writing proficiency, and time management, this course aims to empower students to navigate the challenges of balancing their professional and academic responsibilities effectively. The course also seeks to foster self-awareness by exploring students' personality types and learning styles, enabling them to optimize their learning experience and leverage their strengths. Furthermore, the course introduces students to valuable resources, including prior learning assessment, academic support, and career development services, which are essential for their overall success and satisfaction with the program.

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.

ITDS 3003 - Holistic Personal and Professional Growth (3)

This course focuses on the development of holistic personal and professional growth strategies. Students will learn to balance personal well-being with professional ambitions, integrating physical, emotional, social, and spiritual dimensions.

ITDS 3013 - Navigating Career Pathways (3)

This course provides students with tools and strategies for navigating their career paths. It covers career planning, skill development, networking, and adapting to changes in the job market.

ITDS 4032 - Integrated Studies Capstone (2)

This course has students review and synthesize the knowledge and skills learned in their coursework and demonstrate their preparation for future career or academic pursuits post-graduation through displaying their core competencies in manners relevant to their area of study. This course is only for Integrated Studies majors.

ITMG - Information Technology Management

ITMG 6003 - Legal Aspects of Information Systems Management (3)

This course has been designed to give students an understanding of the legal concepts, rights, obligations and liabilities faced in information technology management environments. This course focuses on the arena in which IT transactions, data management, and system implementations occur and the legal issues that arise with these activities. It is the goal of this course to prompt students to proactively consider legal issues when making IT decisions related to software, hardware, data privacy, security, cloud services, and emerging technologies. Applications in IT law are examined, both generally and in relation to risks and compliance considerations facing IT managers.

ITMG 6013 - Managing Cloud Infrastructure Operations (3)

This course provides students experience with common tools, services, and best practices for managing cloud infrastructure operations. Topics include provisioning, monitoring, scaling, networking, storage, automation, and repeatable deployments. This course offers students an opportunity to gain the skills needed to pursue certification as an AWS Certified SysOps Administration (Associate). Students will gain cloud operations skills to pursue careers in DevOps, site reliability engineering, platform engineering, and cloud support roles. The course covers management concepts like capacity planning, incident response, automation strategies, and technical debt.

LEDR - Leadership

LEDR 3003 - Cultivating Personal Leadership Skills (3)

This course focuses on the development of personal leadership skills. Students will explore various leadership styles, self-awareness, emotional intelligence, and ethical leadership practices.

LEDR 3033 - Servant Leadership in Action (3)

This course explores the principles and practices of servant leadership. Students will learn how to lead by serving others, fostering a collaborative and supportive environment.

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 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.

MANG - Management

MANG 3003 - Conflict Resolution and Negotiation (3)

Designed for business professionals, this course explores the theories and practical techniques of conflict resolution and negotiation within organizational settings. Students will gain insights into resolving disputes, enhancing communication, and achieving mutually beneficial outcomes in a business context.

MANG 3013 - Advanced Business Law (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 3033 - Introduction to Emotional Intelligence (3)

In this course, students will examine the principles of emotional intelligence and their application in business leadership and management. The focus is on improving self-awareness, empathy, and interpersonal skills to enhance team performance and organizational culture.

MANG 3073 - Management and Leadership Techniques (3)

A study of management techniques and their application to the development of improved managerial effectiveness.

MANG 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.

MANG 3093 - Supply Chain Management I (3)

This course explores 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.

MANG 3103 - Introduction to Project Management (3)

This course introduces students to the power of effective project management through two primary methodologies: Agile and Waterfall. Students will also learn vital project management concepts that can be applied to a wide range of industries and occupations. This course is offered through the Lower Cost Models for Independent Colleges Consortium (LCMC).

MANG 3113 - Project Planning (3)

This course provides students with a broad understanding of project planning. Projects are a series of tradeoffs between scope, cost, and time; in this course, students will learn how to balance each of these tradeoffs in order to create a plan that is both realistic and achievable. Students will also explore how to leverage resources, as well as manage risk, quality, and stakeholder expectations in order to ensure project success. This course is offered through the Lower Cost Models for Independent Colleges Consortium (LCMC).

MANG 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.

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 - 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.

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 4063 - Lean Process Management (3)

This course offers a practical introduction to lean management principles and techniques. It has been designed to help students implement lean manufacturing in business environments in order to improve productivity and business resilience, and to reduce waste.

MANG 4073 - Applied Supply Chain 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 students with real-world opportunities to solve a significant supply chain management problem, make an important enterprise decision, capitalize on a venture, and implement a plan of action that benefits the organization or agency.

MANG 4093 - Supply Chain Management II (3)

This course provides a broad overview of the planning and execution of customer demand. It is divided into four parts—forecasting, logistics, sourcing, and operations—that equip students to improve supply chain operations.

Students will have the opportunity to apply this knowledge to a product of their choosing.

MANG 4103 - Project Execution, Monitoring & Control, Implementation & Closure (3)

In this course, students will explore the vital components of a successful project that reflect how future projects will be managed: project execution, monitoring/control, implementation/handover, development and operations, and project closure. This course has also been designed to prepare students for the Advanced Project Management Practicum. This course is offered through the Lower Cost Models for Independent Colleges Consortium (LCMC).

MANG 4113 - Advanced Project Management Practicum (3)

This course is intended as a culmination of the student's work in the Project Management Major. Students will work in groups to manage a simulated project from scope to completion, encountering (and overcoming) challenges and complications along the way. This course also provides students with an overview of the product life-cycle, governance, and other topics that help to contextualize project work. This course is offered through the Lower Cost Models for Independent Colleges Consortium (LCMC).

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.

MANG 6223 - Legal Issues in Logistics Management (3)

This course has been designed to give students an understanding of the legal concepts, rights, obligations, and liabilities faced in logistics management environments. This course focuses on the arena in which logistics operations, supply chain management, and transportation occur and the legal issues that arise with these activities. It is the goal of this course to prompt students to proactively consider legal issues when making logistics decisions related to contracts, compliance, international trade, transportation, and warehousing. Applications in logistics law are examined, both generally and in relation to risks and compliance considerations facing logistics managers.

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 sales effectiveness, management of sales activities, the character of the marketplace, and development of creative selling skills. Prerequisite: MARK-3043.

MARK 3073 - Advertising and Promotion (3)

A study of advertising methods used for promotion of products and services by organizations. Prerequisite: MARK-3043.

MARK 3083 - Social Media Marketing (3)

Social Media Marketing (SMM) is the use of social media by marketers to increase brand awareness, identify key audiences, generate leads, and build meaningful relationships with customers. Social media allows businesses to gain a competitive advantage through the creation and distribution of valuable, relevant, and consistent content to attract and retain clearly-defined audiences. This course is offered through the Lower Cost Models for Independent Colleges Consortium (LCMC).

MARK 3093 - Email Marketing (3)

In this course, students will learn how to craft successful email marketing campaigns for sales, engagement, and activation. Students will also learn how to compose emails that drive customers to take desired actions, build a marketing campaign, and structure campaigns for maximum effect. This course is offered through the Lower Cost Models for Independent Colleges Consortium (LCMC).

MARK 4013 - SEO and SEM (3)

In this course, students learn how to perform Search Engine Optimization (SEO) and Search Engine Marketing (SEM) activities that boost visibility and drive growth. Students will also work with Google AdWords and explore strategies that can effectively promote a website. This course is offered through the Lower Cost Models for Independent Colleges Consortium (LCMC).

MARK 4023 - Digital Marketing Analytics (3)

In this course, students will learn how to analyze digital customer behavior data using a range of tools, and then use that data to test marketing hypotheses and improve customer acquisition. This course is offered through the Lower Cost Models for Independent Colleges Consortium (LCMC).

MARK 4033 - Digital Marketing: Viral & Organic Growth (3)

This course focuses upon web-based marketing content that has the capacity to spread through the internet organically and help companies successfully grow their brands. This course also explores how to build content that is both shareable and meme-worthy, and seeks to help students both understand and learn how to facilitate viral sharing. This course is offered through the Lower Cost Models for Independent Colleges Consortium (LCMC).

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.

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 1013 - Trigonometry (3)

A study in trigonometry. Topics include circular functions, identities, equations, and graphing. Prerequisite: none.

MATH 1023 - Pre-Calculus Mathematics (3)

A study in pre-calculus concepts of the properties of elementary functions including the polynomial, trigonometric, logarithmic, and exponential functions. Special emphasis is given to analytic geometry of the line and cone. Prerequisite: none.

MATH 1033 - Introduction to Mathematical Systems (3)

Application of mathematics to real-world situations using quantitative methods that require critical thinking. Topics vary and may include graph theory, linear programming,

voting, fair division, game theory, numerical codes, symmetry, growth, and money.

MATH 1034 - Calculus I (4)

An introduction of differentiation and integration of elementary functions. Prerequisite: MATH-1023.

MATH 1053 - Elementary Discrete Mathematics (3)

A study of discrete mathematics as it relates to computer science. Topics include functions, proof techniques, sets, algebra, summation, number systems, logic, Boolean algebra, probability, combinatorics and graph theory. Prerequisite: MATH-1013.

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 2034 - Calculus II (4)

A study of limits, differentiation and integration of transcendental functions, methods of integration, polar coordinates, L'Hopital's rule, power series, and applications. Prerequisite: MATH-1034.

MATH 2063 - Introduction to Statistics (3)

A study of basic descriptive and inferential statistics with emphasis on applications in business, biology, and social sciences. Prerequisite: none.

MATH 3013 - Linear Algebra (3)

A study in matrix and vector algebra, vector space, determinants, and linear transformations. Prerequisite: MATH-1034.

MATH 3023 - Advanced Discrete Mathematics (3)

A study of discrete mathematics including set theory, Boolean algebra, graph theory, combinatorial analysis, formal languages, and Turing machines. Prerequisite: MATH-1053.

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.

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 (2)

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 I (1)

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. This course may be taken concurrently with MINS5039 (Ministry Internship II).

MINS 5039 - Ministry Internship II (1)

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. This course may be taken concurrently with MINS5029 (Ministry Internship I).

MINS 6003 - The Pastor as a Person (3)

This course provides students with an inquiry into self-understanding, personal spiritual growth, and goal development for the practice of ministry. The course will examine Christian spiritual formation, both academically and experientially. The nature and theological foundations of Christian spirituality will be examined. Several spiritual disciplines and their roles in the Christian formation of a minister will be discussed and applied. An introductory review of personality studies and its application to spiritual formation will also be employed. This course will focus on the tools and disciplines that lead one to Christ-likeness as the goal of spiritual formation.

MINS 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.

MINS 6023 - Ethical Issues in Ministry (3)

A study of moral leadership in the church in a pluralistic world.

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.

MINS 6053 - 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.

MINS 6103 - 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.

MISM - Management Information Systems

MISM 3003 - Introduction to Management Information Systems (3)

This course introduces students to the strategic role that Management Information Systems (MIS) play in the business environment. Students will explore how information systems support business operations, facilitate decision-making, and provide competitive advantage. Emphasis is on understanding how technology can be applied to solve business problems and improve organizational performance.

MISM 3013 - Economic Principles for the Management of Information Systems (3)

Bridging economics with information system management, this course covers the economic theory behind the effective management of technology resources in organizations. Students will learn about the financial impact of information systems and how to make economically sound decisions regarding technology investments.

MISM 3023 - Computer Networking (3)

This course provides a business-oriented overview of networking fundamentals and their application in an organizational context. Topics include network infrastructure, communication protocols, and the strategic role of network management in achieving business objectives.

MISM 3033 - IT Governance and Compliance (3)

Students will learn about IT governance frameworks and compliance regulations that ensure information technology aligns with business strategies and objectives. The course will discuss risk management, policy development, and compliance standards critical for organizational leadership.

NURS - Nursing

NURS 6203 - Introduction to DNP Systems Thinking (3)

Introduction to the skills needed to be successful in the DNP Program. Writing Reinforces composition and writing skills for academic purposes. Students utilize citations and references in the APA format to assert that the work reflects a larger body of literature on the topic of interest. Supports written communication of ideas to inform and persuade a reader on the topic. Explores methods of dissemination of scholarly work and IRB training.

NURS 6213 - Leadership, Role, and Collaboration (3)

Focuses on theories and principles of communication, leadership, interprofessional collaboration, change management, and systems thinking to improve outcomes. Includes an historical perspective of nursing and nurse practitioner role as well as the evolution of advanced practice nursing, and the importance of personal well-being, resiliency, and self-care.

NURS 6223 - Health Promotion Theory and Population Health (3)

Provides a theoretical foundation and a framework for examining health promotion, population health, health equity, and the implementation of community-based interventions. Content relates to disaster planning and intervention as well as the importance of interprofessional collaboration and engaging stakeholders. Using current data to improve outcomes, students develop and evaluate evidence-based population health programs to empower community action.

NURS 6233 - Research and Evidence-Based Practice Through Information Technologies (3)

Provides a broad overview of evidence-based advanced practice nursing. Philosophical, conceptual, and theoretical perspectives as well as research methods are examined. Focuses on nursing informatics knowledge and skills needed to assess, evaluate, and optimize health information systems/technology to support communication, the delivery of high-quality care, and the improvement of population health. Emphasis on health care technology design and implementation that addresses industry-specific requirements and the integration of data and systems.

NURS 6243 - Health Systems Policy, Economics, and Financial Planning (3)

Provides a comprehensive system thinking approach to include policy, economics, and financial principles to promote high-quality healthcare delivery to individuals, populations, and communities. Focuses on advanced

practice nursing issues and advocacy, which influences patient-centered policy development and implementation.

NURS 6253 - Advanced Physiology and Pathophysiology (3)

Provides an advanced understanding of concepts in human physiology and pathophysiology as a foundation for the advanced nursing practice role. Concepts relate to biological sciences including cell biology, tumor biology, immunology, genetics, and pathology. The focus of this course is on principles, theories, and current research related to physiological and pathophysiological system alterations across the lifespan.

NURS 6263 - Advanced Pharmacology and Therapeutics (3)

Provides the knowledge and skills to assess, diagnose, and pharmacologically manage a patient's health problems in a safe, high-quality, cost-effective manner. Emphasis on the development of therapeutic decision-making in drug selection for the patient based on health problems, individual variations, and economic considerations. Focus is on prescriptive practice, client education, and monitoring therapeutic response to pharmacological agents in diverse clients across the lifespan.

NURS 6273 - Advanced Physical Health Assessment (3)

Provides knowledge to complete a comprehensive history, physical and mental health exam leading to the development of a differential diagnosis. Focus on self-reflection and unconscious bias, incorporating assessing wellness, screening tools, barriers to health care, and chief complaint.

NURS 6283 - Biostatistics and Epidemiology (3)

Application and interpretation of statistical and epidemiological techniques appropriate for health sciences. Prepares the student to think quantitatively and assess data critically. Examines principles of statistical inference and their application to the analysis and interpretation for answering practice questions. The student gains experience in interpreting quantitative data.

NURS 6293 - Advanced Psychiatric Pharmacology (3)

Provides the fundamental concepts of psychopharmacology, including the mechanism of actions, pharmacokinetics, and pharmacodynamics of various psychotropic medications. Emphasis on the development of competence in prescribing and monitoring psychopharmacological agents used in the treatment of common psychiatric-mental health disorders across the lifespan. This course will examine the major classes of

psychopharmacological agents on neurobiological function with an emphasis on the clinical management of target symptoms. Drugs of abuse, side effects, issues of polypharmacy, and management of advanced practice prescriptive privileges are also explored.

NURS 6303 - Global Explorations in Nursing Leadership (3)

Explores the calling of nursing as a means to influence change and impact the health of populations through nursing leadership. Discovers global health issues, determinant of health, and population-based preventative measures.

NURS 7006 - Didactic/Clinical I: Leading Change Through Evidence-Based Practice (6)

Didactic: Explore the application knowledge to inform, evaluate and translate evidence for practice. Application and evaluation of clinical evidence to drive practice decisions that result in high-quality, cost-effective care. Applies theory and research-based knowledge to nursing practice to advance scholarship of nursing and promote patient centered care through the role of the nurse leader.

Clinical: Identify the role of the doctorly prepared nurse leader. Completes assessment of organization and Identifies change theories to improve health and ethical principles to care of patients. Engages in role development toward a culture of workplace safety and collaborative ethical practice. Actively engages in the leadership in practice setting to promote collaborative practice and demonstrate advanced practice competencies. Includes 150 direct clinical hours and 110 indirect clinical hours.

NURS 7016 - Didactic/Clinical II: Quality Improvement and Patient Safety in Healthcare (6)

Didactic: Explores the theoretical foundations and application of quality improvement methods, tools, and strategies needed to increase organizational effectiveness. Focuses on measurement and accountability in health care delivery systems through the examination and analysis of data, structures, processes, and outcomes. Prepares the student to lead and practice in organizations that advance high-reliability principles, patient centered care, patient safety, inter-professional teamwork, disaster preparedness, and continuous learning.

Clinical: Apply principles of quality and safety to identify areas of improvement in healthcare systems and promote patient centered care. Translates evidence into practice to change a process or outcome and develop innovative solutions related to health care delivery and populations. Actively engages in leadership in the practice setting to promote collaborative practice and demonstrate advanced

practice competencies as a leader. Includes 150 direct clinical hours and 60 indirect clinical hours.

NURS 7024 - Didactic/Clinical III: Interprofessional Collaboration for Improved Patient Care (4)

Didactic: Synthesis of evidence-based practice and technologies to improve outcomes. Analysis of outcomes and strategies to promote sustainable change explored. Advocates for patients, families, communities, and populations through policy development.

Clinical: Works with practice leaders to analyze data and promote sustainable change. Actively engages in leadership in the practice site to demonstrate advanced practice competencies. Includes 50 direct clinical hours and 20 indirect clinical hours.

NURS 7036 - Didactic/Clinical IV: Leading Sustainable Change (6)

Didactic: Discovers applicable theories for sustainable change advancing the quality and safety of healthcare for patients, families, and populations. Identifies technology and systems-focused strategies to continue quality improvement and promote patient safety for patient and population health. Focuses on communication to promote interprofessional communication and further the advancement of health for populations and nursing profession through entrepreneurship.

Clinical: Dissemination of practice project findings to the practice site and beyond. Actively engages in leadership in the practice site to demonstrate advanced practice competencies. Includes 150 direct clinical hours and 60 indirect clinical hours.

NURS 7206 - Didactic/Clinical I: Foundations of Psychiatric Nursing (6)

Didactic: Provides introduction to the fundamentals of psychiatric assessment, history taking, and diagnostic criteria based on the DSM-5. Covers the skills needed for a comprehensive mental health evaluation. Explores the biological, psychological, and social factors that influence mental health with insight into the multifaceted nature of psychiatric disorders. Emphasis on thorough assessment, physical and mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individual common conditions with a focus on wellness. Apply behavior change theory to improve health and ethical principles to care of patients.

Clinical: Practice preceptorship with faculty oversight to develop physical and mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individual common psychiatric conditions. Integration of

behavior and wellness theory into practice, wellness, prevention, and provider safety content. Seek out clinical experience for prevention and common illness. Practice with respect and dignity. Includes 260 direct clinical hours.

Pre-requisites: NURS-6253, NURS-6263, NURS-6273.

NURS 7216 - Didactic/Clinical II: Advanced Assessment and Treatment Planning (6)

Didactic: Emphasis on thorough assessment, physical and mental health exam, differential diagnosis, diagnostic reasoning and plan of care for individuals with multiple chronic conditions with a focus on interprofessional collaboration. A focus on unanticipated patient and population crises and disaster scenarios. Advocate for the role of the patient on the health care team across the continuum of patient experiences.

Clinical: Practice preceptorship with faculty oversight of physical and mental health exams, differential diagnosis, diagnostic reasoning, and plan of care for individual multiple chronic conditions. Professional practice bits emotional intelligence and inspires the confidence of others. Includes 210 direct clinical hours.

NURS 7224 - Didactic/Clinical III: Special Populations and Complex Cases (4)

Didactic: Focuses on the unique considerations in assessing and treating psychiatric disorders in children and adolescents. Covers developmental psychology and family-centered care. Demonstration of diagnosis reasoning and decision-making based on theory, evidence, ethics, and equity. An analytic approach to clinical situations, Apply information technology. Define yourself in the NP role as a leader.

Clinical: Exploration and focus on complex patients, family, community, and population management. Synthesis of evidence-based practice and technologies to improve outcomes. Advocate for patients, families, communities, and populations. Refines diagnostic reasoning. Includes 70 direct clinical hours.

NURS 7236 - Didactic/Clinical IV: Advanced Practice and Integration (6)

Didactic: Synthesis practicum/concentrated/culminating direct-care clinical experience. In the context of the direct-care environment, demonstrate a system's approach to care. In addition to direct care activities, participate in a culture of provider safety, and systems-focused activities, including committee work, quality improvement, health informatics, lab utilization, patient safety, and outcomes. Focus on both building competencies in the population's

focus area as well as leadership, collaboration, communication, and interprofessional competencies.

Clinic: Engage in an independent role in assessment, diagnosis, treatment, and follow-up care. Display leadership skills in interdisciplinary team with completion of a capstone project to address a significant mental health issue or practice improvement initiative. Includes 210 direct clinical hours.

NURS 7406 - Didactic/Clinical I: Introduction to Family Nurse Practitioner Role and Lifespan Care (6)

Didactic: Overview of the FNP Role. Definition and scope of practice of FNPs key responsibilities, including health promotion, disease prevention, diagnosis, and treatment. Collaborative approach in healthcare teams. Lifespan approach to healthcare; Importance of addressing health needs across different age groups. Recognizing developmental stages and associated health challenges with the process of incorporating family-centered care into practice.

Clinical: Skills are developed related to health promotion, diagnosis, and management of common acute/chronic health problems of women, children, adolescents, adults, older adults, and families. This course included didactic lectures as well as 260 hours of a precepted clinical experience in the outpatient primary care setting. Includes 260 direct clinical hours.

Pre-requisites: NURS-6253, NURS-6263, NURS-6273.

NURS 7416 - Didactic/Clinical II: Developmental Considerations and Assessment Techniques (6)

Didactic: Recognize the unique developmental stages and employ appropriate assessment techniques for each stage; Infants and Children: growth and development milestones, common pediatric health concerns, pediatric assessment techniques; Adolescents and Young Adults: physical, cognitive, and psychosocial changes, health promotion in this age group, confidentiality and trust-building; Adults and Middle-Aged Adults: health maintenance and disease prevention, screening guidelines, Incorporating behavioral change strategies; Older Adults: age-related changes and functional assessment, geriatric syndromes, palliative and end-of-life care considerations.

Clinical: Skills are developed related to health promotion, diagnosis, and management of common acute/chronic health problems of women, children, adolescents, adults, older adults, and families. This course included didactic lectures as well as 210 hours of a precepted clinical experience in the outpatient primary care setting. Includes 210 direct clinical hours.

NURS 7424 - Didactic/Clinical III: Common Health Conditions Across the Lifespan (4)

Didactic: Identify and manage prevalent health conditions experienced by individuals at different stages of life. Development of practical skills, critical thinking abilities, and patient-centered care approaches with exposure to diverse patient populations and addressing health needs across the lifespan. Integrating knowledge gained from previous rotations to provide holistic care.

Clinical: Skills are developed related to health promotion, diagnosis, and management of common acute/chronic health problems of women, children, adolescents, adults, older adults, and families. This course includes didactic lectures as well as 70 hours of a precepted clinical experience in the outpatient primary care setting. Includes 70 direct clinical hours.

NURS 7436 - Didactic/Clinical IV: Evidence-Based Interventions and Patient Centered Care (6)

Didactic: Apply evidence-based interventions and patient-centered approaches to provide holistic care across the lifespan. Health promotion strategies, chronic disease management, cultural competence and family-centered care, ethical and legal considerations. Initiation of health promotion and health maintenance activities with individuals and groups.

Clinical: Skills are developed related to health promotion, diagnosis, and management of common acute/chronic health problems of women, children, adolescents, adults, older adults, and families. This course included didactic lectures as well as 210 hours of precepted clinical experience in the outpatient primary care setting. Includes 210 direct clinical hours.

NURS 8002 - DNP Systems Thinking Seminar I: Project Development (2)

Demonstrate the ability to reflect on one's own learning. Use technology to improve learning and understanding models of health care systems. Application of theory, review of the literature, and population data to frame the QI change project to drive cost-effective safe care. Includes 40 indirect clinical hours.

NURS 8012 - DNP Systems Thinking Seminar II: Implementation (2)

Apply leadership principles in working with members of the healthcare team. Interprofessional collaboration with other professionals to explore economic, financial, and policy factors. Demonstrate how information and technology guides change. Strategize to reduce errors and promote quality and safety in the development of a QI change

project. Use theories, methods, and evidence to implement a QI change project. Includes 90 indirect clinical hours.

NURS 8022 - DNP Systems Thinking Seminar III: Data Analysis (2)

Analyze systems that advance evidence-based principles, patient safety, crisis and disaster planning and intervention, interprofessional teamwork, and continuous learning. Utilize effective communication in transferring information to all stakeholders. Analyze policy implication on the aspect of advanced practice. Analyze QI change project. Expand knowledge of self in the advanced role and the significance of adequate self-care. Includes 30 indirect clinical hours.

NURS 8032 - DNP Systems Thinking Seminar IV: Dissemination (2)

Apply theory and scientific practice to complete, evaluate and disseminate QI change project findings and improvement plan. Include recommendations for system impact as well as economic, financial, and policy implications at the local, state, and national levels. Seeks opportunities to translate and disseminate evidence-based practices to improve system-level care and leadership to promote evidence-based change. Includes a plan for sustaining self-care activities in future practice settings. Includes 90 indirect clinical hours.

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 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.

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.

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.

RSST - Religion Special Studies

RSST 6089 - Special Topics in Religion (0-3)

Study of a particular topic within the disciplines of religion and theology utilizing various tools of research, discussion, and engagement.

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.

SOCL 3003 - Dynamics of Intergroup Relations (3)

This course examines the social dynamics of intergroup relations. Topics include prejudice, discrimination, conflict resolution, and promoting social justice.

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 seventy (70) volunteer hours. Students will integrate learning via discussions of observation experiences and professional issues.

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. Prerequisite: MATH-2063.

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. Prerequisite: Admission to the program.

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. Prerequisite: Admission to Practicum. Corequisite: SWKR-4010.

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. Prerequisite: Admission to Practicum. Corequisite: SWKR-4002.

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.

SWKR 6001 - Foundation Seminar I (0.5)

This course is offered in conjunction with SWKR-6163 (Foundation Practicum I) and, together, the courses are designed to provide a forum for the integration of empirically based social work theory and field practice. Special emphasis is given to the professional development of the student as a generalist social work practitioner. The seminar affords an opportunity to learn from the diverse experiences of other students in their field placements. By using the field experience as a backdrop for assessing his or her own progress towards entry-level generalist social work practice, students are able to process professional growth and development issues. In this ½ credit hour course, students will meet synchronously for one hour, every other week. This course is broken up into two eight-week sections. Both are required to be completed with a successful passing grade.

SWKR 6003 - Entering the Social Work Profession (3)

This course provides students in the foundational portion of the MSW program with an introduction to the field of social work. Students will learn about the social work profession, its history, and its Code of Ethics. Students will also be introduced to the concept of generalist practice and its various levels, as well as given an overview of practice with specific populations, such as children and families, individuals with mental health or substance use disorders, older adults, and persons with disabilities.

SWKR 6011 - Foundation Seminar II (0.5)

This course is offered in conjunction with SWKR-6183 (Foundation Practicum II) and, together, the courses are designed to provide a forum for the integration of empirically based social work theory and field practice. Special emphasis is given to the professional development of the student as a generalist social work practitioner. The seminar affords an opportunity to learn from the diverse experiences of other students in their field placements. By using the field experience as a backdrop for assessing his or her own progress towards entry-level generalist social work practice, students are able to process professional growth and development issues. In this ½ credit hour course, students will meet synchronously for one hour, every other week. This course is broken up into two eight-week sections. Both are required to be completed with a successful passing grade.

SWKR 6023 - Introduction to Social Welfare Policy (3)

This course provides students with an introduction to social welfare policies impacting social work practice. Students will be exposed to the history and values underlying current social policy, as well as theories and paradigms related to the social welfare system. The course will also introduce students to policy analysis and social policy research, in addition to exposing students to the different agencies and levels of government involved in the administration of social programs. Finally, students will learn about policies affecting specific groups, such as children and families, older adults, and individuals living in poverty.

SWKR 6043 - Direct Practice with Individuals, Families, and Groups (3)

This course introduces students to direct social work practice at the micro and mezzo levels. Students will learn about how the relationship they have with themselves influences their skills as direct practitioners. Students will then learn clinical skills for working with individuals, couples, families, and groups. Imbedded within the course content is curriculum related to ethics and direct practice with oppressed groups.

SWKR 6063 - Social Work Macro Practice (3)

This course introduces students to macro social work practice. Students will learn about social work practice within organizations and communities and learn about the concept of social planning. The course also introduces students to the role of an administrator within a social services organization and provides and overview of the policies that influence macro practice. Additionally, students will learn how to use research to inform macro practice. After completing the course, students will be prepared to apply generalist social work skills to the macro area of practice.

SWKR 6083 - Social Justice and Advocacy Practice (3)

This course introduces students to the concepts of social justice and advocacy practice within social work. Students will learn the meaning of social justice, including its history and the theories related to it. They will also learn about both religious and secular movements related to social justice, as well as how the field of social work views social justice. Students will be introduced to methods for ensuring social justice for individuals, families, groups, organizations, and communities and exposed to curriculum related to the creation of socially just policies.

SWKR 6103 - Culturally Competent Practice (3)

This course prepares students for social work practice in a world that is full of diversity. Students will learn how culture can affect the helping process, which will include learning about differences in the perception of help-seeking between Western and non-Western cultures. Students will also learn how cultural diversity affects the assessment process and how racial, ethnic, and cultural attitudes can influence work with a client. Attention will also be paid to unique factors influencing the helping process with specific racial and ethnic groups.

SWKR 6123 - Research Methods in Social Work (3)

This course will teach social work students about the importance of research, including how empirical research is a necessary component of evidence-based practice. Students will learn about the differences between qualitative and quantitative research and be exposed to the laws and ethical obligations related to social work research. Students will learn how data are conceptualized and measured in research, in addition to learning how to collect data and apply research to evaluate social work practice. Finally, students will become competent in writing research proposals and reports.

SWKR 6143 - Human Behavior in the Social Environment Across the Lifespan (3)

This course will expose students to the process of human development across the lifespan. Particular attention will be paid to the impact of larger social forces on a person's biological, psychological, and social development. Students will learn about leading theories related to human development, which can be applied to client scenarios during the social work engagement, assessment, and intervention process.

SWKR 6163 - Foundation Practicum I (3)

As an introductory practicum experience, this course will give students first-hand exposure to the social work field. Students will engage in a supervised practicum experience in an agency that aligns with their career interests and goals. Taken concurrently with SWKR-6001 (Foundation Seminar I), this course will require students to obtain 200 clock hours of practicum experience over the course of a 15-week semester, for an average of 15 hours per week in field. This experience will require students to apply the knowledge, skills, values, and ethics of generalist social work practice to their practicum settings. This course is broken up into two eight-week sections. Both are required to be completed with a successful passing grade. Prerequisites: Admission to field and completion of 12 credit hours of foundation courses. Co-requisite: SWKR-6001.

SWKR 6183 - Foundation Practicum II (3)

As the second semester of the foundation practicum experience, this course will give students continued exposure to the social work field. Students will engage in a supervised practicum experience in an agency that aligns with their career interests and goals. Taken concurrently with SWKR-6011 (Foundation Seminar II), this course will require students to obtain 200 clock hours of practicum experience over the course of a 15-week semester, for an average of 15 hours per week in field. This experience will require students to apply the knowledge, skills, values and ethics of generalist social work practice to their practicum setting. This course is broken up into two eight-week sections. Both are required to be completed with a successful passing grade. Prerequisites: SWKR-6123 and SWKR-6143. Co-requisite: SWKR-6011.

SWKR 6201 - Advanced Seminar I (0.5)

This course is offered in conjunction with SWKR-6303 (Advanced Practicum I) and, together, the courses are designed to provide a forum for the integration of empirically based social work theory and advanced social work practice. Special emphasis is given to the professional development of the student as an advanced social work practitioner within their chosen specialty track. The seminar affords an opportunity to learn from the diverse experiences of other students in their field placements. By using the field experience as a backdrop for assessing his or her own progress towards advanced social work practice, students are able to process professional growth and development issues. In this ½ credit hour course, students will meet synchronously for one hour, every other week. This course is broken up into two eight-week sections. Both are required to be completed with a successful passing grade.

SWKR 6203 - Advanced Clinical Social Work Skills (3)

This course provides students with in-depth exposure to clinical sock work skills required for practice with individuals, couples, families, and groups. Students will explore the use of self in clinical social work practice and learn the various tasks associated with this area of practice. Students will develop advanced relationship building skills and think critically about the NASW Code of Ethics as it applies to clinical social work practice.

SWKR 6211 - Advanced Seminar II (0.5)

This course is offered in conjunction with SWKR-6323 (Advanced Practicum I) and, together, the courses are designed to provide a forum for the integration of empirically based social work theory and advanced social work practice. Special emphasis is given to the professional development of the student as an advanced social work practitioner within their chosen specialty track. The seminar affords an opportunity to learn from the diverse experiences of other students in their field placements. By using the field experience as a backdrop for assessing his or her own progress towards advanced social work practice, students are able to process professional growth and development issues. In this ½ credit hour course, students will meet synchronously for one hour, every other week. This course is broken up into two eight-week sections. Both are required to be completed with a successful passing grade.

SWKR 6223 - Global Social Problems (3)

This course will introduce students to a global context for social work practice, providing preparation for service in international social work. Students will learn about the history and role of international social work, including how globalization has affected international social work practice. Students will also be exposed to theories related to human rights, common social problems across the globe, and information on the impact of global social welfare organizations. Finally, students will learn about social work presence in other nations, including the policies impacting that presence.

SWKR 6243 - Spirituality in Social Work Assessment and Intervention (3)

This course will move students toward becoming spiritually sensitive social work practitioners. Students will learn about the meaning of spirituality, as well as how spirituality is connected to social work practice. The course will expose students to both religious and secular perspectives on spirituality, and introduce students to the ethical implications of spiritually sensitive practice. Finally, students will be prepared to conduct spiritual assessments of clients and help clients to move toward spiritual growth.

SWKR 6263 - Psychopathology and Deviance (3)

This course provides students with an in-depth exploration of the most current version of the manual utilized to diagnose and classify mental health disorders: *The Diagnostic and Statistical Manual of Mental Disorders* (5th edition, Text Revision). After completing the course, students will be prepared to utilize this manual to conduct assessments of clients presenting for treatment of psychiatric disorders. The course will introduce students to the classification of mental health disorders and prepare them to use the DSM-5-TR to make diagnoses.

SWKR 6283 - Evaluating Social Work Programs (3)

This course, taken in conjunction with the advanced practicum experience, prepares social work students to evaluate the effectiveness of social work practice. Students

will be exposed to both quantitative and qualitative practice evaluation methods, and they will learn about the importance of practice and program evaluation. Students will also learn about various forms of practice and program evaluation, including needs assessment, program monitoring, outcome evaluations, and quality assurance. Co-requisite upon enrollment: SWKR-6010.

SWKR 6303 - Advanced Practicum I (3)

As the first course in the advanced practicum sequence, this course will give students additional exposure to professional social work practice. Students will engage in a supervised practicum experience in an agency that aligns with their chosen specialization track: School Social Work or Behavioral Health Practice. Taken concurrently with SWKR-6201 (Advanced Seminar I), this course will require students to obtain 250 clock hours of practicum experience over the course of a 16-week semester, for an average of 16 hours per week in field. This experience will require students to apply the knowledge, skills, values and ethics of advanced social work practice to their practicum settings. This course is broken up into two eight-week sections. Both are required to be completed with a successful passing grade. Prerequisites: SWKR-6001, SWKR-6011, SWKR-6163, and SWKR-6183, or acceptance into the Advanced Standing Program and completion of 12 credit hours of Advanced Practice courses. Co-requisites: SWKR-6201 and SWKR-6283.

SWKR 6323 - Advanced Practicum II (3)

As the second course in the advanced practicum sequence, this course will allow students to finish their practicum experience. Students will continue to engage in a supervised practicum experience in an agency that aligns with their chosen specialization track: school social work or behavioral health practice. Taken concurrently with SWKR-6211 (Advanced Seminar II), this course will require students to obtain an additional 250 clock hours of practicum experience over the course of a 16-week semester, for an average of 16 hours per week in field. This experience will require students to apply the knowledge, skills, values and ethics of advanced social work practice to their practicum setting. This course is broken up into two eight-week sections. Both are required to be completed with a successful passing grade. Prerequisites: SWKR-6201 and SWKR-6303. Co-requisite: SWKR-6211.

SWKR 6403 - Social Work Practice in the Schools (3)

This course is the first of three specialized courses required for students in the school social work track. Students will be introduced to the role of the school social worker, including the ethical requirements of the role. They will learn about

the school environment, the role of supervision in school-based practice, and evidence-based practice in the schools. Students will also learn about assessment and intervention methods in school social work, including exposure to specific methods, such as the Functional Behavior Assessment (FBA).

SWKR 6423 - Special Education Policy (3)

This course is the second of three specialized courses required for students in the school social work track. Building upon SWKR-6030 (Social Work Practice in Schools), this class will utilize the same textbook as SWKR-6030 and expose students to the special education system and the formal policies that surround it. Students will understand the role of the social worker in the special education system and learn about the IEP process, including how to write a measurable annual goal for an IEP. Students will also be prepared to engage in anti-racist policy practice within the schools, through exposure to historical policies affecting the schooling of African American children in the United States.

SWKR 6443 - Social Work Practice with Children (3)

This course will train social work students to use an ecological framework to assess and intervene with children in the context of their environments. Students will be exposed to models for helping children, including specific modalities such as play therapy and group work. They will also learn how to engage and intervene with children facing special challenges, such as parental substance abuse, growing up in the foster care system, or being victims of bullying.

SWKR 6503 - Clinical Social Work in Addictions (3)

This course provides students with an in-depth exploration of clinical social work practice with individuals with addictions. Students will learn about theories of addiction, including theories related to the reasons people use drugs. The course will cover information about specific drugs, such as stimulants, opioids, cannabis, and hallucinogens, in addition to assessment, intervention, and prevention methods. Finally, students will learn about the impact of family systems on addiction, including the effects of growing up with parents who misuse substances.

SWKR 6523 - Clinical Social Work in Mental Health (3)

This course provides students with an in-depth exposure to evidence-based clinical social work practices in mental health settings. It will cover concepts such as cultural competency, social work ethics, biopsychosocial assessment, and feminist perspectives in clinical social work. It will also provide skill development in the areas of

treating clients with specific diagnoses, including anxiety, depression, serious mental illness, and co-occurring substance use disorders and mental health disorders.

SWKR 6543 - Trauma-Informed Social Work Practice (3)

This course provides students with an in-depth exposure to trauma-informed social work practice. Students will learn about the effects of trauma on the brain and body, as well as how trauma can influence behavior. Students will learn about evidence-based practices for treating individuals with trauma and learn about topics such as multigenerational trauma, longitudinal effects of trauma, and ACE scores. Students will also be presented with information surrounding events that can contribute to trauma, such as child abuse, violence, war, and disaster. Attention will also be given to trauma in specific populations, such as Indigenous peoples, the Jewish community, and communities of color. Information on the effects of trauma and evidence-based practices for trauma will be framed within the person-in-environment perspective.

TESL - Teaching English (TESOL)

TESL 2003 - TESOL: Curriculum, Instruction, and Assessment (3)

An overview of research and curriculum-relate 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.

THEO 6023 - The Doctrine of Holiness (3)

In this course, students will survey the biblical understanding of the doctrine of holiness, with specific attention paid to the understanding and application of the doctrine of holiness as expressed in the Church of the Nazarene and other traditions of the Holiness Movement. Also, the course seeks to empower students to clearly and biblically teach and preach the doctrine of holiness in ministry settings in a way that impacts individual and societal transformation for the Kingdom of God.

Directory of Personnel

Administration

Chief Executive Officer

Carson D. Castleman, Ph.D.
President

President's Cabinet

Carson D. Castleman, Ph.D.
President and Chief Executive Officer

Scott L. Campbell, B.A.
Vice President for Finance and Chief Financial Officer

Amy A. Kovach, Ph.D.
Vice President for Academic Affairs and Chief Academic Officer

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Vice President for Spiritual Life and Church Relations

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Vice President for Student Life

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Vice President of University Relations and Strategic Partnerships

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Vice President for Graduate and Professional Studies

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Assistant Vice President for Intercultural Engagement and Learning

Johnna K. Vanover, M.A.
Vice President of Enrollment and Marketing

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Vice President for Academic Affairs and Chief Academic Officer

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Dean of the School of Nursing and Health Sciences

Jessica R. Grubaugh, Ed.D.
Dean of the Jetter School of Professional Studies

Yvonne R. Schultz, Ph.D.
Dean of the School of Arts and Humanities

Melanie A. Timmerman, J.D.
Dean of the School of Graduate and Professional Studies

Douglas Van Nest, D.Min.
Dean of the School of Christian Ministry

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Executive Director of Traditional Enrollment

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Director of Counseling and Wellness

Kevin C. Chaney, M.A.
Director of Academic and Curriculum Services (Graduate and Professional Studies)

Mikel L. Cheek, M.Min
Executive Director of Alumni Relations and Advancement

Ben R. Cook, M.B.A.
Director of Facilities Operations

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Director of Institutional Research and Accountability

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Director of Human Resources

Deborah S. Hewlett, M.S.
Director of the Center for Innovative Education

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Director of Civil Rights

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Campus Pastor

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Director of Broadcasting

Samantha L. Scoles
Executive Director of Marketing

R. Merrill Severns, M.A.
University Registrar

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Executive Director of Business Services and Projects

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Assistant Vice President for Institutional Effectiveness

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Director of the Honors Program and Director of Traditional General Education

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Faculty

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